



Center on the Social and Emotional Foundations for Early Learning

Sept. 30, 2015, Sharing A Vision

Teaching Strategies to Reduce Challenging Behaviors – PART 2



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naeyc



Our purpose for this session:

1. Meet and Greet
2. Learn about the role of social emotional development in young children (see Part 1 materials)

1. Develop your Action Plan

B. Designing Supporting Environments

(Strategies in Part 1: Relationships, Environments, Schedules, Transitions, Group Activities, Directions)

5. Classroom rules and expectations
6. Positive attention
7. Descriptive feedback and encouragement

C. S/E Teaching Strategies

1. Friendship Skills
2. Emotional Literacy
3. Children's Literature
4. Emotion Regulation
5. Problem Solving

4. Implement your Action Plan.

HANDOUTS:

1. Action Plan
2. Ppt., found on SAV website



Who are we?



Sharon Doubet, PhD,
Farmington, IL

Amanda Quesenberry, PhD,
Champaign, IL



Lumi Hartle, MEd,
Champaign, IL



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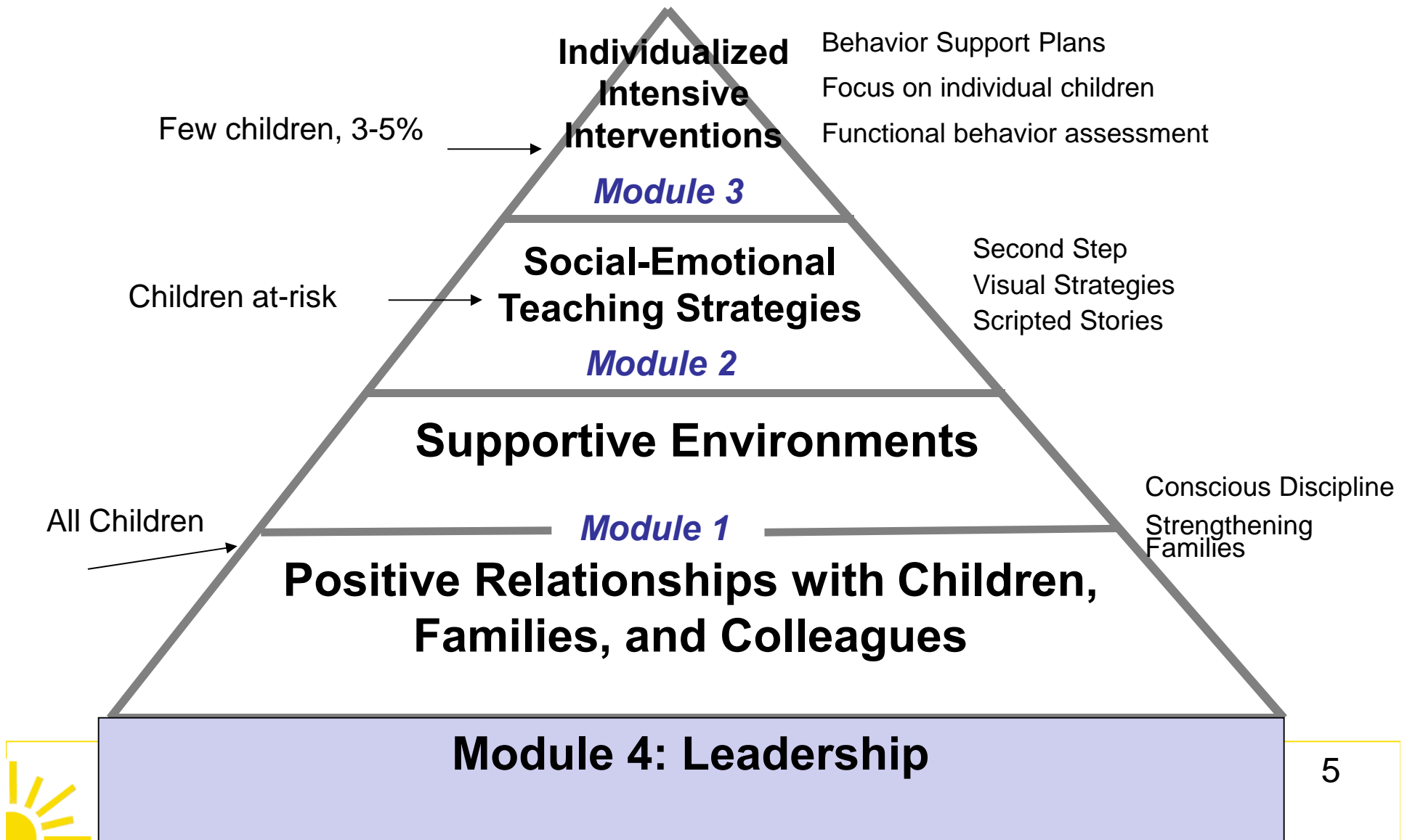


Who are you?

- “ What type of EC program do you work in?
- “ What ages do you work with?



The Pyramid to Promote Social & Emotional Competence





Resources, Tools



The Websites are a Tool Box!

The Center on the Social and Emotional
Foundations for Early Learning

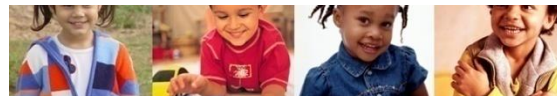
<http://csefel.vanderbilt.edu/>

Technical Assistance Center on Social
Emotional Intervention (TACSEI)

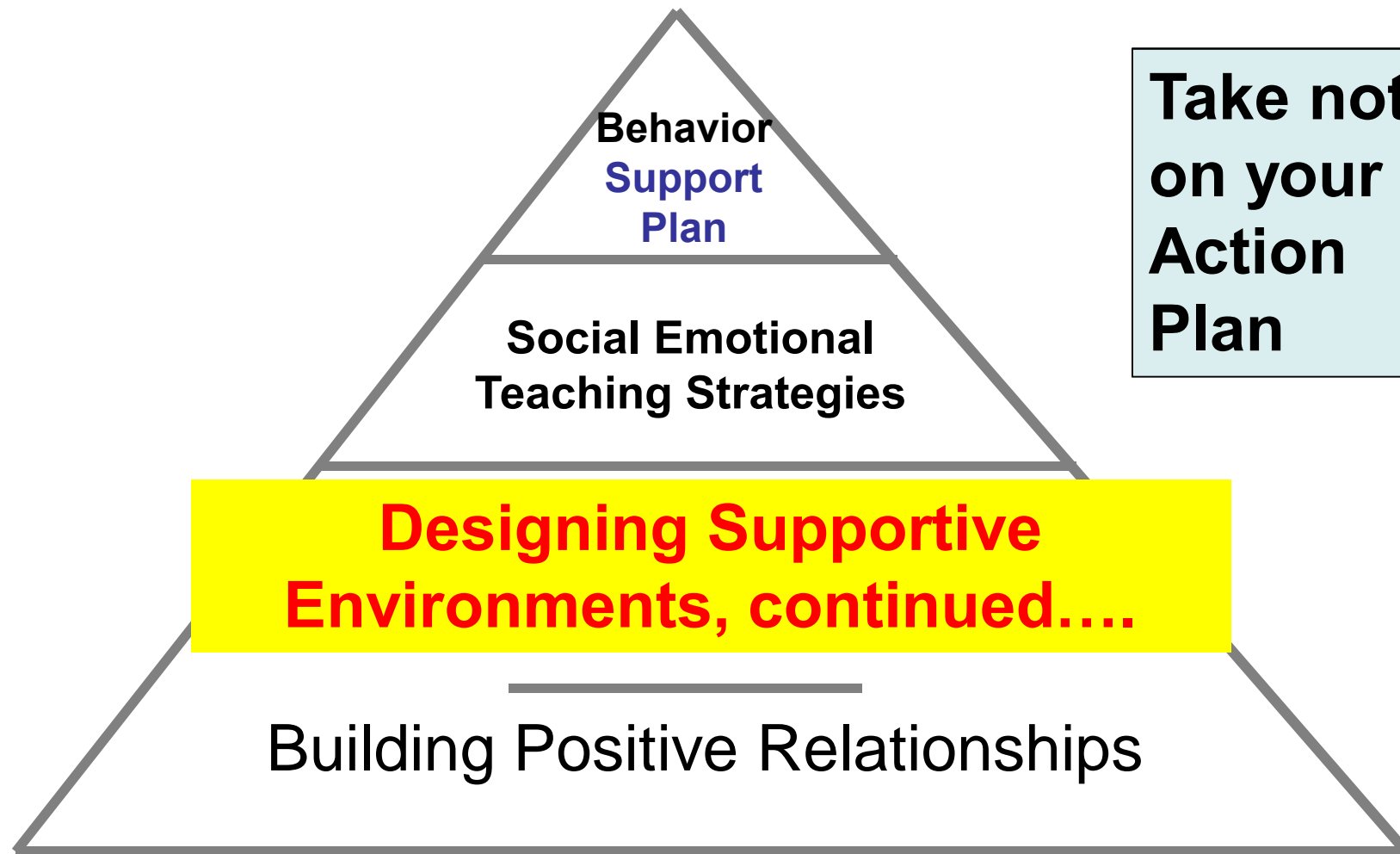
challengingbehavior.org



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Module 1



**Take notes
on your
Action
Plan**



5. Classroom Rules & Expectations

- “ Have a few simple classroom rules. 3-5.
- “ Involve the children in developing the rules.
- “ Post the rules visually.
- “ Teach the rules systematically.
- “ Reinforce the rules at high rates initially and at lower rates throughout the year.



Rules/Expectations

Should Address

- “ Noise level
- “ Movement inside
- “ Interactions with property
- “ Interactions with adults
- “ Interactions with peers



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Involving Children in Developing the Rules

- “ Have children help generate the rules.
- “ Name the rule and have a child demonstrate the rule.
- “ Name the rule and have the children identify the visuals that might go on a poster.
- “ Have children help decorate a rules poster.





Classroom expectations
posted on wall near circle
area.

Classroom RULES

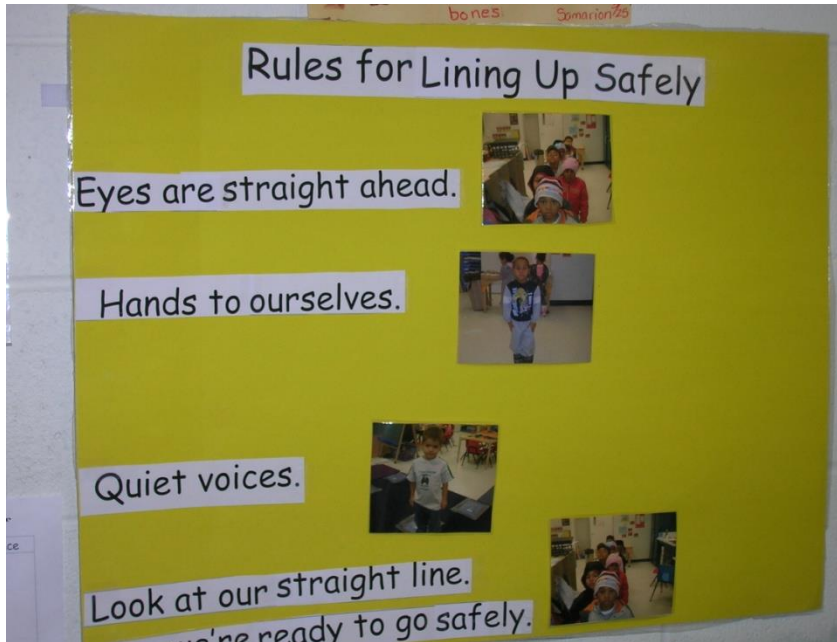


Playground Rules

- Look 
- Wait Your Turn 
- Nice Hands 
- Listen 
- Feet First 
- Climb By Teacher 

Be
Ready
Respectful
Safe
Prairie
Children
Preschool





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Program-wide Expectations

1. Be Respectful
2. Be Safe
3. Be a Team Player



Classroom

Expectation	Classroom
Be Respectful	Share Be fair Listen to others Be aware of others' feelings
Be Safe	Use walking feet Play safely Follow directions Keep our room clean Tell the teacher where you are
Be a Team Player	Share ideas Help each other Work it out with words

Video #4: Stop/Go Teaching Rules





5. Classroom rules & expectations.

ACTION PLAN



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6. Positive Attention

“ Give children attention when they are engaging in appropriate behaviors.

“ Monitor our behavior to ensure that we are spending more time using positive descriptive language and less time giving directions or correcting inappropriate behavior.



7. Using Descriptive Feedback and Encouragement

4 Principles

- “ Contingent on appropriate behavior
- “ Descriptive
- “ Conveyed with enthusiasm
- “ Contingent on effort





6 and 7. Positive attention, **AND** using
Descriptive feedback and
encouragement.

ACTION PLAN



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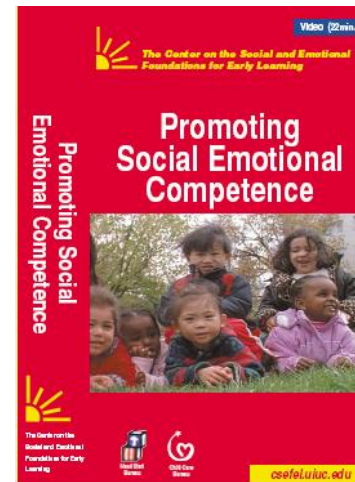
Major Messages

- “The first and most important thing that we can do is to **build positive relationships** with every child and family.
- “Focus on **prevention and teaching** appropriate skills.
- “Promoting social emotional development is not easy. There are **no quick fixes** to challenging behavior.
- “It requires a **comprehensive** approach that includes building relationships, evaluating our own classrooms and behaviors, and **TEACHING**.



VIDEO #5, Supportive Environments

Promoting Social and Emotional Competence



http://csefel.vanderbilt.edu/resources/social_emotional_competence.html

Timecode 8:33 . 12:13



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Teaching Pyramid: Video

Promoting Social and Emotional Competence

Action Plan: Do you want to add anything?



Chat Room: list one piece of info that was new to you!



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Module 2



Behavior
Support
Plan

C. Social Emotional Teaching Strategies

Designing Supportive
Environments

Building Positive Relationships



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Social Skills Curriculum

Example: Second Step

Committee
for Children,
Seattle WA

Units

- . Unit 1, Empathy Training
- . Unit 2, Emotion Management
- . Unit 3, Problem Solving

FEATURES of each Unit

- " Unit Description
- " Key Elements
- " Unit Lessons
- " Language Concepts
- " Notes about Developmental Level
- " Transfer of Learning
- " Extension Activity Ideas
- " Children's Books



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Social Skills Curriculum: PATHS

Promoting
Alternative Thinking
Strategies





1. FRIENDSHIP SKILLS



Who would choose to live, even if possessed with all other things, without friends.+

Aristotle

Video 2.1: Children Playing



What helped the children be successful or unsuccessful playing together as friends?

clip 2.1



Friendship Skills

1. Gives suggestions (play organizers)
2. Shares toys and other materials
3. Takes turns (reciprocity)
4. Is helpful
5. Gives compliments
6. Understands how and when to give an apology

Tremblay et al., 1981



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Setting the Stage for Friendship



- ✓ Inclusive setting
- ✓ Cooperative use toys
(balls, puppets, wagons, telephones,
rocking boat, board games)
- ✓ Embed opportunities throughout the day
- ✓ Social interaction goals and objectives
(IFSP/IEP)
- ✓ Atmosphere of friendship (adults and children)



Strategies for Developing Friendship Skills



- ” Modeling
- ” Modeling with video
- ” Modeling with puppets
- ” Preparing peer partners
- ” Buddy system
- ” Priming
- ” Direct modeling
- ” Reinforcement



Activities to Support the Development of Friendship Skills

- “ **Friendship Can** – draw out a child’s name
- “ **Planting Seeds of Friendship** – grass seed in a decorated cup
- “ **Friendship Tree/Compliment Tree** – add leaves with observed skills
- “ **Books about Friendships** – Fox Makes Friends, The Rainbow Fish, Big Al, Making Friends, OUR Class Book of Friendship
- “ **Friendship Quilt** - pictures of children on construction paper squares, pictures of children demonstrating skills
- “ **Friendship Journal** - skills and pictures of each skill
- É **Music/Songs** – class-made or commercial CD’s





1. Teach friendship skills.

ACTION PLAN



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2. Emotional Literacy



Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.



Children with a Strong Foundation in 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



Enhancing Emotional Literacy...

1. Direct Teaching
2. Indirect Teaching
3. Use of Songs and Games
 - . How would you feel ifõ ?
 - . Checking In
 - . Feeling Dice and Feeling Wheel



A. Direct Teaching of Feeling Vocabulary





Happy



Sad



Proud



Nervous



Loved

English/ Spanish



Lonely



Frustrated



Scared



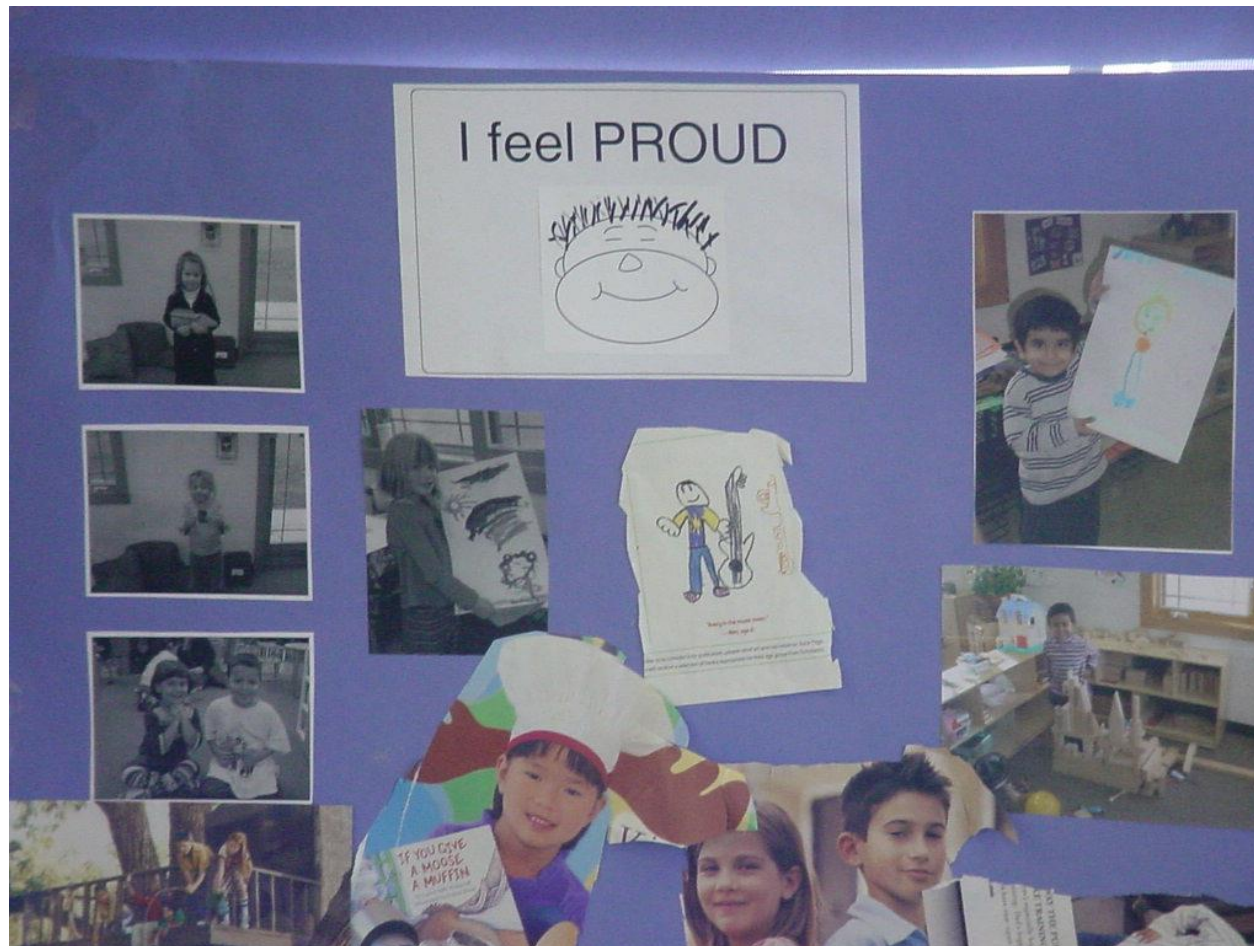
Embarrassed



Classroom Example



Example



B. Indirect Teaching



**“ Provide emotional labels as children experience various affective states -
“Tamika and Tanya seem really happy to be playing together! They keep hugging each other!”**



3. Use of Songs and Games

Sample Song

- ” If you are happy and you know itõ add new verses to teach feelings
- . If you are **sad** and you know it, cry a tear..+boo hoo+
 - . If you are **mad** and you know it, use your words %an mad+
 - . If you are **scared** and you know it ask for help, %help me+
 - . If you are **happy** and you know it, hug a friend
 - . If you are **tired** and you know it, give a yawn.

Sample Game

” How does your face look when you feel proud?

” What makes you feel proud?



Sample Game



Triste



Alegre



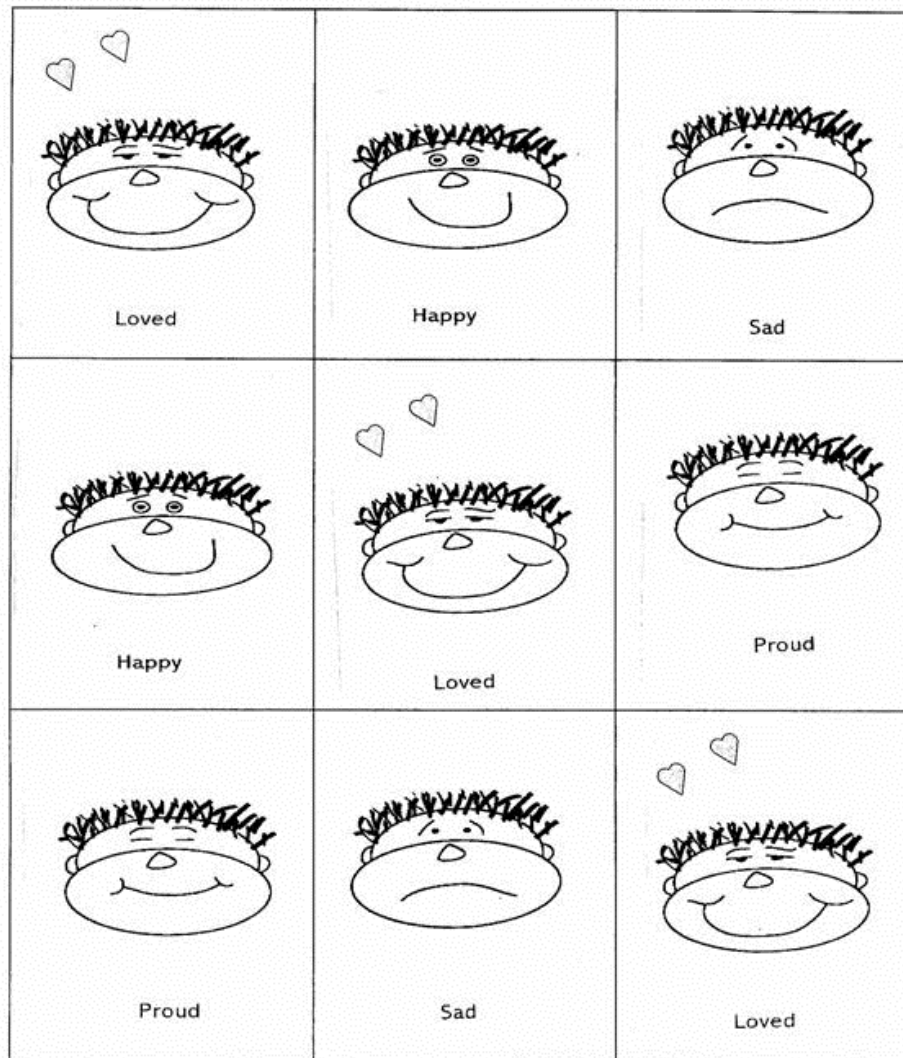
Frustrado

Make a _____ face.



Sample Game

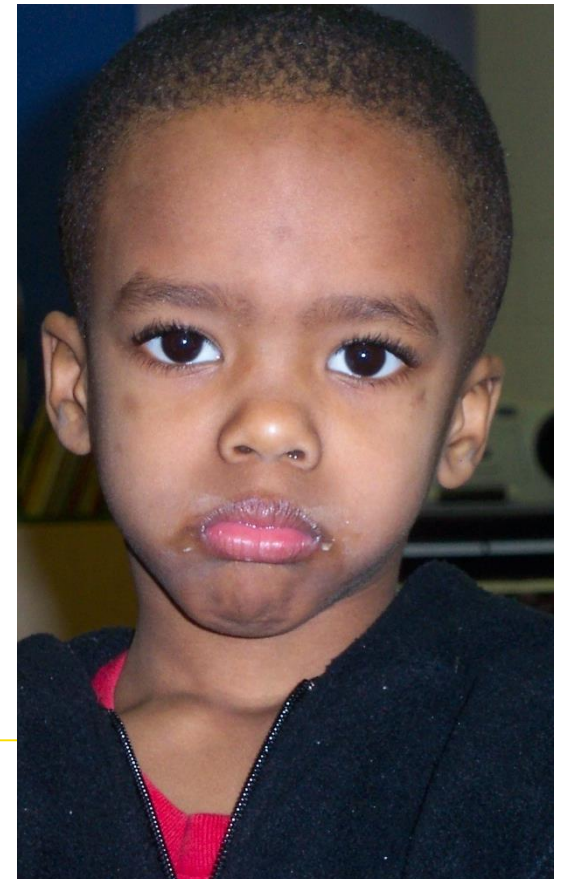
Bingo



Play: How Would You Feel If?

” Discuss typical situations that happen when children are together: %How would you feel if this happened to you?+







- . Example: 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?

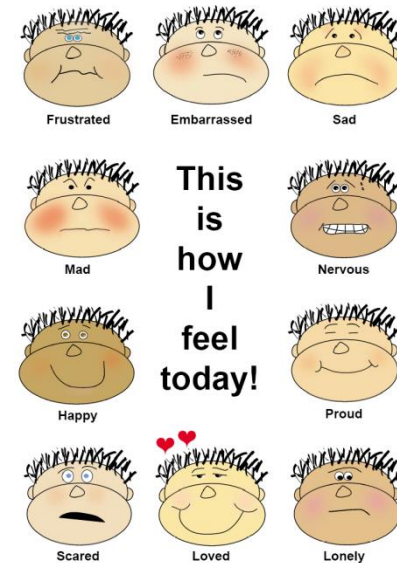


Checking In

“ Teachers and children can check in each morning by choosing a feeling face that best describes their affective state and putting it next to their name. Children can be encouraged to change their feeling faces throughout the day as their feelings change.

How do you feel today?

				
 Nervous				



Feeling Dice/Feeling Wheel



Teaching Empathy

- “ Model empathy
- “ %Alike+& %different+activities
- “ Draw children's attention to how others are feeling (storyboards)
- “ Role plays and role reversals
- “ Reinforce empathy behaviors





2. Teach emotional literacy.

ACTION PLAN



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3. Use of Children's Literature



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Book Example

On Monday When it Rained by Cherryl Kachenmeister



Proud

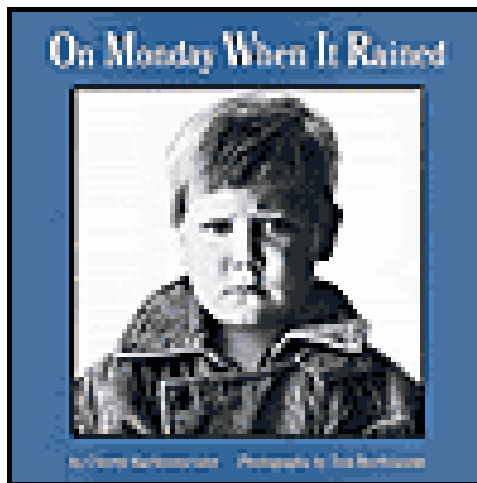
Disappointed
Embarrassed
Proud
Scared
Angry
Excited
Lonely



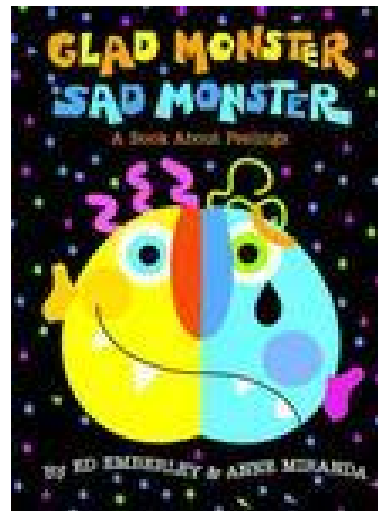
Book Nooks – Handout 2.4

<http://www.csefel.uiuc.edu/practical-ideas.html>

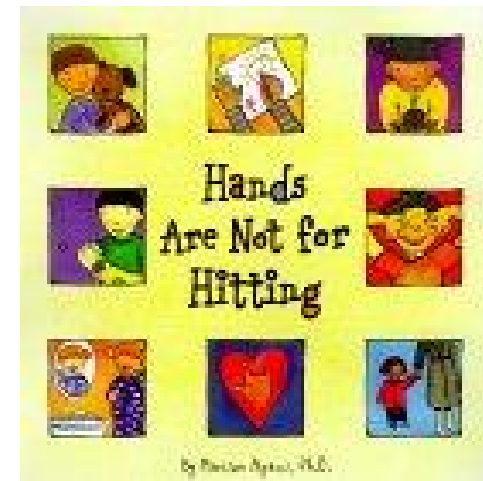
On Monday When it Rained



Glad Monster Sad Monster



Hands Are Not for Hitting



 **2.4**



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Characteristics of Classrooms That Foster Emotional Literacy

- *Books about feelings are read and are available in the story center.
- *Photos of people with various emotional expressions are displayed.
- *Teachers label their own feelings.
- *Teachers notice and label children's feelings.
- *Activities are planned to teach and reinforce emotional literacy.
- *Children are reinforced for using feeling words.
- *Efforts *occur daily*.





BOOK ACTIVITY

1. List emotion words
2. How could you use this story to teach emotional literacy?

3. Using children's literature to teach social emotional skills.

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4. Teaching emotion regulation.



EMOTION REGULATION



Tense/Stressed



Relaxed

Teach children how to “calm down”.

3 deep breaths, blow out the candles!



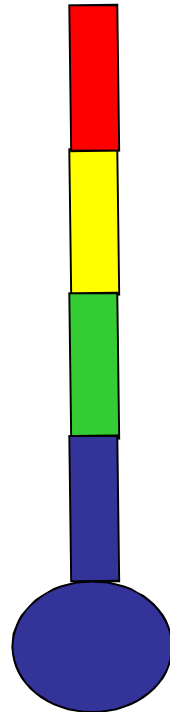
for Early Learning



Webster-Stratton,
1990

Relaxation Thermometer

Code words:
Chill out, cool
down, code
red, hot engine



Take 3 deep
breaths 1..2..3

Adapted from Incredible Years Dinosaur School

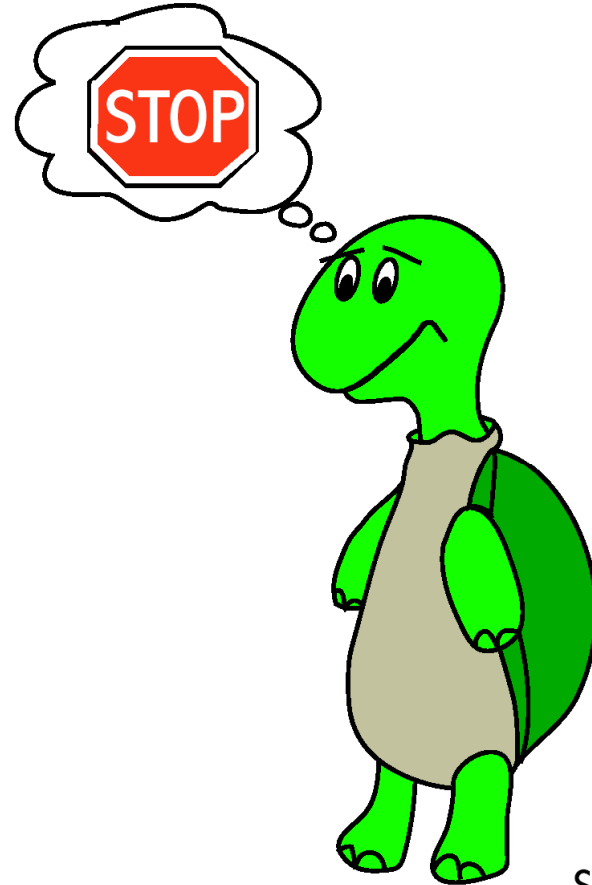


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Controlling Anger and Impulse

- “ Recognizing that anger is a problem and solving it
- “ Learning how to recognize and control one's own emotions and those of others
- “ Learning how to calm down and manage anger
- “ Understanding appropriate ways to express anger

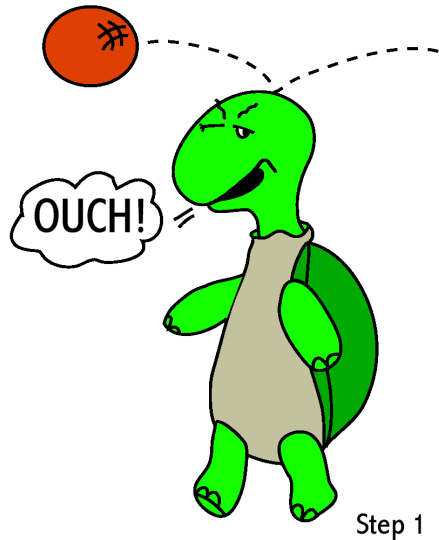


Step 2

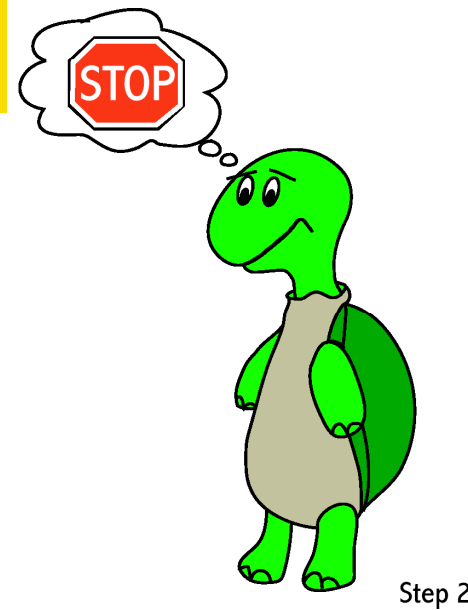


Turtle Technique

**Recognize
that you
feel angry.**



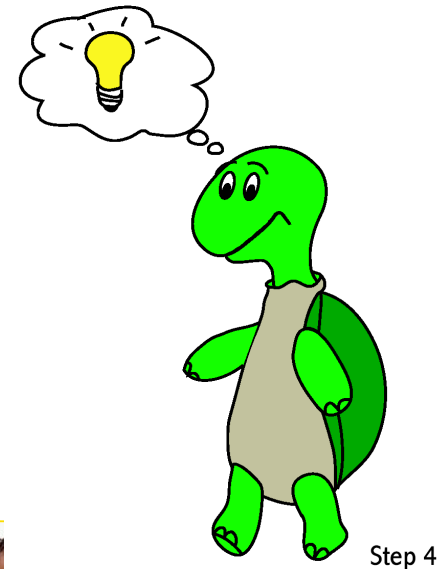
**“Think”
Stop.**

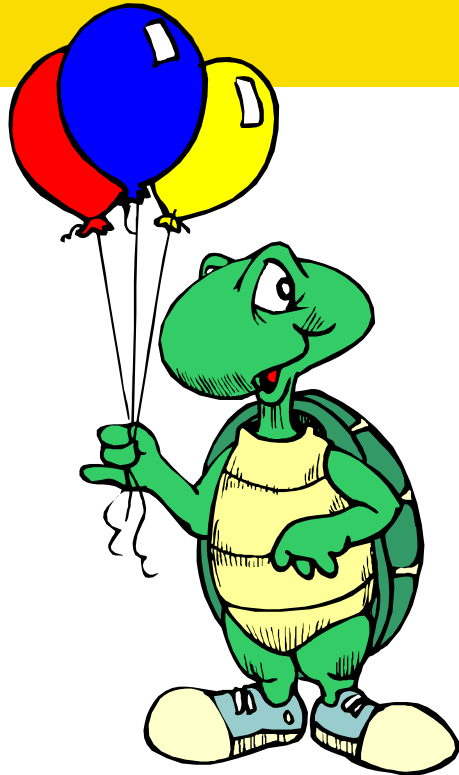


**Go into shell.
Take 3 deep
breathes.
And think
calm,
coping
thoughts.**



**Come out of
shell when
calm and
think of a
solution.**





Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching the
Turtle Technique+

By Rochelle Lentini

March 2005

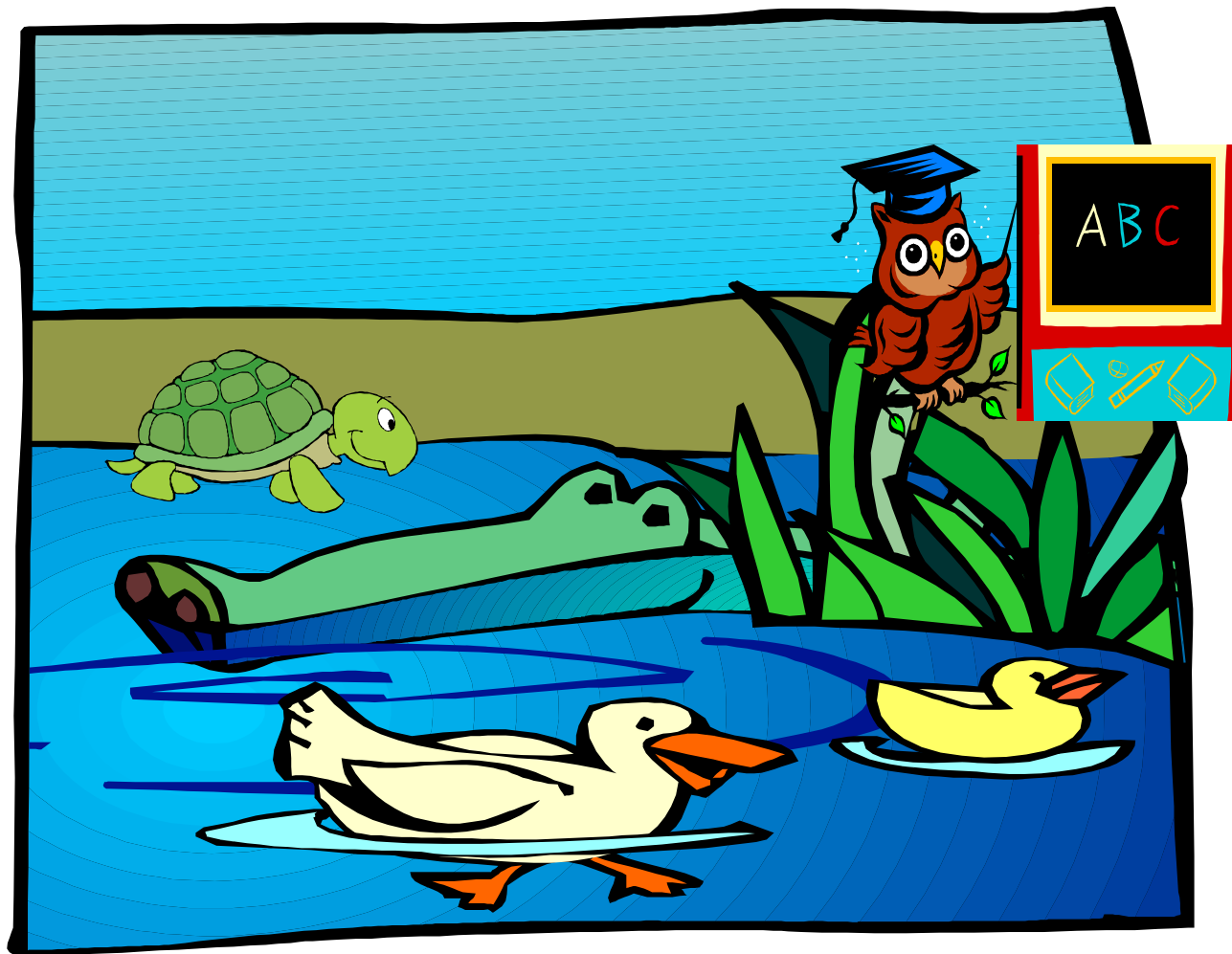


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Created using pictures from Microsoft Clipart® and Webster-Stratton, G. (1991). The teachers and children videotape series: Dina dinosaur school. Seattle, WA: The Incredible Years.

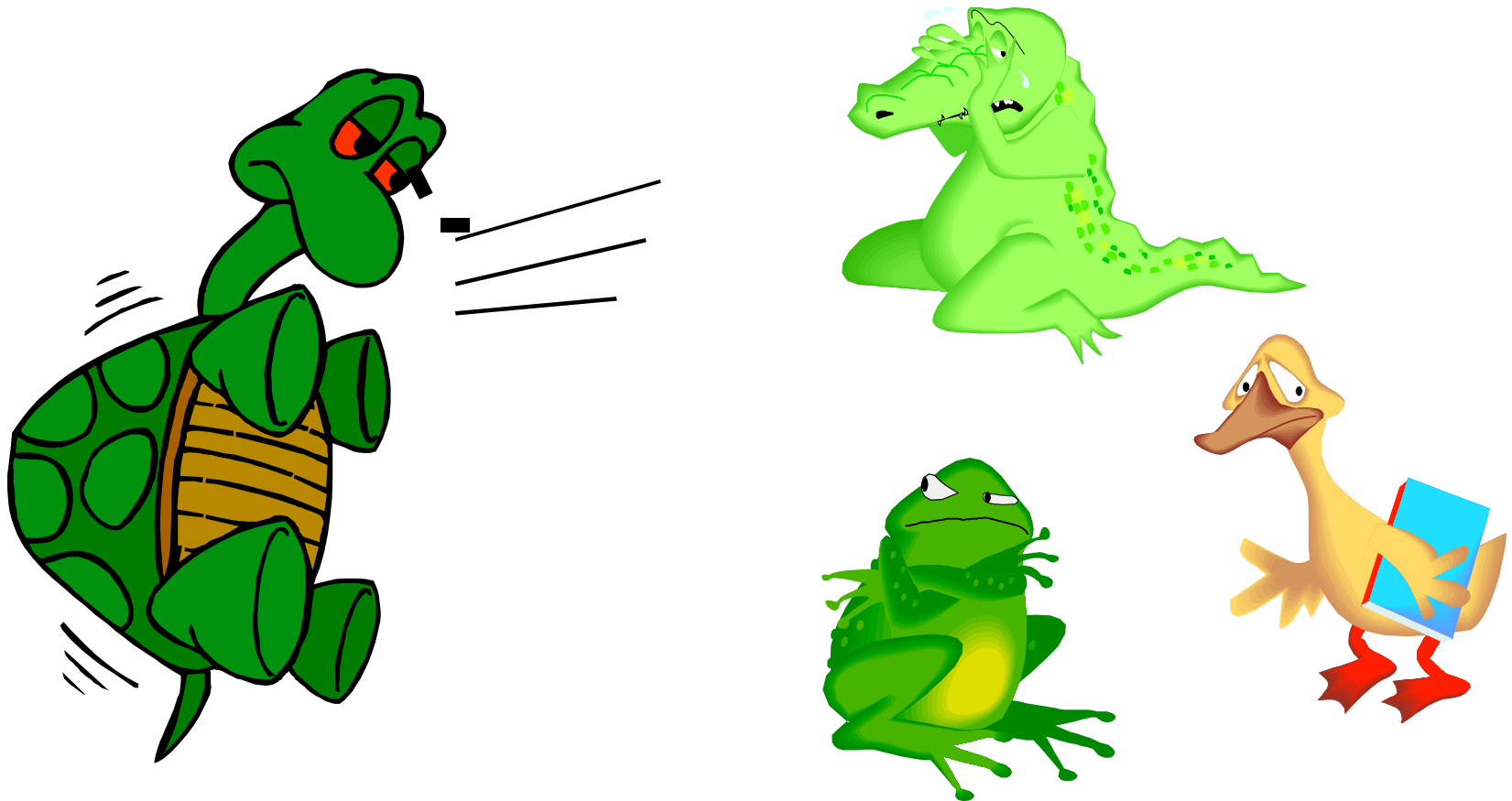
Tucker Turtle is a terrific turtle. He likes to play with his friends at Wet Lake School.



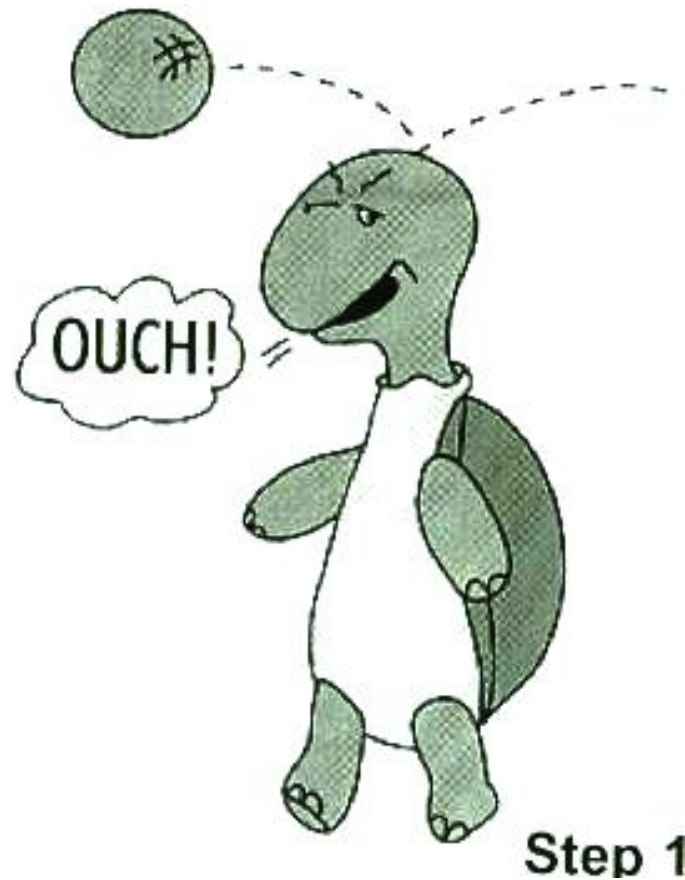
But sometimes things happen that can make Tucker really mad.



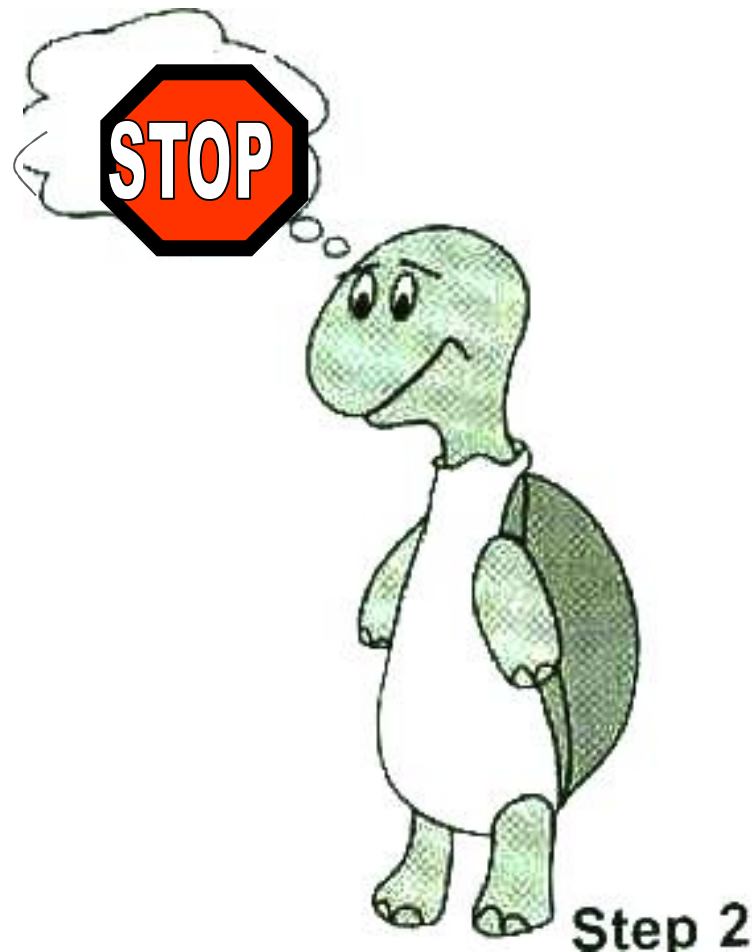
When Tucker got mad, he used to hit, kick, or yell at his friends. His friends would get mad or upset when he hit, kicked, or yelled at them.



Tucker now knows a new way to “think like a turtle” when he gets mad.



He can **stop** and keep his hands, body, and yelling to himself!



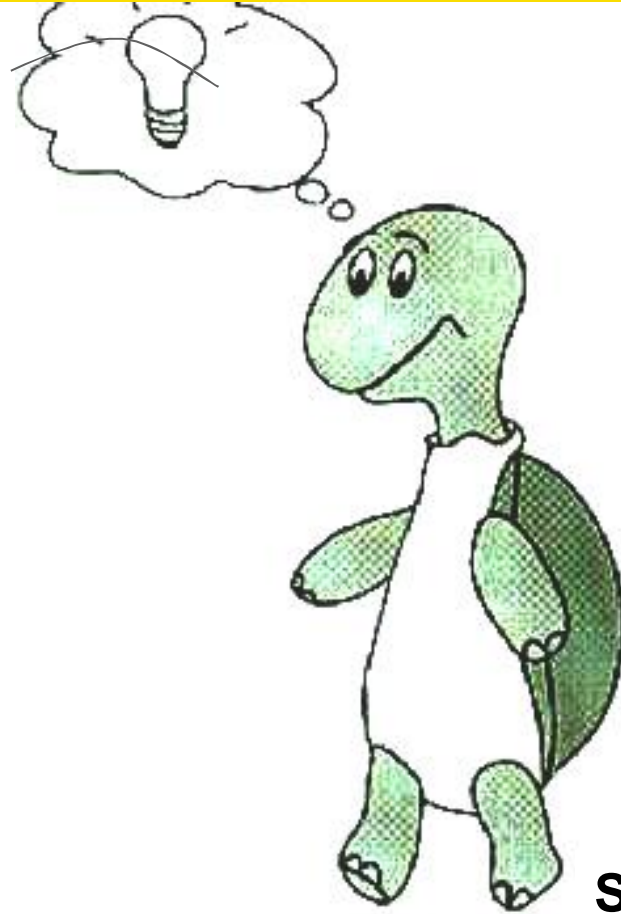
He can **tuck** inside his shell and take **3 deep breaths** to calm down.



Step 3



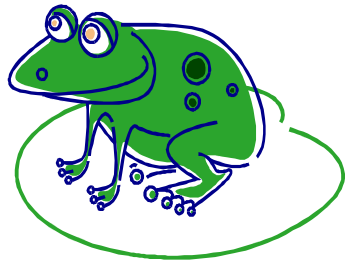
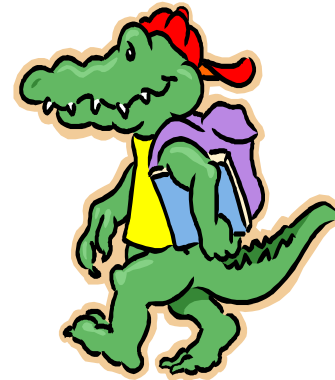
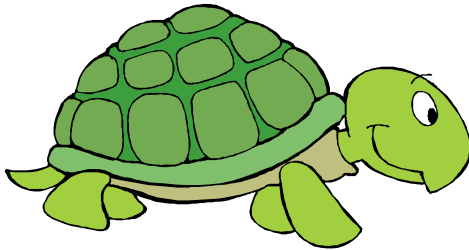
Tucker can then **think of a solution** or a way to make it better.



Step 4



Tucker's friends are happy when he plays nicely and keeps his body to himself. Friends also like it when Tucker uses nice words or has a teacher help him when he is upset.



The End!





4. Teaching emotion regulation.

ACTION PLAN



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5. Problem Solving

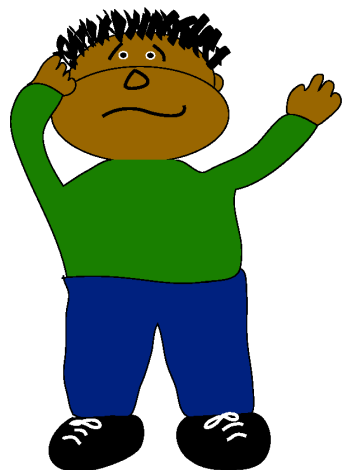


Preschool-age children can effectively be taught problem-solving skills (Shure & Spivack, 1980, 1982; Webster-Stratton & Hammond, 1997).



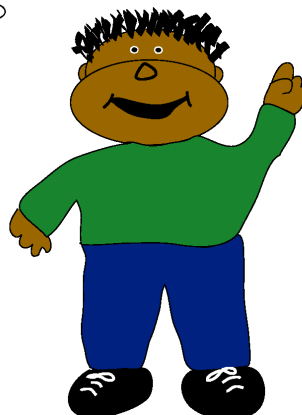
Problem Solving Steps

What is my problem?



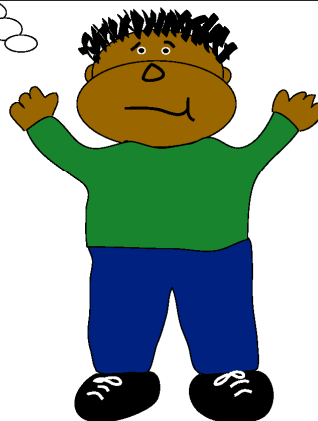
Step 1

Think, think, think of some solutions.



Step 2

What would happen?



Step 3

Give it a try!



Step 4

Would it be safe?

Would it be fair?

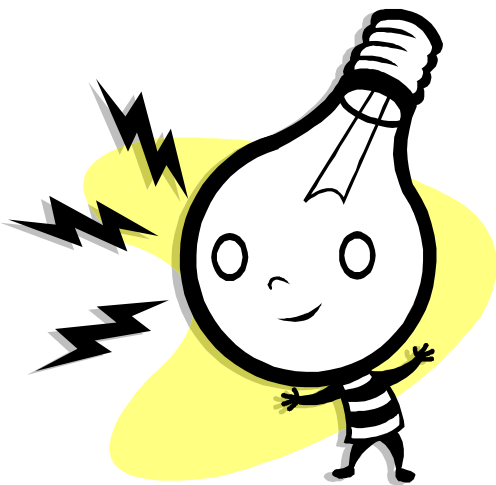
How would everyone feel?



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Help the Child Think of a Possible Solution:



- Get a teacher
- Ask nicely
- Ignore
- Play
- Say, "Please stop."
- Say, "Please."
- Share
- Trade toys/item
- Wait and take turns



The Solution Kit

**Get a
Teacher**



Wait and take turns.



Problem Solving

- “ Learning problem solving steps
- “ Thinking of alternative solutions
- “ Learning that solutions have consequences
- “ Learning to evaluate solutions - *Is it safe? Is it fair? Good feelings?*
- “ What to do when a solution doesn't work



**TALKING
FEET**



Problem-Solving Activities

- “ Problematize everything
 - . %We have 6 kids at the snack table and only one apple. We have a problem. Does anyone have a solution?+
- “ Play %What would you do ifõ ?+
- “ Children make their own %solution kits+
- “ Children offer solutions to problems that occur in childrens\$ stories



Supporting Young Children with Problem-Solving in the Moment

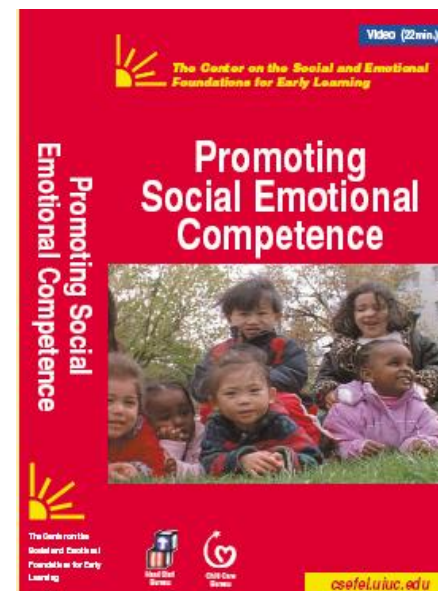
- “ Anticipate problems
- “ Seek proximity
- “ Support
- “ Encourage; and
- “ Promote



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VIDEO Part 4, Targeted Social Emotional Support

Promoting Social and Emotional Competence



http://csefel.vanderbilt.edu/resources/social_emotional_competence.html

12:13 . 18:50



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5. Teach problem-solving skills.

ACTION PLAN



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Implement your action plan.

1. Keep your awesome Action Plan & act on it!!
2. Think about what you are already doing and what you want to do differently OR what you want to add to your program/classroom
3. Please fill out EVALUATIONS for this session.
4. ENJOY this conference!!
5. Part 2, 1:30-3pm





**For these are all our children.
We will profit or pay
for whatever they become.**

James Baldwin