



Using Social Emotional Foundations for Early Learning (SEFEL) Strategies to Promote Student Progress on the Social Foundations Strand of the Early Learning Assessment

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Prepared by The Institute for Innovation & Implementation, University of Maryland School of Social Work for
the Maryland State Department of Education, Division of Early Childhood Development

Table of Contents

Table of Contents	2
Note to Readers	3
Introduction & Rationale	3
Methods.....	5
Practical Use of the Table	6
Strategy Table	7
Appendices.....	25



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(Also include the names of the State Leadership Team and The PMC)

Electronic copies may be requested by e-mailing snadiv@ssw.umaryland.edu.

Note to Readers

This document is intended to be a compliment and resource for teachers using the Early Learning Assessment. The Social Emotional Foundations for Early Learning (SEFEL) training is recommended for teachers working with children ages 0-8. This document should be used in concert with any of the available SEFEL trainings. Additional resources can be found on the Maryland SEFEL website at <https://theinstitute.umaryland.edu/sefel/>. If you have concerns about a particular child Early Childhood Mental Health Consultation (ECMHC) could be the right support. For more information please contact your local ECMHC program. More information can be found by clicking <http://earlychildhood.marylandpublicschools.org/early-childhood-mental-health>

Introduction & Rationale

Early learning standards define the key aspects of development and learning that are the foundation for a child's school and life-long success. By outlining the expectations for what children should know and be able to do at different ages of early childhood, these standards represent the developmental and learning goals that early childhood administrators and educators strive to meet for the children they serve. While the progress of children toward the standards will vary depending on a variety of factors, the standards act as a guide for the pedagogical and programmatic decisions of early childhood programs and providers. The Maryland Early Learning Standards cover the following seven domains of development and learning:

- Language and Literacy,
- Mathematics,
- Social Studies,
- Science,
- Health,
- Physical Education,
- Fine Arts;
- Social Foundations.

The inclusion of the Social Foundations domain underscores the importance of understanding that early learning is not limited to academics. In fact, research has shown that *social and behavioral competence in young children can predict their academic*

performance in the first grade over and above their cognitive skills and family backgrounds.ⁱ

Additionally, awareness of the prevalence of risk factors for behavior problems within the general preschool population has increased.

- Nearly 1/3 of all young children are affected by at least one sociodemographic stressor (e.g., low income, low maternal education) that increases risk of adverse social, emotional, and cognitive outcomes.ⁱⁱ
- 10-20% of young children in child care have serious behavior problems that compromise their ability to learn and reduce the teacher’s ability to educate other children in the classroom.ⁱⁱⁱ

Moreover, “assistance with children’s challenging behaviors” is the greatest need identified by educators, who often have had little training in methods to promote social and emotional competence. To address this need Early Care and Education settings in Maryland have been implementing SEFEL beginning in 2007. SEFEL is a framework for reducing behavioral concerns while teaching social and emotional skills to children. SEFEL, a promising practice designed by Vanderbilt University, is:

- Designed for Infants, Toddlers and Children, birth – eight, with and without disabilities.
- A paradigm shift from traditional philosophies and attitudes regarding challenging behaviors.
- Focused on teaching not punishing.
- In alignment with Positive Behavioral Interventions and Supports (PBIS) and features a similar multi-tiered system of supports.
- Appropriate for all children.

The use of a pyramid structure is to build upon an effective workforce, which supports the entirety of the framework. The base of the pyramid, Tier 1, describes a universal approach designed to support all children by developing nurturing relationships and high quality environments. Most children will need additional support at some time or another and Tier 2 is designed to provide resource rich targeted strategies. Some children will need more



intensive supports, and Tier 3 will provide strategies for those children in the most need. In Maryland, SEFEL has been implemented in a variety of different child care settings to great success and is currently being adapted for use in libraries, elementary school settings, with home visitors, and child welfare workers. In addition, experts in Maryland are currently training parents so the SEFEL approach can be used in the home as well as in the ECE setting. SEFEL has also been adapted for use with children who have experienced trauma. These training modules build on the SEFEL philosophy and provide additional education for parents and providers on how to support those children who are most vulnerable due to trauma.

This document is intended to provide the reader with strategies that are included in the SEFEL framework and can be used to promote overall social competence and executive functioning. While the Maryland Early Learning Standard domains are also used as the basis for the [Kindergarten Readiness Assessment](#), they are designed to provide teachers with a roadmap for the work they do with children each and every day. The Social Foundations domain of the Maryland Early Learning Standards addresses skills necessary to:

- Regulate one's own behavior and emotions,
- Develop healthy relationships with adults and other children,
- Create a positive personal identity,
- Develop executive function skills, including inhibitory control, working memory, cognitive flexibility, curiosity, and persistence;
- Participate and engage in learning.

The strategies included in this document can be used with all children or selected based on the needs of an individual child who may be in need of additional supports in the skills addressed by the Social Foundations domain.

Methods

Each of the seven domains of the Maryland Early Learning Standards contains one or more Learning Progressions(s). The Learning Progressions define a sequence of skills, knowledge, or behaviors that children develop between the ages of 36 months and 72 months, including children who may be at earlier developmental levels than their peers. The operational definition of each Learning Progression summarizes its focus. Each Learning Progression

consists of one or more Skills, Knowledge, or Behaviors (SKB). Each SKB is shown as a row within the Learning Progression. Each SKB has an operational definition that identifies or explains the SKB. Each learning progression in the Social Foundations domain's two strands, Social Emotional and Executive Functioning, were examined by the State's SEFEL Leadership Team and the Pyramid Model Consortium (PMC). The PMC is comprised of the nation's leading SEFEL experts. SEFEL strategies were selected based on each SKB. SEFEL strategies for both preschoolers and infants and toddlers/developmentally young children were included to ensure that strategies are available to support all children.

Practical Use of the Table

To use the Early Learning Assessment, teachers should observe behaviors during regular daily classroom routines, whenever possible. Teachers should use materials that are preferred by the child even if not typical for the activity. Teachers should arrange for proximity/interactions with preferred peer and proximity of preferred adult to encourage interactions with others. Teachers should also use any alternative or augmentative communication system or functional communication behaviors the child responds to or initiates.

Based on the child's rating, teachers can use the following table to get ideas for strategies to support an individual child. The table can also be used to select strategies to support the growth of *all* children in the classroom (i.e. a universal approach). At any time additional materials can be accessed through the Maryland SEFEL website. Of particular interest is the Learning Community and Maryland SEFEL Pinterest page, which highlights strategies being used right here in Maryland. To encourage consistency for children across settings strategies both included in the table below and found on the website can be provided to parents for use in the home.

Strategy Table

Early Learning Assessment Social Foundations Framework Strand: <i>Social Emotional</i>			
Learning Progression	Skill, Knowledge, or Behavior (SKB)	SKB Operational Definition/Observation Directions	SEFEL Strategies
Awareness and Expression of Emotion	Emotion Identification	<p>Responds to the emotions of others and expands to identifying emotions of self and others</p> <p>Look for instances when they identify their own and others' (children or characters in stories) emotions.</p> <p>For each child, ask clarifying questions to understand his/her emotions, if necessary, such as:</p> <ul style="list-style-type: none"> • How do(es) you/he/she feel? • Why do(es) you/he/she feel that way? • What might happen because you/he/she feels that way? • How would you feel if you were (child/character)? 	<p>STRATEGIES FOR INFANTS AND TODDLERS/DEVELOPMENTALLY YOUNG CHILDREN</p> <ul style="list-style-type: none"> • Teach child to express their emotions and label whether they are feeling angry, hurt, frustrated, or sad • Validate child's emotion, "I see you are frustrated." You don't know how to do it. Then, offer help. "Sit in my lap and I can show you" • Validate child emotion and then support. For example, say "Are you frustrated? Do you need help? I can help you. Take deep breath (i.e., for crying child) and we can do it together." • Validate child's feeling; "I see you are angry. Ouch! Hitting hurts (while making sad face). Gentle hands (rub your hand on arm to gesture gentle). Wait, I will help." • Validate child emotion and then redirect. For example "You are so excited, it's fun to hold hands and dance. Now we are sitting for story. Sit on your bottom so we can all see the book." <p>STRATEGIES FOR PRESCHOOLERS</p> <ul style="list-style-type: none"> • Validate feelings, say, "You look confused. Let me help you." • Teach the child to use the "Turtle Technique"¹ recognize feeling of anger, think "stop", go inside "shell" and take 3 deep breaths, think calm, think of a solution • Teach the child to use feeling vocabulary • Give feeling words: say, "You're sad you can't go to ____, maybe tomorrow. Let's look at the schedule."

		<ul style="list-style-type: none">• What two feelings might you have if (situation) and why would you have each feeling?	
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Learning Progression	Skill, Knowledge, or Behavior (SKB)	SKB Operational Definition/Observation Directions	SEFEL Strategies
<p>Awareness and Expression of Emotion</p>	<p>Response to Distressed Peer</p>	<p>Shows distress or concern in response to a distressed peer, and expands to attempt to comfort peer</p> <p>Look for instances when they respond to peers in distress.</p> <p>For each child, pay attention to the following details as you observe:</p> <ul style="list-style-type: none"> • who is in distress • what the distress is • how the child responds to the peer in distress • what support from you, if any, is sought or required 	<p>STRATEGIES FOR INFANTS AND TODDLERS/DEVELOPMENTALLY YOUNG CHILDREN</p> <ul style="list-style-type: none"> • Teach child to ask for adult or peer attention using body or verbal language • Teach child how to request "help" • Teach child to interact with peers through demonstration • Encourage toddlers to help each other • If child gets involved in a toddler tiff, do not intervene immediately unless things get physical. This helps child learn how to navigate social relationships <p>STRATEGIES FOR PRESCHOOLERS</p> <ul style="list-style-type: none"> • Let the child be a helper to a peer buddy • Prompt a peer buddy to help ("Could you please show ____ how to ____?") • Teach other children to encourage the child and each other (e.g., clapping, thumbs up, high five) • Teach the child to ask/gesture "help"

Learning Progression	Skill, Knowledge, or Behavior	SKB Operational Definition/Observation Directions	SEFEL Strategies
Relationships with Adults	Separation from Familiar Adults	<p>Seeks to maintain contact with familiar adults and separates from them with decreasing distress in familiar situations.</p> <p>Look for instances when they are separating from familiar adults.</p> <p>For each child, pay attention to the following details as you observe:</p> <ul style="list-style-type: none"> • who the child is separating from • if the child seems distressed • how long it takes the child to separate and get engaged in another task • what support from you, if any, is sought or required 	<p>STRATEGIES FOR INFANTS AND TODDLERS/DEVELOPMENTALLY YOUNG CHILDREN</p> <ul style="list-style-type: none"> • Let child know when parent is going to leave • Support child to wave good-bye to parent then select a fun activity • Teach child to asks for a hug or to be held by the teacher when needing comfort <p>STRATEGIES FOR PRESCHOOLERS</p> <ul style="list-style-type: none"> • Ask parents to always say good-bye to their child, even if the child is crying, Explain that this builds a sense of trust that will eventually help a child handle separation • Ask parents to talk with a child on the way to and from the program. The adult can review the day and explain when he or she will return • Establish a personal arrival and departure ritual for a child who is struggling with separation

Learning Progression	Skill, Knowledge, or Behavior (SKB)	SKB Operational Definition/Observation Directions	SEFEL Strategies
Learning Progression	Skill, Knowledge, or Behavior (SKB)	SKB Operational Definition/Observation Directions	SEFEL Strategies
Relationships with Adults	Seeking Emotional Support	<p>Seeks emotional support from familiar adults and expands ability to rely on them only when very distressed.</p> <p>Look for instances when they are seeking emotional support, security, and/or guidance from familiar adults.</p> <p>For each child, pay attention to the following details as you observe:</p> <ul style="list-style-type: none"> from whom the child seeks support 	<p>STRATEGIES FOR INFANTS AND TODDLERS/DEVELOPMENTALLY YOUNG CHILDREN</p> <ul style="list-style-type: none"> Validate child’s emotion and then prompt new skill. For example, say "Are you telling me you want me to help you?" Just a minute and I can be with you. Say, "Come here" (teacher should also model a gesture) Teach child to ask for adult or peer attention using body or verbal language Assure the child that teacher will be close by if he/she needs help Catch child as he/she fidgets and model how to say/gesture "help"; then immediately help <p>STRATEGIES FOR PRESCHOOLERS</p> <ul style="list-style-type: none"> Accompany the child to the center to get him/her started on play, then tell the child "I'll come back to play with you in a few minutes" Catch child as he/she fidgets and model how to say/gesture "help"; then immediately help Teach child to ask/gesture for a hug or to sit on teacher's lap

		<ul style="list-style-type: none"> • the situation in which the child seeks support • whether the child attempts to deal with the situation on own before seeking support 	
Learning Progression	Skill, Knowledge, or Behavior (SKB)	SKB Operational Definition/Observation Directions	SEFEL Strategies
Conflict Resolution	Conflict Resolution Strategies	<p>Engages with peers and resolves conflicts with decreasing reliance on adult support.</p> <p>Look for instances when they are in conflict.</p> <p>For each child, pay attention to the following details as you observe:</p> <ul style="list-style-type: none"> • whom the conflict is with • what the conflict is 	<p>STRATEGIES FOR INFANTS AND TODDLERS/DEVELOPMENTALLY YOUNG CHILDREN</p> <ul style="list-style-type: none"> • Teach child to begin to engage in simple turn taking with a peer while scaffolding the instruction • Teach child to verbalize his/her wants or needs by stating the word, using a natural gesture, or using sign language • Teach child to interact with peers through demonstration • If child gets involved in a toddler tiff, do not intervene immediately unless things get physical. This helps child learn how to navigate social relationships <p>STRATEGIES FOR PRESCHOOLERS</p> <ul style="list-style-type: none"> • If child hits peer and grabs the toy, calmly but firmly explain that hitting is not allowed and that the toy will be removed if the hitting continues, and prompt the child to return the toy to the peer

		<ul style="list-style-type: none"> • the role the child plays in instigating and/or resolving the conflict • the resolution of the conflict • the level of support required by you for the child to achieve resolution 	<ul style="list-style-type: none"> • Have children practice turn-taking and sharing • Teach child to choose alternative activity while waiting • Teach the child to gesture/ask to use object or activity ("Can I play?")
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Strand: <u>Approaches to Learning/Executive Functioning</u>			
Learning Progression	Skill, Knowledge, or Behavior (SKB)	SKB Operational Definition/Observation Directions	SEFEL Strategies
Self-Control	Self-Control Strategies	<p>Develops strategies to manage the expression of feelings and thoughts by regulating behavior with decreasing reliance on adult support</p> <p>Look for instances when they are required to manage the expression of their feelings and thoughts.</p>	<p>STRATEGIES FOR INFANTS AND TODDLERS/DEVELOPMENTALLY YOUNG CHILDREN</p> <ul style="list-style-type: none"> • Teach child to ask for adult or peer attention using body or verbal language • Teach child to verbalize his/her wants or needs by stating the word, using a natural gesture, or using sign language • If child gets involved in a toddler tiff, do not intervene immediately unless things get physical. This helps child learn how to navigate social relationships

		<p>For each child, pay attention to the following details as you observe:</p> <ul style="list-style-type: none"> • the situation • what the conflict is • the kinds of strategies the child uses • the level of support required by you, if any, to help the child 	<p>STRATEGIES FOR PRESCHOOLERS</p> <ul style="list-style-type: none"> • Teach the child to use the "Turtle Technique": recognize feeling of anger, think "stop", go inside "shell" and take 3 deep breaths, think calm, think of a solution • Teach the child to use feeling vocabulary • Use feeling vocabulary to role play possible scenarios in center time and model how to express feelings
Learning Progression	Skill, Knowledge, or Behavior (SKB)	SKB Operational Definition/Observation Directions	SEFEL Strategies
Persistence	Persisting with Tasks	<p>Demonstrates the ability to persist with a task for increasing lengths of time</p> <p>Look for instances when they are engaging in various tasks, activities, or projects to see how they manage difficulties, distractions, or interruptions.</p> <p>For each child, pay attention to the following details as you observe:</p> <ul style="list-style-type: none"> • the task, activity, or project that the child engages in 	<p>STRATEGIES FOR INFANTS AND TODDLERS/DEVELOPMENTALLY YOUNG CHILDREN</p> <ul style="list-style-type: none"> • Prior to small group activity, show visual class schedule, and give a transition cue (say, "Few more minutes, then small group" while showing picture of "small group" or "table time" to the child)

		<ul style="list-style-type: none"> • how the child manages any difficulties, distractions, or interruptions while attempting to complete the task, activity, or project • the level of support required from you to help the child persist with the task, activity, or project • if applicable, what the child does independently to persist with the task, activity, or project 	STRATEGIES FOR PRESCHOOLERS <ul style="list-style-type: none"> • Prior to small group activity, show visual class schedule, and give a transition cue (say, "Few more minutes, then small group" while showing picture of "small group" or "table time" to the child)
Learning Progression	Skill, Knowledge, or Behavior (SKB)	SKB Operational Definition/Observation Directions	SEFEL Strategies
Working Memory	Following Directions	<p>Follows adult lead by imitating actions and expands ability to follow increasingly complex directions</p> <p>Look for instances when they are following multi-step directions given by you, by others, or by other sources, such as game instructions.</p> <p>For each child, pay attention to the following details as you observe:</p>	STRATEGIES FOR INFANTS AND TODDLERS/DEVELOPMENTALLY YOUNG CHILDREN <ul style="list-style-type: none"> • Model each action to the child and then look expectantly for the child to imitate • Repeat the same activities over time and gradually introduce new activities • If child is learning to say "help me" or "show me"; prompt child to say words while you provide help STRATEGIES FOR PRESCHOOLERS <ul style="list-style-type: none"> • Teach child to imitate peer buddy

		<ul style="list-style-type: none"> • the context for the multi-step directions • where the multi-step directions came from (e.g., you, someone else, game instructions) • the sequence of steps • how well the child follows the multi-step directions 	<ul style="list-style-type: none"> • Go with the child to the center, and teach play; make it brief, fun, and use items that have features the child prefers (music, lights, favorite color, texture, buttons, favorite character, etc.) • Teach the child to use visual first-then schedule² and predict upcoming events
Learning Progression	Skill, Knowledge, or Behavior (SKB)	SKB Operational Definition/Observation Directions	SEFEL Strategies
Working Memory	Information Recall and Connection	<p>Recalls and repeats familiar routines, simple activities, and past experiences of increasing complexity</p> <p>Look for instances when they recall and connect information</p> <p>For each child, pay attention to the following details as you observe:</p> <ul style="list-style-type: none"> • whether the child demonstrates familiar routines 	<p>STRATEGIES FOR INFANTS AND TODDLERS/DEVELOPMENTALLY YOUNG CHILDREN</p> <ul style="list-style-type: none"> • Use a visual schedule² that shows the order of circle activities and allows the child to turn the pictures over or remove the pictures upon completion of each activity • Limit the steps of bathroom routine or have child do each step one at a time to increase independence • Teach child to imitate washing hands • Repeat the same activities with play items over time and gradually introduce new items or activities

		<ul style="list-style-type: none"> • whether the child tells the sequence of events in recent experiences • whether the child explains how he or she was able to solve a present problem • whether the child connects a past event to a present event • whether the child uses information from a past experience to plan for a future experience 	<p>STRATEGIES FOR PRESCHOOLERS</p> <ul style="list-style-type: none"> • Teach the child to use visual first-then schedule³ and predict upcoming events • Teach child how to follow class schedule • Teach child circle expectations by using the "What Do We Do in Circle?" story • Include enough time for routines and transitions; Involve children in carrying out routines and transitions; plan a consistent approach for carrying out group routines; provide advance notice of transitions and explain what happens next
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Learning Progression	Skill, Knowledge, or Behavior (SKB)	SKB Operational Definition/Observation Directions	SEFEL Connection
<p>Problem Solving</p>	<p>Using Logic</p>	<p>Uses logic to solve increasingly complex problems</p> <p>Look for instances when they are engaged in problem solving.</p> <p>For each child, pay attention to the following details as you observe:</p> <ul style="list-style-type: none"> • what the child is engaged in at the time of solving the problem • how the child goes about solving the problem • what the child says, if anything, when solving the problem 	<p>STRATEGIES FOR INFANTS AND TODDLERS/DEVELOPMENTALLY YOUNG CHILDREN</p> <ul style="list-style-type: none"> • Teach child to request help using words, a natural gesture, or sign language • Toddlers might not have the developmental skills to understand waiting for a turn. For high interest materials, provide enough of an item so that all children within the activity will have the toy (e.g., enough buckets and shovels for all the children in the sand box; enough push toys of similar features) • Provide large toys (e.g., rocking boat, climber) that require some cooperation and help them practice turn-taking <p>STRATEGIES FOR PRESCHOOLERS</p> <ul style="list-style-type: none"> • Teach child to "think of a solution" (what could he/she do: get another item, ask to join, ask other child to let him know when he/she is done) • Teach child to choose alternative activity while waiting • Help the child learn to play by using least-to-most prompting (verbal, gesture/model, physical assist) to teach play scheme

Learning Progression	Skill, Knowledge, or Behavior (SKB)	SKB Operational Definition/Observation Directions	SEFEL Connection
Initiative	Interest	<p>Shows interest in objects and engages in activities, and increasingly shares them with others</p> <p>Look for instances when they (1) show interest in new objects, activities, and topics and (2) seek and gather information about them.</p> <p>For each child, pay attention to the following details as you observe:</p> <ul style="list-style-type: none"> • the object, activity, or topic in which the child shows interest • how the child shows interest in the object, activity, or topic • with whom the child engages while showing interest 	<p>STRATEGIES FOR INFANTS AND TODDLERS/DEVELOPMENTALLY YOUNG CHILDREN</p> <ul style="list-style-type: none"> • Provide developmentally appropriate activities and materials • Incorporate child's preferences into activities • Make sure there are ample choices for all children <p>STRATEGIES FOR PRESCHOOLERS</p> <ul style="list-style-type: none"> • Incorporate child's preferences or preferred theme into activity (e.g., decorate materials with favorite cartoon character or have stuffed version of cartoon character in the activity) • Give the child a preferred role in the activity by using first-then visuals or verbal statements with a voice of excitement to build anticipation (make sure the role is preferred) • Make sure activity is related to child's experiences/preferences

Learning Progression	Skill, Knowledge, or Behavior (SKB)	SKB Operational Definition/Observation Directions	SEFEL Connection
Initiative	Planning	<p>Plans and initiates activities of increasing complexity</p> <p>Look for instances when they plan and initiate activities or projects.</p> <p>For each child, pay attention to the following details as you observe:</p> <ul style="list-style-type: none"> • the activity or project that the child plans and initiates • how the child plans and initiates the activity or project • the level of support by you, if any, required to help the child plan and initiate the activity or project 	<p>STRATEGIES FOR INFANTS AND TODDLERS/DEVELOPMENTALLY YOUNG CHILDREN</p> <ul style="list-style-type: none"> • Provide visual sequence of transition activities using concrete objects or object photos • If transition has to occur (e.g., going indoors), restate the cue "time to go to the gate, we are going inside" and then offer to help the child "I will help you" • Teach child to understand the routine by consistently following the sequence of the routine and helping child follow through with circle time routine <p>STRATEGIES FOR PRESCHOOLERS</p> <ul style="list-style-type: none"> • Set a timer and give a visual warning cue to limit the time and to give the child a sense of when the activity will end • Show child the visual mini schedule so they can see what's next in the activity • Teach the child to use gestures/words: "Help please"; "What's next?"

Learning Progression	Skill, Knowledge, or Behavior (SKB)	SKB Operational Definition/Observation Directions	SEFEL Connection
<p>Cooperation with Peers</p>	<p>Play/Work with Peers</p>	<p>Engages with peers with increasing coordination and cooperation</p> <p>Look for instances when they are engaged with one another in play and work.</p> <p>For each child, pay attention to the following details as you observe:</p> <ul style="list-style-type: none"> the context in which the child is engaging with peers in play and work (e.g., the setting, activity) what the child says and/or does while the child is engaged 	<p>STRATEGIES FOR INFANTS AND TODDLERS/DEVELOPMENTALLY YOUNG CHILDREN</p> <ul style="list-style-type: none"> Teach child to ask for adult or peer attention using body or verbal language Provide developmentally appropriate activities that child can do independently or parallel to peers Teach child to verbalize his/her wants or needs by stating the word, using a natural gesture, or using sign language <p>STRATEGIES FOR PRESCHOOLERS</p> <ul style="list-style-type: none"> Teach other children to encourage the child and each other (e.g., clapping, thumbs up, high five) Provide a "friend" or peer buddy for the activity <p>Praise the child for playing throughout center time and for gesturing/asking to play with teacher or peers</p>

		<p>with peers in this context</p>	
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Learning Progression	Skill, Knowledge, or Behavior (SKB)	SKB Operational Definition/Observation Directions	SEFEL Connection
<p>Cooperation with Peers</p>	<p>Social Behaviors</p>	<p>Uses increasingly positive social behaviors when interacting with peers</p> <p>Look for instances when they are demonstrating social behaviors with peers, such as helping, sharing, taking turns, being inclusive, being empathetic, etc.</p> <p>For each child, pay attention to the following details as you observe:</p> <ul style="list-style-type: none"> • the social behavior being demonstrated • what the child says or does that demonstrates the social behavior 	<p>STRATEGIES FOR INFANTS AND TODDLERS/DEVELOPMENTALLY YOUNG CHILDREN</p> <ul style="list-style-type: none"> • Validate child emotion and then prompt new skill. For example, say "Are you telling me you want me to help you?" Just a minute and I can be with you. Say, "Come here" (teacher should also model a gesture) • Teach child to begin to engage in simple turn taking with a peer while scaffolding the instruction • Teach child to verbalize his/her wants or use sign language (incorporate sign language whenever possible into action) <p>STRATEGIES FOR PRESCHOOLERS</p> <ul style="list-style-type: none"> • Teach other children to encourage the child and each other (e.g., clapping, thumbs up, high five) • Go with the child to the center, and teach play; make it brief, fun, and use items that have features the child prefers (music, lights, favorite color, texture, buttons, favorite character, etc.) • Use feeling vocabulary to role play possible scenarios in center time and model how to express feeling

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Appendices

Turtle Technique¹

The "Turtle Technique" is a technique for helping children with controlling anger (see next slide for steps to teach). This technique can be used in conjunction with the scripted story, "Tucker Turtle Takes Time to Tuck and Think" (see file on CD). For additional guidance on how to help children with anger control, please read the article provided on your CD called "Helping Young Children Control Their Anger and Handle Disappointment".

Assembly Directions:

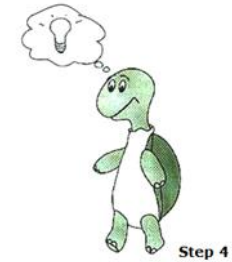
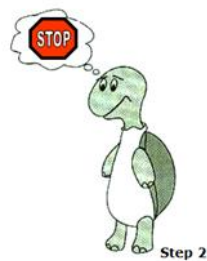
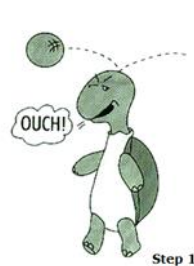
Print the pictures on cardstock (or printer paper and glue to manila folder to increase durability) and laminate the "full size" cues. For the "key ring" cues (see photograph below), first laminate and then punch holes in the corners of the picture cues and attach to the coiled bracelet key ring. The key ring can then be worn on the teacher's wrist for quick access when individually prompting children. Printing directions are on slides 3 and 4.



Turtle Technique ¹

- Model remaining calm
- Teach the child the steps of how to control feelings and calm down
 - Step 1: Recognize your feeling(s)
 - Step 2: Think “stop”
 - Step 3: Go inside your “shell” and take 3 deep breaths
 - Step 4: Come out when calm and think of a “solution”
- Practice steps frequently
- Prepare for and help the child handle possible disappointment or change
- Recognize and comment when the child stays calm
- Involve families: teach the “Turtle Technique”

Webster-Stratton, C. (1991). The teachers and children videotape series: Dina dinosaur school. Seattle, WA: The Incredible Years.





Help the Child Think of ¹ a Possible Solution:

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

Class Visual Schedule ²

The "Class Visual Schedule" assists children with understanding teacher expectations and the class schedule. Have a routine established for "checking in" with the schedule throughout the day. Many teachers check the schedule during circle time(s) or during another large group activity such as a large group table time.

The visuals are not numbered to allow for user flexibility. The pictures can be arranged, added to, or omitted according to the teacher's needs. If your class calls an activity something different than what is provided on the picture, you can double click on the word to change the text label.

Developmentally younger children may need a photograph version to understand the schedule. (For additional information see "How to Make a Visual Schedule".) Some teachers may want to use the version provided as a model to create their own personalized visual schedule by photographing pictures in their environment. Pictures can be cut out, laminated, and placed on a strip of laminated cardstock or poster board to form a horizontal sequence of steps for the child to follow. As the class completes individual activities, the teacher can turn over the picture to indicate that the activity is "all done".



ⁱ Raver, C., & Knitzer, J. (2002). Ready to enter: What research tells policymakers about strategies to promote social and emotional school readiness among three- and four-year old children. New York, NY: National Center for Children in Poverty. nccp@columbia.edu

ⁱⁱ National Center for Children in Poverty (2009). *Low-income children in the United States. National and state trend data, 1998–2008*. New York, NY: Columbia University. Retrieved from http://www.nccp.org/publications/pdf/text_907.pdf

ⁱⁱⁱ Egger, H. L., & Angold, A. (2006). Common emotional and behavioral disorders in preschool children: presentation, nosology, and epidemiology. *Journal of Child Psychology and Psychiatry*, 47: 313-337.