

# Module 2

## EC-PBIS for Family Child Care



Adapted from the Center for Excellence in Child Development and US Davis Extension Teaching Pyramid Family Child Care and Center on the Social Emotional Foundations for Early Learning (CSEFEL)

## Learner Objectives

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- Participants will be able to discuss why it is important to be intentional about teaching social emotional skills.
- Participants will be able to define emotional literacy and identify activities that build “feeling vocabularies”.
- Participants will understand the importance of providing opportunities for children to begin to understand their own, as well as others’ emotions.
- Participants will understand why children need to learn to control anger and handle disappointment and will be able to identify strategies to teach anger management skills.
- Participants will be able to identify strategies for supporting the development of friendship skills.
- Participants will understand the importance of teaching problem solving and will be able to identify problem solving steps.

## Suggested Agenda

<b>Module 2.1: Teaching Social Emotional Skills &amp; Emotional Literacy</b>	<b>2.5 Hours</b>
I. Introduction	
II. The Importance of Teaching Social Emotional Skills	
III. Enhancing Emotional Literacy	
<b>Module 2.2: Helping Children Develop Empathy and Managing Strong Feelings</b>	<b>2.5 Hours</b>
IV. What Worked & What Didn't	
V. Empathy	
VI. Managing Strong Feelings, Including Anger	
<b>Module 2.3: Friendship Skills</b>	<b>2.5 Hours</b>
VII. What Worked & What Didn't	
VIII. Friendship Skills	
<b>Module 2.4: Problem Solving Skills</b>	<b>2.5 Hours</b>
IX. What Worked & What Didn't	
X. Developing Problem Solving Skills	
XI. Pulling It All Together	
XII. Final Wrap Up	

\*Times are approximate depending on activities and participant contribution.

## Icons Used on Power Point Slides and in Trainers Guide

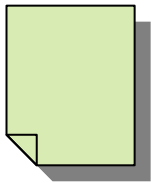
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Scratch Paper Icon=Participant needs a piece of scratch paper to write on for this activity



Chart Paper/Dry Erase Board Icon=Trainer will need chart paper or a dry erase board for this activity



Handout Icon=Indicates there is a handout that goes with this slide or activity.



Additional Resources Icon=Indicates that Additional Resources are available. For trainers these will be in the Additional Resources Folders that correspond with each module and for the participants they will be in the Additional Resources Section of the Participant Manual



Discussion Icon=Have participants discuss the topic with a partner or in small groups.



Example Icon=Indicates a visual or example of an item is recommended.

## Materials Needed

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### Materials Needed for Every Class Sessions

- ☐ Module 2 Power Point
- ☐ Laptop & Projector
- ☐ Dry Erase Board or Chart Paper
- ☐ Markers for dry erase board/chart paper
- ☐ Name Tents for all participants
- ☐ Blank or Scrap paper for participants to write on

### Module 2.1

- ☐ Timer for “friendly” competition (slide 22)
- ☐ Copy of the book “On Monday When It Rained” (Slide 35)
- ☐ 10 to 15 Children’s books that address social emotional topics (Slide 40)
- ☐ Video clips
  - Video Clip 2.11 (Preschool) Hands Are Not For Hitting (Slide 38)
  - Video Clip 2.12 (Preschool) Glad Monster/Sad Monster (Slide 39)
- ☐ Participant Manual with:
  - Handouts
    - 2.1 My Bliss List
    - 2.2 Using Books to Support Emotional Literacy
  - Participant Additional Resources
    - Feeling Chart -Contains Feelings Chart, Feelings Wheel, Relaxation Thermometer and Feelings Cards (Slide 31-32)
    - Feeling Faces Cubes (Slide 32)
    - On Monday When It Rained Book Nook (Slide 36)
    - Quiet LOUD Book Nook (Slide 36)
    - CSEFEL Booklist (Slide 40)
- ☐ Trainer Additional Resources
  - None

- ☐ Implementation Guide
- ☐ Example Items
  - Color copy of the Feelings Chart (Slide 28)
  - Songs about emotions, either commercial CDs or other emotion songs sung to the tune of another common song (Slide 30)
  - Color copy of Feelings Cards (Slide 31)
  - Color copy of Feelings Wheel (Slide 32)

## Module 2.2

- ☐ Copy of a book where a character deals with strong emotions (e.g. Lily's Purple Plastic Purse)
- ☐ Video Clips
  - Video Clip 1.2 (Infant/Toddler) Supporting Self-Regulation
- ☐ Participant Manual with:
  - Handouts
    - 2.3 How to Avoid Invalidation
    - 2.4 Self-Regulation
    - 2.5 Relaxation Thermometer (Optional Activity with Slide 73)
  - Participant Additional Resources
    - Scripted Stories Tips Sheet (Slide 61)
    - Scripted Story "Tucker the Turtle Takes Time to Tuck and Think" (Slide 61)
- ☐ Trainer Additional Resources
  - Scripted Story, "I Can Use My Words" (slide 61)
- ☐ Implementation Guide
- ☐ Example Items
  - Color copy of the scripted story, "Tucker the Turtle takes Time to Tuck and Think"(Slide 61-70)
  - Color copy of the Relaxation Thermometer-part of the Feelings Chart Document which is in the Additional Resources section for Module 2.1 (Slide 73)

**Module 2.3**

- ☐ Beach Ball (Compliment Circle Activity, Slide 99)
- ☐ Make a Friendship Can (clean empty can that decorated & says Friendship Can)
- ☐ Enough popsicle sticks for each participant to have one
- ☐ Video Clips
  - Video Clip 2.9 (Infant/Toddler) Children Playing
  - Video Clip 2.4 (Preschool) Being Helpful/Team Player
  - Video Clip 2.3 (Preschool) Sharing Skills
  - Video Clip 2.2 (Preschool) Organizing Play Skills
  - Video Clip 2.5 (Preschool) Giving Compliments
  - Video Clip 2.6 (Infant/Toddler) Adults Supporting Children
- ☐ Participant Manual with:
  - Handouts
    - None
  - Participant Additional Resources
    - None
- ☐ Trainer Additional Resources
  - None
- ☐ Implementation Guide
- ☐ Example Items
  - Examples of books about friendship (or refer to CSEFEL book list)

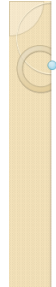
**Module 2.4**

- ☐ Evaluation Form
- ☐ Notecards or slips of paper (Slide 124)
- ☐ Video Clips
  - Video Clip 2.14a(Preschool) Solutions Kit Example
  - Video Clip 2.14b(Preschool) Solutions Kit Example
  - Video Clip 3.2 (Infant/Toddler) Observing Michael A

- Video Clip 3.5 (Infant/Toddler) Observing Michael B
- ☐ Participant Manual with:
  - Handouts
    - 2.6 Putting It All Together
    - 2.7 What is My Perspective
    - 2.8 Observation Documentation
    - 2.9 Getting to Know Michael
    - 2.10 Behavior Review
    - 2.11 Talking with Families Do's & Don'ts
    - 2.12 Family Interview Questions
    - 2.13 Maria Case Study
  - Participant Additional Resources
    - Problem Solving Boy 8x10 Poster (Slide 116)
    - Solutions Kit Cue Cards (Slide 119)
- ☐ Trainer Additional Resources
  - None
- ☐ Implementation Guide
- ☐ Example Items
  - Color copy of the Problem Solving Boy 8x10 Poster (Slide 116)

## Module 2.1: Teaching Social Emotional Skills and Emotional Literacy

### Introduction



#### Module 2 Promoting Social Emotional Competence: Social Emotional Teaching Strategies

Adapted from the Center for Excellence in Child Development and US  
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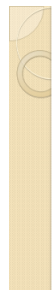
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#### Teaching Pyramid



2



#### Agenda Module 2

- **2.1 Teaching Social Emotional Skills and Emotional Literacy**
  - Importance of Teaching Social Emotional Development
  - Enhancing Emotional Literacy
- **2.2 Helping Children Develop Empathy and Manage Strong Feelings**
  - Empathy
  - Managing Strong Feelings, Including Anger

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### Introduction (15 minutes)

- I. Welcome Participants
  - a. Begin with a brief overview of who you are and information about your background that is relevant to this training.
  - b. Ask participants to write their names on popsicle sticks and put them in the **Friendship Can**. As each person puts their popsicle stick in the can have them share their name and **one** word about how they are feeling about this training.
  - c. Introduce Module 2 (**Slide 1**)
  - d. Show **Slide 2**.
  - e. Remind participants that this visual of the Teaching Pyramid was introduced in Module 1. We are now focusing on the third level of the pyramid—social emotional teaching strategies.
  - f. In Module 1 we talked about the importance of building positive relationships and designing supportive environments (including rules, schedules, materials and activities) to support children's social emotional development and prevent challenging behaviors.
  - g. In Module 2, we will continue to build on these ideas by discussing the use of effective strategies, ideas, and resources to help "teach" children social emotional skills (emotional literacy, development of empathy, impulse control, friendships skills and problem solving).
- II. Show **Slides 3 & 4** and briefly review the agenda and how material is divided up for Module 2.

## Agenda Module 2

- **2.3 Helping Children Develop Friendship Skills**
  - Friendship Skills
- **2.4 Helping Children Develop Problem Solving Skills**
  - Developing Problem Solving Skills
  - Pulling It All Together

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## Learner Objectives:

- Discuss why it is important to be intentional about teaching social emotional skills.
- Define emotional literacy and identify activities that build “feeling vocabularies.”
- Understand the importance of providing opportunities for children to begin to understand emotions.

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## Learner Objectives

- Understand why children need to control uncomfortable emotions
- Identify strategies for supporting the development of friendship skills.
- Understand the importance of teaching problem solving skills.

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## My Bliss List...



2.1

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III. Show **Slides 5 & 6**. Review the learner objectives.

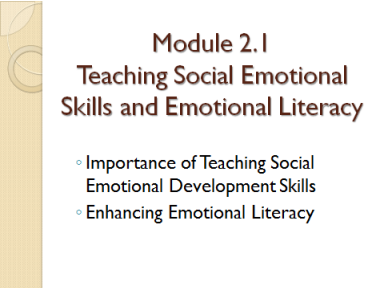

- Participants will be able to discuss why it is important to be intentional about teaching social emotional skills.
- Participants will be able to define emotional literacy and identify activities that build “feeling vocabularies”.
- Participants will understand the importance of providing opportunities for children to begin to understand their own, as well as others’ emotions.
- Participants will understand why children need to learn to control anger and handle disappointment and will be able to identify strategies to teach anger management skills.
- Participants will be able to identify strategies for supporting the development of friendship skills.
- Participants will understand the importance of teaching problem solving and will be able to identify problem solving steps.

IV. Show **Slide 7**

Think, Pair, Share Activity-My Bliss List (

- Ask participants to turn to handout 2.1 entitled, “My Bliss List.” Remind them of the activity from Module 1 about making deposits in children’s and our own piggy banks. Today, we’ll take this idea a little further. Often, weeks may go by without doing any of the simple things that help us

2.1

 <p>8</p>	<p>feel our best. One way to fight this tendency is to make a “bliss list”-a list of activities that make us feel great (instructor can give a personal example here).</p> <ul style="list-style-type: none"><li>ii. <b>Think:</b> Ask participants to take a few minutes to write down a list of activities for their bliss list. <i>If available, play some soft music during this individual writing time.</i></li><li>iii. <b>Pair:</b> At their tables, have participants share a few items from their list with a partner.</li><li>iv. <b>Share:</b> Solicit a few responses from the group. People may share their own or their partners ideas with the larger group.</li></ul>
 <p>9</p>	<p>V. Show <b>Slide 8</b> and introduce the topics for today’s session</p> <p>VI. The Importance of Teaching Social Emotional Skills <b>Slide 9:</b> Section Header for “Importance of Teaching Social Emotional Development Skills”</p>

## Social Emotional Development is...

The developmentally and culturally appropriate ability to:

- Experience, express, and manage emotions
- Establish positive and rewarding relationships with others

California Infant/Toddler Learning and Development Foundations, 2009



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a. **Slide 10:** Social Emotional Development Is...

- i. Remind participants of the definition of Social Emotional Development that we talked about in Module 1.
- ii. Five Whys Activity: Ask the group, "Why do you think it is important to teach social emotional skills to children?" Once someone has answered (i.e., "So they will know appropriate ways to behave") Then direct the question back to the whole group again and ask, "Why is it important that children know how to behave?". Then continue 3 more times using the answers that participants give to ask Why.
- iii. Add to their comments by sharing that these are some of the skills that children need in order to be more successful and to prevent challenging behavior – not only in early care and educational settings, but also in future educational settings. While we tend to be very thoughtful and intentional about teaching the alphabet, writing your name, and other skills, we need to be just as intentional about teaching social emotional skills.

What happens when children don't have these skills?



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b. Show **Slide 11.** What Happens When Children Don't Have These Skills?

- i. Ask participants what happens when children don't have these skills? Have them think about children in their settings who don't have these skills. What have they noticed about these children? (Answers might include everything from specific challenging behaviors to quiet and withdrawn, later life consequences.) This is "**why**" we teach social emotional skills.
- ii. How do we help children learn these social emotional skills? We TEACH them!

## Teaching Social Emotional Skills

- Why?
- When?
- What?
- How?



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## When: Identify Teachable Moments



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- c. **Slide 12:** Tell participants there are several things that we want them to think about when teaching social emotional skills.
- i. Why (already addressed that above)
  - ii. When: When we should teach these skills?
  - iii. What: What skills should we teach?
  - iv. How: Ideas and resources for how we can teach these skills.

- d. **Slide 13:** Identifying Teachable Moments. Now that we have discussed why it is important to teach social emotional skills, we are going to talk about “**when**” we might teach these skills.

- i. Slide is animated so will initially show just the title and curved line. Click to show arrows as you read the following situation that might happen in a family child care home. Trey is building a castle with blocks (click for first arrow [blue] to appear). Blair comes over to next to Trey (click for second arrow [green] to appear). Blair decides that she needs the block that is right in the middle of Trey’s castle so she grabs the block, and Trey’s castle crumbles (click for 3<sup>rd</sup> arrow [yellow] to appear). Trey hits Blair and takes the block away. Blair starts crying. (click for 4<sup>th</sup> arrow [red] to appear).
- ii. Ask participants to generate ideas about what adults might say to Trey and Blair at this point (e.g., “Use your words.” “Hitting is not okay.” “Say you’re sorry.” “Ask nicely if you want something.” “Get an adult if you need help.” “Calm down.”)
- iii. Point out that it is often at the crisis (red arrow) point that adults try to teach new social skills. Suggest that while this is a teachable moment and can be a social skills lesson for Trey and Blair, this might not be the most effective teachable moment because:
  1. The incident has already

happened.

2. Both children are upset.
3. Blair may find the adult attention reinforcing which could lead to increased challenging behaviors.
- iv. Click 2 times, one to put “No” sign on red arrow and the second time to put the circle around the green arrow. Discuss effective teachable moments (referring to the green arrows at the left-hand side). The main point here is that we want to make sure that these, “crisis moments” are not the only time that we are “teaching” social skills! Social skills can be embedded into almost any part of the daily schedule—intentional, planned times as well as taking advantage of naturally occurring moments throughout the day.
- v. Trainer’s Note: Participants may ask about teaching after the “crisis moment” when the child has calmed down. If the child is truly calm this could be a potential moment to teach social skills.

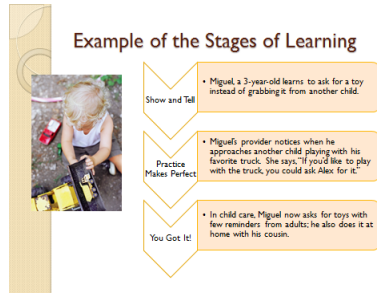
#### Stages of Learning It Doesn’t Happen Overnight

- **Show and Tell:** first use of a new skill or concept
- **Practice Makes Perfect:** the ability to use the skill or concept without a prompt
- **You Got It!**: continuing to use the skill or concept over time and in various situations.

- e. **Slide 14.** Stages of Learning: It Doesn’t Happen Overnight. Tell participants that so far we have talked about the “**why**” and the “**when**” of teaching Social Emotional skills. But there are a few things we need to remember before we start discussing “**what**” skills to teach. Too often, we expect people to learn something the first time we teaching it. In reality, there are several stages of learning—and they all require teaching:
  - i. Show and Tell (Acquisition). When children learn how to do something new, they acquire new skills or concepts. To support children’s acquisition of new skills, we need to explain and demonstrate the skill/concept and encourage children as they attempt to learn the skill. In other words, this is the “Show-and-Tell” stage. The adult

introduces a new skill to a child by giving concrete examples of what the skill is and how to use it. For example, the adult may say, "It's hard to wait until your turn to ride the trike. I'm going to help you learn to wait."

- ii. Practice Makes Perfect (Fluency). Once children acquire a new skill, they need to be able to use the skill proficiently or fluently. We need to provide multiple opportunities for them to practice and master this skill/concept, as well as prompt children to use their new skills in new situations. In this stage, practice makes perfect. The adult provides many opportunities to practice the skill so the child can eventually use it with ease. Practice opportunities may include:
  - 1. Prompting the child ("How can you ask to play with Lizette?")
  - 2. Helping the child remember to use the skill ("I know you are disappointed and you want a turn right now. What can you do instead?")
  - 3. Identifying situations that call for the use of the skill ("We have three children who want to sit at the table and only one chair.")
- iii. You Got It! (Maintenance and Generalization). Once children are fluent in their new skills, they need to be able to use them without support or prompting from an adult. The adult continues to promote the child's use of the skill in familiar and new situations. For example, when the child uses her newly learned skill of giving compliments with her mother, the provider says, "You gave your mom a compliment! Look, she is smiling."
- iv. Trainer's Note: When children apply their new skills to new situations, people, activities and settings they demonstrate generalized use of the skills. For example,



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a child might learn a new skill at child care and then generalize that skill by using it at home (a different setting) or a child might learn a new skill with a grandparent and generalize it by using it with their aunt (different people). This is the "You Got It!" stage of learning.

- f. **Slide 15.** Examples of Stages of Learning. Review the example of Miguel and how it relates to the stages of learning.

- i. Then, explain that each learning stage requires intentional, purposeful planning on our part. This means that we need to plan "**when**" (during our daily schedule) we will teach new skills so that children have opportunities to acquire new skills and to become fluent with their new skills. But, we can't stop at that point! We also need to continue to plan opportunities for children and encourage them to practice using their new skills throughout the day without us so they can achieve maintenance and generalization. (Some examples of planning forms?)
- ii. We want be purposeful and direct in planning opportunities for learning/practicing skills, but we also want to use opportunities to encourage children when they are spontaneously learning and using their new skills. We want to take advantage of both planned and unplanned opportunities!

### So What...

- Think of a time you learned a new skill (e.g. playing a sport or driving)
  - Were you really good at that skill right away?
  - Were there times when you got frustrated?
  - How long did it take you to get really "good"?
- Now think of how you would explain to a parent that children rarely learn skills (e.g. taking turns) the first time they are taught.
  - Turn to a partner and discuss ideas.



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- g. **Slide 16.** So What...

This activity is intended to help participants connect how stages of learning affect their everyday work with children and families.




- i. Give participants a few minutes to think about a new skill they had to learn and ponder the questions on the slide.
- ii. Then discuss that process in partners.

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**Have Clear Expectations When Teaching Social Emotional Skills**

1. Have developmentally appropriate expectations
2. Be clear about what you want children to do instead of what you don't want them to do



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- iii. Next click slide to show 2<sup>nd</sup> bullet point. Have participants discuss with their partner how they would explain to a parent that children rarely learn skills the first time they are taught them.
- iv. After a few minutes, ask for a volunteer to do a role play with you. You will play the provider, and they will play the parent. Act out a situation in which you explain why this parent's three year old needs more opportunities to practice how to take turns. After you are done, ask participants to give additional ideas for how to explain this concept

**h. Slide 17 Clear Expectations**

- i. Have developmentally appropriate expectations. How long can most toddlers look at their plate of lunch with our eating? Think about how long children have to wait for you to be ready? Do you have any examples to share from your programs? (Possible Ideas to share: Have table set before washing hands for lunch; Have older children wash hands first for lunch since they are capable of waiting longer; Sing with children while some are finishing washing up)
- ii. Be clear about what you want children to do instead of what you don't want them to do. Say put your feet on the floor or show me your walking feet. Instead of no climbing on my table or stop running the in house

**The "What" and "How"...**

Friendship skills	Emotional literacy
Empathy	Managing strong emotions
Problem solving	

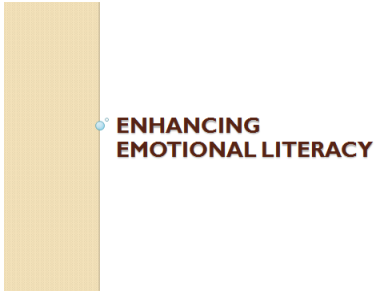
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**i. Slide 18: The "What" and "How"**

- i. Tell participants that we have covered the "why" and the "when" part of teaching social emotional skills we will now focus on the "what" and "how" to teach.
- ii. The 5 different boxes are "what" social emotional skills we want to teach to young children. Highlight that we will

spend the rest of Module 2 discussing ideas and teaching strategies for “**how**” we teach children these 5 social emotional skills.

- iii. Think of all the issues that come up when children are playing (or attempting to play) together. They have many opportunities to practice organizing play situations, sharing, being helpful, and taking turns, all of which give them opportunities to begin to understand other children’s feelings and perspectives. One way to help children be more successful in developing friendship skills is to “teach” them to label, understand, express, and control emotions. In the next section, we will discuss ideas of enhancing children’s emotional literacy.



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**VII. Enhancing Emotional Literacy**  
**Slide 19: Section Header**



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- a. **Slide 20:** Emotional Literacy. Discuss the definition of emotional literacy

### Why Is Emotional Literacy Important?

#### Children with emotional literacy...

- Tolerate frustration better
- Get into fewer fights
- Engage in less destructive behavior
- Are healthier
- Are less lonely
- Are less impulsive
- Are more focused
- Have greater academic achievement



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### How Can You Feel Activity

- Write down all the different feeling words you can think of.
- How many different words did you come up with?
- How many of these do you use with your children?



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### b. Slide 21: Why is Emotional Literacy Important?

- Discuss some of the things we know about children who have a strong foundation in emotional literacy.
- Remind participants that sensitive and responsive relationships (Mod 1) are key to developing emotional literacy.
- Children who don't learn to use emotional language have a hard time labeling and understanding their own feelings as well as accurately identifying how others feel.

### c. Slide 22: How can you Feel Activity

*Trainer's note: This activity can be made into a friendly competitive game but setting a timer for 1 or 2 minutes to see who can come up with the most feeling words in that amount of time.*

- Ask participants to write down a list of feeling words they would like to teach to their children.
- After a minute or two ask how many people had more than 10 words? More than 20? What was the biggest number anyone had?
- Ask participants to report back some of the words that they came up with and write those down on chart paper/white board as examples for the next slide about comfortable/uncomfortable emotions. Discuss why it is important to use a variety of feeling words with children. For example, many people use the word "mad" with kids to mean lots of different things. When a child is learning to zip his/her coat and can't get it but isn't overtly angry that child is frustrated not mad. The difference is important for children to understand their feelings and to be understood by us.



### Comfortable and Uncomfortable

- Some emotions make us feel "comfortable"—others make us feel "uncomfortable"
- Using the words "comfortable" and "uncomfortable" instead of "good/bad" or "positive/negative" helps children learn that there are no wrong emotions.
- It is okay to feel both comfortable and uncomfortable emotions



Barker, M. (2004). *Girls on Track*. New York: Balentine Books.

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### d. Slide 23: Comfortable and Uncomfortable

- Introduce the idea of comfortable/uncomfortable emotions instead of positive/negative.
- We all feel a variety of emotions. It is not "good" or "bad" to feel any particular emotion, however we do need to learn healthy ways to express our emotions (we will discuss that more in the section on Managing Strong Emotions).
- Use the list of feeling words that participants came up with in the previous activity and discuss which ones are "comfortable" and which ones are "uncomfortable"



### How Do We Enhance Emotional Literacy?

1. Use the adult/child relationship to create awareness of emotions
2. Find opportunities to talk about emotions.
3. Use materials/games to teach emotions
4. Model positive relationships



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### e. Slide 24 and 25: Enhancing Emotional Literacy...

- This slide describes several different ways that adults can increase children's feeling vocabularies:
  1. Labeling Feelings
  2. Display for children
  3. Feeling Vocabulary
  4. Discussion
  5. Use of Songs and Games
  6. Feeling Dice and Feeling Wheel
  7. Creative Play Activities
  8. Use of Children's Literature

### Examples

- Labeling Feelings
- Display for children
- Feeling Vocabulary
- Discussion
- Use of Songs and Games
- Feeling Dice and Feeling Wheel
- Creative Play Activities
- Use of Children's Literature

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*Trainer's Note: On the following slides that discuss each idea it would be helpful to discuss with participants how this works with multiple age groups. Some ideas such as labeling emotions obviously work for all ages. Other ideas such as playing "feelings bingo" are more geared toward preschool-age children. However, expectations can be modified for very young children to be included also. For example a one year old may be "playing" feelings bingo with the 3- and 4-year-olds but they are really just holding the cards and listening to the provider and other children talk about the feelings shown on each*

### Labeling Emotions



Label emotions as children experience various feelings

"Tamika and Ana seem really happy playing together! They are hugging each other!"

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*card. Or they may just be sitting by the provider playing with another toy but starting to absorb some of those feeling words and pictures.*

#### f. **Slide 26:** Labeling Emotions

Labeling emotions can be done in a direct or indirect way. The direct teaching would be mostly appropriate for preschool and school-aged children whereas the indirect teaching would be appropriate for all ages.

- i. Direct teaching involves planning specific activities/opportunities for children to increase their emotional vocabulary as well as begin to discriminate what different facial expressions/emotions might look like.
- ii. Indirect Teaching. An example of indirect teaching is when a teacher provides emotional labels – “you’re happy” or “it seems like you’re frustrated” – as children experience various affective states. Use the example on the slide and note how the teacher describes what the two children are doing that helped her figure out how they were feeling.

### Display



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#### g. **Slide 27:** Mirror Example

This slide shows an example of how an adult set up the physical environment to help children label emotions. The adult hung a mirror with a feeling poster beside the mirror so that children could make different feeling faces. Children also drew their own feeling faces, which were displayed above the mirror and can be used to start conversations about the feeling faces they were making in the mirror and what happened to make.

## Emotion Faces with Word Labels



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## Discussion

- How would you feel if...
  - Discuss typical situations that happen when children are together.
  - Jeremy wanted to play ball with Katie and Wu-ying today, but they wouldn't let him. How do you think that made him feel? How do you think you would feel if that happened to you? What could Jeremy try next time?
- One time I...
  - Ask children to tell about a time they experienced a particular emotion.
  - What made them feel this way?
  - Did anything happen to change how they felt?

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## Songs

- If you are happy and you know it...add new verses to teach feelings
  - If you're **sad** and you know it, cry a tear. "Boo hoo"
  - If you're **mad** and you know it, use your words, "I'm mad"
  - If you're **scared** and you know it ask for help, "Help me"
  - If you're **happy** and you know it, hug a friend
  - If you're **tired** and you know it, give a yawn.

30

## Games/Activities

## Feelings Bingo



## Emotion Charades

- Have a child pick a feeling card and make that face. The rest of the children try to guess the feeling.



31

## h. Slide 28: Emotion Faces with Word Labels

These examples of emotion faces represent a range of emotions. Tell participants that they can download these "faces" from the CSEFEL website. They are available in English, Spanish or English/Spanish. Explain that you will be discussing many different ways to use the faces and they will probably come up with many more ideas!



**PDF files of the feelings faces are located in the Additional Resources folder for Module 2.1**

## i. Slide 29 –Discussion

Discuss with participants typical situations that occur when they are together. Suggest that providers talk with children about these situations and then ask them "how would you feel if this happened to you?" Use the example on the slide

## j. Slide 30: Songs

This slide shows an example of a favorite song ("if you're happy and you know it...") that has been changed to use feeling words.



There are also many commercial CDs that have fun songs about emotions. An example would be Jim Gill's "I'm so Mad I Could Growl" song.

*Trainer's Note: If you have a copy of one of these CDs, you might want to play a song for the group*

## k. Slide 31: Games/Activities

Show this slide and the next 2 as fun examples of emotion games/activities. The two games on this slide use the feeling faces that are available to download on the CSEFEL website (*The files are also located in the Additional Resources folder for Module 2.1*) The Bingo game is appropriate for a wide range of children. If each feeling face is



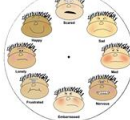


## Games/Activities

Feelings Dice



Feelings Wheel



32

done in a different color, children who might not be able to “read” the words could match the colors. Children might also be able to match the words as well as the faces. Be sure to choose words that you are teaching and talking about in your program. A copy of the Feeling Face Bingo is included in the agency box to be given to each class participant.

## I. Slide 32: Games/Activities.



Suggest to participants that they make a Feeling Wheel with a spinner that children can spin and then label the feeling face that the spinner lands on and talk about a time they felt that way. **(The feelings wheel is in the same document as the feelings chart in the Module 2.1 Additional Resource folder.)**

Share with participants that they can make Feeling Dice by covering milk cartons or cube tissue boxes with paper and drawing different feeling faces on each side. (To help the box keep its shape longer you can stuff it with old newspaper.) Children can toss dice; identify the feeling face and describe a time they felt that way.



## Games/Activities

Rice Cake Faces

- Spread a rice cake with peanut butter, cream cheese or jelly
- Discuss what kind of feeling faces children could make. Use raisins, apple slices, banana slices, ect. to decorate the faces to reflect feelings
- Discuss what makes the child feel happy, sad, surprised, scared, ect.



33

## m. Slide 33: Games/Activities.

This is an example of a cooking activity that providers can do with children to promote emotional literacy.



## Children's Literature



34

## n. Slide 34: Children's Literature

Explain to participants that books are an engaging way to teach about emotions. Many books are written explicitly about feelings and contain numerous feeling words. Most of us already have books in our programs, so this is an easy and fun way to be more intentional about supporting children's social emotional development.

**Book Example**

On Monday When It Rained  
by Cherryl Kachenmeister



Proud

Disappointed  
Embarrassed  
Proud  
Scared  
Angry  
Excited  
Lonely

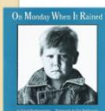
35

o. **Slide 35: Book Example**

Share with participants that the book On Monday When it Rained by Cherryl Kachenmeister is an example of a social emotional development book. This book is about a little boy and the things that happen to him during the week. It is a good example of using literature to promote emotional literacy because of the little boy's clear facial expressions as well as the range of feeling words (disappointed, embarrassed, proud, scared, angry, excited, and lonely) presented in the book. *Note: The book is available through Amazon.com and other online book sources.*

**Book Nooks**

On Monday  
When It  
Rained



Glad Monster  
Sad Monster



Quiet  
LOUD



36

p. **Slide 36: Book Nooks**

**(There are 2 examples of Book Nooks in the Additional Resources folder for Module 2.1 "On Monday When It Rained" and "Quiet LOUD")**



Explain that Book Nooks give examples of activities to expand on social emotional concepts while reading the book during story time. A different concept from the book, with related activities, is focused on each day of the week. Point out that reading the same book for several days supports children's social emotional development. Children learn the story, they can re-tell the story, and it becomes their story! They feel successful, confident and competent. Give participants a few minutes to look at the Book Nook in the Additional Resources Section.

*Trainers Note: Almost all of the Book Nooks on the CSEFEL website would be appropriate for preschool-aged children. About half of the Book Nooks are geared towards toddlers and 5 are geared towards infants. However in family child care even if you are doing a small group time with preschoolers and the toddlers are playing in the same room they are still picking up some of the feeling words and ideas.*

## On Monday When It Rained

## Book Nook Example

"I feel excited when I go to my friend Coby's house to play."



"I felt upset when my mommy didn't get me anything at the store."



37

## Video: Hands Are Not For Hitting



38

## Video: Glad Monster Sad Monster



39

## Using Books Activity

In pairs or small groups select a book

- Read the book
- Discuss and answer questions on handout



40

- q. **Slide 37: On Monday When It Rained**  
This slide shows an example of one of the activities listed on the Book Nook handout. (The suggested activity is to take pictures of children in the home care setting that shows the children making feeling faces and then explaining a time when they felt that way). If you haven't already tell participants they can find more Book Nooks on the CSEFEL website.

- r. **Slide 38 & 39: Video Examples of Book Nook Activities**  
Show these video clips as examples of adults using book nook suggestions.

Explain that the example we just gave (On Monday When It Rained) is a book that focuses on emotions. But, it is also important to use other types of books that don't specifically focus on emotions to build on social emotional concepts. *Trainers Note: We don't want participants to think that we are just talking about using books that specifically focus on social emotional concepts. They could do this with almost any book!*

- s. **Slide 40: Using Books Activity**  
**Trainer Note:** You will need enough books for all groups to complete this activity.

2.2



Tell participants that we are now going to practice using books to support social emotional development by doing a book activity. Have participants either in pairs or in small groups choose a book. One member will read the book to the group and then the group will answer the questions listed on **Handout 2.2**. Ask participants to choose a reporter from each group to report back to the large group and encourage group discussion.

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### Programs That Foster Emotional Literacy...

- Read books about feelings and have them available for children to look at independently.
- Display photos of people with various emotional expressions.
- Adults label their own feelings.
- Adults notice and label children's feelings.
- Plan activities to teach and reinforce emotional literacy
- Reinforce children for using feeling words.
- Efforts occur *daily*.

42

### Action Plan!

- Look at Sections L & M of the Implementation Guide and mark where you think you are.
- Then choose one skill you would like to use more frequently and write ideas for implementation.



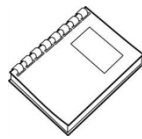
### Additional Resource: CSEFEL BookList in Additional Resource Folder for Module 2.1.

Refer participants to the Additional Resources Section of their Participant Manual and point out that a list of books for different social emotional skills has already been developed. Additionally it includes recommended ages for each book.

#### t. Slide 41: Programs That Foster...

Review with participants that the items on this slide should be seen in a program that is fostering social emotional development.

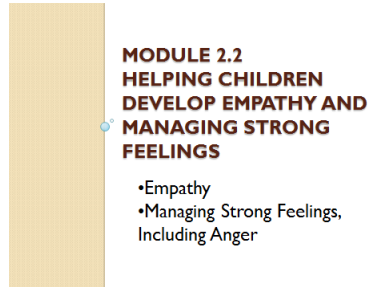
#### u. Slide 42: Action Plan



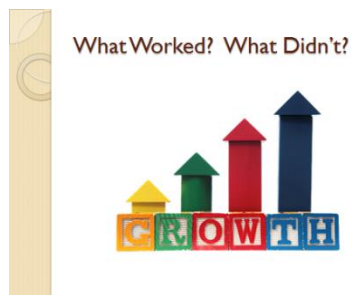
- i. Refer participants to their **Implementation Guide**. Remind participants that this will be what they use with their consultant to help implement the concepts that they are learning in this training. When they meet with their consultant in-between classes this will be one of the items they will be using.
- ii. Have participants review the *Foundational Practices* for a few minutes and mark any changes they feel they have made since the beginning of Module 1.
- iii. Give participants a few minutes to individually look over Sections L & M and mark where they think they are on the Rarely/Sometimes/Frequently scale. Then have them pick out one skill they would like to use more frequently and develop some ideas for implementation. In other words, how are they going to “set themselves up” to use this skill more often. Tell participants if they are having a hard time coming up with ideas they can ask others to help brainstorm.
- iv. There will be time at the beginning of the next session to share successes and challenges.

## Module 2.2: Helping Children Develop Empathy and Manage Strong Feelings

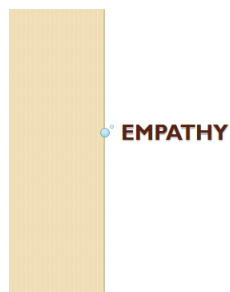
### Introduction



43



44

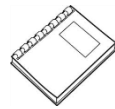


45

### Introduction

- Welcome Back
- Review logistical issues (restrooms, parking lot, ect...)
- **Slide 43.** Introduce topics for tonight's session

- **Slide 44:** What Worked? What Didn't?



- Ask participants to take out their **Implementation Guide** and think about the skill they chose last session. Invite participants to share challenges and successes of trying to implement that skill in their daily practices with young children
- Alternative: You could ask participants to briefly share with a partner their experiences of what worked and what didn't work for them as they implemented what they learned on during the last session. Allow about 5 minutes then bring back to big group to share.
- As the instructor, model appropriate feedback and support.

### I. Empathy

**Slide 45:** Section header for Empathy

### Empathy

- Empathy is the identification with and understanding of another's feelings and situation.



46

### Why is Empathy Important?

It is impossible for a child to be able to coordinate their own feelings with those of others unless they are aware of others' feelings and unless they care about the effect of their behavior on others.

Hyson, 2004

47

### How Do We Identify Feelings in Others?

- Facial cues
- Body language
- Tone of voice
- Situational cues



48

### Teaching Empathy

- Model empathy
- Do "alike" & "different" activities
- Draw children's attention to how others are feeling
- Role plays and role reversals
- Reinforce empathy behaviors



49

#### a. Slide 46: Empathy Definition

Begin by asking participants, "What do you think empathy is?" Then review the definition on the slide.

#### b. Slide 47: Why is Empathy Important?

Read the quote on the slide. Point out the importance of the words **aware** and **care** – this is what we are teaching when we teach empathy.

#### c. Slide 48: How Do We Identify Feelings in Others?

In order for us to learn about empathy we must first know how to identify feelings in others here are some key ways we do that.

Discussion Questions:

What are some others ways?

What about those people in our lives that do not know how to do this? Why not?

What childhood experiences may play a role in this?

#### d. Slide 49: Teaching Empathy



Discuss the following ways to teach empathy skills:

- Model empathy for children
- Do "alike" and "different" activities to show how we are all alike in some things and different in others, and that is what makes us special.

**Alike and Different Activity:** Cross Over the Bridge – Ask participants to stand in a line along a wall in the classroom or hallway. You will make a statement and if it is true for them, they will "cross over the bridge" and face their colleagues who did

	<p>not cross over. [examples: 'I like to swim'; 'I like dogs'; 'I am a morning person'; 'I prefer salty foods'; 'I cry when I watch movies'.</p> <p>iii. Draw children's attention to how others are feeling. Talk about the use of storyboards as potential teaching tools. With storyboards, adults use large paper dolls without mouths. An assortment of different feeling faces (happy, sad, mad, nervous, excited, etc.) is available. The adult then tells a story about the boy/girl paper doll and pauses to allow the children to identify the feeling the paper doll might be experiencing. Children can also cut pictures of different feeling faces out of magazines and then talk about how the person in their picture feels and how they know that is how the person feels (happy/smile on face, sad/tears running down face, mad/scowl on face).</p> <p>iv. Role play situations so children have opportunities to see how they might respond to another person who might be sad, hurt, etc... Or, use Role reversals: Ask children how they would feel if they were crying and another tried to help them feel better. How would they feel if no one paid any attention to them when they were crying?</p> <p>v. Reinforce empathy behaviors, such as patting a friend on the back when he/she is crying.</p>
--	---

**Optional/Alternative Activity:**

- Have participants form small groups (table groups). Provide a blank sheet of paper for recording.
- Ask participants to share some other ideas about teaching children empathy.
- After 10 minutes of discussion, do a "popcorn" feedback session, asking each table to name one idea without repeating anything mentioned by another group. Continue until all new ideas have been shared. You may want to ask one person to list the ideas on the board as they are shared.

### Modeling Empathy

- Discussion: "You're Okay"

- The situation: a child falls down, is startled or upset but not physically injured.
- What do you do?



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### Validating Emotions

- Encouraging children to express their feelings is key to fostering emotional health.
  - No matter how unreasonable the reaction seems, the child needs the emotion to be accepted.
  - No one (not even adults) can control the emotions they feel (it is what you do with them that counts!)
- Discouraging the feelings by saying "You're okay" invalidates the child.

Janet Lansbury (Feb 9, 2010) Elevating Child Care



51

### Key Concepts About Feelings



- Feelings change
- You can have more than one feeling about something
- You can feel differently than someone else about the same thing
- All feelings are valid—it is what you do with them that counts

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#### e. Slide 50: Modeling Empathy



On slide 47 we said one way of teaching empathy was to "Model Empathy". This discussion focuses on a common practice that adults can change in themselves to model empathy.

Read the situation and ask providers what they would do. If not mentioned say that a common adult response it to say, "You're Okay" or some variation of that. This response denies the child the opportunity to: 1.) Express his/her genuine emotion and 2.) Learn to deal with emotions appropriately.

#### f. Slide 51: Validating Emotions

2.3

Ask participants how they would handle the situation from the previous slide in a way that respects the child's emotions but minimizes whining and crying that is attention seeking? In the statement, "No matter how unreasonable the reaction seems, the child needs the emotion to be accepted." Point out that although the reaction may seem unreasonable it is the emotion that you need to validate not the reaction. For example, if a child is screaming very loudly when another child accidentally bumped their leg you could say, "I can see that it really upset you when Ava bumped your leg, please use your words to tell me about how you feel?"

Refer to **Handout 2.3** to discuss what participants can do that validates the child's emotions but does not encourage screaming/crying as the only reaction to uncomfortable feelings.

#### g. Slide 52: Key Concepts about Feelings

Emphasize the "key concepts" about feelings for young children. Note that many adults are still trying to learn these concepts! Remind of the stages of learning from Module 2.1 and that it takes time for children to learn these skills.

## MANAGING STRONG FEELINGS

53

### Strong Feelings

- Curiosity
- Joy
- Sadness
- Fear
- Anger
- Shame



54

### Why Teach Children to Manage Strong Feelings?

- Strong feelings can interfere with effective thinking and problem solving.
- Children who are aggressive (don't effectively manage strong feelings)
  - Have a harder time developing relationships
  - Are more likely to be rejected by peers
  - Misinterpret another person's intentions as hostile or threatening.

55

## II. Managing Strong Feelings

### Slide 53: Section Header



#### a. Slide 54: Strong Feelings

- Ask participants to think about times when they've experienced the emotions listed on the slide.
- With a buddy, ask participants to briefly describe an experience.
- After 5 minutes, bring the group together, and point out the importance of acknowledging that children and adults experience strong emotions.

#### b. Slide 55: Why Teach Children to Manage Strong Feelings?

- Describe how anger and other strong feelings can interfere with thinking. Children can learn how to recognize anger in themselves and others and to understand appropriate ways to express it. Review items on the slide.
- We are now going to talk about some ways to teach children how to handle strong feelings, particularly anger. It is important to teach young children effective ways to manage emotions in conflict situations because:
- Aggression and inadequate impulse control are obstacles to effective problem solving and successful relationships in childhood.
- Aggressive children are more likely to experience peer rejection and continued social problems for years afterwards.
- Evidence also suggests that aggressive children are more likely to misinterpret another peer's or person's intentions as hostile or threatening.

### How Do We Teach Children to Manage Strong Feelings?

- **Recognize** feelings in oneself and others
- Learn how to **calm** ourselves
- Learn appropriate ways to **express** strong feelings



56

### c. Slide 56: How Do We Teach Children to Manage Strong Feelings?



Tell participants there are 3 things we need to teach children to handle their strong emotions

- Recognize
- Calm
- Appropriate Expression

#### What Does it Feel Like to Be Angry Activity:

- Ask participants to sit back in their chairs and put both feet on the floor. Have participants close their eyes if they are comfortable. Ask everyone to think of an event or situation that made them very angry. After giving them 30 to 45 seconds to think ask them to remember details of the event, such as who was there? what happened? If it involved other people what did they say or do? Watch participant's body language as they do this exercise.
- After a minute or two ask participants to notice how their body feels. What are your hands doing? Are any of your muscles tight? How is your breathing? Heart beat? Are your teeth clenched? Have participants share with the group how their body felt. Redirect participants as needed to focus on how their body felt not the actual event that made them angry.
- Ask participants if they ever see these visible signs in children? If you saw visible signs of anger in the participants you may want to mention some of these here to illustrate that providers will be able to see these in children and know to help or be nearby. Point out that we need to teach children to recognize these signs in themselves so that they can calm themselves before the situation escalates.

Discuss that teaching children to recognize when they are having strong emotions is not enough. We also need to teach children how they calm themselves once they are feeling a strong emotion



57

and what are appropriate ways to express their strong emotions (comfortable or uncomfortable). Often we think of the uncomfortable strong emotions like anger or sadness but comfortable emotions like happiness and excitement can also be disruptive sometimes and need to be taught how to be expressed appropriately.

**d. Slide 57: Supporting Self-Regulation in Infants**

- i. Let participants know they will be viewing another video clip which shows an adult caregiver supporting a young child's (7 months of age) self-regulation which relates to teaching a child how to calm him/herself.
- ii. Highlight the following pieces of information:

2.4

1. Self-regulation is a fundamental aspect of emotional development and influences children's social competence and success in school.
2. Self-regulation is a child's ability to gain control of bodily functions, manage powerful emotions, and maintain focus and attention. (Shonkoff & Phillips (2000), *Neurons to Neighborhoods: The Science of Early Childhood Development*.)
3. Self-regulation develops over time.
4. Adult caregivers are responsible for maintaining and supporting an infant's regulation.
5. When caring for an infant or toddler, caregivers and families act as extensions of or supports for the child's internal ability to regulate. When adults remove a layer of clothing for an infant who appears warm, offer an infant a pacifier, provide a soft blanket for a toddler who is being rocked and getting ready for naptime, validate a toddler's extreme frustration, or provide consistent, supportive

routines they are helping the child to regulate his/her emotions and internal states. Infants begin to learn ways to self soothe their own distress first by being soothed when their needs are met by another.

- iii. Ask participants to refer to the questions on **Handout 2.4** while watching the video clip. Discuss questions as a large group.
- iv. **Trainer's Note:** *If time allows, show the clip a few times to see if through multiple observations participants are able to notice more behaviors. Consider having part of the group observe the caregiver and part of the group observe the young child. Help participants use their observations to imagine how the caregiver feels and how the young child feels. Note that how the young child feels and how the caregiver feels may likely contribute to their positive behavior.*

e. **Slide 58:** Strategies for Helping Infants & Toddlers Self-Regulate

Review the bullet points noted on the slide with participants.

f. **Slide 59:** Strategies for Preschool and School-Age Children

Review the bullet points noted on the slides. Note that there will be examples in the following slides.

Strategies for helping Infants & Toddlers Self-Regulate

- Contain their limbs with swaddling or by cuddling; gently hold babies close to your chest and heartbeat
- Offer and encourage infants and toddlers to use comfort items such as a pacifier, blanket, or favorite stuffed animal or offer your finger or thumb to hold or squeeze
- Hold, rock, cuddle, sing and read to infants and toddlers
- Respond promptly and consistently to young children's needs

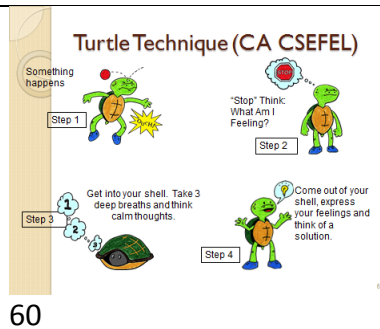
58

Strategies for Preschool and School-Age Children

- Teach the process
- Visuals
- Books
- Scripted stories
- Calm down items/activities



59



g. **Slide 60: Turtle Technique**

The Turtle Technique is one way to teach the process of handling strong emotions. Mention that you could use other animals or characters that the children you care for identify with. This is just the one developed by CSEFEL as an example.

Describe the "turtle technique." The turtle technique was originally developed to teach adults anger management skills and later was successfully adapted for school-age children (Schneider, 1974). Since then, the turtle technique has been adapted and integrated into social skills programs for preschoolers (Kusche & Greenberg, 1994, Webster-Stratton, 1990). Describe the basic steps of the turtle technique.

- i. Recognize that you feel angry.
- ii. Think "stop."
- iii. Go into your "shell," take three deep breaths, and think calming, coping thoughts: "It was an accident. I can calm down and think of solutions. I am a problem solver."
- iv. Come out of your "shell" when calm and think of some solutions to the problem.

In essence, the turtle technique helps children learn to replace aggressive acts with a more effective and efficient behavioral alternative.

Teaching the turtle technique to young children can happen when you have children gathered together (i.e. a story time). A turtle puppet is helpful and keeps children engaged during the lesson.

- v. The adult can begin by introducing the turtle to the children. After the children have get a chance to say hello and perhaps give a gentle pet, the adult shares the turtle's special trick for calming down.
- vi. The turtle describes a time he got upset in family child care (selecting an incident familiar to the children is best). He demonstrates how he thinks to himself, "STOP," then goes into his shell and takes

three deep breaths; After he takes three deep breaths, he thinks to himself, "I can calm down and think of some solutions to solve my problem." At this point in the process, the turtle technique is used to demonstrate that when he is calm, he comes out of his shell and is ready to problem-solve peacefully.

- vii. To create a sufficient level of practice, the adult can then invite the children to practice the turtle's secret. For example, children can practice "going into their shells" as they go under a large sheet and take three deep breaths.
- viii. Practice in group activities can include making paper-plate turtles with moveable heads and arms that "go in their shell." Children can then rehearse the steps with the paper-plate turtle. Tell participants that there is a turtle pattern in the Handout Section of the Module 2 booklet (handout – turtle pattern).

h. **Slides 61-70: Tucker the Turtle Scripted Story**



**Trainers Note:** It would be helpful to provide paper copies of some scripted stories that participants can look at.

**Additional Resources:**

- i. Scripted Stories: "Tucker the Turtle Takes Time to Tuck and Think" and "I Can Use My Words"
- ii. Scripted Stories Tips Sheet

These slides illustrate an example of a scripted story. This story teaches the turtle technique but participants can make scripted stories for specific situations that are unique to the children in their care. (Additional Resource Scripted Stories Tips Sheet)

Scripted stories can also be placed in the reading area so children can practice the techniques! Note that there is also a Sonia Snail story as well – the



**Tucker Turtle  
Takes Time to  
Tuck and Think**

Adapted 2012 by WestEd Teaching Pyramid  
from a scripted story to assist with teaching  
the "Turtle Technique"  
Original By Rochelle Lentini March 2005

Artwork by Alessandra Cavatini, 2011 WestEd



61

Tucker Turtle is a terrific turtle. He likes to play with his friends at Wet Lake School.



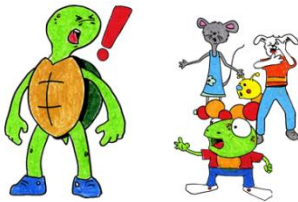
62

But sometimes things happen that can make Tucker really mad.



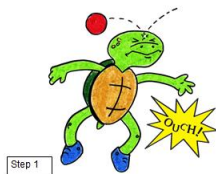
63

When Tucker got mad, he used to hit, kick, or yell at his friends. His friends would get mad or upset when he hit, kicked, or yelled at them.



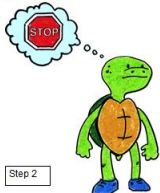
64

Tucker now knows a new way to "think like a turtle" when something happens to make him mad.



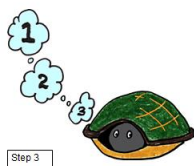
65

He can **stop** and keep his hands, body, and yelling to himself. He can think, "What am I feeling?" If he is angry, he can stomp his feet and say "I'm mad!"



66

He can **tuck** inside his shell and take **3 deep breaths** to calm down.



67

story is similar to Tucker's, but a female character is used.

Tucker can come out of his shell, express his feelings, then **think of a solution** or a way to make it better.



68

Tucker is happy when he plays with his friends and keeps his hands and body to himself. Friends also like it when Tucker stops and "thinks like a turtle" when he gets mad.



If he forgets what to do, his teacher can help him when he is upset. Tucker has fun with his friends at Wet Lake School.

69

The End!



Adapted by InneDz Teaching Pyramid - www.CANtation.org/teachingpyramid

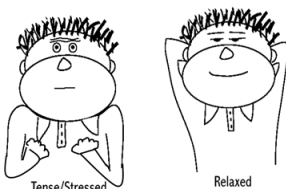
70

Use Visuals



71

Tense/Stressed



i. **Slide 71:** Use Visuals

It can be hard when we are already angry to remember appropriate ways to express our feelings. Visuals help remind children of appropriate choices. This visual gives options of choices which are attached by Velcro so the child can take off the choice that they want to try.

j. **Slide 72:** Tense/Stressed

- i. Present these two feeling words that we don't typically teach young children - but are very powerful. Explain that young children are often told to "calm down" but are not aware of what this means.

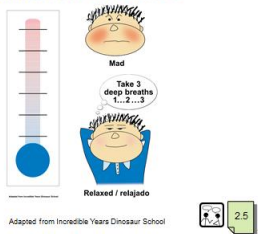
72

- ii. First, children need to be taught the distinction between “tense” (like a tin man) and “calm” (relaxed – like a Raggedy Ann doll) (Webster-Stratton, 1990).
- iii. Then describe how you get children from tense to relaxed. One way is by taking three deep breaths. Emphasize that these need to be very deep belly breaths (like you are blowing out birthday cake candles). Encourage participants to practice this now.



73

### Relaxation Thermometer




### k. Slide 73: Relaxation Thermometer

Describe the relaxation thermometer activity for children (Webster-Stratton, 1990.) Children can decorate their relaxation thermometer with pictures of feeling faces from “happy” and “relaxed”: in the blue (or cool) section of the thermometer – all the way up to “angry” or “stressed out” in the red (or hot section) of the thermometer. For the purpose of this class, distribute a color copy of the Relaxation Thermometer to each participant. Encourage them to use this activity with children. (***The Relaxation Thermometer is also available at the end of the “Feelings Chart” document which is located in the Additional Resources folder for Module 2.1 or on the CSEFEL website***)

Using the following steps, teach children how to calm themselves:

- i. Using the relaxation thermometer, the adult can ask the child to describe a recent conflict and together with the child retrace the steps that led to the angry outburst. The adult writes down the child’s actions, thoughts and words that indicated an escalating anger pattern (e.g., thinking “He always takes my toys,” yelling, kicking).
- ii. Then the adult and child talk about the thoughts, words, and actions that the child can use to reduce his or her anger.
- iii. As adults retrace the steps of the angry outburst, they help children identify the place where they were aware they were

	<p>getting angry. This place is marked as the “Danger Point” on the thermometer. Once children have established their danger points, they give it their own name (e.g., chill out, cool down, code red, hot engine, etc.). This code word can be the adult and child’s signal that anger or stress has reached the threshold, which triggers the use of an agreed upon calming strategy, such as taking three deep breaths.</p>
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2.5

**Optional Partner Practice Activity:**

With a partner, ask participants to choose who will talk about a recent incident when they felt angry (this is about the adult’s own anger, not a child’s) and who will ask questions about it. They can choose a personal or professional situation to share, but must be sure to respect other people’s confidentiality.


Using the relaxation thermometer, the pair will retrace the steps that led to the person’s anger, and what steps they can take in the future to calm themselves.

Once the discussions are completed, bring the group together and talk about how to apply this strategy with children.



**Children’s Books**

- Use books to illustrate ways to handle strong emotions
- Have children think, “What would you do...”



74



**Turtle Time Is Great!**



This is a place the child goes to play and pretend; he is not “sent” here

75

- I. **Slide 74: Children’s Books**  
 Using children’s books where the character deals with a strong emotion can be an effective way of helping children think about different ways to handle their own strong emotions.  
  
 Remind participants about the CSEFEL Booklist that was introduced in the last session and is available in the Additional Resources section for Module 2.1. If time you may want to ask participants to share children’s books they know of where the character deals with strong emotions.
- m. **Slide 75: Turtle Time is Great!**  
 Tell participants this is an example of a quiet spot that a child goes to when they want some time to themselves. If participants use a different character beside tucker the turtle to teach the calming down process they could incorporate that character into their environment.

### Super Turtle Letter



Dear Parent,  
Billy was successful today with handling frustration and anger when we ran out of his favorite cracker at snack. When he felt himself getting upset, he stopped, took three deep breaths and decided he would try one of the other crackers. That was a great solution and he really liked the new cracker, too!  
You can help Billy at home by asking him what he did at school today when we ran out of his favorite cracker. Ask him how he calmed down. Comment on what a good problem solver he is. Tell him that you hope that he will do that again when he gets frustrated about something.  
Thank you so much!  
Laura

76

### Action Plan!

- Look at Section N of the Implementation Guide and mark where you think you are.
- Then choose one skill you would like to use more frequently and write ideas for implementation.

#### For Next Time

- Write down or bring examples of any activities you have done with children that promote friendship



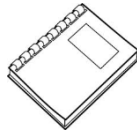
77

**Trainers Note:** This is not a place that a child is sent when the provider feels that he/she needs some time away from the group. It is a place that the child freely chooses to go.

#### n. Slide 76. Super Turtle Letter

This is an example of a way to acknowledge a child's efforts to their parents. It also helps keep parents informed of the social emotional skills that you are working on with the children.

#### o. Slide 77. Action Plan

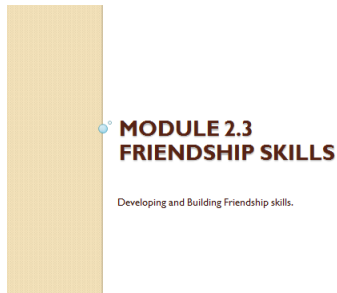


- Refer participants to their Implementation Guide. Remind participants that this will be what they use with their consultant to help implement the concepts that they are learning in this training. When they meet with their consultant in-between classes this will be one of the items they will be using.
- Give participants a few minutes to individually look over Section N and mark where they think they are on the Rarely/Sometimes/Frequently scale. Then have them pick out one skill they would like to use more frequently and develop some ideas for implementation. In other words, how are they going to "set themselves up" to use this skill more often. Tell participants if they are having a hard time coming up with ideas they can ask others to help brainstorm.
- There will be time at the beginning of the next session to share successes and challenges.

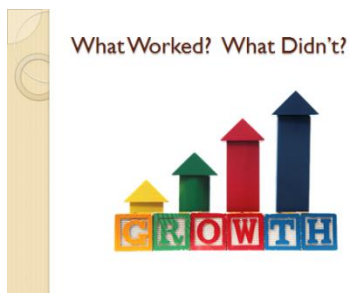
**For Next Time:** Ask participants to try and think of times that they have done activities that promote friendship and have them bring a list or examples of those activities for next time.

## Module 2.3: Friendship Skills

### Introduction



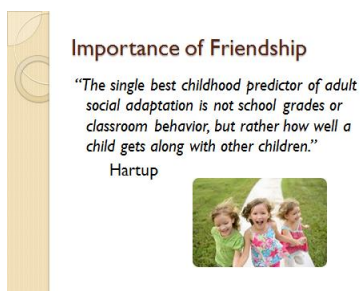
78



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80



81

### Introduction

- Welcome Back
- **Slide 78.** Introduce topics for today's session.

**Give a popsicle stick to each participant and have them write their name on it. Put the popsicle sticks in the "Friendship Can" as they will be used for an activity later.**

- **Slide 79.** What Worked? What Didn't.  
Ask participants to take out their **Implementation Guide** and think about the skill they chose last session. Invite participants to share challenges and successes of trying to implement that skill in their daily practices with young children.

### I. Friendship Skills

**Slide 80:** Section Header

- A. **Slide 81.**  
Read quote or ask for a volunteer to read

Reinforce how important these skills are for children and adults.

82

**Take a moment to think...**

Imagine a child or children who are well-liked and friendly...

What do you notice about their behavior?

How did they develop these skills?

**B. Slide 82: Take a Moment to Think**

Ask participants to think about children who are well-liked and describe what specific behaviors they exhibit. What do they do that makes them easy to be friends with?

Draw out from the group a short list of caring and helping behaviors of children that demonstrate their ability to understand what adults and peers might want or feel. Ask participants to describe specific behaviors and identify when they tend to observe the behavior. Write behaviors on chart paper/dry erase board.

Listen for and note responses that identify behaviors that show the children have the capacity to empathize (respond compassionately to the feelings of others).

The following may be examples of the types of behaviors caregivers may identify:

- a child who provides a pacifier to an infant who is crying
- a child who gives another child his special comfort item
- a child who pats the back of another child when she is upset

Researchers and child development specialists used to believe that very young children were not capable of understanding or empathizing with the experience of others. More recently researchers have demonstrated that even very young infants can discriminate the emotions of others which is a first step in building empathy – a critical foundational skill for friendship.

Ask how they believe these interactions develop? Reinforce answers that illustrate the point they saw or were taught these skills at some point in their life.

### Young Children and Play

#### Function of Play

- Essential for Health
- Increases connectedness with peers
- Releases tensions
- Advances cognitive development
- Increases exploration

#### Types of Play

- Sensorimotor/ practice play
- Pretend/ symbolic play
- Social play
- Constructive play

83

### Video 2.1 Children Playing



84

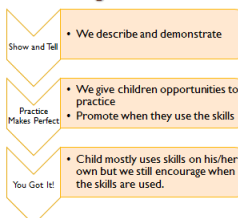
### Friendship Skills



- Begins to empathize
- Is Helpful
- Shares
- Takes Turns
- Gives Suggestions (play organizers)
- Gives Compliments
- Understands how and when to give an apology

85

### Stages of Learning



86

C. **Slide 83: Young Children and Play**  
Children's play serves various functions and incorporates various types of play. Review the slide with participants, emphasizing how essential play is to the development of friendships in young children. In a group setting children need to be able to negotiate and play well together.

D. **Slide 84: Children Playing Video**

- Ask participants to watch the three children playing during free time shown in Video Clip 2.1.
- What helped the children be successful or unsuccessful playing together as friends?
- Discuss observations and add to the list on the chart paper.

E. **Slide 85: Friendship Skills**

- Discuss that when children are successful at making friends, they have opportunities to learn and practice many social skills such as cooperation, sharing, turn taking, problem solving, and conflict resolution.
- Explain that there are several discrete behaviors that young children engage in during play that seem to be directly related to having friends (Tremblay et al., 1981). That is, children who do more of these behaviors are more likely to have friends. These specific behaviors are described in more detail below.

F. **Slide 86: Stages of Learning**  
Remind providers when we talked about stages of learning in module 2.1. Explain that for each skill we teach we will have to go through this process.

- Show and Tell: We describe & We demonstrate
- Practice Makes Perfect: We practice and promote
- You Got It: They can mostly do it on their

own but we still promote use of the skills.

Now explain that the next several slides will describe each friendship skill and how we teach it. Many of them have video examples. Share with participants that the two children that they will see in Video clips 2.2 (play organizers), 2.3 (sharing), and 2.4 (being helpful) did not know each other before they were videotaped playing together. This is significant because it demonstrates that when children have these skills, it makes it easier for them to have more positive experiences in playing together and making new friends.

**Trainers Note:** Each slide is organized around 2 areas:

- What is it?
- How do I Teach It?

#### G. Slide 87: Begins to Empathize

We discussed empathy in depth in session 2.2 but this slide stresses its importance in building friendships. It is hard for a child to be a good friend if they can't understand another's feelings.

#### H. Slide 88: Being Helpful/Team Player

Briefly discuss the following:

**What Is It?** Being helpful or assisting others takes many forms in young children. Children might pick up a dropped object, help one another tie their shoes, they can tell or show a friend how to set the table for lunch, or they can assist someone in distress.

**How Do I Teach It?**

- i. Start by demonstrating and talking about what it means to be helpful.
- ii. You can role play or use puppets to show situations where children could be helpful. Encourage children to go to each other for help.

#### Begins to Empathize

- What is it?
  - Child demonstrates behavior that shows he/she understands another's feelings.
  - Physical: child might offer a comfort item to another in distress
  - Verbal: child might say, "What is wrong, why are you crying?"
- How do I teach it?
  - Point out feelings in others
  - Books
  - Pictures with feelings labels
  - Role Play/Puppets

87

#### Being Helpful/Team Player

- What is it?
  - Children might assist each other
  - Tell or show a friend how to do something
  - Assist a friend in distress
- How do I teach it?
  - Encourage children to ask each other for help
  - Role play/Puppets
  - Books
  - Descriptive Feedback



88

## Being Helpful/Team Player



89

## Sharing Activity

Find something in your purse or pocket...



90

- iii. Adults can also set up situations and ask for help so children have opportunities to respond.
- iv. Read books and discuss when the characters helped each other.
- v. Acknowledge and give descriptive feedback when you see children helping each other.

I. **Slide 89:** Video Clip of Being Helpful/Team Player  
Show Video Clip 2.4 as an example of children being helpful. If time allows let participants comment on the helpful behaviors they saw in the clip.

J. **Slide 90:** Sharing Activity

Explain that we will now do an activity related to sharing.

- Ask participants to draw a name out of the friendship can until everyone has a partner. Everyone goes to sit by their partner.
- Ask participants to take something out of their purse or pocket that is important to them and share with their partner why it is important to them.
- When each member of the pair has shared, ask them to trade items.
- Tell participants they will now hold on to the other person's item until the end of class.  
*(Trainer's Note: If you feel members of your group will be too upset/anxious you can instead tell the group what you would have asked them to do and still reflect on the questions below.)*

Discuss the following questions as a large group:

- How did it feel to give your item to another person?
- What were you thinking about in that moment?

### Sharing

- What is it?
  - Child shares materials
  - Offers or responds to request from peer to share
- How do I teach it?
  - Role Play/Puppets
  - Books
  - Descriptive Feedback
  - Discuss if it is okay not to share sometimes

91

NOTE: Sometimes participants have difficulty distinguishing feelings and thoughts. You might want to illustrate an example of each before they respond.

#### K. Slide 91: Sharing

As the previous activity illustrated it is not always easy to share. Remind participants that if it is not easy for us to share as adults then imagine how hard it would be for a child who has less experience with sharing.

**What Is It?:** Sharing takes many forms among preschoolers. Children might offer to share materials they are playing with, respond to requests from other children to share ("Can I have some of your paint?"), ask others to share what they are playing with as well as refuse to share what they are playing with.

#### How Do I Teach It?

- i. Start by demonstrating and talking about what it means to be share.
- ii. You can role play or use puppets to show situations where children might respond to a request to share. Also discuss that sometimes they might not want to share what they are playing with and that is okay. Discuss what the children might say or do in those situations.
- iii. Read books and discuss when the characters shared each other.
- iv. Acknowledge and give descriptive feedback when you see children sharing with each other.

### Sharing Skills



92

#### L. Slide 92: Video Clip of Sharing

Show Video Clip 2.3 of Sharing Skills as an example of children sharing. If time allows let participants comment on the sharing behaviors they saw in the clip.

**Taking Turns**

- What is it?
  - You take a turn, I take a turn
  - Ask for a turn with a toy
  - Initiate turn-taking games
- How do I teach it?
  - Role play/Puppets
  - Books
  - Descriptive Feedback
  - Play games that require taking turns



93

**M. Slide 93: Taking Turns**

Briefly discuss: How taking turns is different than sharing. Taking turns involves Reciprocity (back & forth).

**What Is It?:** Turn-taking might involve children playing a game where “you take a turn, I take a turn,” they might ask for their turn with a toy, they might get a friend’s attention to initiate play by looking, tapping, or calling them, or holding out their hand to indicate initiation of play and turn talking.

**How Do I Teach It?**

- i. Start by demonstrating and talking about what it means to take turns.
- ii. You can role play or use puppets to show situations where children might respond to a request to take turns.
- iii. Playing games that involve taking turns is a great way to support the development of turn taking skills. (e.g. games with balls, board games)
- iv. Read books and discuss when the characters take turns with each other.
- v. Acknowledge and give descriptive feedback when you see children taking turns.

**N. Slide 94: Play Organizer**

**What Is It?:** Children who are able to organize play situations can create play opportunities for themselves and others. Play organizers might try to get a friend’s attention, give a friend a toy, or give an idea of what they might do with a toy or material. With preschoolers, play organizers are usually “Let’s” statements, such as, “Let’s play trucks.” Often these “Let’s” statements are followed by suggestions about roles (e.g., “You be the driver and I’ll put the logs on the truck”) or specific activities (e.g., “Roll it to me”).

**How Do I Teach It?**

- i. Start by demonstrating and talking about what it means to invite others to play.
- ii. You can role play or use puppets to show

**Giving Suggestions (Play Organizer)**

- What is it?
  - Get a friend’s attention
  - Give a friend a toy
  - Offer suggestions of what to do with materials (“Let’s roll the ball down the hill.”)
- How do I teach it?
  - Role Play/Puppets
  - Books
  - Dramatic Play offers many opportunities to practice this skill
  - Descriptive Feedback

94

## Video 2.2 Organizing Play Skills



95

## Giving Compliments

- What is it?
  - Verbal-child might say "Cool! I like that building" or "Good Job, \_\_\_\_\_"
  - Physical-Thumbs up, High Five, ect....
- How do I teach it?
  - Modeling
  - Role Play/Puppets
  - Books
  - Descriptive Feedback

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situations where children might request others go along with their play ideas.

- iii. Dramatic Play is an area where children often have a chance to practice this skill because they can suggest ideas for the storyline of what they are pretending.
- iv. Read books and discuss when the characters take initiative to organize play ideas.
- v. Acknowledge and give descriptive feedback when you see children initiating play organizing ideas.

O. **Slide 95:** Organizing Play Skills Video

Show Video Clip 2.2: Organizing Play Skills as an example of children giving play ideas. Remind participants that these 2 children have never met before so don't have a prior relationships to build on. If time allows let participants comment on the organizing behaviors they saw in the clip.

P. **Slide 96:** Giving Compliments

What Is It? Although these behaviors do not often occur among preschoolers, they tend to have a powerful effect on the formation of friendships. Children compliment one another's successes and creations. They might say, "Good job, Juan," "He's a smart boy," "I like the way you painted the picture of your house."

## How Do I Teach It?:

- i. Start by demonstrating and talking about what it means to give a compliment.
- ii. You can role play or use puppets to show situations where children might give a compliment to another child or adult. This helps children learn the words they might use to compliment someone.
- iii. When adults give compliments, it sets up an atmosphere that promotes complimenting one another. This can be a great model for children.

## When adults give compliments...

## General

1. "You're a good boy."
2. "You played nicely today."
3. "Your daughter was friendly with the new toddler in our program."

## Descriptive

1. "You were patient with the baby when he grabbed your toy."
2. "You moved over and made room for Karl to play with the blocks, too."
3. "Your daughter showed the new toddler where to put her things."

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## Giving Compliments



98

## Activity: The Compliment Circle



99

- iv. Read books and discuss when the characters compliment each other.
- v. Having a compliment circle where children give each other compliments about something that they did during the day allows children opportunities to practice using compliments.
- vi. Acknowledge and give descriptive feedback when you see children complimenting each other.

## Q. Slide 97: When Adults Give Compliments

Encourage providers when they are modeling compliments to use descriptive feedback instead of general comments like "good job".

Review the general and descriptive examples of feedback on the slide.

## R. Slide 98: Giving Compliments Video

Show Video Clip 2.5 on Giving Compliments. This is a great example of what happens when the adult gives compliments – children begin to do it, too. If time allows let participants comment on the behaviors they saw in the clip.

## S. Slide 99: The Compliment Cycle Activity (Will need a beach ball for this activity)



Attempt to arrange the seats in the classroom so that adults can all make eye contact.



- Acknowledge that even though they may not know each other well, they can give a compliment or descriptive feedback.
- Using the beach ball, give an example and throw the ball to the person you are giving a compliment/descriptive feedback.
- Ask participants to take turns practicing with the beach ball and giving compliments/descriptive feedback.

### Knowing How and When to Give Apologies

- What is it?
  - Children might say, "I'm sorry I hit you when you took my ball!" or "I didn't mean to push you."
- How do I teach it?
  - Modeling
  - Role play/Puppets
  - Books
  - Discuss if children have to apologize?

100

T. **Slide 100: Knowing How and When to Give Apologies**  
**What Is It?** An apology is a verbal recognition that you did something that might have hurt the other person in some way. Learning when and how to give apologies, just like learning how to give compliments, can have positive effects on the formation of friendships. Children begin to learn how to pay attention and be more responsive to their friends' feelings as well as how their behavior affects others. Children recognize their actions influence another person and how that person feels (empathy).

#### How Do I Teach It?

- i. Start by demonstrating and talking about what it means to apologize.
- ii. You can role play or use puppets to show situations where a child might have hurt another child's feelings, realizes that and then apologizes. This helps children learn the words they might use to apologize to someone.
- iii. When adults model apologies, it sets up an atmosphere that promotes thinking about other's feelings and being willing to admit when our actions may have hurt another's feelings.
- iv. Read books and discuss when the characters apologize to each other.
- v. Do not force children to apologize allow them to apologize when and if they are ready. If they aren't ready you can help them focus on what they can do to help the other person.
- vi. Acknowledge and give descriptive feedback when you see children complimenting each other.

**Trainer's Note:** The concept of allowing children to choose when and if they apologize might be difficult for some participants. From a young age many people are taught to say, "I'm sorry". However if we force children to apologize it can become meaningless because the child is just apologizing because they were told to not because they actually mean it. Additionally if a child is forced to apologize before they are ready they can start

## Slow Withdrawal of Reinforcement



101

## Setting the Stage for Friendship

- Establish an atmosphere of friendship
- Include all children
- Use cooperative toys
- Build in opportunities
  - Evaluate your environment for spaces where 2 or more children can play together
  - Evaluate your daily schedule for opportunities for children to play together
- Set social goals for children

102

to think of it as a “get out of jail free” card.

U. **Slide 101:** Slow Withdrawal of Reinforcement

For many children, caregivers may need to provide lots of reinforcement early on. Once children start to use their friendly behaviors, however, adults need to begin the process of slowly removing their specific feedback from the ongoing play, like a funnel slowly tapers down from a big hole to a smaller hole. The goal is not to remove all adult reinforcement, but to provide sufficient opportunity for friendly play in and of itself to become reinforcing.

Ask participants to consider how they might do this in their own program – what would the slow withdrawal of feedback and adult involvement look like?

V. **Slide 102:** Setting the Stage

Before we can teach friendship skills, adult caregivers need to set the stage by including the following five elements in their childcare settings (Trainer’s Note: many of these fall into the relationship and environment levels of the pyramid that we talked about in module 1 and will be explained in more depth in the next couple slide so you don’t need to go into detail here.)

- i. An inclusive environment where all children are meaningfully included in natural proportions is critical to setting the stage for friendships (Guralnick, 1990).
- ii. Having cooperative use toys and materials increases the opportunities for social interaction. Cooperative use toys are those that naturally lend themselves to two or more children playing together. Some examples of cooperative use toys are balls, puppets, wagons, two telephones, dramatic play materials, rocking boats, and board games.
- iii. Examine daily routines and embed social interaction instruction and practice opportunities throughout the day (refer back

### What do you already do?

- What do you already do that promotes an atmosphere of friendship in your program?
- What strategies work well with mixed-age groups?



103

### Atmosphere of Friendship

#### You should see...

- Provider giving time and attention to children
- Children playing together much of the time
- Smiling faces
- Laughing
- Sharing
- Taking turns
- Helpful actions

#### You should hear...

- Provider comment on friendly/positive behaviors
- Provider and children speaking kindly to one another
- Children complimenting each other.

104

to the stages of learning discussed earlier).

- iv. In order to ensure that social interaction instruction gets the necessary attention, teachers and caregivers need to include related goals and objectives on a child's IEP/IFSP. Although these goals are likely to be the most critical for the child's later development, they often do not appear on IEPs or IFSPs (McConnell, McEvoy, & Odom, 1992), perhaps because many assessments do not include these skills as test items.
- v. Most importantly, adults need to devote energy toward creating an atmosphere of friendship. When you walk into a family child care home where an adult has successfully created this climate, you see adults giving time and attention to children when they engage in friendly behaviors, you hear adults talking nicely to one another, and you hear children supporting one another's friendly behavior. Overall, you get a sense that friendship is the ultimate goal.

### W. Slide 103: What do you already do?



Allow participants about 15 minutes to share ideas in groups of 2 to 4. Ask them to discuss what they already do or ideas they have come up with to promote an atmosphere of friendship in their programs, focusing particularly on mixed-ages.

Bring the groups back together and ask them to share with the large group.

### X. Slide 104: Atmosphere of Friendship

Review the specific things you should see and here in a program where there is an atmosphere of friendship. For the most part adults should be speaking WITH children not AT children. For example, a child knocks over a tower of blocks by accident and is standing there unsure what to do. Instead of giving orders like, "Help Teron pick up those blocks." The provider takes the time to talk with the child about what they should do. "I see you accidentally knocked over Teron's blocks. What do

### Including all children

- Children of different ethnic & cultural backgrounds, ages, gender and abilities are all **meaningfully** included.
- Learning activities and routines support needs of **all** children.



105

### Cooperative Toys

Toys that naturally lend themselves to 2 or more children playing together.

#### Examples

- Balls
- Board Games
- Puppets
- Wagons
- Dramatic Play
- Two telephones



106

you think we should do?"

This will be the “evidence” of our hard work at promoting positive social emotional development.

The adult caregiver has to make this a priority and devote energy into making this happen.

#### Y. **Slide 105:** Including All Children

Most providers have a goal of wanting all children to feel welcome in their program but we want everyone to think about what that actually looks like in daily practice. Ask participants, “What things do you do to include all children in a meaningful way?”

If not mentioned some possibilities are:

- Have parents & child(ren) share family traditions or favorite foods
- Listen to music from many different cultures
- Post pictures and have books that show people of all ages, abilities, races, family types, etc...
- Learn about each child’s family and talk with the children about things that happen outside of child care.

#### Z. **Slide 106:** Cooperative Toys

Cooperative toys are toys that require at least two children to use. This gives children real life opportunities to practice their friendship skills.

Examples:

- Balls need someone to throw and someone to catch
- Board games require 2+ children to play the game
- Puppets need operators; observers; sound-makers, etc.
- Wagons need a puller or a pusher and a person inside the wagon to pull or push.
- Some puzzles are more fun to put together with a friend, such as the puzzles that have two possible pictures – one on the front side of the puzzle piece and a different picture on the back of the piece or on the board that the

### Build In Opportunities

- Use daily routines as opportunities to teach and practice friendship skills.
- Plan activities to teach friendships skills just like colors or numbers.



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### Adults supporting children with friendship skills



108

pieces go into.

#### AA. Slide 107: Build in Opportunities

Friendship skills can be built into parts of your daily routine, for example maybe when you are going outside it is one child's job to hold the door for everyone which is an example of the being helpful/team player friendship skill. If time help providers come up with other ideas.

#### BB. Slide 108: Adults Supporting Children With Friendship Skills



Remind participants that adults can help support children's friendship skills by:



- Modeling: When adults notice that children are becoming less engaged, they can join the play and provide specific models of friendly behavior.
- Priming: Adults can increase the likelihood of children using friendship skills with specific priming strategies. For example, prior to a free-play period, adults can ask children who they are going to play with; they can ask what specific toy or material they are going to share; and they can provide practice opportunities.
- Acknowledgement: Through well timed and descriptive feedback Adults can acknowledge the friendship skills that children are displaying.

Tell participants they are going to watch a video clip of an adult interacting with children. Have them write on their scratch paper ways that the adult supported friendship skills. Discuss as a group. If you are able to watch the clip multiple times you could also have them think about additional things

### Examples of Activities to Support Friendship Skills

- Seeds of Friendship
- Friendship Tree/Compliment Tree
- Books about Friendship
- Friendship Quilt
- Friendship Art
- Music/Songs

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the provider could have done to support friendship skills

#### CC. Slide 109: Examples of Activities to Support Friendship Skills

These are some specific examples of activities that providers could do that support friendship skills. Some of them are self-explanatory and there are also short descriptions and pictures illustrating what some of these might look like on the next few slides.



Seeds of Friendship



Friendship/  
Compliment  
Tree

110



Books about  
Friends



Friendship  
Quilt

111

#### DD. Slides 110 & 111: Picture Examples

- Seeds of Friendships: Have children plant seeds ("seeds" of friendship) in small cups throughout the year. As new children join the group, children can give them one of their "friendship cups" to welcome them to the program. Each "friendship cup" has a welcome note that was made by the children (along with their provider!). To introduce this activity, tell the children that you are all going to work together to make "seeds of friendship" so the new children will feel welcome and be able to make new friends! Talk about how hard it can be to(for) the "new" child! Ask children what friendship skills they can use to help new children feel welcome (play with new child, share toys, help new child learn the rules, schedules, names of other children, etc.). Provider also can discuss the comparison between seeds growing and friendships growing and what is needed for each to grow. Can link things for friendship to grow back to the expectations of being safe, respectful and friendly.
- Friendship Tree/Compliment Tree (activity/example) – Instructor will use the

Friendship Tree and leaves he/she has prepared for this activity. Participants can offer examples of friendship/compliments exhibited by others during the day; ask them to write the examples on the leaves and attach to the tree. Using this tree, explain to participants that they can draw a big tree (without leaves) that can be displayed on a wall in their child care home along with leaves made from construction paper stacked by the tree. As the child care provider and the children notice others using friendship skills, they can write the skill that was used on a leaf and add it to the tree. At the end of the day, they can “celebrate” the new leaves that were added to the tree. They can describe the specific friendship skills that were used each day. Participants may also use the same idea to make a compliment tree.

- Books about Friendship – Make books that talk about “friends” and what it means to be friends. Some examples are: Fox Makes Friends, The Rainbow Fish, Big Al, and Making Friends. Ask participants to share books that they have used that relate to friends. Family child care providers can talk about what friendly behaviors the characters are using and have children guess what they think will happen next based on what the characters are doing. Or, adults can help children write a story together or individually about friendship.

#### Not Pictured Examples

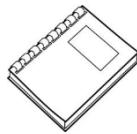
- Friendship Art: Art projects that children work together to create in pairs, small groups or as a whole group
- Friendship Can - Discuss the use of the friendship can with children in family child care. For example, children can use their friendship skills to do something with or for their “friend” throughout the day. They can make something special for their friend, play

**Action Plan!**

- Look at Section O of the Implementation Guide and mark where you think you are.
- Then choose one skill you would like to use more frequently and write ideas for implementation.

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with their friend, share with their friend, compliment their friend, help their friend, etc. During the day (as well as summarizing at the end of the day), children and adults can talk about how they are using their friendship skills with their friend.

**EE. Slide 112: Action Plan**

- iv. Refer participants to their Implementation Guide. Remind participants that this will be what they use with their consultant to help implement the concepts that they are learning in this training. When they meet with their consultant in-between classes this will be one of the items they will be using.
- v. Give participants a few minutes to individually look over Section O and mark where they think they are on the Rarely/Sometimes/Frequently scale. Then have them pick out one skill they would like to use more frequently and develop some ideas for implementation. In other words, how are they going to “set themselves up” to use this skill more often. Tell participants if they are having a hard time coming up with ideas they can ask others to help brainstorm.
- vi. There will be time at the beginning of the next session to share successes and challenges.

## Module 2.4: Problem Solving Skills

### MODULE 2.4 PROBLEM SOLVING SKILLS

- Developing Problem solving skills
- Putting all the pieces together

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What Worked? What Didn't?

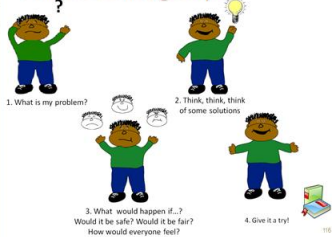


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### DEVELOPING PROBLEM SOLVING SKILLS

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Problem Solving Steps



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### Introduction

- **Welcome Back**
- **Slide 113.** Introduce topics for today's session.

- **Slide 114.** What Worked? What Didn't. Ask participants to take out their Implementation Guide and think about the skill they chose last session. Invite participants to share challenges and successes of trying to implement that skill in their daily practices with young children.

### I. Problem Solving Skills

**Slide 115:** Section Header

- A. **Slide 116:** Problem Solving Steps  
**Additional Resource: Problem Solving Boy 8x10 poster in Additional Resources for Section Module 2.4**



Discuss that when presented with interpersonal problem situations, some children, or all young children in some situations, find it difficult to think of alternative responses.

We want children to learn problem solving steps, to be able to think of alternative solutions, and to learn that solutions have consequences. Research shows that Preschool-age children (age 3 and above,

### I. What is My Problem?

- Need to recognize they have a problem
- Describe the problem
  - Initially as the child to describe the problem to you
  - Eventually they will be able to describe it to others on their own



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depending upon their developmental level) can effectively be taught problem-solving skills (Shure & Spivack, 1980, 1982; Webster-Stratton & Hammond, 1997).

### B. Slide 117. Step 1 What is My Problem?

Children can be taught to pay attention to their feelings as a first step in problem solving. When children are experiencing a negative emotion (e.g., anger or frustration), this feeling is the cue that they have a problem. This is why teaching young children an emotional vocabulary is an essential prerequisite skill to be an effective problem solver (see Joseph & Strain, 2003; Webster-Stratton, 1999).

After children recognize that they have a problem, they need to describe the problem. Adults and/or puppets can model the problem for children. Children can practice by looking at cards depicting a problem and describing what the problem is. Initially, children will need guidance to reframe defining the problem as the other person's problem ("They won't let me play.") to their problem ("I want to play with them."). This reframing, although subtle, will help children generate more appropriate solutions.

### 2. Think of Some Solutions

- Initially adults will have to help think of solutions
- Let child come up with many solutions; you will help them evaluate the solutions in Step 3

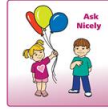


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### C. Slide 118: Step 2 Think of Some Solutions

After children realize they have a problem and can describe it the next step is to think of some solutions. Adults should encourage children to come up with multiple solutions.

## Solutions Kit



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## D. Slide 119: Solutions Kit



**Additional Resource: Solutions Kit Cue Cards are located in the Additional Resources for Module 2.4**

What are some solutions? Young children need help generating multiple alternative solutions to interpersonal problems especially if they are feeling upset about the problem. A lot of time should be spent directly teaching children alternative solutions to common problems and having children generate solutions independently.

At this point in the instructional process, the key is to teach children to generate as many solutions as they can think of rather than thinking of a solution that will work best. Young children need to spend time learning to generate alternative solutions.

## Solutions Kit Example



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## E. Slide 120: Solutions Kit Example

Tell participants that this clip shows a teacher encouraging a child to use the solutions kit to think of multiple solutions.

Point out the teacher's strategies to keep the children engaged in the problem-solving process (lots of encouragement to keep trying, asking other children to help).

Ask participants if they have any other suggestions of what the teacher might have tried or any ideas that they have tried to support problem-solving.

## Solutions Kit Example



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## F. Slide 121: Solutions Kit Example

Another example of an adult using the solutions kit to help a child work through a problem.

### 3. What would happen if...?

- Help the child evaluate what would happen if they chose a particular solution.

- Would it be safe?
- Would it be fair?
- How would everyone feel?



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### G. Slide 122: Step 3 What Would Happen If?

*Trainer's Note: In reality sometimes this step happens in conjunction with step 2 as we will saw in the previous video clip.*

After children have experienced generating multiple alternative solutions to problems, they can begin to evaluate consequences. This strategy can be communicated to children in terms of "What would happen next?" Three questions can guide a child's decision to determine if the consequences would be good or bad:

- Is the solution safe?
- Is the solution fair?
- How would everyone feel?

Understanding consequences can effectively be taught to children through role-plays. Children can generate a solution to a problem and then act it out with a puppet. The provider can then prompt the child to think: Did anyone get hurt? Was it fair? How did you feel? How did the other person feel?

### 4. Give it a Try!

- Have child chose their best solution and give it a try!
- Initially stay close to help if needed.



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### H. Slide 123: Step 4 Give It A Try!

At this step, children are taught to act on the best solution that they generated. They are also taught what to do when a solution doesn't work, children can draw upon the other solutions they generated earlier that they believe will have positive consequences.

### Problem Solving Activities

- Make "problems" and encourage children to come up with solutions
  - "Oh my goodness! We have a problem. There is only 1 apple and 5 kids...What can we do?"
- Play, "What would you do if...?"
- Make your own solutions kit
- Read books that have a problem and let children offer solutions.
- Use puppets to role-play common problems.



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### I. Slide 124: Problem Solving Activities

Several activities can be planned to reinforce problem-solving skills.



- Providers can "problematize" activities throughout the day and encourage children to generate solutions. For example, the provider can bring one apple to the table for snack and say, "Oh my goodness! We have a problem. There is only one apple and five kids – what can we do?" The provider can

then encourage the children to think of as many solutions as possible.

- b. Providers can play “What would you do?” with children. To play, the provider thinks of and writes down several problems on slips of paper. These slips are then put in a bag and passed around the circle until the music stops. The child who is holding the bag when the music stops selects a problem that the provider can read for the child. The child can then think of as many solutions as possible. He or she may even consult the “Solution Kit” if needed.
- c. Children can make their own solution kits by drawing different solutions to problems they have had. Some children may want to color pre-drawn solution cards.
- d. Providers can select children’s books that feature characters who are having some kind of problem. The provider can pause when reading and ask children to generate solutions to the problem. Then, as the provider continues reading and the children learn how the character solved the problem, they can determine if it is a good or bad solution. Children can also create their own story (written by an adult), where a character in the story has a problem and comes up with solutions to solve the problem.

#### Problem Solving Activity

Distribute 2 notecards or slips of paper to small groups or have providers tear up pieces of their scratch paper. Ask participants in each small group to identify 2 typical problems that may occur in family child care. Ask them to write the problems on the slips of paper. Then, collect the strips and put them in a bag.

Using the prepared “problems” in the bag, the instructor asks a volunteer to pull one out and read it to the group. The same person thinks of as many possible solutions as he/she can (from the

### Supporting Young Children with Problem Solving

- Anticipate problems
- Stay close
- Support
- Encourage
- Promote



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perspective of a child), then lets the group know when they can chime in with other ideas. Repeat the activity 2-3 times.

#### J. **Slide 125:** Supporting Young Children with Problem Solving

Providers can keep in mind the following five steps as they assist young children in the problem-solving process:

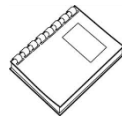
- a. *Anticipate problems.* Expect problem situations to arise in your program. When several children are in a room with one or two adults and limited materials, it is natural for problems to occur. There will also be certain situations when the provider can predict that there might be a problem. For example, there is a new dinosaur toy in the block corner, and the provider anticipates several children will want to play with it. Or the provider notices that a boy in her program has a scowl on his face when he comes in the door – which last time meant a troublesome day.
- b. *Seek proximity* (get close to the action). When an adult is aware that a problem may ensue, seeking proximity is key. This strategy is not necessarily to prevent the problem from occurring, but to ensure that the adult is close enough to begin prompting a child through the problem-solving steps. When the provider notices a child getting agitated and upset, she can cue the child to “calm down” by remembering the Turtle Technique. Once a child is calm and the provider is in proximity to support, the child will be ready to problem solve.
- c. *Support.* Young children will need support from the provider to remember the problem-solving steps and to stay in the situation. Children who don’t feel skilled at problem solving will be prone to flee the situation. So, sometimes support means keeping the child physically in proximity to the other child or children involved.

Support also means prompting the child through the problem-solving steps. This prompting can be done with the added support of visuals depicting the problem-solving steps. These visuals can be placed strategically around the room to remind children of the steps when the provider is not available.

- d. *Encourage*. Even good solutions don't work all of the time. So, children need to be encouraged to keep trying to generate alternative solutions. When children cannot think of any more solutions, they can be prompted to look through a "solution kit." Children will need support to remain in the situation and to keep trying in the face of adversity. After each try, it is essential that an adult acknowledges a child's efforts ("Wow! You have thought of two solutions! I know you have some other ideas.") and encourage them to go on ("Boy, this is a tough problem, and you have thought of so many solutions. You are an amazing problem solver. What else can you think of?")
- e. *Promote*. The last task to supporting a child's "in the moment" problem-solving efforts is to reinforce the child's success. This kind of promotion can be done in informal and formal ways.  
Informally, providers can give children high-fives, thumbs-up, a wink, verbal acknowledgement of positive behavior, hugs, etc.  
Formally, providers can plan mini-celebrations when a child has done a great job of problem solving. These mini-celebrations send a clear message to all the children that peaceful persistence at problem solving is valued.

**Action Plan!**

- Look at Section P of the Implementation Guide and mark where you think you are.
- Then choose one skill you would like to use more frequently and write ideas for implementation.

**126****K. Slide 126: Action Plan**

- Refer participants to their Implementation Guide. Remind participants that this will be what they use with their consultant to help implement the concepts that they are learning in this training. When they meet with their consultant in-between classes this will be one of the items they will be using.
- Give participants a few minutes to individually look over Section P and mark where they think they are on the Rarely/Sometimes/Frequently scale. Then have them pick out one skill they would like to use more frequently and develop some ideas for implementation. In other words, how are they going to “set themselves up” to use this skill more often. Tell participants if they are having a hard time coming up with ideas they can ask others to help brainstorm.
- There will be time at the beginning of the next session to share successes and challenges.


**PUTTING IT ALL TOGETHER**
**127****II. Putting It All Together****A. Slide 127: Section Header**

Explain to participants that now that we have talked about the why, when, what, and how of being more intentional about teaching social emotional skills, we are going to do an activity to integrate the levels of the pyramid. Remind participants that in Module 1, they discussed the importance of relationships, environments, schedules, rules, transitions, and providing positive feedback and encouragement.

**B. Slide 128: Putting it All Together**

Ask participants to imagine that they have worked hard to implement the pyramid strategies they have learned in this training. They have sought the outside support of their child care consultant and feel that they have the pieces of the pyramid in place. They have a child

**Pulling it all together !**

- You are sure that all the pieces of the pyramid are in place.
- The child is still having some challenging behaviors
- Now What ?????

**128****Problem Solving Action Plan**

What is the behavior	Why might Jack be doing this?	What can I do to prevent this behavior?	What new skills can I teach?
Jack knocks over blocks when others are building with them	He likes to see the blocks fall	-Make sure block area is out of the way of traffic -Help Jack build his own tower to knock over	-Recognizing emotions in others -Problem solving
	He wants to play with the blocks too	-Help Jack ask for some blocks -Ask other children if they could build with Jack	-How to ask friends to play

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who is still exhibiting challenging behavior. Ask the participants what do they do?

**C. Slide 129: Problem Solving Action Plan**

Refer participants to **Handout 2.6**. The first page shows an example of the activity that they will be completing.

As a large group review Jack's behavior, why he might be doing these things, what we can do to try to prevent the behavior, and what new skills we can teach him so he doesn't have to use that behavior.

After reviewing the example, divide participants into small groups and have them complete one of the handout forms using the teaching pyramid **Handout 1.2** (building relationships, creating supportive environments and intentionally using social emotional teaching strategies) as their guide.

Once groups have completed their form, they can report back and share ideas.

**D. Slide 130: Understanding Behavior is the Key**

To provide the best care for young children, caregivers should try to make sense of the behavior. A reflective approach (as we just discussed) will involve the items noted below. Review with participants the bullet points on the slide:

- Watch children – careful observation is critical. Previous modules discussed the importance of the strategy careful observation.
- Behavior is a form of communication -

**Understanding Behavior is the Key**

- Watching children – careful observation
- Behavior is a form of communication - children tell us their needs and wants
- Focus on the child. Ask "What is the child trying to tell me?" and "I wonder..."
- Create a best guess (hypothesis) and choose supportive ways to respond

**130**



### Our Approach

- Reflective, rather than reactive
- Focus is on assisting child in getting needs met rather than eliminating the challenging behavior
- Goal is to help the child with developmental appropriate self-regulation so that developmental momentum is not slowed down or disrupted

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children tell us their needs and wants, sometimes through challenging behavior.

- iii. Focus on the child. Ask “What is the child trying to tell me?” and “I wonder...”
- iv. Create a best guess (hypothesis) and choose supportive ways to respond.

### E. Slide 131: Our Approach

When developing an approach to supporting and guiding young children’s behavior, it is critical that young children feel safe within secure and caring relationships. Very young children need responsive interactions and opportunities to spend time in socially and emotionally supportive environments. The importance of caregivers and families meeting these needs has been discussed in previous modules. Review the points on the slide with participants.

- i. Our approach to responding to challenging behavior is one that is reflective, rather than reactive. Reflecting on what an experience is like for a young child; observing what a child is communicating through his behavior; and deciding what we would like the child to do establish a process that meets a young child’s emotional needs and helps support and teach new skills and behaviors.
- ii. The focus of this approach is on assisting the child in getting his needs met rather than eliminating the challenging behavior.
- iii. The goal is to assist the child with developmentally appropriate self-regulation so that the developmental momentum is not slowed down or disrupted

### Questions to Ask About the Meaning of the Behavior

- What is the child experiencing?
- What is the child's perspective on the situation?
- What strengths can be observed in the child's development or behavior patterns.
- What, when, where, how and with whom is the undesirable behavior occurring?

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### Questions to Ask About the Meaning of the Behavior cont.

- What is the child communicating that he wants or needs?
- What effect does the child's behavior have on others?
- What do others do or stop doing in response to the child's behavior?
- What is the meaning of the child's behavior?
- What do I want the child to do?

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### F. Slides 132 & 133: Questions to Ask About the Meaning of the Behavior.

Tell participants that we are going to spend some time further discussing the very important process of carefully gathering data to aid in understanding and addressing the behavior of a particular child. It needs to be a systematic and organized process.

- Review bulleted questions with participants.
- Ask participants what kinds of data they might need to answer the questions included on the slides. For example ask, "How do you collect data that might help you determine what, when, where, how and with whom the behavior is occurring?"
- Encourage participants to share the types of observations, screening, assessments, and data collection they use to gather information about the meaning of behavior.
- Explain that counting how many times a child bites in a day or how long a baby cries is the only way to really know if the behavior is improving, staying the same, or getting worse. Often caregivers or parents may say a behavior, such as crying, happens all the time. However, when it is carefully timed and tracked patterns may be identified such as; he cries less after he is fed or he is crying for shorter period of time since the caregivers have been carrying him in a baby carrier.
- Encourage participants to think about how they observe, track, and document their own and other children's responses to the child's behavior. For example, when a toddler grabs a toy from another child, does the child give up the toy so that the toddler learns that grabbing is an effective way to get a toy? Encourage

## Observing Michael



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## What Is My Perspective?

1. I am Michael. What is my perspective? I felt... (write down as many "I" statements as possible)
2. I am the child playing with Michael. What is my perspective? I felt...
3. I am the caregiver. What is my perspective? I felt...



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participants to think about how they communicate behavior expectations to very young children and their families.

- vi. How do caregivers let the children know what they want them to do? In the example of the toddler grabbing toys, how do his caregivers show and teach him how he can get a toy someone else has. The caregivers may also show him how he can ask for help. The caregivers might also show and teach the other children what they can do when a child grabs a toy from them. The other children might be encouraged to say, "No," "mine," "my turn now," or "I don't like that".

## G. Slide 134: Observing Michael

Show Video 3.2 and ask participants what acting-out and/or withdrawing behaviors they observed (tip of the iceberg).

## H. Slide 135: What is My Perspective?



- i. Ask table partners to use **Handout 2.7: What is My Perspective?** and respond to the questions. Ask the participants to write down as many "I" statements as they can think of for each individual noted on their handout. For example, after question one, "I am Michael. What is my perspective? I felt:", participants might write, "I want to play with her but she wants the same toy I want." Ask participants to share their statements.
- ii. Go on to develop the point that the problem with attempting to develop these "I" statements is that we really do not have much information about Michael or an understanding about what transpired before this snapshot in time. Ask participants if they think it might be



valuable to sometimes write these “I” statements from the perspective of a child who is troubling them.

- iii. Ask participants if they have examples to share about a child in their care? Encourage the group to share examples of children’s challenging behavior and then try to use “I” statements that might speak for the child’s intention (e.g., for a child who bites the “I” statement might be, “I bite because I don’t know how else to tell children I’m frustrated and they are in my space. I want more space.”)

I. **Slide 136: Observing Michael**

2.8

Let participants know that you will now watch a video clip of Michael in his care setting. After viewing the video clip, participants will have an opportunity to work in pairs or small groups to walk through a responsive process for determining the meaning behind a young child’s behavior.

2.9

2.10

- i. Watch Video Clip 3.5 once and ask participants to create initials for the individuals in the scenario.
- ii. Show the video a second time and have participants record what happened by again using observation documentation form **Handout 2.8**
- iii. Discuss the observation as a large group and ask participants to share and comment on their completed observation documentation form.
- iv. Next provide participants with a copy of **Handout 2.9: Getting to Know Michael**. Ask participants to read through the handout. Using this information, along with the observation they just completed, have participants work in pairs or small groups to complete as much of **Handout 2.10: Behavior Review** as possible (*Note: there are 2 copies of Handout 2.10 in the participant manual because it is used again for the Maria*

### Family Input

- Families are an important part of understanding a child's experiences.
- Get parents into the process as soon as possible.
- Remember parents may be sensitive about hearing their child has behaviors that are considered challenging.
- Emphasize working together to support the child to be successful.



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### J. Slide 137: Family Input

2.11

2.12



*case study*).

- v. Give participants 20- 30 minutes to review, discuss and complete **Handout 2.10**. Debrief as a large group the areas in which the child needs to grow.

Make the point that parents are essential to the process of understanding a child's experience and thinking through how to respond to behavior that is troubling in the child care setting. This is why it is so important to nurture the relationship with parents from the first days the child is in care. A trusting, respectful series of interactions over time will allow the child care provider to bring up concerns she has about a child and engage the full participation of the parent(s) in responding to the difficulties the child is having. If the provider/parent relationship is not seen as an important aspect of care and the parent is actively engaged only when there is a problem, there will be less of a foundation to build on to help the child.

**Activity:** Ask participants to think for a moment about an instance in which they had a strong relationship with a parent and found it relatively easy to bring up an issue of concern with a child. Ask several participants to share their experiences (prompt participants to describe how they formed the positive relationship with the parent and how the relationship contributed to their ability to discuss behaviors of concern.) Now ask them to think of an instance in which they had a concern about a child but did not feel as comfortable in bringing it up with parents. Why not? Ask for several participants to share their thoughts.

- i. Point out that when there is a child with challenging behavior in a group setting, families need to be brought into the process as quickly as possible.
- ii. Remind participants that parents may be

very sensitive about hearing that their child's behavior is considered challenging. It may be the first time a parent is hearing concerns about their child or they may have repeatedly heard similar comments and become defensive and "shut down" when a caregiver begins such a conversation. Accepting that one's child's behavior is concerning may take a long time. Remind participants that sometimes we are just planting the seed for parents and the ideas and strategies we share could take a significant while to take root.

- iii. On the other hand, parents may be the first to identify a pattern of behavior that is challenging, at least for them, and to seek your help. This probably indicates the existence of a trusting relationship.
- iv. Refer the group to **Handout 2.11: Talking with Families about Problem Behavior: Do's and Don'ts** and take a few minutes to discuss.
- v. Refer the group to **Handout 2.12: Family Interview questions**, which list some important questions to discuss with family members during one or more conversations. You should be sensitive to and respectful of cultural issues and the impact of culture in on parenting behavior, perceptions about behavior problems, and perceptions about helping professions. Ask participants if they can think of any additional questions to add to the list.

#### Maria case study

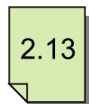
- Read child descriptions
- Discuss the descriptions with the group
- Use the Infant-Toddler Behavior Review to organize the information from the child descriptions and the observations
- Develop the hypothesis and consider possibilities for intervention
- Develop an Action Plan and Support Plan



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#### K. Slide 138: Maria Case Study

Ask participants to divide into small groups or group together at their table. Within their groups, ask that they select the role each would like to play (child care provider, parent/s, mental health consultant, etc.). They will use the second copy of **Handout 2.10** Behavior Review and **Handout 2.13**.




- i. Ask each group to read the case study materials, Handout 2.13 and discuss the key information with their group.
- ii. Have participants use Handouts 2.10 Behavior Review to gather information about Maria's behavior and make a plan for supporting Maria. Instruct participants to use the information in the case study to complete the handout as best as they can. If there are questions that they do not have an answer to, instruct participants to note the questions where they may need to obtain more information. Obtaining more specific information can be a valuable part of an action plan.
- iii. Encourage the participants not to move to the hypothesizing and planning stage until they have reviewed all the information. Tell them that their team can agree to add data to either the child description or the observations. They can embellish the context for the child or the behavior as they wish. The goal is that once they have the information identified, they will use that information to develop the support plan. Give the group approximately 15-20 minutes to work on this activity.
- iv. After 15 minutes, suggest that the groups move on to the planning step if they have not already done so. Move among the tables to answer questions and facilitate team work.

#### Who to Call when you need help?

- CCR&R consultant
- AEA
- Who else?

- L. **Slide 139:** Who to call when you need help? Discuss with participants who to call when they are struggling with challenging behaviors. Use your knowledge to help participants identify local resources.



### Reflection

- What questions do you have about the material we discussed?
- What additional strengths are you able to recognize in your work and practices? In the children you care for? Families you help support?
- What strategies did you see or hear that might be useful in your role and work?



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### Major Messages to Take Home

- It is important to understand that behavioral problems in young children are very often the child's way of communicating emotional distress.
- A collaborative, reflective process leading to an understanding of the meaning of the individual child's challenging behavior followed by a plan of action is an effective intervention.
- A partnership with parents or other primary caregivers is an essential element of any effective intervention for young children.

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### M. Slide 140: Reflection

Offer participants an opportunity to reflect on your time together and the content covered during the training. Ask aloud the questions listed on the slide. Pause between each question and ask for feedback from the larger group.

### N. Slide 141: Major Messages to Take Home

Major Messages to Take Home as a summary of the day's training. Review each message. Ask if participants have others to add.

Thank participants for coming and for their attention and participation.

Ask participants to complete the Evaluation