

Teach Me What to Do

Session

4



Positive Solutions for Families



The Center on the Social and Emotional
Foundations for Early Learning



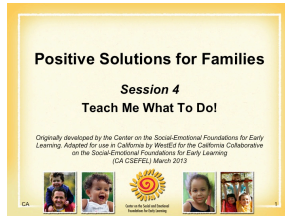
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Positive Solutions for Families: Why Do Children Do What They Do?

Learner Objectives: <ul style="list-style-type: none">• Define the concept of emotional vocabulary.• Identify feeling words and identify effective ways to teach feeling vocabulary.• Demonstrate the use of books to support emotional vocabulary and social-emotional development.• Identify how the “turtle tuck” can be used to cope with strong feelings such as anger and disappointment.• Learn how to teach problem-solving skills	Suggested Agenda: <ol style="list-style-type: none">1. Share your <i>Things to Try at Home</i> Observations of Behavior (Activity 11) and Developing Household Expectations (Activity 12).2. Discuss strategies that can teach your child what to do, and also be fun.<ul style="list-style-type: none">• Emotional Literacy• Managing Strong Emotions• Problem Solving3. Talk about <i>Things to Try at Home Activities</i>.4. Evaluate the Series
Materials Needed: <ul style="list-style-type: none">• PowerPoint™ or Overheads• Chart Paper, Markers, Tape• Several children’s books with feelings themes• Feelings faces (optional)• Problem-solving steps• Shared Expectations from Session 1	Handouts: <ul style="list-style-type: none">• <i>Solutions for Families</i> Workbook Activities 14-17

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Slide 1



Slide 2



Slide 3



Post "Expectations" developed in the first session.

Show **Slide 1: Why Do Children Do What They Do?**

Show **Slide 2: Shared Expectations**

Show **Slide 3: What's Happening Today?** Welcome back to the *Positive Parenting Series* and our final *Solutions for Families* in Series 1 "Teach Me What To Do!" Today, we will:

1. Share your *Things to Try at Home* Observations of Behavior (Activity 11) and Developing Household Expectations (Activity 12).
2. Discuss strategies that can teach your child what to do, and also be fun.
 - Emotional Literacy
 - Managing Strong Emotions
 - Problem Solving
3. Talk about *Things to Try at Home Activities*.
4. Evaluate the Series.

Let's start by discussing your *Things to Try at Home Activities*. Last week, we talked about understanding your child's behavior through careful observation. What was your child trying to communicate? Were you able to stay in your detective role? What did you learn? Was it hard to figure out the function? Let's share a few.

Encourage the participants to read exactly what they wrote. See if you or the group can help them check if their descriptions were "like a camera would see" – see if others in the group could picture the scene. Then you can see if they had ideas about the function.

We also introduced the concept of Household Expectations. Did anyone have a chance to talk about these in your family last week? Did you notice a difference in your child's behavior when you had clear expectations?

I also want everyone to keep using positive comments and encouragement, as well as making deposits into their child's relationship bank!

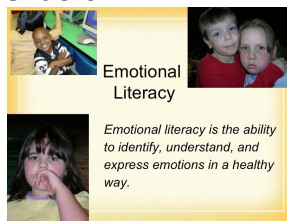
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Slide 4

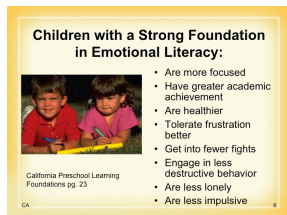


Positive Solutions for Families Workbook – Activity 14
Parent Encouragement and Positive Comments!

Slide 5



Slide 6



Slide 7



Large group discussion

Slide 4: Celebrate! Speaking of making deposits, don't forget to make deposits with yourself! Now take a few minutes to complete your encouragement and positive comment form in your workbook.

Let's get started on this week's topic – Teach Me What To Do!

Slide 5: Emotional Literacy You have probably heard a lot about the importance of literacy skills for young children—teaching children to read and write. There has also been a lot of talk about the importance of emotional literacy. Emotional literacy is the ability to recognize, label, and understand feelings in one's self and others. It is a foundation for children's ability to manage their emotions, develop relationships, interact with others, and become effective problem solvers. It is one of the most important areas of development during a child's early years!

Slide 6: Benefits 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

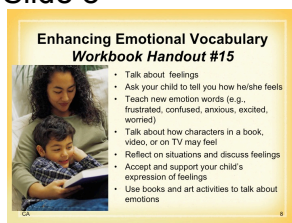
This slide shows how important it is for us to teach our children about emotions! Today, we are going to talk about many ways in which you can build your child's emotional vocabulary. Let's get started!

In order for children to become effective at managing their emotions, they need the words to describe their own and other's emotions. When young children are asked how they are feeling, they often respond with "good or bad" and miss all the subtle gradations in between.

Slide 7: Emotional Vocabulary. You can help your children enhance and expand their emotional vocabulary by helping them learn words for different feelings and use these words to label their own feelings and the feelings of others. You can also help them understand that their feelings can change. They may wake up grumpy, but they don't have to stay grumpy all day! You can help them learn that they can have more than one feeling about

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Slide 8



Positive Solutions for Families workbook - *Things to Try at Home* – Activity 15 -

something. They can feel differently from someone else about the same thing. And all feelings are valid. It's what we do with our feelings that counts.

As children's emotional vocabularies grow, their ability to accurately read their own and other's emotions grows, too! This gives your child more tools to use instead of challenging behavior! It is sort of like building a house. You are going to get really frustrated if you don't have the tools you need to be successful.

Have parents brainstorm a list of feeling words that they can (or do) teach their child. Write these on chart paper. Discuss the range of words. Are they mainly positive? What about words to express negative emotions? That is a tricky question. Actually, emotions are just emotions. We attach the positive and negative to them. Ask parents to share the emotion words that they have heard their children use.

Slide 8: Enhancing Emotional Vocabulary Ask parents to look in their workbooks at the [Enhancing Emotional Vocabulary handout #15](#). Point out the Feeling Words list.

This is a list of complex feeling words that typically developing children ages 3-5 should know. Quite a list, isn't it? You can help your child develop increased emotional vocabulary by talking about feeling words in everyday life.

Explain that one of the best ways to teach feeling words is for parents to label their own and their child's emotions as they happen throughout the day.

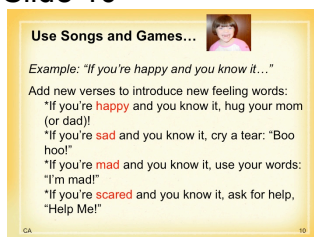
Slide 9



You might say to your child, "You look surprised; your mouth is open and your eyes are wide. What happened? What surprised you?" You can also describe your feelings: "I feel sad. It makes me happy when Grandma visits, but I feel sad when she leaves. I miss her!"

Slide 9: Emotion Faces are another example of fun ways to teach feelings words and how "faces" look when they feel these emotions. You can use these examples, cut out faces from magazines, or make your own. Talking about the emotions and looking at the pictures near a mirror may help your child see the differences in your facial expressions as you make the different faces.

Slide 10



Note to Facilitator: You could print the faces (one copy for each family) in color and have parents cut them out and laminate them to take home to use with their children.


Slide 10: Most children love to sing and dance. You can sing about emotions while thinking about appropriate things to do when you

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Slide 11

Children's Books

- Almost any children's book provides many opportunities to discuss emotions
- There are many books that focus specifically on emotions



CA 11


are experiencing that emotion. Most of you know the song “If you’re happy and you know it, clap your hands.” You can see how you can use many different emotions with that song and have your child suggest what you can do. Shall we sing a verse? Which emotion shall we try?

Slide 11: Of course, we can’t talk about literacy without talking about books! Reading books to children helps build emotional vocabulary, understanding, and social emotional skills. Most importantly, reading books with your children is a great way to spend time together (and “refill” your child’s relationship bank)! Most children’s books are full of emotions – characters doing interesting things generally talk about different emotions. You can point out the emotions or ask your child what they think that different characters are feeling.

Tell parents that you are now going to read a book to them. You can choose any book that you would like to share with parents. You might consider using a popular book from your classroom. As you read the book, demonstrate how to read a book in a way that is fun and engaging. For example, use different voices, ask questions (What makes you scared? Show me your scared face? What does your body do when you are scared? What does it feel like? Can you tell me about a time when you felt scared?), and have parents point out things about the pictures.

Slide 12

Children's Books
Workbook Activity #16



- Get with a partner and read the book.
- What feeling words could you teach your child?
- What fun games or activities could you use that would relate to the book?

CA 12

Positive Solutions for Families workbook - *Things to Try at Home – Activity 16*


Remind parents that it is really important to engage their children when they read books together. They can do this by using fun voices, encouraging their children to point out pictures, making sounds/singing songs related to the book, and by asking children to help read or tell the story.

Slide 12 Now you are going to read some books and develop fun activities related to the book. You will work in groups of two or three. Everyone will get a children’s book. Read the book together. Then, using the worksheet Activity #16 in your workbook, discuss what feeling words you could teach your child using the book you just read. Also, think of fun activities/games/songs to expand on the book and engage your child. Then, we’ll have the groups share their ideas.

Optional idea: *If possible, try to get some books donated for parents to take home or have parents make a book to take home.*

Slide 13

Managing Strong Emotions



How can we help our children...

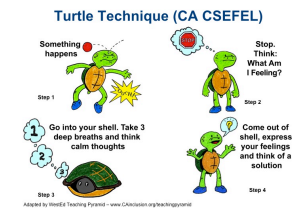
- Recognize strong emotions such as frustration, anger, and excitement in themselves and others?
- Learn how to calm down?
- Understand appropriate ways to express strong emotions?

CA 13

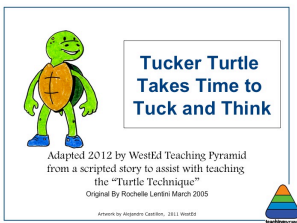
Slide 13: Managing Strong Emotions. Now let’s move on to a new topic: Managing strong emotions! We have been talking about helping our children learn to recognize and name their own emotions and feelings. This is an important step for children in learning how to manage their emotions. A child has to recognize

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Slide 14 -17



Slide 18 - 32



that he/she feels angry before he/she can learn how to manage that emotion. Having a label for what a child feels helps him/her to vocalize this feeling ("I'm mad") instead of acting the feeling out.

Have you ever told your child to calm down and he/she just kept doing what he/she was doing? Ever wonder why? Young children are often told to "calm down"—but what does that really mean? We have to make sure that the child understands what we are asking him/her to do (remember in our last session, we talked about being clear about our expectations)! How can children be successful at responding if they do not know what we are asking? What we mean by "calm down"? This is a skill that we can teach.

Children feel anger in different ways—just as we do. The school of hard knocks, our life experiences, may have taught most of us by now when to walk away, cool down, be cautious, or get help. But young children haven't learned these skills yet. We can help them learn this by intentionally teaching them the skills they need.

Slide 14 - 18: Turtle Tuck. *Introduce the "turtle tuck." Tell parents that this is a technique originally developed to teach adults anger management skills. It has been successfully adapted and integrated into social skills programs for preschoolers.*

Now we're going to learn about the "turtle tuck." Here's how you can teach your child about the secret of the turtle and how the turtle uses his shell to help him calm down! The basic steps of the turtle technique are:

Step 1: Recognize that something happened.

Step 2: Stop. Think. What are you feeling? Acknowledge your feeling. Maybe do something physical to let that feeling out.

Step 3: Tuck inside your "shell" and take 3 deep breaths to help you become calm.

Step 4: Come out, express your feelings, and think of a solution.

Slide 18 – 32: Tucker Turtle Takes Time to Tuck & Think

You might teach your child to use the turtle technique by showing him/her the picture steps in your workbook or sharing the Tucker the Turtle story. There is also a Sonia Snail if you prefer. Let's read the story.

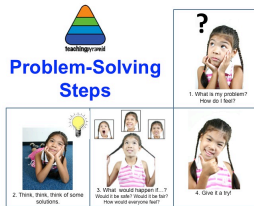
Be sure to demonstrate tucking, either by going into your shirt, or crossing your arms over your face.

Another way to teach your child the "turtle tuck" is to look at a photo of a real turtle, discuss what the turtle does when there is danger, and then describe the use of the turtle technique for dealing with strong feelings. You could also use a turtle puppet to show your child how the turtle tucks into his shell.

There are also some ideas for solutions. This is another area that

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Slide 33



we can teach. Go over the possible solutions. Make sure that your child understands what they mean. Role play or show pictures to help with understanding.

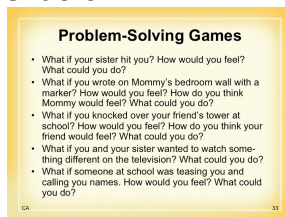
It is nice to provide one of these books (Tucker or Sonia) for each family to take home. You can make small books by printing two slides per page.

Slide 33: Problem-Solving Steps

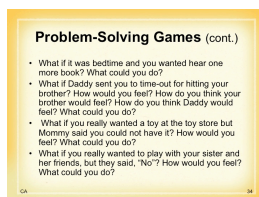
Now that we have talked about the “turtle tuck,” we can see that one of the really important steps in this technique is being able to problem solve and think of solutions. We need to teach children to do this. Many children solve their problems by using challenging behaviors (hitting, shouting, running away from the problem). However, even very young children can be taught more effective and appropriate ways to solve problems. One way children learn problem-solving strategies is by watching the adults around them during times of conflict. This is important to consider; think about how you last resolved a conflict with your spouse or significant other. What strategies did your child observe? Calm negotiation and conversation, or sarcasm and screaming? If young children can observe adults effectively and appropriately resolving conflicts or solving problems, they learn a tremendous amount about positive problem solving. This is enhanced if you model your problem-solving thinking (self-talk) out loud. Example: “Uh-oh the car won’t start, and we need to get you to school. How can I solve this? I need to stop and to think first. Okay, I need to think of some solutions. I could call Aunt Meg, and see if she can take you to school. We could catch the bus. I could ask our neighbor for a jump start.”

These problem-solving steps are a little like the Tucker steps; however there isn’t a strong emotion, just realization that there is a “problem.” Younger children may have difficulty with the third step, but it is an important step as children get a bit older.

Slide 34



Slide 35



Show Slide 34-35: Problem-Solving Games

These slides offer some typical problems that you child may have encountered in the past. You can ask the question and discuss possible solutions. You want to encourage your child to come up with as many different solutions as possible. It is important to try not to criticize the solution that your child gives. This is just a brainstorming time. This process will help children think of solutions the next time a similar situation occurs. You can “role play” the best solution. Again, this can be a lot of fun if you and your child actually act out the role play, or use puppets or other props (dolls, stuffed animals, etc.). It is also a great way to keep your child engaged and interested while he/she is learning new skills!

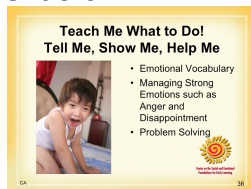
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Slide 36



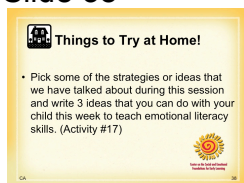
Slide 36 Setting the Stage for Success! A great way to teach your child problem solving is to teach the skill when your child is facing or about to face a real problem or difficult situation. To do that, you should look for or anticipate these kinds of situations. For example, if you and your child are going to a play group and you know that he/she always gets upset when there is someone playing with her favorite toy, you could say, "Sometimes when we go to the play group, there is someone else playing with your favorite toy and you get upset. What could you do if that happens today? Let's think of some solutions." Or you might see your child approach a friend who has a toy your child wants. In anticipation of your child grabbing the toy, you could say, "If you want to play with the toy, remember the way to ask." In order to teach problem solving in the moment, you have to be nearby and ready to help your child when a problem is about to occur. You will then be able to support your child in identifying a problem and helping him/her think of a solution. When your child problem solves, be sure to give him/her encouragement and positive comments (just like we talked about in our first session!). You can do that through encouraging touches (e.g., pat on back, high five), gestures (wink, thumbs up), or by saying, "That was good problem solving! What a good thinker you are!" or something similar. All of these provide opportunities for you to "refill" your child's relationship bank!

Slide 37



Show **Slide 37: Teach Me What to Do!** This is a good summary of today's session. We need to "intentionally" teach our children using the examples that we have talked about. It will help support their child's social-emotional development and prevent challenging behavior!

Slide 38



Slide 38: Things to Try at Home! You have two *Things to Try at Home Activities* for this week. The first one is to pick some of the strategies or ideas that we have talked about during this session and write 3 ideas that you can do with your child to strengthen his/her emotional vocabulary skills. Take a few minutes to brainstorm some ideas. How can you teach your child new social skills? What skills do you think your child would benefit from? Is it the turtle technique? What about reading a book to your child, and talking about emotions and feelings? Think about some of the behaviors you want to see less of. This could be a great opportunity to "teach" your child a new skill so he/she doesn't have to use that behavior!

Provide an evaluation and ask families to complete it. Thank them for coming, and encourage them to keep doing what they have learned.