

~Hot Topics~ Social & Emotional Health

For Early Childhood Programs



Healthy Child Care Hawai'i

A collaborative project of:

University of Hawai'i
John A. Burns School of Medicine
Department of Pediatrics

American Academy of Pediatrics – Hawai'i
Chapter

Hawai'i State Department of Health
Children with Special Health Needs Branch

Funded by:
Hawai'i State Department of Human
Services

January 2010

Resources & Acknowledgements

Center on the Social and Emotional
Foundations for Early Learning (CSEFEL)

<http://www.vanderbilt.edu/csefel/>

Technical Assistance Center on Social
Emotional Intervention (TACEI)

<http://www.challengingbehavior.org/>

THE CHILD

SOCIAL & EMOTIONAL SKILLS

- * Confidence
- * Make good relationships
- * Work on challenging tasks
- * Communicate their emotions
- * Listen to instructions
- * Be attentive
- * Solve social problems

Pyramid Model

Tertiary
Intervention

Secondary
Prevention

Universal
Promotion



Promoting Social Emotional Competence



Some Basic Assumptions

- **Challenging behavior usually has a message-** I am bored, I am sad, you hurt my feelings, I need some attention.
- Children often use challenging behavior when they don't have the social or communication skills they need to engage in more appropriate interactions.
- Behavior that persists over time is usually working for the child.
- We need to focus on teaching children what to do in place of the challenging behavior.

Promote Children's Success

- Create an environment where EVERY child feels good about coming to school.
- Design an environment that promotes child engagement.
- Focus on teaching children what To Do!
 - Teach expectations and routines.
 - Teach skills that children can use in place of challenging behaviors.

Schedules and Routines

Develop a schedule that promotes child engagement and success.

- Balance activities:
 - active and quiet
 - small group and large group
 - teacher-directed and child-directed
- Teach children the schedule.
- Establish a routine and follow it consistently.
- When changes are necessary, prepare children ahead of time.

Intentionally Teach! (Teach me what to do!)

- 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

Stages of Learning

- **Acquisition** – new skill or concept
- **Fluency** – the ability to immediately use the skill or concept without a prompt
- **Maintenance** – continuing to use the skill or concept over time
- **Generalization** – applying the skill or concept to new situations, people, activities, ideas, and settings

THE CHILD

SOCIAL & EMOTIONAL SKILLS

- * Confidence
- * Make good relationships
- * Work on challenging tasks
- * Communicate their emotions
- * Listen to instructions
- * Be attentive
- * Solve social problems

CONFIDENCE

- * Acknowledge their efforts
- * Give hugs, thumbs up, & a “high five” when accomplishing tasks
- * Post children’s work around the class
- * Give compliments liberally



GOOD RELATIONSHIPS

- 
- * Caregivers are role models
 - * Greet each child by name
 - * Good eye contact
 - * Listen attentively
 - * Play with children and follow their lead
 - * Always encourage and be supportive with difficult tasks
- 

I Can Be a SUPER FRIEND!



Created for Tim by Lisa Grant & Rochelle Lentini
2002



Super Friends talk and play nicely.



Super Friends use:

nice talking,



gentle hands & feet,



and turn taking with toys.



WORK ON CHALLENGING TASKS

- 
- * Be encouraging & supportive
 - * Give hugs, thumbs up, & a “high five” when accomplishing tasks
 - * Give compliments liberally
 - * Display accomplishments
- 



COMMUNICATE THEIR EMOTIONS

- 
- * Encourage children to express their feelings with words
 - * Listen to each other
 - * Help them “calm down”
 - * Recognize feelings in oneself and others
 - * Problem solve
- 

Emotional Literacy

What is emotional literacy?

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

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

Identifying Feelings in Self and Others

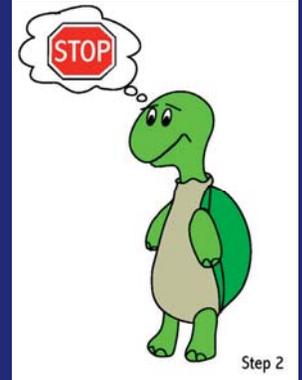
- Learning words for different feelings
- Empathy training
- Learning to recognize how someone else is feeling
 - Facial cues
 - Body language
 - Tone of voice
 - Situational cues
- Learning how to control anger, relax, and calm down

Empathy

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

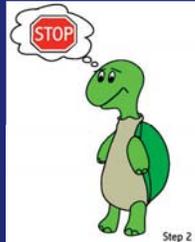
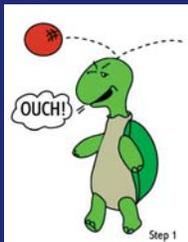
Controlling Anger and Impulse

- 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



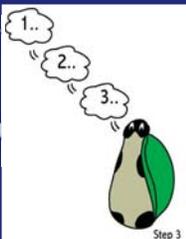
Turtle Technique

Recognize that you feel angry.

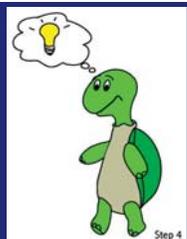


"Think" Stop.

Go into shell. Take 3 deep breathes. And think calm, coping thoughts.



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



Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching the

"Turtle Technique"

By Rochelle Lentini

March 2005

Created using pictures from Microsoft Clipart® and Webster-Stratton, C. (1991). The teachers and children videotape series: Dina dinosaur school. Seattle, WA. The Incredible Years.

Tucker Turtle is a terrific turtle. He likes to play with his friends at Wet Lake School.



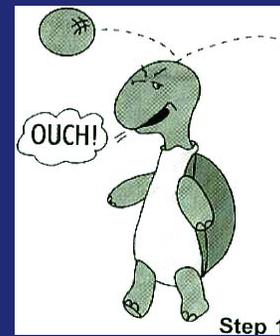
But sometimes things happen that can make Tucker really mad.



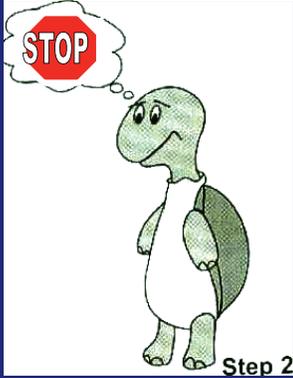
When Tucker got mad, he used to hit, kick, or yell at his friends. His friends would get mad or upset when he hit, kicked, or yelled at them.



Tucker now knows a new way to “think like a turtle” when he gets mad.



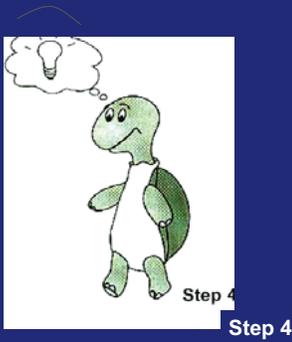
He can stop and keep his hands, body, and yelling to himself!



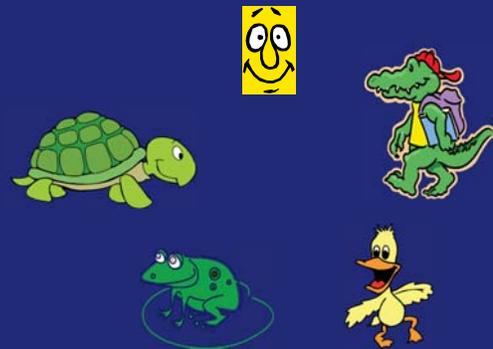
He can tuck inside his shell and take 3 deep breaths to calm down.



Tucker can then think of a solution or a way to make it better.



Tucker's friends are happy when he plays nicely and keeps his body to himself. Friends also like it when Tucker uses nice words or has a teacher help him when he is upset.



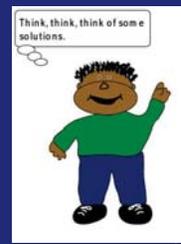
The End!



Problem Solving Steps



Step 1



Step 2



Step 3

Would it be safe?
Would it be fair?
How would everyone feel?



Step 4

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



LISTEN TO
INSTRUCTIONS &
BE ATTENTIVE



- 
- * Be a role model
 - * Establish a routine and follow it consistently
 - * Use materials that are interesting and keep them engaged
 - * Prepare children prior to activities



CAREGIVERS



Nurturing Social & Emotional Development

- * Confidence and competence
- * Develop good relationships
- * Persist at tasks & follow directions
- * Communicate feelings & emotions
- * Control anger and impulse
- * Develop empathy



CLASSROOM



- 
- * Clear boundaries
 - * Adequate number of centers
 - * Visual prompts that the center is full
 - * Size and location
 - * Number of children at each center
 - * Organization and location of centers



TEACHING THROUGH ACTIVITIES



Teaching feelings, behaviors, friendship, etc., through:

- * Songs and games
- * Books
- * Direct teaching
- * Indirect teaching
- * Recognizing positive behaviors



CHALLENGING BEHAVIORS



- 
- * Physical and verbal aggression
 - * Noncompliance/defiance
 - * Self-injury
 - * Disruptive vocal/motor responses (examples: screaming, biting)
 - * Destruction of property
 - * Withdrawal

Behavior Support Plan

- **Behavior Hypotheses**- Purpose of the behavior; your best guess about why the behavior occurs
- **Prevention Strategies**- Ways to make events and interactions that predict challenging behavior easier for the child to manage
- **Replacement Skills**- Skills to teach throughout the day to replace the challenging behavior
- **Responses**- What adults will do when the challenging behavior occurs

Prevention Strategies

- How can the environment be changed to reduce the likelihood that challenging behavior will occur?
- What can be done to make challenging behavior irrelevant?
- What procedures can I select that fit in the natural routines and structure of the classroom or family?
- How can I build on what works?
- What can be done to help the child not respond to the trigger or change the trigger so it does not cause challenging behavior?

Prevention: Choice

- Choice can be offered using photographs, visuals, or actual objects.
- When used as a prevention strategy, choices must be offered explicitly and personally to the child.
- Choices should represent options of desirable activities or materials.

Show real items or photograph of items to child to allow to make a toy choice.

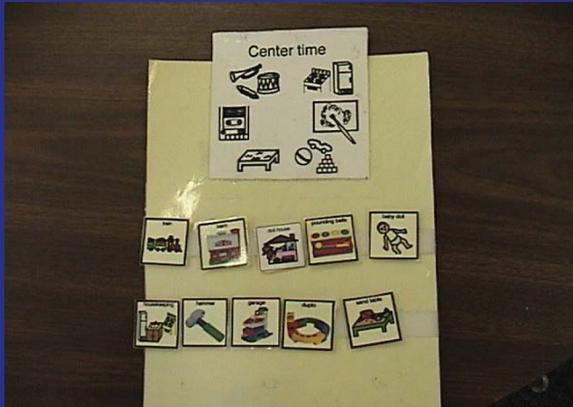
Musical Truck



Barney Computer



Center Choices



Prevention: Safety Signal

- Make eye contact and gain the child's attention.
- Provide a warning to the child (e.g., 5 more minutes or 3 more times).
- Give the child several countdowns (e.g., 2 more times, 1 more time, all done).
- State the ending activity and activity to follow ("5 more minutes, then clean-up").
- Use visuals, photographs, or objects to represent next activity.
- Use timer for countdown.

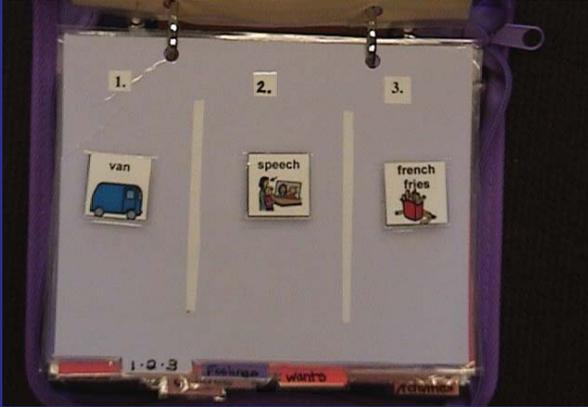
Prevention: Visual Schedule

- Use photographs or line drawings.
- Depict the major activities or steps of an activity.
- Assist the child in removing the visual once the activity is complete.

Visual Photo Schedule



Mini Schedule with Line Drawings



First/Then Photo Schedule

First



Wash hands

Then



Snack

Prevention: Visual Activity Analysis

- Provide visuals of the steps used within an activity (e.g., art project).
- Child can use the visuals to complete activity independently.
- Some children may need to remove each visual when steps are completed.



1. Turn on water.



2. Wet hands.



3. Get soap.



4. Rinse hands.



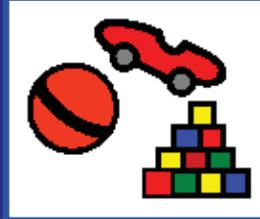
5. Turn off water.



6. Dry hands.



7. Throw away towel.



8. Go play.

Prevention: Visual Guidance

- Provide visuals for children that highlight boundaries.
- Use feet for line-up (each child stands on a set of footprints), carpet squares for circle time, mats for block structures.

Visual Guidance



Visual Guidance



Activity Turn-Taking Cue



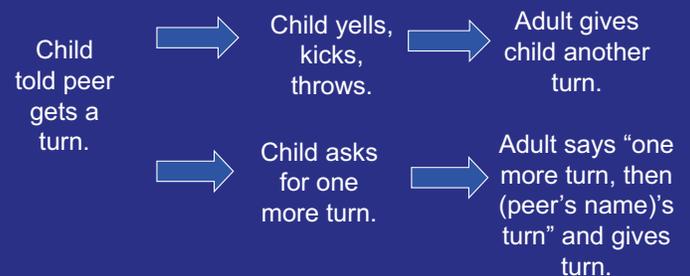
Teaching Replacement Skills

- Teach alternative behavior to challenging behavior.
- Replacement skills must be efficient and effective (i.e., work quickly for the child).
- Consider skills that child already has.
- Make sure the reward for appropriate behavior is consistent.

Functional Equivalence

- Identify an acceptable way that the child can deliver the same message.
- Make sure that the new response is socially appropriate and will access the child's desired outcome.
- Teach the child a skill that honors that function of the behavior (e.g., if child wants out of activity, teach child to gesture "finished").

Competing Behavior Equation



Safety-Net Procedures

- If a child is in danger of harming self or others, you must first be concerned about safety.
- You may hold a child or remove a child from the situation to keep children safe.
- Safety-net procedures may be planned for children who have a history of dangerous outbursts.
- Safety-net procedures only keep children safe; they **do not change behavior**.
- Safety-net procedures are appropriate only when there is also a full behavior support plan or intention to develop a plan.

Behavior Support Plan

- **Behavior Hypotheses**- Purpose of the behavior; your best guess about why the behavior occurs
- **Prevention Strategies**- Ways to make events and interactions that predict challenging behavior easier for the child to manage
- **Replacement Skills**- Skills to teach throughout the day to replace the challenging behavior
- **Responses**- What adults will do when the challenging behavior occurs

Plan Implementation

- Teach classroom staff/family– review strategies, demonstrate or guide, provide reinforcement (not criticism).
- Make sure everyone on the team understands the plan.
- Design supports that help the adults remember the plan (posted mini-plan, reminder signs, checklists).
- Be cautious about extinction bursts– offer support, availability.
- Ask for time, assure classroom staff/family that you are committed to creating a plan that will work.
- Begin plan implementation when all pieces have been developed (behavior support plan, materials, activity/routine matrix, instructional procedures, and outcome monitoring form).

Major Messages

1. Collaboration as a team can lead to the development of and implementation of behavior support plans.
2. The behavior support plan includes four parts: behavior hypotheses, prevention strategies, replacement skills, and new responses.
3. Prevention strategies are used to soften the triggers of challenging behavior.
4. Replacement skills (to replace challenging behavior) are taught systematically and throughout the day.
5. Data collection needs to be easy to collect on simple forms: “KIS” it (Keep It Simple).
6. Behavior support efforts are ongoing and outcomes must be monitored.

Resources & Acknowledgements

Center on the Social and Emotional Foundations for Early Learning
(CSEFEL)

<http://www.vanderbilt.edu/csefel/>

Technical Assistance Center on Social Emotional Intervention
(TACEI)

<http://www.challengingbehavior.org/>