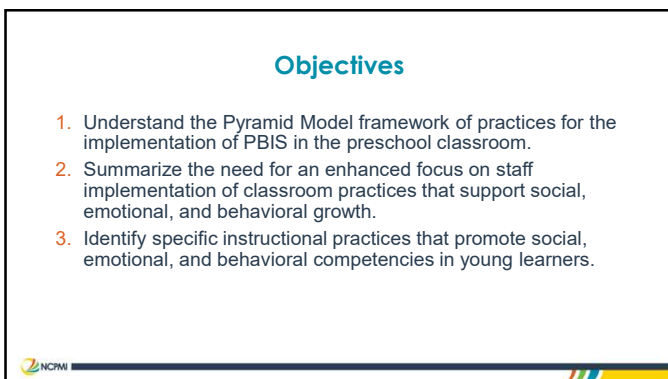


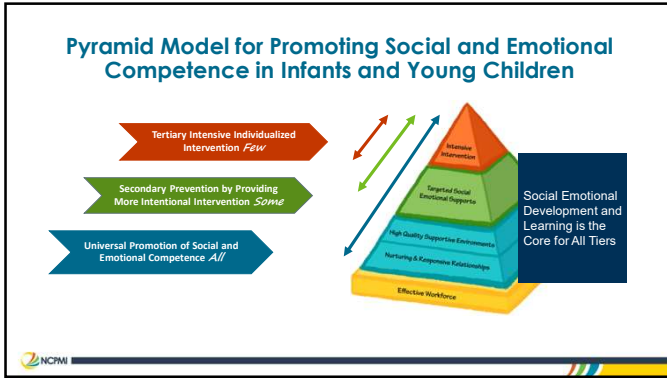
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Goal of the Pyramid Model

Ensure each and every child has the support, experiences, relationships, opportunities, guidance, and instruction to thrive in their social-emotional development and learning

The NCFM logo is at the bottom left.

5

Culturally Responsive Practices

- When teaching social skills, the focus should be on relationships.
- Culturally responsive instruction is aligning what we teach to families' priorities.
- We need to consider:
 - How can we help children be together?
 - How can we support children in their relationships in the classroom, at home, and in the community.

The NCFM logo is at the bottom left.

6

Social Emotional Learning

- Self-regulation, expressing and understanding emotions, problem solving, developing social relationships as social emotional learning for **ALL**
- Explicit instruction for **Some**
 - Increased opportunities for instruction, practice, feedback
- Family partnerships
- Progress monitoring and data decision-making



7

All Day, Every Day

- Large and Small Group
 - Introduce new concepts
 - Model and practice
- Within **all** activities
 - To ensure multiple opportunities for meaningful practice
- Over time
 - To meet the instructional needs at each learning stage (acquisition, fluency, generalization)



8

Pivotal Practices: Teaching Social Skills and Emotional Competencies

Smallest Investment for Greatest Gain



9

Pyramid Model Practices Implementation Checklist

Pyramid Model Practices Implementation Checklist

Pyramid Model Practices Implementation Checklist for Preschool (2-5 year) Classrooms

Nurturing and Responsive Relationships

Creating a Caring Classroom Community

- 1. Establish a caring and respectful classroom community.
- 2. Establish a caring and respectful classroom community.
- 3. Establish a caring and respectful classroom community.
- 4. Establish a caring and respectful classroom community.
- 5. Establish a caring and respectful classroom community.
- 6. Establish a caring and respectful classroom community.
- 7. Establish a caring and respectful classroom community.
- 8. Establish a caring and respectful classroom community.
- 9. Establish a caring and respectful classroom community.
- 10. Establish a caring and respectful classroom community.

Teaching Social Emotional Skills

PROVIDE:

- 1. Daily teaching of social emotional skills.
- 2. Daily teaching of social emotional skills.
- 3. Daily teaching of social emotional skills.
- 4. Daily teaching of social emotional skills.
- 5. Daily teaching of social emotional skills.
- 6. Daily teaching of social emotional skills.
- 7. Daily teaching of social emotional skills.
- 8. Daily teaching of social emotional skills.
- 9. Daily teaching of social emotional skills.
- 10. Daily teaching of social emotional skills.


10




Positive Descriptive Feedback

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
Positive Descriptive Feedback and Encouragement: 4 Principles




Focus on positive/appropriate behavior



Acknowledge effort



Descriptive - Say what you see




Convey with enthusiasm

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Tips for Providing Positive Descriptive Feedback

- Acknowledge the effort is just as important as praising when the task or activity is complete.
- Provide feedback that is specific.
- Use the child's name.
- Focus on the positive things that children are doing to create a positive classroom climate.
- Celebrate successes no matter how small.



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What it Sounds Like

"Wow! Diego shared the blocks with Logan! He is being a kind friend!"



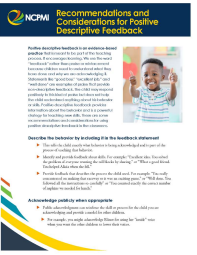
"Simone, you are really focused on building that tower! You are a problem solver!"






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Recommendations and Considerations for Positive Descriptive Feedback





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First Step!

Create a classroom culture and environment that promotes:

- Acceptance
- Belonging
- Membership
- Safety




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Reflect

Think about children who are well liked...



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

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What Are Friendship Skills? What Do Children Do When They Have Strong Friendship Skills?

- Initiate interactions with peers
- Share toys and other materials
- Give play suggestions/ideas (play organizers)
- Reciprocity (take turns in activities or conversations)
- Give help (assist)
- Are affectionate (caring)
- Give compliments
- Demonstrate empathy



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Initiating Play



I can tap my friend on the shoulder.



I can say "let's play!"

<http://depts.washington.edu/hscenter/>



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Initiating Play



I can gently take a friend by the hand.



I can give my friend a toy that I want to share.

<http://depts.washington.edu/hscenter/>



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Asking a Friend to Play in the Moment



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Peer Buddies

- Recruit peers to serve as buddies.
- Give the peer directions as to how long they need to stay with their buddy.
- Give clear directions about what the buddies are supposed to do together.
- 2 peers for every one child with a disability may ensure more engaging play ideas.
- Monitor and support buddies.
- Prevent "buddy burnout."
- Praise and encourage involvement.



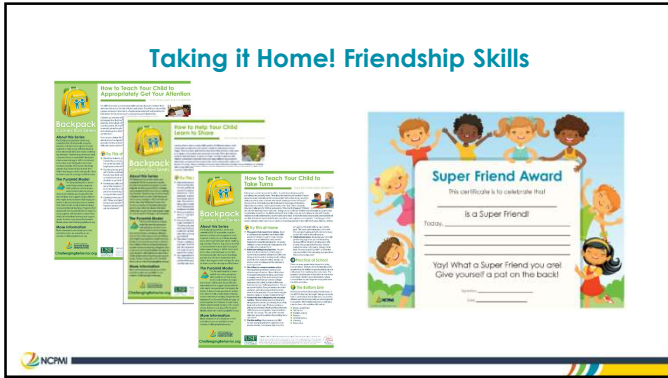
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Benefits for Typical Children

- More positive/accepting attitudes about people with disabilities
- More social skills
- Equal if not greater, developmental progress
- Less disruptive/inappropriate classroom behavior
- Viewed as more socially skillful by teachers and parents



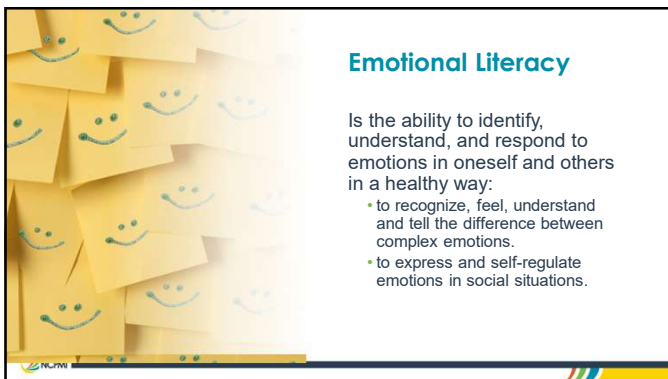
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26





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Children with Strong Emotional Literacy Skills...

- Have greater academic achievement
- Are more focused
- Are healthier
- Are less impulsive
- Have more friends
- Are less lonely
- Tolerate frustration
- Engage in less destructive behavior
- Get in fewer fights


Blair & Raver, 2015; Weissberg et al., 2015

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What to Children About Feelings:

- Specific word(s) for emotions
- 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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Teach Children More than Happy, Sad or Mad!

 Frustrated	 Embarrassed	 Lonely	 Sad
 Mad	This is how I feel today!		 Nervous
 Happy	 Loved	 Scared	 Proud



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Feelings Check-In

Teachers and children can "check in" each morning

Encourage children to change their feeling faces throughout the day as feelings change



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Emotion Checking-In Video



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Taking It Home! Emotional Literacy

Feeling Faces: Cards (English-Spanish)

Emotional Literacy Using Feeling Faces:
The Feeling Faces cards are designed to help children identify and express their emotions. They are available in English and Spanish. The cards are designed to be used in a variety of ways, including as a daily check-in, a classroom activity, or a home activity. The cards are designed to be used in a variety of ways, including as a daily check-in, a classroom activity, or a home activity.



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Emotion Regulation



- The ability to regulate your emotions and behaviors in different settings and activities
- Includes ALL emotions, not just anger
- Children with disabilities and children who have experienced trauma might need more support and instruction with this skill




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Skills to Teach

- recognize anger in oneself and others;
- calm down when their emotions become elevated; and
- use appropriate ways to express anger or other impulses.


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Tucker Turtle



Tucker Turtle Takes Time to Tuck and Think





A scripted story to assist with teaching the "Turtle Technique"
By Rochelle Griffin, Ursula H. Giroux and Mary Louise Hemmeter



Step 2



37

The Turtle Technique

Step 1: Recognize your feelings.	Step 2: Stop your body.	Step 3: Tuck inside your shell and take three deep breaths.	Step 4: Come out when you are calm and think of a solution.
			

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Take a Deep Breath

Smell the flower 	Blow the pinwheel 
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Teaching Self-Regulation


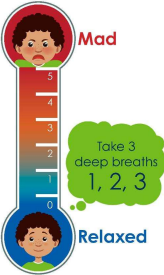
Hug Something 	Count to Ten 	Chair Pushups 
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<http://depts.washington.edu/hscenter/classroom-visuals>





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Relaxation Thermometer



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Opportunities to Practice



42

Taking it Home: Self-Regulation

<https://challengingbehavior.cbcs.usf.edu/implementation/family.html>

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Problem Solving

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Knowing how to problem solve helps:

Decrease social problems between peers	Increase children's independence in play with other children
Decrease the need for the teacher to solve social problems	Children work together to solve problems

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What Problem Solving Skills to Teach?

1. Identify a problem has occurred in a social situation (is it a big or little problem)
2. Think of multiple solutions
3. Understand that solutions have consequences
4. Understand that when one solution does not work, they can try another solution to solve the problem



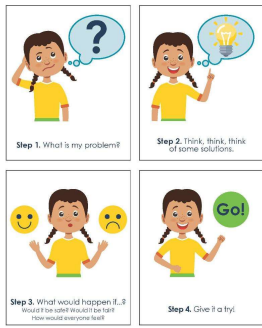
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Problem Solving Scripted Story



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Problem Solving Steps



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Possible Solutions

Epasay kama lutas Cantique sa ritid Comparte Ask for a hug Use kind words Take a break

Jugap jorap Di "Pa' honor, pa!" Paka ayuda Ask nicely Ignore Share

Wait and take turns Get a bear Share Play together Say "Please, Stop!" Ask for help

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Problem Solving in Action

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Taking it Home! Problem Solving

How to Teach Your Child to Take Turns

Backpack Problem Solving

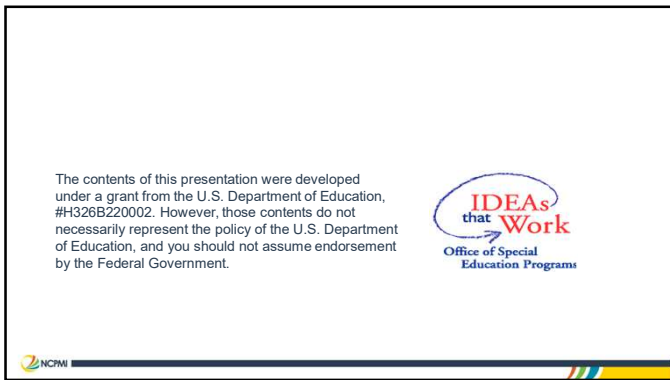
We Can Be Problem Solvers at Home!

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