



**WE ARE... MARSHALL.**

## West Virginia ECPBIS Academy Day 2

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North Behavior Support Specialist


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**WE ARE... MARSHALL.**



is the result of a partnership between





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### Behavior Support Specialists



- Northern Early Childhood BSS**  
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### Agenda – Day 2

- Reflections from Day 1
- Using Positive Feedback & Encouragement
- Overview of Self-Regulation and Social Emotional Teaching
- Teaching Social Emotional Skills: Why, When, What, and How
- Developing Friendship Skills
- Enhancing Emotional Literacy
- Controlling Anger and Impulse
- Problem Solving
- Putting it All Together

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### EXPECTATIONS



LET'S TALK ABOUT YOUR CLASSROOM EXPECTATIONS.



SHOW AND TELL ☺

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### Classroom expectations

**Safety first!**  
Wash germs off hands



Cover a sneeze



Cough into elbows



Thank you, Tonia Fitchpatrick!

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Thank you,  
Jennifer  
Anderson!



### Know the Rules

#### Mrs. Anderson's Classroom Rules

- We will use inside voices.
- We will keep our hands/feet to ourselves.
- We will listen and raise our hand.
- We will sit quietly.
- We will keep our room clean.
- We will line up quietly.
- We will be kind to each other!

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Thank you,  
Jennifer  
Anderson!

### Rug Rules

- raising hand
- facing forward
- criss cross, applesauce
- eyes looking
- ears listening
- hands still in lap



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### Shifting our Focus and Reframing our own Behavior

Let's watch 2 videos

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WE ARE... **MARSHALL.**



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WE ARE... **MARSHALL.**



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Shifting our Focus

Stress behavior vs. misbehavior

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### Shifting Focus

- Behavior(s) are the way young children communicate stress
- What we have to do
  - Identify stressors
  - Signs of stress
  - Identify calming and restoring strategies for children and for staff/ourselves

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### Shifting Our Focus

We...

- label the behavior as manipulative or defiant.
- label self-stimulation behavior as disruptive, odd, or distracting.
- label a student as unmotivated or apathetic.

When it could be...

- a student trying to create some control in a life of chaos.
- a student who is trying to regulate stress.
- a student who is exhausted from raising him/herself and/or his/her siblings.

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### Self-Regulation and Co-Regulation

- Students who are having difficulty with self-regulation first need **co-regulation**.




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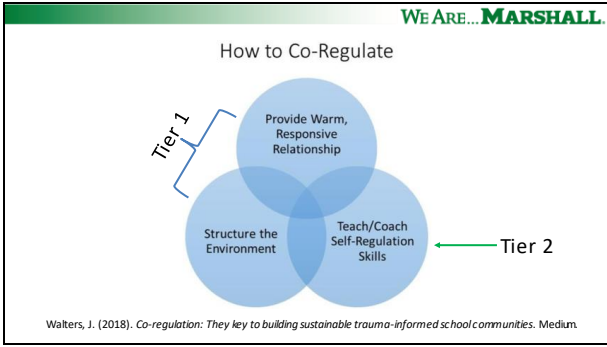
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### CO-REGULATION FOR YOUNG CHILDREN

www.thespeechpractice.com

YouTube: Tantrum with Teacher, from the "Developing Observation Skills" Bundle of Classroom Moments (<https://youtu.be/hLK3ui2m61U>)

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The practice of Self-Reg draws a fundamental distinction between self-regulation and self-control.

Self-regulation seeks to identify and reduce the causes of problems in mood, thought, and behaviour.

Self-regulation is always searching for hidden stressors.

Self-control seeks to inhibit or manage such problems only when they arise.

Self-control looks only at surface behaviours.

The MEHRT Centre (2019); Twitter: @Self\_Reg

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### Self-regulation vs. Self-control

Take away = "By teaching self-regulation, through co-regulation, kids learn what it FEELS like to be calm, not told to 'calm down!'"



The MEHRIT Centre (2019); Twitter: @Self\_Reg

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### Self-regulate to Co-regulate

- Adults must be self-regulated to co-regulate
- Know your stressors and signs of stress; how to reduce stress, how to calm, and how to restore.
- Self-regulation is not an innate skill
- Co-regulation is the first introduction to selfregulation



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### Time to NOT Panic...Connect



- HALT: Connect with the student before correction, redirection, or lecture
  - Is the student Hungry, Angry, Lonely, Tired?
- Focus on calming, be in the moment, not 10 steps away
- Use nonverbal communication to convey safety and calm
- Know your and your students' signs of stress and stressors (remember your HOT buttons)
- Know your students' strengths and supports

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### Validate and Listen

- Validate the feelings; no matter how irrational
- Listen reflectively; let them know what you hear
- Suggest something that helps the student calm and restore (preferably involving movement)
- Cautiously remind of the expectation, student's strength, and/or past positive behavior that contrast current behavior
- Space and time, but don't ignore
- Why and Why Now?
- \*\*\* We are going to talk about more specific strategies for co-reg and self-reg this afternoon\*\*\*

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### Targeted Social Emotional Supports




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### Key Social and Emotional Skills We are Going to Target Today: Teach Me What to Do Instead

- Friendship skills
- Following rules, routines, and directions
- Identifying feelings in self and others
- Self-regulation
- Controlling anger and impulse
- Problem solving




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### Targeted Social Emotional Skill

1.) Friendship Skills

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### Friendship Skills



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

What do they do? What skills do they have?

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### Friendship Skills

- Gives suggestions (play organizers)
- Shares toys and other materials
- Takes turns (reciprocity)
- Helpful
- Gives compliments
- Begins to empathize



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### Play Organizers Will

- Get a friend's attention
- Give a friend a toy
- Offer suggestions of what to do with toys/materials
- Share
- Demonstrate play and action




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### Creating a Culture of Friendship

- We Wish You Well
- Celebrating/Encouraging Each Other
- Calling each other "friends"
- Classroom Meeting Games
- Partner Games/Songs
- Mailboxes
- Morning Greetings




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### Morning Greetings




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**WE ARE... MARSHALL.**

**Greetings | Saludos**

wala

put hands on your heart

give an air hug

give a superhero salute

give a thumbs up

do a happy dance

elbow bump

wave hello

NCFE | National Center for Parent/Teacher Connections | [ChallengingBehavior.org](http://ChallengingBehavior.org)

**Challengingbehavior.org**

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### Strategies for Teaching Friendship

- Discussions
- Puppets
- Books
- Role-Playing
- Partnering Up
- Friendship Art
- Songs/Music about friends
- Models friendship skills with interactions with children or other adults
- Supports children that need help initiating, responding or maintaining interaction with their peers.

**a good friend**

gives you a hug  
shares with you  
always give you  
thinks about the other person  
is always there for you  
helps you when you are sad  
takes your hand  
draws you something you need  
is nice to play for you  
doesn't bully



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### Cultivating Empathy

- Empathize with children and model empathy
- Make caring for others a top priority
- Provide opportunities for children to discuss and practice empathy
- Expand circle of concern

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### Super Friend!



- Asks a friend to play
- Shares
- Is a play organizer
- Gives compliments
- Takes turns
- Affectionate
- Is helpful

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### I Can Be a SUPER FRIEND!



Created for Tab by Lisa Grant & Rochelle Lentini

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I like talking and playing with my friends at school.

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Sometimes, I want to play with what my friends are playing with.

When I play, I sometimes feel like taking toys, using mean words, or hitting and kicking.

My Friends get sad or mad when I hit, kick, use mean words, or take toys.





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**WE ARE... MARSHALL.**

If I want to join in play, I need to join nicely or ask to play with my friends' toys.



Can I play with you?

I can say, "Can I play with that toy?" or "Can I play with you?"

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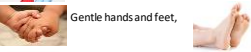
**WE ARE... MARSHALL.**




First I stop, then I think about what a Super Friend would do.




Use nice talking,




Gentle hands and feet,




Look with their eyes,



Listen with their ears, &



Take turns with toys, &



Go with the flow.

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**WE ARE... MARSHALL.**




I can try to be a SUPER FRIEND.

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**WE ARE... MARSHALL.**

**Taking turns can be fun!**

My friends and I get to play with toys we like.



My friend can take a turn, then I can take a turn.



If I want to play with my friend's toy I can say:

Can I please play with that toy?




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**WE ARE... MARSHALL.**

After I ask my friend for a turn,



Can I play with that Toy?

sometimes I might have to wait for my turn, but I will get a turn soon.




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**WE ARE... MARSHALL.**

My friends and I like playing together.



Sometimes when my friends play, I get upset. I may want them to play with the toys my way.



But my friends can play with toys their way and I can play my way, as long as we all play nicely together.




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**WE ARE... MARSHALL.**

My friends get sad when I use mean talking, when I hit, or when I kick.



I can try to go with the flow instead.

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I can stop, take 2 deep breaths, and say To myself: "I can go with the flow."

I can go with the flow!



I can go with the flow.

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**WE ARE... MARSHALL.**

I like going to school and playing with my friends and teachers. I also like playing with friends at home.



But sometimes I have a hard time and feel frustrated or angry. If I feel this way,



I need to STOP, THINK, and DO.

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**WE ARE... MARSHALL.**

I can also remember that a Super Friend can



stop, take 2 deep breaths, and say: "I can go with the flow."



I can go with the flow.

If I am still having a hard time, I can ask an adult for help. I can go to the adult and say: "Can you please help me?"



Can you please help me?

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**WE ARE... MARSHALL.**

Super Friends use:



Nice talking,



Gentle hands and feet,



Look with their eyes,



Listen with their ears, &



Take turns with toys, &



Go with the flow.

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**WE ARE... MARSHALL.**



Everyone is happy when I  
am a  
**SUPER FRIEND!**





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## Targeted Social Emotional Skill

2.) Identifying Emotions and Feelings

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## Emotional Literacy

**What is emotional literacy?**

Emotional literacy is the ability to identify, understand, and express emotions in a healthy way. It begins with oneself then extends to others.

How are you feeling?

 Happy	 Joyful	 Content	 Silly
 Sad	 Angry	 Scared	 Worried
 Confused	 Surprised	 Hurt	 Embarrassed

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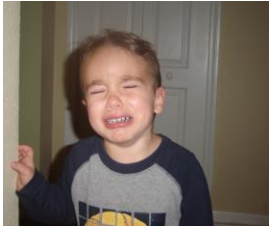
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### Children with a Strong Foundation in Emotional Literacy:

- 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




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### Learning About Our Feelings

- Recognize emotions in oneself and others
- Relate with others' feelings
- Recognize emotions can interfere with problem solving
- Understand appropriate ways to express emotions
- Learn how to calm down

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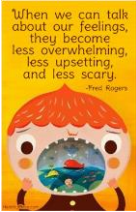
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### Enhancing Emotional Literacy

- Direct Teaching
- Indirect Teaching
- Use of Songs and Games
- How would you feel if...?
- Checking In
- Feeling Dice and Feeling Wheel
- Use of Children's Literature




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Direct Teaching of Feeling Vocabulary



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Feelings Poster and Mirror



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Feeling Bulletin Board



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### Sample Game

- How does your face look when you feel proud?
- What makes you feel proud?




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### Checking In

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




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### Feeling Wheels & Feeling Dice




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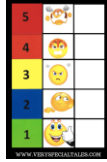
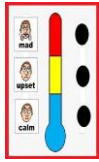
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### Feelings Thermometer/ Emotion Chart



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### Characteristics of Classrooms that Foster Emotional Literacy

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

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### Using Children's Literature to Teach Social Emotional Skills



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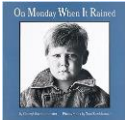
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## Book Nooks

[www.challengingbehavior.org](http://www.challengingbehavior.org)  
Resource Library

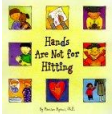
**On Monday When It Rained**



**Glad Monster Sad Monster**



**Hands Are Not for Hitting**



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## Children's Lit Kits



**Book Studies**

*Stop, Think, Act: Integrating Self-Regulation in the Early Childhood Classroom* Book Study by Jess George  
*You Can't Make Me* Book Study by Sara Smouse

**Children's Lit Kits**

*You Will Be My Friend!* Lit Kit assembled by Jess George  
*Bear Feels Scared!* Lit Kit assembled by Sara Smouse  
*Waiting Is Not Easy* assembled by Dr. Carlson

[www.wvecpbis.org](http://www.wvecpbis.org)  
"For Educators"

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## Using Books to Promote Emotional Literacy

- What emotions/feelings does this book teach?
- How might you use this book during story time to support emotional literacy?
- What other activities related to this book could you do throughout the day to teach or reinforce the content of the book?

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### Key Concepts with Feelings

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




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### Targeted Social Emotional Skills

- 3.) Self-regulation/Co-regulation
- 4.) Controlling anger and impulse

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Teaching Self-Reg Through Co-Reg "SMARTEST"

Dr. Stuart Shanker <https://self-reg.ca/>

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### Be a Constant Example of Self-Regulation

- Stay engaged with children; ignore distractions
- Model waiting for a turn
- Allow children to take their time with a task rather than completing it for them
- Respond calmly to triggers
- Focus on times when children struggle with SR
- Say private speech aloud
- Model regulation of behaviors *and* emotions
- Allow for mistakes (including your own)
- Practice, practice, practice

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### Self-Regulation in Early Childhood

- Circle time
- Music & movement
- Outdoor time
- Shared reading
- Transitions

Large Group



- Learning centers
- Snack/mealtime
- Waiting (e.g., standing in line for restroom)

Small Group



- Individual/free play
- Drop-off and pick-up procedures

Individual




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### Self-Regulation in Early Childhood

- Taking turns
- Listening to ideas/comments from peers
- Ignoring distractions from other peers

Large Group



- Engaging in clean-up when prompted
- Engaging in conversations with peers
- Waiting for others

Small Group



- Asking for help when needed
- Following through/finishing a task
- Putting away personal items

Individual




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Familiar Games/Activities for Self-Regulation

- Red Light/Green Light
- Freeze Tag
- Duck, Duck, Goose
- Musical chairs
- Simon Says
- Bop-It
- Breathing Techniques
- Mindfulness for Kids/Yoga




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Yoga and Mindfulness



Boat Pose

Extended Mountain Pose



<https://www.kidsyogastories.com/kids-yoga-poses/>



Flower Pose

Hero Pose




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“Move It or Lose It”

The OT Toolbox

www.theottoolbox.com

- Created originally as a blog by an Occupational Therapist
- Provides information on a variety of areas
  - Sensory, Fine Motor, Functional skills, self-care, executive functioning, and handwriting
  - Offers activity suggestions, free printables, and videos demonstrating some adaptive techniques and activities.
- Weekly Newsletter
- Movement Breaks and Brain Breaks

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### “Move It or Lose It”



- [www.gonoodle.com](http://www.gonoodle.com)
- Online platform and iPad application
- For calming and increasing body awareness
  - Empower Tools Yoga Videos
  - Promotes calming and self-regulation
  - Flow- Unwinding, melting, various breathing exercises
  - All videos with calming music, animations, and simple directions

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WV Elementary School Example

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### Social Stories

Great tool for teaching any and all social emotional skills!

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### Social Stories



- Scripted stories (Social Stories) provide a **script for the child** about social situations and expectations
- The story is written from the **child's perspective** (their point of view or frame of reference)
- The story includes **descriptive sentences** (includes specific and clear details)
- The story includes **directive sentences** (instructions and guidance or behaviors)
- The story must **match the child's** symbolic and receptive communication level
- **Social Story** created by Carol Gray

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### With PBIS – “We Go to the Library!” SUPPORTS



Social Story



Cue Cards



Mini-Schedule

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### Going to the Library



Social Story written by:  
Amy Carlson, 2016

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I can walk to the library.  
No running at the library.  
I hold hands with Mommy or Daddy  
when I walk to the library.

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WE ARE... MARSHALL



First, I walk pass the doors.  
Then, it is time to whisper.  
The library is a quiet place.

Mommy and Daddy are happy  
when I use my calm, quiet  
voice.

I can whisper and get books at  
the library.

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WE ARE... MARSHALL

I like the library!  
First, I quietly play with the beads.  
I can play with the beads for a little while.  
Then, I stop, and get books. I will know it is almost time  
to get books when Mommy or Daddy say 2 more minutes.

1. Play with beads



2. Choose books



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**WE ARE... MARSHALL.**

I can try to follow the library rules.

The library rules are:

1. Whisper



2. Walk



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**WE ARE... MARSHALL.**

I'm all done with the beads.



Wow, look at all those books!



I can find cool books and take them to my house.

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**WE ARE... MARSHALL.**



I wait my turn to show the librarian the books that I want to borrow.

When it is my turn, I give the librarian my books and my library card.

I can say, "I want to borrow these books please."

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WE ARE... MARSHALL



I'm all done at the library.  
That was fun!  
It is time to go.  
Let's go to the van.  
I can hold my books and walk  
to the van.

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WE ARE... MARSHALL

I love my new books!  
I can carry my new books to  
the van.



I hold hands with Mommy  
and Daddy and walk.

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WE ARE... MARSHALL

### 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



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### Turtle Technique

- Model remaining calm
- Teach how to control feelings and calm down
- Practice steps frequently
- Prepare for and help child handle possible disappointment and/or change
- Recognize and comment when the child stays calm
- Involve families in using the Turtle Technique




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### Scripted Story: Turtle Technique




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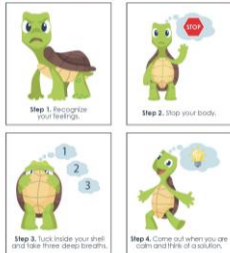
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### The Turtle Technique



[www.challengingbehavior.org](http://www.challengingbehavior.org)

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WE ARE... MARSHALL.

### Tucker Space (De-escalation or calming space examples)



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WE ARE... MARSHALL.

### WV Example (Sara Smouse 😊)



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WE ARE... MARSHALL.

### Partnering with Families: Tucker Goes Home



Head and tail are on a stick to pull head in and out.  
Visual cues are on the back of each step.

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**WE ARE... MARSHALL.**

### Reflecting in Small Group

"Tucker learned to calm down and take turns and find another way."

"Tucker Turtle is tucking in to listen to Star Wars music."

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**WE ARE... MARSHALL.**

## Targeted Social Emotional Skill

5.) Problem-Solving

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**WE ARE... MARSHALL.**

## Problem Solving

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

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300 WE ARE... MARSHALL

### The Solution Kit

Wait and take turns.



Get a Teacher




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WE ARE... MARSHALL

 Get a Teacher	 Ask Nicely	 Ignore	 Say, "Please..."
 Play together	 Say, "Please Share..."	 Share	 Trade
 Wait and take turns.	 Get a Timer		

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WE ARE... MARSHALL

### Solution Kits- Set Up




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### Teaching the Solution Kit Remember: "If you want it, you must teach it"

- 1 Introduce the Kit and its purpose, location, how its to be used
- 2 Start slow! 1-2 cards a week
- 3 Practice using the cards -role-play -puppets -games
- 4 Encourage the children to use it when there is a conflict or a "tattle" Support them in the process
- 5 Praise them when they do use it! "You are a great problem solver!"

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### Addressing "tattling"



Children like rules to be followed and "justice" to be served.



"Tattle phones", "tattle monsters", "tattle mailboxes" etc. ,do NOT help children learn to solve problems or express concerns. It helps the teacher.



Give children the words to say instead! "I don't like that, stop!" or "that's not keeping our toys safe, please stop"  
Prevents bullying!

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### Problem Solving Activities

- Problematize everything
- "We have 6 kids at the snack table and only one apple. We have a problem. Does anyone have a solution?"
- Play "What would you do if...?"
- Scenario Cards
- Children offer solutions to problems that occur in children's stories
- Model problem solving steps




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### Books to teach problem solving




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### Today's Takeaways: Intentionally Teach!

- Friendship skills
- Emotion words/feelings
- How to recognize feelings in oneself and others
- How to "calm down"
- How to control anger and impulse
- How to problem solve (solution kit)
- Provide families with information about teaching these skills at home

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WE ARE... **MARSHALL**

**THANK YOU!**

- Amy Carlson, Ed.D. CCC-SLP  
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