



Promoting Social Emotional Competence in Massachusetts' Young Children

## Developing Social and Emotional Competence



## Learning Objectives

- Participants will summarize the association between infant/toddler ability to regulate their emotional states, children’s social emotional development, and later school success
- Participants will be able to describe **why** it is important to be intentional about teaching social emotional skills and **when** to teach these skills.
- Participants will be able to identify strategies for **how** to teach friendship, problem-solving, and impulse and anger control skills.

## Suggested Agenda

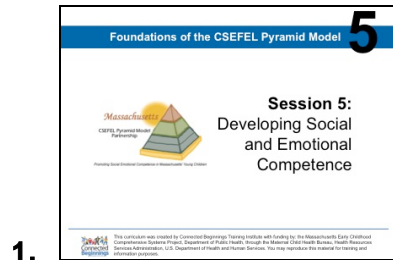
I.	Introduction to Session 5	5 min
II.	Review of the CSEFEL Pyramid Model	5 min
III.	Experiencing, Expressing and Regulating Emotions	10 min
IV.	Identifying What is Important in Teaching Social Emotional Skills	20 min
V.	Friendship Skills	10 min
VI.	Supporting the Development of Empathy and Emotional Literacy	10 min
VII.	The Importance of Problem Solving and Control over Anger and Impulse	5 min
VIII.	Pulling it All together – Developing Practical Strategies	45 min
IX.	Wrap-up and Evaluation	10 min
	<b>Total Time</b>	120 Minutes (2 hrs)

## Materials Needed

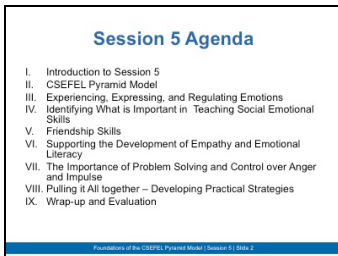
- Session 5 PowerPoint Slides
- Facilitator’s Guide
- Flip chart or large paper or white board and markers
- Video Clips
  - 5.1 Practical Strategies for Teaching Social Emotional Skills
- Handouts
 

5.1 PowerPoint Presentation Slides	5.7 Activity Sheet Embedding Friendship Opportunities into Daily Routines and Activities
5.2 Using Books to Support Emotional Development	5.8 Structured Field Experience #3
5.3 Feeling Faces	5.9 Examples of Activities to Support the Development of Friendship Skills
5.4 Reflection on “Practical Strategies for Teaching Social Emotional Skills”	5.10 Session 5 Evaluation
5.5 The Turtle Technique	
5.6 Problem Solving Steps	

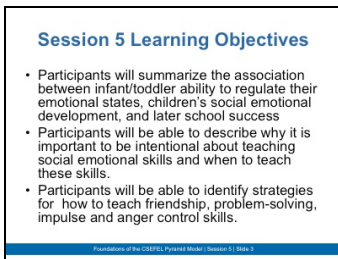
**Part I: Introduction to Session 5 (5 min)**



1.

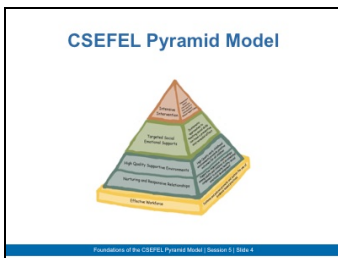


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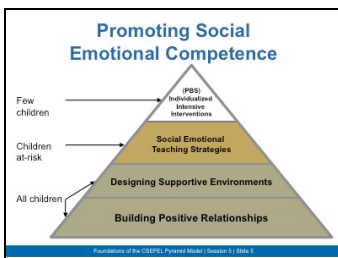


3.

**Part II: CSEFEL Pyramid Model (5 min)**



4.



5.

**Part I: Introduction to the Session 5 (5 min)**

- A. Show **Slide 1**. Welcome the group to Session 5 entitled, *Developing Social Emotional Competence*.
- B. Show **Slide 2**. Review the agenda with participants.
- C. Show **Slide 3**. Review the Learning Objectives with participants.
- D. Draw the group's attention to the Session 5 materials and handouts in their Course Binders.
- E. Address logistical issues (e.g. breaks, bathrooms, etc)
- F. Encourage participants to ask questions throughout or describe an alternative way you will be handling questions (e.g., save for specific times during the presentation.)
- G. Collect Structured Field Experience from the group. Respond to any questions the group might have about the assignment.

**Part II. CSEFEL Pyramid Model (5 min)**

- A. Show **Slide 4**. Point out that we are now at the third level of the pyramid – *Targeted Social Emotional Supports*.
- B. Show **Slide 5**. On the Teaching Pyramid this level focuses on *social emotional teaching strategies*. Remind participants that in earlier sessions we talked about the importance of building positive relationships and designing supportive environments (including rules, schedules, and materials) to support children's social emotional development and prevent challenging behavior. In Session 5, 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 (friendship skills, emotional literacy, and development of empathy, impulse control, and problem solving).
- C. Encourage the participants to use this session to think about how strategies might be modified to be age-appropriate for infants and toddlers or for older

### Part III: Experiencing, Expressing, and Regulating Emotions (10 min)

6.

**Strategies for Helping Babies Self-Regulate**

- Containing their limbs with swaddling, cuddling, and bringing them close to your chest and heartbeat
- Providing something to suck: a pacifier, their own hand, their fingers
- Limiting the stimulation in the environment
- Helping baby to awaken or to fall asleep with rocking, cuddling, gentle patting, a quiet voice, singing, or a simple chant
- Using a firm, gentle touch

preschool aged children.

- D.** Point out that this session is an introduction to the CSEFEL materials on developing Social and Emotional Competence. It condenses many hours of CSEFEL training materials into a two hour session. Additional strategies, activities, resources and information about this topic can be found on the CSEFEL website.

### Part III: Experiencing, Expressing, and Regulating Emotions (10 min)

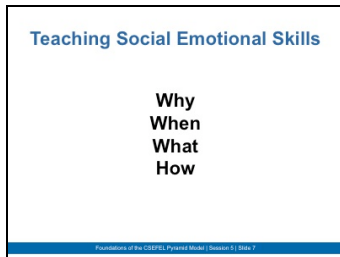
- A.** Show **Slide 6**. Point out that human beings are not born able to regulate their emotions. Adults/caregivers need to help babies to regulate their reactions or “states”. In the first few months, adults and babies *co-regulate*, or work together. Generally speaking adults are able to comfort and help babies regulate pretty easily. Point out that for some babies, self-regulation is more difficult, and therefore can be more challenging for adults to develop co-regulation strategies in response.
- B.** **It is important to remember that the short-term goal is for the infant is to become more comfortable and less stressed. The long-term goal is for the infant to “self-regulate” or for the infant to be able to do what keeps him/herself calm.**

Caregivers can and should use a variety of strategies to help babies to fall asleep or to calm themselves. Over time, babies and toddlers develop the capacity to manage or regulate their own reactions or “states” through caregiving experiences and the development of their changing bodies (including the brain and central nervous system).

Elicit comments/approaches that have worked for participants in supporting babies in their care or experience. Record responses on large paper.

- C.** Underscore that any one strategy does not always work, so we need to observe the baby carefully and, if necessary, try different strategies. Babies require a lot of patience and support.
- D.** Emotional regulation is fostered by warm, responsive relationships. As we talked about back in Session 2, the relationships that parents and caregivers build with young children forms the foundation for everything else they do.
- E.** As we transfer this thinking and approach to preschoolers it is important to remember that children in the preschool age group are still in the process of

**Part IV: Identifying What is Important in Teaching Social Emotional Skills (20 min)**



7.

learning to self-regulate.

It is important to remember that self-regulation skills continue to develop well into the preschool and school years. An understanding of self-regulation can help us in creating responsive environments for very young children.

We need to meet a child where he or she is in his/her social emotional development. Many children will have developed capacities to self-regulate their emotional states by the time they are in preschool. But when these skills are not well developed, we need to be prepared to teach these skills, regardless of the child's age.

**Part IV. Identifying What is Important in Teaching Social Emotional Skills (20 min)**

- A.** Developing a *repertoire* or “tool box” of strategies to support the development of social emotional skills has been proven to support children’s healthy development and later school success.
- B.** Show **Slide 7**. Explain to participants that the CSEFEL approach to teaching social emotional skills can be understood by reflecting on the following points:

**WHY** it is important to be intentional about teaching social emotional skills to young children

**WHEN** we should intentionally teach social emotional skills

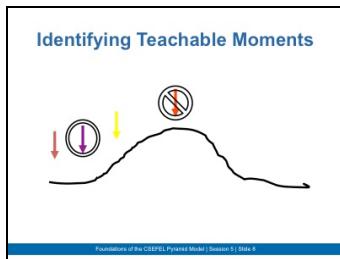
**WHAT** social emotional skills and qualities we seek to support

**HOW** to teach social emotional skills.

- C.** Ask participants **WHY** they think it is so important for us to “teach” children social emotional skills. Add to their comments by sharing that these are some of the skills that we know children need in order to be more successful and to prevent challenging behavior— not only in early care and education settings, but also in future school settings. Tell participants that while we tend to be very thoughtful and intentional about teaching literacy, cognitive, and other skills needed for success in school, we need to be just as intentional about teaching social emotional skills.

Point out what happens when children don’t have well-developed social and emotional skills (e.g., child exhibits specific challenging behaviors ranging from aggressively “acting out” to being quiet and withdrawn). Ask

8.



participants, “How do we help children learn these social emotional skills?” Solicit a few brief responses. Then add, “We need to “teach” them! “

- D.** Show **Slide 8**. Now that we have discussed why it is important to teach social emotional skills, we are going to talk about **WHEN** teaching these skills might be most effective.
1. Give a quick scenario of a typical situation that might happen in a classroom or child care setting. For example, Trey is building a castle in the block area. Blair comes to the block area to play and decides that she needs the block that is right in the middle of Trey’s castle. Blair grabs the block, and Trey’s castle crumbles. Trey hits Blair and takes the block away. Blair starts crying (red arrow).
  2. Ask participants to generate ideas about what teachers or child care providers 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.”).
  3. Point out that it is often at the crisis (red arrow) point that teachers try to teach new social skills. Explain 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:
    - The incident has already happened.
    - Both children are upset.
    - Blair may find the teacher reinforcing (“Wow, I might do this again so I can get the teacher’s attention!”).
  4. 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.
- E.** Now that we have discussed when to teach – now let’s turn to **WHAT** social emotional skills we intend to teach. We have already discussed the most basic level of emotional development, self-regulation, but how can we move on and support social experience?

### Identifying Feelings in Self and Others

- Learning words for different feelings
- Empathy training
- Learning to recognize how someone else is feeling
  - Facial cues
  - Body language
  - Tone of voice
  - Situational cues
- Learning how to control anger, relax, and calm down

9.

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 9

### Empathy

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

10.

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 10

### Stages of Teaching Social Skills

- Step 1: Show and Tell
- Step 2: Practice Makes Perfect
- Step 3: You Got It!

11.

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 11

Show **Slide 9**. Point out that it is not possible for children to be able to coordinate their own feelings with those of others unless they are aware of others' feelings and care about the effect their behavior has on others. Review the bullet points on the slide.

Point out the trait of *empathy* on the slide. Ask participants what empathy means to them. Show **Slide 10**. Ask someone to read the slide: Empathy is the identification with and understanding of another's feelings and situation.

Point out that these skills lay the foundation for other, more complex social and emotional skills. A little later in the session we will discuss more specific areas of skill development: Friendship Skills, Emotional Literacy, Problem Solving, and Controlling Anger and Impulses.

- F. Point out that a critical point of the CSEFEL approach is **HOW** social skills are taught through an understanding of the *stages of learning*. Show **Slide 11**. Use the following points while reviewing the slide:

#### Stage 1: Show and Tell

Introduce the new skill through a variety of methods and tools.

#### Stage 2: Practice Makes Perfect

Provide opportunities through planned and unscripted activities so that children can master the new skill through practice and varying levels of support.

#### Stage 3: You Got It!

Recognize children for using the skill on their own. Be sure to acknowledge when children show the ability to apply the skill in new situations or when circumstances made it especially challenging to apply the skill.


Summarize by explaining to participants that each learning stage requires planning on our part. This means that we need to plan *what* new skills we intend to teach and *when* (during our daily schedule) we will teach 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 over time, eventually without our support, so they can show us they are able to maintain and generalize the new skills they've learned.

Now let's use this approach to talk about teaching and supporting concrete social skills.

### Part V: Friendship Skills (10 min)

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**Friendship Skills**




Think about children who are well liked and friendly...

What do you notice about their behavior that makes it easier for them to make friends?

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 12

12.

**Friendship Skills**



- Gives suggestions (play organizers)
- Shares toys and other materials
- Takes turns (reciprocity)
- Is helpful
- Gives compliments
- Understands how and when to give an apology
- Begins to empathize

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 13

13.

**Progression of the Development of Friendship Skills**

- Positive interactions with adults
- Showing awareness of other children by:
  - Smiling and cooing
  - Watching children playing
  - Reaching out to other children
  - Copying what other children are doing
- Playing briefly with other children
- Wanting what others have
- Practicing turn-taking and sharing

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 14

14.

**Setting Up the Environment for Developing Play & Friendship Skills**

- Examine the physical space to ensure that there is enough space for infants and adults to engage in social activities
- Examine physical environment for spaces for 2 or more children to enjoy side by side activity and for adults to be close for supervision
- Examine schedule for opportunities to develop play skills each day
- Look at equipment choices that encourage 2 children to interact
- Ensure that there are enough materials for 2 or more children to use at a time

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 15

15.

**Promoting the Development of Friendship Skills**



- Encourage toddlers to help each other and do routines together
- Provide positive verbal support for play between children
- Read books about friends, playing together, helping each other, etc.
- Practice turn-taking and sharing

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 16

16.

- A. Show Slide 12.** Ask participants to think about children who have lots of friends. What have they noticed about these children that makes it easier for them to make friends? Call out and write responses on large paper.
- B. Show Slide 13.** Explain that researchers have found that there are behaviors that young children engage in during play with others that seem to be directly related to having more friends (Tremblay et al., 1981). Go through the bullet points on the slide and compare them to the group's list.
- C. Acknowledge** that these skills come after a good deal of emotional and social development. Show **Slide 14.** As was pointed out when we discussed self-regulation, many children progress through these levels of friendship skills during infancy and toddlerhood – but every child is different, and preschoolers may show us that they are still in need of support on the skills seen here.
- D. Point out** that for each of these skills, a child may need both demonstration and practice. Ironically, 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.
- Our job is to provide opportunities to promote, encourage and practice these skills through activities and everyday routines in order for children to become successful at making friends.
- E. Show Slide 15.** Go through bullet points on the slide. These points help us think about *setting the stage* for other teaching social skill strategies. **[NOTE:** If your participants come from a range of settings and age-groups, ask participants how these points can be considered in different settings (center-based, home based) and in different age groups]. Review that attention to the physical environment and things like schedules and routines are central themes in Session 4.
- F. Show Slide 16.** Review bullet points. Ask the group how play between babies or toddlers might look different than in older children. Acknowledge that very young children engage in what is called parallel play – in which they might be showing interest in one another or relating with eye contact and verbalization but are not engaging in the more complex back-and-forth that older children might. Encouraging this interest in others and providing a setting that allows for children to engage together promotes early friendship skills.

Remind the group that children may need support in



**Strategies for Developing Friendship Skills**

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

17.

**Part VI: Supporting the Development of Empathy and Emotional Literacy (10 min)**

**Teaching Empathy**

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

18.

things like turn taking and sharing well into the preschool years. It is important to respond to children in a way that is appropriate to their own level of development.

- G.** Show **Slide 17**. Go through the bullet points on the slide. Point out that there are a variety of options for modeling. This reinforces the idea that the caregiver/teacher has the opportunity to be teaching and reinforcing social and emotional skills every minute of the day. **In other words, it is not just what we plan to do with the children, but how we behave in the children's presence that provides a profound message about friendliness.**

**Part VI: Supporting the Development of Empathy and Emotional Literacy (10 min)**

- A.** Show **Slide 18**. As discussed earlier, empathy is an important basic emotional skill. Now, let's talk about ways to teach empathy. Go through the bullet points on the slide, using this supplemental material as needed.
- **Model empathy** for children. This goes back to the foundation of the Pyramid Model: relationships. Experiencing empathy through the caregiver relationship is one of the strongest ways to support understanding.
  - **Do "alike" and "different" activities** to show how we are all alike in some ways and different in others, and that is what makes us special. In this way, we are helping children develop the understanding that every person has their own feelings and reactions.
  - **Draw children's attention to how others are feeling:**
    - *In real play situations.* (Look at Anna's face. Does she look happy that you grabbed the block from her hand?)
    - *With children's books.* (I see in this picture that his brother broke his toy. How does he feel now?)
    - *In "social stories" created by the teacher to illustrate a classroom rule or situation.* (When Blair asked Trey to play with her in the block area, how did Trey feel?)
  - **Role play and role reversal** situations give children opportunities to use their imaginations in order to think about how they could respond to another person's feelings. For example, ask children how they would feel if they were crying and another child tried to help them feel better. How would they feel if

### Emotional Literacy

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

19.

### 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

20.

### Ways to Enhance Emotional Literacy

- Direct Teaching
- Indirect Teaching
- Use of Songs and Games
- How would you like it if...
- Checking In
- Use of Children's Literature

21.

no one paid any attention to them if they were crying? It is our job to reinforce children's empathic behavior (Joni felt better when Lilly gave her a gentle hug).

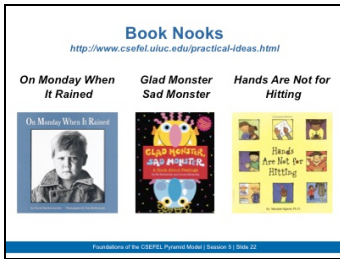
Remind participants that children's ability to empathize, or take the perspective of another, begins when they are toddlers. Research has shown us that toddlers are not the self-centered beings that many of us were taught or assumed them to be. But most toddlers and many preschoolers don't have the language skills needed to tell us this in words. Once again, we need to be careful observers and to give young children many different ways to let us know what they know.

- B. Show Slide 19.** Discuss the definition of *emotional literacy*. Acknowledge that some elements of empathy are part of emotional literacy.
- C. Show Slide 20.** Review the bullet points as reasons **why** developing emotional literacy is critically important to children's development.

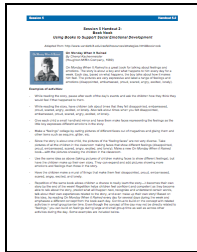
Point out that children who don't learn to use emotional language have a hard time labeling and understanding their own feelings as well as accurately identifying how others might feel.

Ask the group for examples of a few feeling words we would want children to know (e.g. happy, mad, scared).

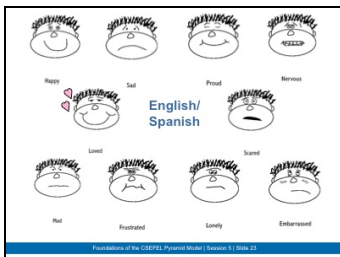
- D. Show Slide 21.** Review the bullet points listing different ways that adults can increase children's emotional literacy using this supplemental material as needed.
- **Direct Teaching** involves planning specific activities/opportunities for children to increase their emotional vocabulary as well as to start to discriminate what different facial expressions/emotions might look like.
  - **Indirect Teaching** would be when a teacher provides support or direction or "primes" during children's spontaneous interactions. For example, while interacting with a child or observing an interaction amongst children, a teacher might provide names for the feeling she observes in the children (e.g., "When you make that face, I think you're frustrated").
  - **Use of Songs and Games** would be, for example, playing *Feeling Bingo*, singing the song, *When you're Happy and You Know It*, etc.
  - **Checking In**—Children can "check in" their emotions



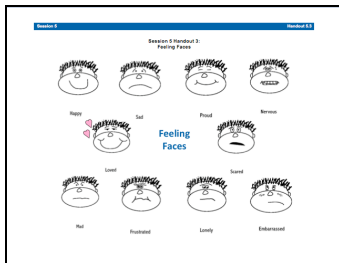
22.



(Handout 5.2)



23.



(Handout 5.3)

each morning by each child putting his name by a feeling face picture that best depicts his feeling (affective) state.

- Children can be encouraged to change their feeling faces throughout the day as their feelings change.

**E. Show Slide 22. Use of Children’s Literature**– Explain that books are a great and engaging way to teach about emotions. CSEFEL has book lists and something they call *Book Nook* activities available on their website. Draw the group’s attention to **Handout 5.2: Using Books to Support Social Emotional Development** 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 center activities, is focused on each day of the week. Point out that reading the same book for several days is a great way to support 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* Handout.

**F. Show Slide 23 as an example of a direct teaching tool.** Draw the group’s attention to **Handout 5.3: Feeling Faces**. Hang a mirror and a feeling poster side by side and easily accessible to children. Children can be encouraged to make different “feeling faces” shown on the poster and will get feedback from the mirror about how they look when they make that face. Ask the group for their own ideas of how to use this resource.

**Part VII: The Importance of Problem Solving and Control over Anger and Impulse (5 min)**

24.

**Aggression and Inadequate Impulse Control**


- Aggression and inadequate impulse control are perhaps the most potent 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 person's intentions as hostile or threatening- this includes the intentions of peers.

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 24

25.

**Controlling Anger and Impulse**

- Recognizing that anger can interfere with problem solving
- Learning how to recognize anger in oneself and others
- Learning how to calm down
- Understanding appropriate ways to express anger



Step 2

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 25

**Part VII: The Importance of Problem Solving and Control over Anger and Impulse (5 min)**

- A.** Show **Slide 24**. We just talked about several ways to teach children to recognize feelings, including anger. Point out that anger can interfere with thinking.

It is important to teach young children effective ways to control their anger and impulse in conflict situations because:

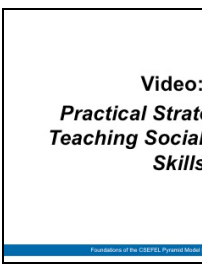
- Aggression and inadequate impulse control are perhaps the most potent obstacles to effective problem solving and successful relationships in childhood.
- Aggressive children are more likely to experience peer rejection and continued social problems for years afterwards.
- Evidence also suggests that aggressive children are more likely to misinterpret another person's intentions as hostile or threatening- this includes the intentions of peers.

- B.** Show **Slide 25**. Children need to learn how to recognize anger in themselves and others and understand appropriate ways to express anger. We are now going to talk about some ways to teach children how to handle anger.

Point out to participants that young children are often told to “calm down,” but do not know what this means. First, they need to be taught the distinction between *tense or stressed* (tight- like a tin man) and *calm or relaxed* (loose- like a Raggedy Ann doll) (Webster-Stratton, 1990). Explain how you can help children move from tense to relaxed. One way is by taking three deep belly breaths (like you are blowing out birthday cake candles).

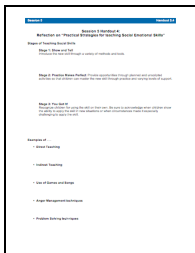
- C.** Point out the top bullet point on **Slide 25**. Ask the group if they can think of a time that anger – or another strong emotion – interfered with their ability to problem solve. Point out that most young children in some situations find it hard to think of alternative responses to interpersonal problems. Just like with friendship skills, anger and impulse control, children can be taught problem-solving skills- step by step... but it's important that there not be too many steps!

**Part VIII: Pulling it All together – Developing Practical Strategies (45 min)**

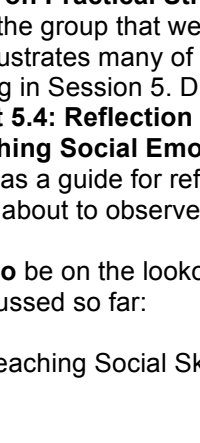
26.  Video:  
*Practical Strategies for Teaching Social Emotional Skills*

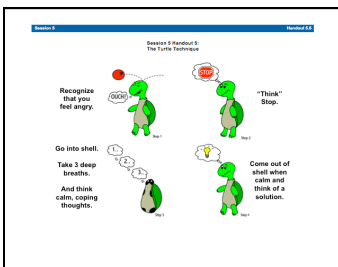


(Video: Practical Strategies)



(Handout 5.4)

27.  **Turtle Technique**



(Handout 5.5)

**Part VIII: Pulling it All together – Developing Practical Strategies (45 min)**

**A. Activity: Reflecting on Practical Strategies** Show **Slide 26**. Explain to the group that we are now going to watch a video that illustrates many of the strategies we have been discussing in Session 5. Draw the group's attention to **Handout 5.4: Reflection on "Practical Strategies for Teaching Social Emotional Skills"** Ask participants to use it as a guide for reflection on the classrooms they are about to observe in the video.

**B. Instruct the group to** be on the lookout for all of the pieces we have discussed so far:

- The Stages of Teaching Social Skills

Examples of

- Direct Teaching
- Indirect Teaching
- Use of Games and Songs
- Anger Management
- Problem Solving

Invite them to write notes on the handout as they watch the video.

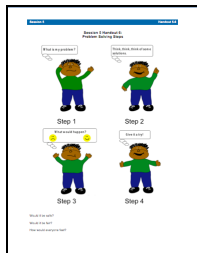
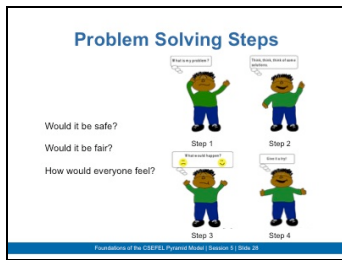
**C. Ask participants for their reactions to the video.** Then provide more details about the techniques shown in the video.

Show **Slide 27. The "Turtle Technique"** Draw their attention to **Handout 5.5: Turtle Technique**.

Describe the basic steps of the Turtle Technique:

- Recognizing that you feel angry.
- Thinking "stop."
- Going into your "shell," taking three deep breaths, and thinking calming, relaxing thoughts: "It was an accident. I can calm down and think of good solutions. I am a good problem solver."
- Coming out of your "shell" when calm and thinking of some solutions to the problem.

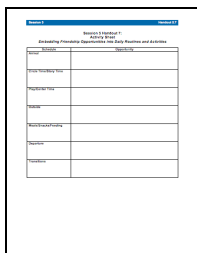
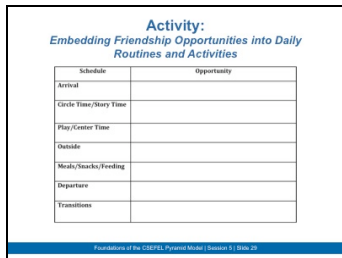
28.



(Handout 5.6)



29.



(Handout 5.7)

D. Show **Slide 28**. Draw participants' attention to **Handout 5.6: Problem Solving Steps**. Review the steps.

1. What's my problem? Example: Sean and Marissa won't play with me.
2. Describe my problem. Example: I want to play with Sean and Marissa.
3. Are there any alternative solutions?
4. Evaluate consequences. Examples: Is the solution safe? Is the solution fair? How would everyone feel if we choose my solution to the problem?

Point out that even very young children can be helped through this process. For example, caregivers/teachers can use these steps as a way to narrate to babies and young toddlers why things are happening. For example: "I hear you crying. Are you frustrated? I think you want a turn with that toy right now. What can we do while we wait? Can we sing a song until it is our turn to use the toy?"

E. **Activity: Embedding Friendship Opportunities into the daily Routines and Activities**. Show **Slide 29**.

Divide participants into small groups so that each part of the schedule is being worked on. Have participants use **Handout 5.7: Embedding Opportunities into Daily Routines and Activities** to record the ways that they identify to embed social emotional opportunities throughout the day (or in other words – how they can be more "intentional" in their efforts throughout the day). After 10 minutes, have participants share some of their ideas. Make sure to get ideas from across the different parts of the schedule. Listed below are some examples of possible answers for each area:

- a. Arrival – assign a child to be the "greeter" who greets the children by name as they arrive; find a "buddy" to walk with from the bus.
- b. Circle Time – Select a child to pass out the circle time props to each classmate, as the child progresses around the circle, he calls each child by name and says "pick a \_\_\_\_." Each child responds with, "Thanks (child's name)"; children identify a friend to play with at center time and then decide together where they will play first.
- c. Center Time – watch for friendly behavior, comment and encourage.
- d. Small Group – plan cooperative art projects; teach children to play board games (e.g., *Chutes and Ladders*, *Candy Land*, *Don't Spill the Beans*).
- e. Outside – pre-select cooperative use toys for outside play (wagons, tricycles, balls, etc.);

adults organize peer play (*Duck, Duck, Goose; Tag*).

- f. Snack – have each child in charge of different snack items, so that children have to ask each other for the snack items.
- g. Story Time – read books about friends; discuss what friendship skills the characters in the book used, write a classroom friendship book.
- h. Good-bye Circle – have a compliment circle (children have a chance to give each other a compliment as they pass around the compliment bear); one child can pass out backpacks; one child can say good-bye to each child as he or she leaves.
- i. Transition – during center time instead of transitioning to a new center – transition to a new friend (could use a friend picture schedule); children can hold hands going from one activity to another.

**Part IX: Wrap-up and Evaluation (10 min)**

**Major Messages from Session 5**

- Emotional regulation is the key building block in the development of social and emotional competence
- Emotional regulation is fostered by warm, responsive relationships
- It is important to understand Why, What, When and How you are teaching social emotional skills.
- The Stages of Teaching Social Skills are
  - Step 1: Show and Tell (Introduce)
  - Step 2: Practice Makes Perfect (Embed opportunities to practice throughout the day)
  - Step 3: You Got It! (Reinforce the use of social emotional skills without adult support)

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 30

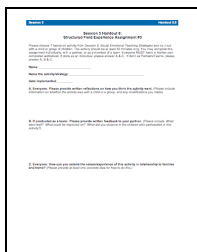
30.

**Structured Field Experience #3**

- Choose 1 hands-on activity from Session 5: Social Emotional Teaching Strategies
- Try it out with a child or group of children. The activity should be a least 30 minutes long.
- You may complete this assignment individually, with a partner, or as a member of a team.
- Everyone MUST hand in his/her own completed worksheet. If done as an individual, please answer A & C. Partners/Teams: A, B & C.

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 31

31.



(Handout 5.8)

**Part IX: Wrap-up and Evaluation (10 min)**

**A. Show Slide 30.** Point out the key points we covered today:

- Emotional regulation is the key building block in the development of social and emotional competence
- Emotional regulation is fostered by warm, responsive relationships and through direct and indirect teaching.
- It is important to understand Why, What, When and How you are teaching social emotional skills.
- There are three steps/stages of Teaching Social Skills
  - Step 1: Show and Tell (Introduce)
  - Step 2: Practice Makes Perfect (Embed opportunities to practice throughout the day)
  - Step 3: You Got It! (Reinforce the use of social emotional skills without adult support)

**B. Show Slide 31.** Review the Structured Field Experience Assignment. Draw group’s attention to **Handout 5.8: Structured Field Experience Assignment.**

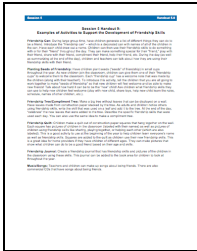
**32.**

**Activities to Support the Development of Friendship Skills**

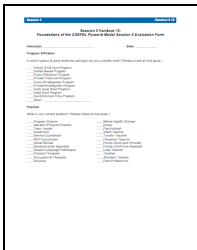


- Friendship Can
- Planting Seeds of Friendship
- Friendship Tree/Compliment Tree
- Books about Friendships
- Friendship Quilt
- Friendship Journal
- Music/Songs

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 32



(Handout 5.9)



(Handout 5.10)

**C.** Show **Slide 32**. Draw group’s attention to **Handout 5.9: Examples of Activities to Support the Development of Friendship Skills**. Encourage the group to use this as another resource in picking the activity they will do for the Structured Field Experience Assignment.


Respond to any questions the group might have.

**D.** Ask all participants to complete the **Handout 5.10: Session 5 Evaluation Form**



# Handout 5.1: PowerPoint Presentation Slides

Foundations of the CSEFEL Pyramid Model **5**



**Session 5:**  
Developing Social  
and Emotional  
Competence

Pioneering Social Emotional Competence in Massachusetts' Young Children

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## Session 5 Agenda

- I. Introduction to Session 5
- II. CSEFEL Pyramid Model
- III. Experiencing, Expressing, and Regulating Emotions
- IV. Identifying What is Important in Teaching Social Emotional Skills
- V. Friendship Skills
- VI. Supporting the Development of Empathy and Emotional Literacy
- VII. The Importance of Problem Solving and Control over Anger and Impulse
- VIII. Pulling it All together – Developing Practical Strategies
- IX. Wrap-up and Evaluation

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 2

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## Session 5 Learning Objectives

- Participants will summarize the association between infant/toddler ability to regulate their emotional states, children's social emotional development, and later school success
- Participants will be able to describe why it is important to be intentional about teaching social emotional skills and when to teach these skills.
- Participants will be able to identify strategies for how to teach friendship, problem-solving, impulse and anger control skills.

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 3

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# Handout 5.1: PowerPoint Presentation Slides

## CSEFEL Pyramid Model

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 4

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## Promoting Social Emotional Competence

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 5

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## Strategies for Helping Babies Self-Regulate

- Containing their limbs with swaddling, cuddling, and bringing them close to your chest and heartbeat
- Providing something to suck: a pacifier, their own hand, their fingers
- Limiting the stimulation in the environment
- Helping baby to awaken or to fall asleep with rocking, cuddling, gentle patting, a quiet voice, singing, or a simple chant
- Using a firm, gentle touch

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 6

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# Handout 5.1: PowerPoint Presentation Slides

## Teaching Social Emotional Skills

**Why  
When  
What  
How**

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 7

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## Identifying Teachable Moments

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 8

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## Identifying Feelings in Self and Others

- Learning words for different feelings
- Empathy training
- Learning to recognize how someone else is feeling
  - Facial cues
  - Body language
  - Tone of voice
  - Situational cues
- Learning how to control anger, relax, and calm down

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 9

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# Handout 5.1: PowerPoint Presentation Slides

## Empathy

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

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 10

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## Stages of Teaching Social Skills

- Step 1: Show and Tell
- Step 2: Practice Makes Perfect
- Step 3: You Got It!

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 11

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## Friendship Skills



Think about children who are well liked and friendly...

What do you notice about their behavior that makes it easier for them to make friends?

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 12

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# Handout 5.1: PowerPoint Presentation Slides

## Friendship Skills



- Gives suggestions (play organizers)
- Shares toys and other materials
- Takes turns (reciprocity)
- Is helpful
- Gives compliments
- Understands how and when to give an apology
- Begins to empathize

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 13

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## Progression of the Development of Friendship Skills

- Positive interactions with adults
- Showing awareness of other children by:
  - Smiling and cooing
  - Watching children playing
  - Reaching out to other children
  - Copying what other children are doing
- Playing briefly with other children
- Wanting what others have
- Practicing turn-taking and sharing

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## Setting Up the Environment for Developing Play & Friendship Skills

- Examine the physical space to ensure that there is enough space for infants and adults to engage in social activities
- Examine physical environment for spaces for 2 or more children to enjoy side by side activity and for adults to be close for supervision
- Examine schedule for opportunities to develop play skills each day
- Look at equipment choices that encourage 2 children to interact
- Ensure that there are enough materials for 2 or more children to use at a time

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 15

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## Handout 5.1: PowerPoint Presentation Slides

### Promoting the Development of Friendship Skills



- Encourage toddlers to help each other and do routines together
- Provide positive verbal support for play between children
- Read books about friends, playing together, helping each other, etc.
- Practice turn-taking and sharing

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### Strategies for Developing Friendship Skills



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

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### Teaching Empathy

- Model empathy
- “Alike” & “different” activities
- Draw children’s attention to how others are feeling
- Role plays and role reversals
- Reinforce empathy behaviors

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 18

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# Handout 5.1: PowerPoint Presentation Slides

## Emotional Literacy

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

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 19

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## 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

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 20

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## Ways to Enhance Emotional Literacy

- Direct Teaching
- Indirect Teaching
- Use of Songs and Games
- How would you like it if...
- Checking In
- Use of Children's Literature

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 21

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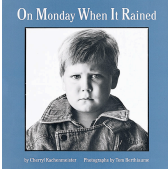
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# Handout 5.1: PowerPoint Presentation Slides

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

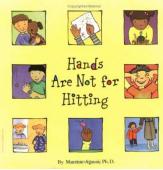
**On Monday When It Rained**



**Glad Monster Sad Monster**



**Hands Are Not for Hitting**



Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 22

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**English/  
Spanish**


  
Happy


  
Sad


  
Proud


  
Nervous


  
Love

  
Mad

  
Frustrated

  
Lonely

  
Scared

  
Embarrassed

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**Aggression and  
Inadequate Impulse Control**

- Aggression and inadequate impulse control are perhaps the most potent 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 person's intentions as hostile or threatening- this includes the intentions of peers.

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 24

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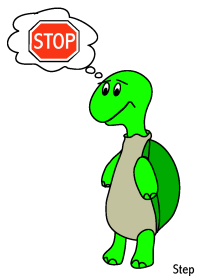
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# Handout 5.1: PowerPoint Presentation Slides

## Controlling Anger and Impulse

- Recognizing that anger can interfere with problem solving
- Learning how to recognize anger in oneself and others
- Learning how to calm down
- Understanding appropriate ways to express anger



Step 2

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 25

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## Video: *Practical Strategies for Teaching Social Emotional Skills*

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 26

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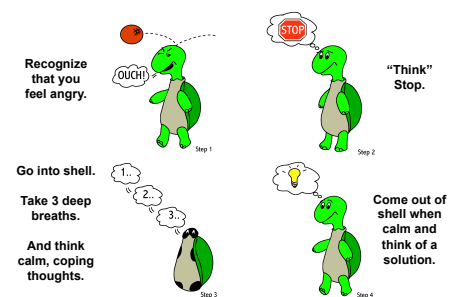
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## Turtle Technique



Recognize that you feel angry.

Step 1

Step 2

Step 3

Step 4

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 27

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# Handout 5.1: PowerPoint Presentation Slides

## Problem Solving Steps

Would it be safe?

Would it be fair?

How would everyone feel?

Step 1

Step 2

Step 3

Step 4

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 28

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### Activity: *Embedding Friendship Opportunities into Daily Routines and Activities*

Schedule	Opportunity
Arrival	
Circle Time/Story Time	
Play/Center Time	
Outside	
Meals/Snacks/Feeding	
Departure	
Transitions	

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 29

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## Major Messages from Session 5

- Emotional regulation is the key building block in the development of social and emotional competence
- Emotional regulation is fostered by warm, responsive relationships
- It is important to understand Why, What, When and How you are teaching social emotional skills.
- The Stages of Teaching Social Skills are
  - Step 1: Show and Tell (Introduce)
  - Step 2: Practice Makes Perfect (Embed opportunities to practice throughout the day)
  - Step 3: You Got It! (Reinforce the use of social emotional skills without adult support)

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 30

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## Handout 5.1: PowerPoint Presentation Slides

### Structured Field Experience #3

- Choose 1 hands-on activity from Session 5: Social Emotional Teaching Strategies
- Try it out with a child or group of children. The activity should be a least 30 minutes long.
- You may complete this assignment individually, with a partner, or as a member of a team.
- Everyone MUST hand in his/her own completed worksheet. If done as an individual, please answer A & C. Partners/Teams: A, B & C.

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 31

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### Activities to Support the Development of Friendship Skills



- Friendship Can
- Planting Seeds of Friendship
- Friendship Tree/Compliment Tree
- Books about Friendships
- Friendship Quilt
- Friendship Journal
- Music/Songs

Foundations of the CSEFEL Pyramid Model | Session 5 | Slide 32

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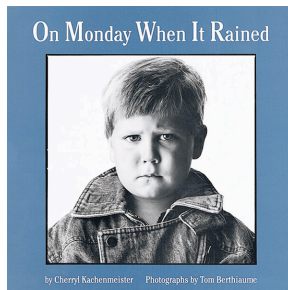
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## Handout 5.2 Book Nook

### *Using Books to Support Social Emotional Development*

*Adapted from:* <http://www.vanderbilt.edu/csefel/resources/strategies.html#booknook>



**On Monday When It Rained**  
By Cheryl Kachenmeister  
(Houghton Mifflin Company, 1989)

*On Monday When It Rained* is a great book for talking about feelings and emotions. The story is about a boy and what happens to him every day for a week. Each day, based on what happens, the boy talks about how it makes him feel. The pictures are very expressive and label a range of feelings and emotions (disappointed, embarrassed, proud, scared, angry, excited, lonely).

#### Examples of activities:

- While reading the story, pause after each of the day's events and ask the children how they think they would feel if that happened to them.
- While reading the story, have children talk about times that they felt disappointed, embarrassed, proud, scared, angry, excited, or lonely. Also talk about times when you felt disappointed, embarrassed, proud, scared, angry, excited, or lonely.
- Give each child a small handheld mirror and have them make faces representing the feelings as the little boy expresses different emotions in the story.
- Make a "feelings" collage by cutting pictures of different faces out of magazines and gluing them and other items such as sequins, glitter, etc.
- Since the story is about one child, the pictures of the "feeling faces" are not very diverse. Take pictures of all the children in the classroom making faces that show different feelings (disappointed, proud, embarrassed, scared, angry, excited, and lonely). Make a new *On Monday When it Rained* book—with the pictures showing the children in the classroom.
- Use the same idea as above (taking pictures of children making faces to show different feelings), but have the children make up their own story. They can expand and add pictures showing more emotions and feelings than those in the story.
- Have the children make a mural of things that make them feel disappointed, proud, embarrassed, scared, angry, excited, and lonely.
- Repetition of the same book allows children a chance to really learn the story—it becomes their own story by the end of the week! Repetition helps children feel confident and competent as they become able to talk about the story, predict what will happen next, recognize and understand certain words, talk about their own experiences related to the story, and even make up their own story! Based on this idea, try reading *On Monday When it Rained* every day for several days during the week and emphasize a different concept from the book each day. Continue to build on the concept with related activities in small group/center time. Even though the concept of the day may not be directly related to "feelings," you can build on feelings during large and small group time as well as across other activities during the day. Some examples are included below.

## RAIN

After reading the story, introduce the concept (rain) by asking if anyone remembers what happened to the little boy in the book when it rained. How did it make him feel when it rained? Ask how they feel when it rains. What do they like to do when it rains? Have there been times when they felt happy when it rained or disappointed or sad? What was happening when they felt this way?

Sometimes rain can make you happy or sad! What does it sound like when it rains? Have a coffee can (with a lid) that has been filled with rice or rice on a pie tin. Shake the can or tin and ask if it sounds like rain. Have other instruments so children can make rain sounds (cymbals or cookie sheets for thunder, or wood blocks and sticks—can also tap fingers on the floor to sound like rain, rub hands together, pat legs, stomp feet for thunder). Children can chant:

*Rain, rain go away.  
Come again another day  
We want to go outside and play.  
Rain, rain go away!*

- **Art:** Let each child color coffee filters with magic markers. Place the filters on newspaper. Use a spray bottle containing clear water and have each child gently spray (“rain on”) the coffee filter. Watch how the colors blend together and form new colors. Allow filters to dry. As the children are making their filters, ask how they think the boy in the book would feel if he got to make rain filters. Remind them that he was disappointed when it rained—do you think this would make him happy or would he still be disappointed because he couldn’t go outside?
- **Make-Believe:** Put 4 or 5 items in a paper sack that are related to rain. Possible items might include an umbrella, a sponge, a towel, a raincoat, boots, and a toy boat. Tell the children that they are going to create a story about rain (using all of the items in the bag) and how rain makes them feel. Let a child pull an item out of the sack and have everyone label the item. After all of the items have been removed and labeled, brainstorm as a group how the rain story should begin. If needed provide some suggestions for beginning the story that the children can choose from or modify. Write the beginning sentence on a piece of chart paper. Then take turns letting each child add a sentence to the story that includes something about one of the items that was pulled from the bag, what they might do with that item in the rain, and how it might make them feel. After each child has had a chance to contribute at least one sentence, read the story aloud.
- **Science:** Have materials for children to make a daily weather log. Children can draw rain, sun, snow, etc. for the log. There should also be a space on the weather log to report how the weather makes you feel. Children can draw faces (happy, sad, excited, etc.) for the log. As children are making the weather log, have conversations about the little boy in the book and how he felt when it was raining outside. Ask the children how they think he would feel if it was snowing outside. When the weather chart is finished, it can be used on a daily basis during large group time to discuss the weather as well as how the weather makes everyone feel!

## SHARING

Introduce the concept of the day by asking the children if they remember what happened when the boy went to his cousin Janie’s house (she wouldn’t let him play with her new dump truck!). How did that make him feel? Ask the children what it means to share. Discuss sharing and ask how they feel when friends won’t share with them. Ask for examples of when they have shared with their friends. Provide a snack such as a graham cracker square that can easily be broken into two pieces.

Give a graham cracker square to every other child. Discuss how some children do not have a graham cracker and how the child with the graham cracker can share with the child next to him. Then have the child with the graham cracker break it into two pieces and share it with the child next to him.

Sing the Sharing Song to the tune of “Skip To My Lou.” They can continue to sing this song throughout the day as they share toys, crayons, etc., during the day—just change the word for cracker to match whatever they are sharing!

*Share, share, share your crackers*

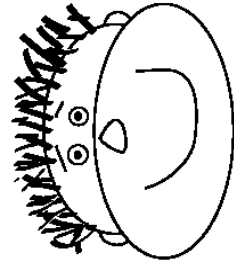
*Share, share, share your crackers*

*Share, share, share your crackers*

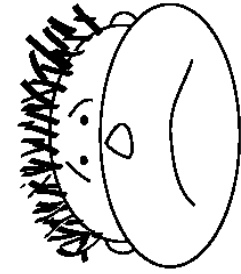
*Share your crackers today!*

- **Music/Movement:** Share space. Use carpet squares, hula-hoops, or make circles or squares on the floor with masking tape. There should be fewer carpet squares than children. Explain that the children will move around to music but when the music stops, everyone will find a carpet square to stand on and share with other children. Show the children how several people can be on one carpet square together at the same time. They will share the carpet square. Play music and encourage the children to move to the music (they can also sing “share, share, share your square” as they move to the music!). Stop the music and tell the children to find a carpet square to stand on. Remind them that more than one child will be on a square, they will need to share the space! Remove one of the carpet squares and again play a segment of music. When the music is stopped, each child shares a carpet square. Continue to remove a carpet square each time until there is only one carpet square (if you have a big enough space to have a huge square!) or 2 or 3 carpet squares left and all of the children share the same space. Make sure the squares are big enough to hold all of the children!
- **Art:** Have several cardboard boxes for the children to make a train together. They can decorate the boxes and then put them together like a train (or any other object that might be interesting to them). You could also tie this back to the story when the boy talks about a zoo. They could put stuffed zoo animals in their “train” and ride them around the room. Have limited supplies available to support children in sharing the materials as they make their train together. Talk about sharing while the children are building and decorating their train. Provide specific comments or acknowledgement when children share. Ask how it makes them feel when they have to wait to use the object that they want. What are some other things they can do while they wait their turn and share the materials (work on another part of the box, use crayons while they wait for the markers, make streamers for the train, etc.)? Talk about how sometimes it is really hard to share!!
- **Sand (water) Table:** Have sand in the water table and dump trucks or any materials where the children can scoop the sand and dump it out. Explain that they are going to play dumping sand like Janie did in the story. Have limited items so children have to share. Talk about the story and how the boy felt when his cousin didn’t share. Ask why they think she didn’t share her new dump truck. Explain that it is sometimes hard to share new toys when you haven’t had a chance to play with them yet. Ask what they think they might have done. Would they have shared their new toy with the boy?

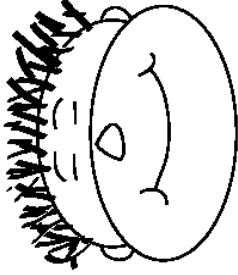
### Handout 5.3 Feeling Faces



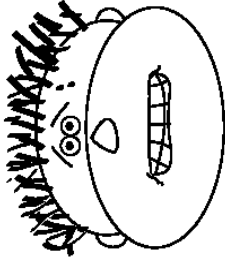
Happy



Sad



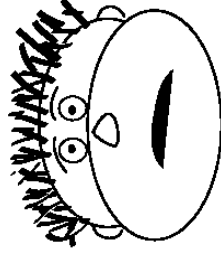
Proud



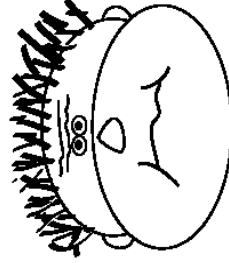
Nervous



Loved



Scared



Frustrated



Lonely



Embarrassed

## Feeling Faces

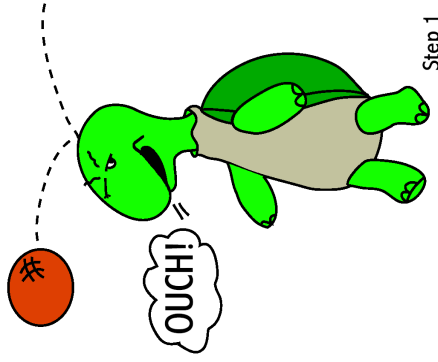
Mad



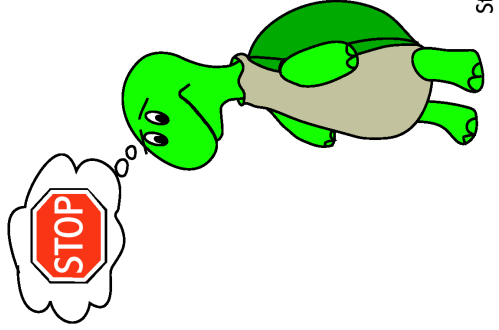


### Handout 5.5: The Turtle Technique

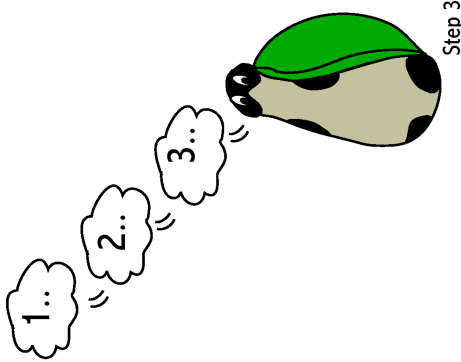
**Recognize  
that you  
feel angry.**



**“Think”  
Stop.**



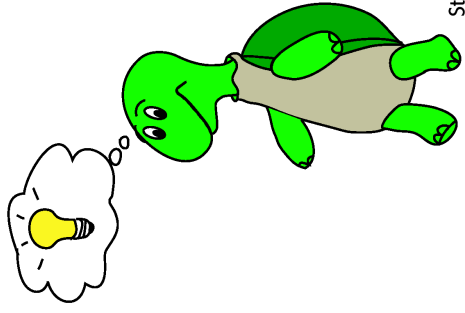
**Go into shell.**



**Take 3 deep  
breaths.**

**And think  
calm, coping  
thoughts.**

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



### Handout 5.6: Problem Solving Steps



Step 1



Step 2



Step 3



Step 4

Would it be safe?

Would it be fair?

How would everyone feel?

**Handout 5.7:**  
**Activity Sheet**  
*Embedding Friendship Opportunities into Daily Routines and Activities*

Schedule	Opportunity
<b>Arrival</b>	
<b>Circle Time/Story Time</b>	
<b>Play/Center Time</b>	
<b>Outside</b>	
<b>Meals/Snacks/Feeding</b>	
<b>Departure</b>	
<b>Transitions</b>	

### Handout 5.8: Structured Field Experience Assignment #3

Please choose 1 hands-on activity from *Session 5: Social Emotional Teaching Strategies* and try it out with a child or group of children. The activity should be at least 30 minutes long. You may complete this assignment individually, with a partner, or as a member of a team. Everyone MUST hand in his/her own completed worksheet. If done as an individual, please answer A & C. If done as Partners/Teams, please answer A, B & C.

Name: \_\_\_\_\_

Name the activity/strategy: \_\_\_\_\_

Date implemented: \_\_\_\_\_

**A. Everyone: Please provide written reflections on how you think the activity went.** *(Please include information on whether the activity was with a child or a group, and any modifications you made)*

**B. If conducted as a team: Please provide written feedback to your partner.** *(Please include: What went well? What could be improved on? What did you observe in the children who participated in this activity?)*

**C. Everyone: How can you extend the values/experience of this activity in relationship to families and home?** *(Please provide at least one concrete idea for how to do this.)*

## Handout 5.9: Examples of Activities to Support the Development of Friendship Skills

**Friendship Can:** During large group time, have children generate a list of different things they can do to be a friend. Introduce the “friendship can” – which is a decorated can with names of all of the children in the can. Have each child draw out a name. Children can then use their friendship skills to do something with or for their “friend” throughout the day. They can make something special for their “friend,” play 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 teachers can talk about how they are using their friendship skills with their friend.

**Planting Seeds of Friendship:** Have children plant seeds (“seeds” of friendship) in small cups throughout the year. As new children join the classroom, children can give them one of their “friendship cups” to welcome them to the classroom. Each “friendship cup” has a welcome note that was made by the children (along with their teacher!). To introduce this activity, tell the children that you are all going to work together to make “seeds of friendship” so that new children will feel welcome and be able to make new friends! Talk about how hard it can be to be 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, schedule, names of other children, etc.).

**Friendship Tree/Compliment Tree:** Make a big tree without leaves that can be displayed on a wall. Have leaves made from construction paper stacked by the tree. As adults and children notice others using friendship skills, write the skill that was used on a leaf and add it to the tree. At the end of the day, “celebrate” the new leaves that were added to the tree. Describe the specific friendship skills that were used each day. You can also use the same idea to make a compliment tree.

**Friendship Quilt:** Children make a quilt out of construction paper squares that hang together on the wall. Each square has pictures of children in the classroom (labeled with their names) as well as pictures of children using friendship skills like sharing, playing together, or helping each other (which are also labeled). This is a good activity to use at the beginning of the year to help children learn everyone’s name as well as friendship skills. Squares are added to the quilt as children use their new friendship skills. This is a great idea for home providers if they have children of different ages. They can make pictures that show what children can do to be a good friend based on their age and skills.

**Friendship Journal:** Create a friendship journal that has friendship skills and pictures of the children in the classroom using these skills. This journal can be added to the book area for children to look at throughout the year.

**Music/Songs:** Teachers and children can make up songs about being friends. There are also commercial CDs that have songs about being friends.

## Handout 5.10: Session 5 Evaluation Form

**Instructor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### Program Affiliation

In which type(s) of early childhood setting(s) do you currently work? (Please check all that apply.)

- Family Child Care Program
- Center-Based Program
- Public Preschool Program
- Private Preschool Program
- Public Kindergarten Program
- Private Kindergarten Program
- Early Head Start Program
- Head Start Program
- Out-Of-School Time Program
- Other \_\_\_\_\_

### Position

What is your current position? (Please check all that apply.)

- |  |  |
|--|--|
| <input type="checkbox"/> Program Director            | <input type="checkbox"/> Mental Health Clinician     |
| <input type="checkbox"/> Assistant Program Director  | <input type="checkbox"/> Nurse                       |
| <input type="checkbox"/> Team Leader                 | <input type="checkbox"/> Psychologist                |
| <input type="checkbox"/> Supervisor                  | <input type="checkbox"/> Infant Teacher              |
| <input type="checkbox"/> Service Coordinator         | <input type="checkbox"/> Toddler Teacher             |
| <input type="checkbox"/> RCP Coordinator             | <input type="checkbox"/> Preschool Teacher           |
| <input type="checkbox"/> Social Worker               | <input type="checkbox"/> Family Child Care Provider  |
| <input type="checkbox"/> Developmental Specialist    | <input type="checkbox"/> Family Child Care Assistant |
| <input type="checkbox"/> Speech Language Pathologist | <input type="checkbox"/> Lead Teacher                |
| <input type="checkbox"/> Physical Therapist          | <input type="checkbox"/> Teacher                     |
| <input type="checkbox"/> Occupational Therapist      | <input type="checkbox"/> Assistant Teacher           |
| <input type="checkbox"/> Educator                    | <input type="checkbox"/> Para-Professional           |

**Measuring Learning Outcomes**

Below are the learning outcomes for this session. Please read each learning outcome below. Then **place an X in the box** that you feel best describes how well the learning outcomes (what you have learned or what will change as a result of your experience in this training session) have been met. **Please choose ONE answer (only put one X) for each learning outcome/row.**

Learning Outcomes	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
<b>Session 5</b>				
I can summarize how infants' and toddlers' abilities to regulate their emotional states, children's social emotional development, and later school success are associated.				
I am able to describe <b>why</b> it is important to be intentional about teaching social emotional skills and <b>when</b> to teach these skills.				
I am able to identify strategies for <b>how</b> to teach friendship, problem-solving, impulse and anger control skills.				

**Please respond to the following questions regarding this training session:**

The best features of this training session were:

Suggestions for improvement:

Other comments and reactions I wish to offer (please use the back of this form for extra space):