



# Connecting Research to Practice

Strategies for Social and Emotional  
Development and Learning

Ages 3-5

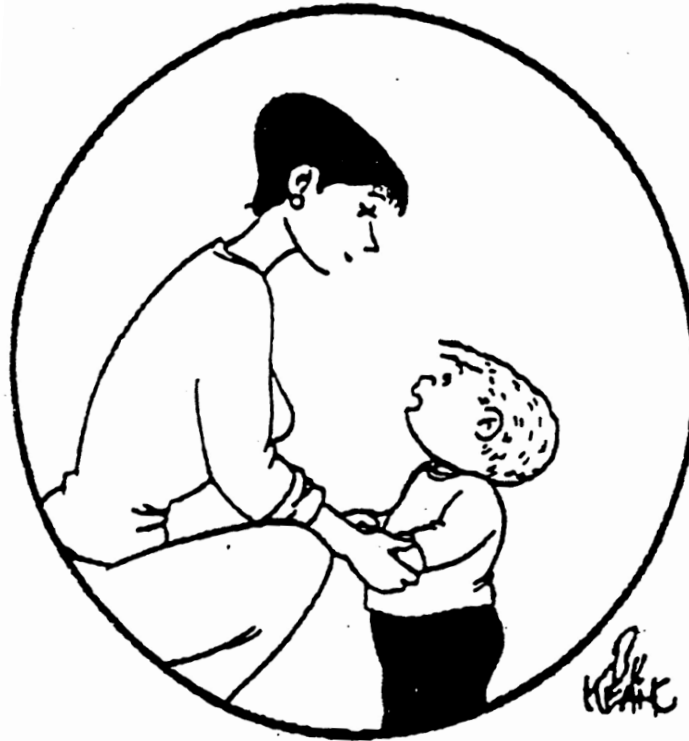
# Developing a Caring Community



We don't necessarily control what we feel  
But, we **can** control what we do!

### **FAMILY CIRCUS**

---



*"I like it best when you're happy at me."*

Help children identify their own  
thoughts and feelings



# Talk to Children About Their Emotions

Happy

Disappointed

**Proud**

Frustrated

*Worried*

Excited

Contented

Furious

Scared

- Observe children carefully
- Be sensitive to wide range of emotions children express
- Name emotions
- Acknowledge without evaluating

# Help Children Recognize Other People's Emotions

- Describe
- Draw children's attention to emotions

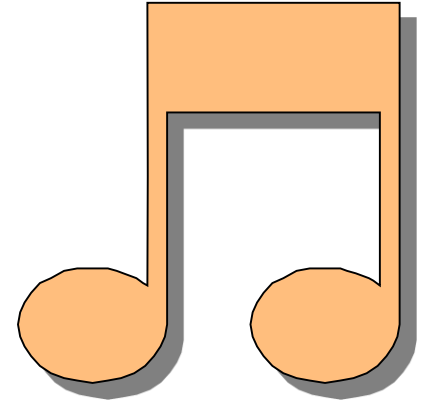




# Feeling Wheels & Feeling Dice



# Use Songs

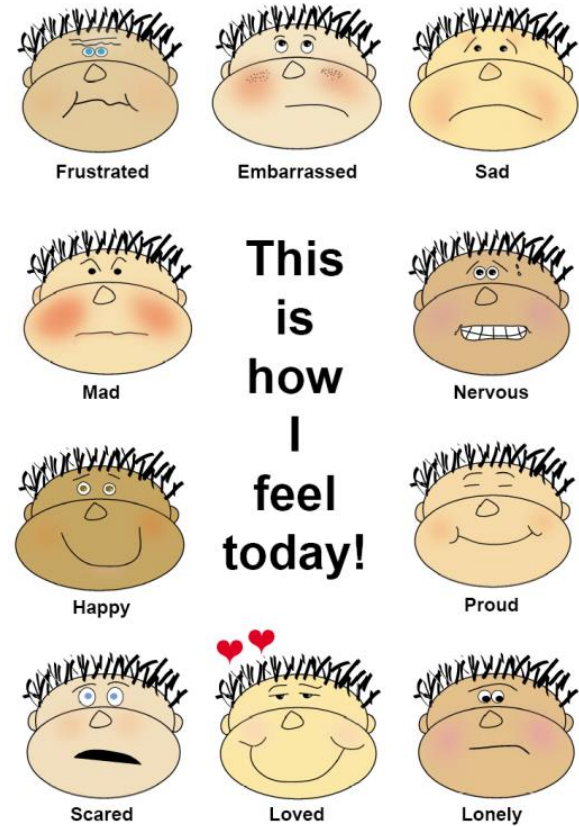
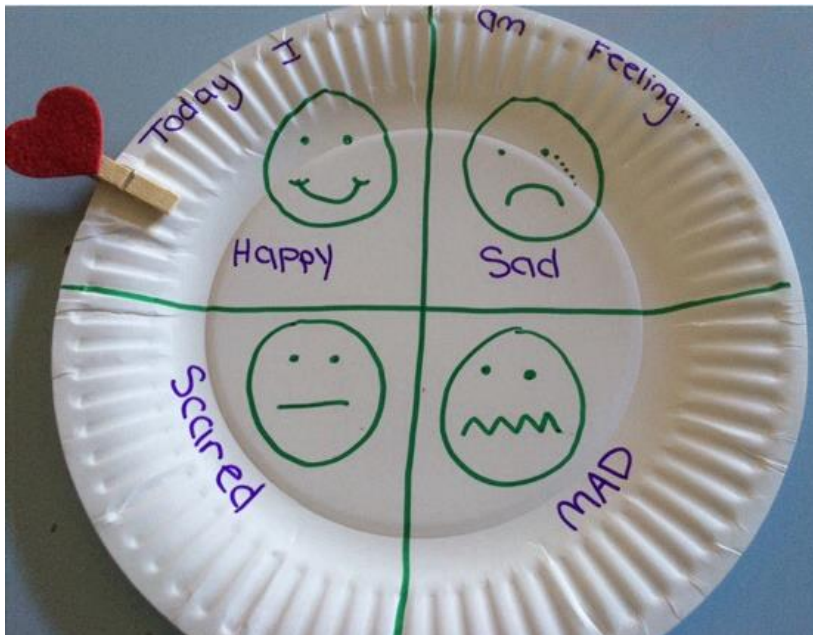


If you are happy and you know it  
add new verses to teach feelings

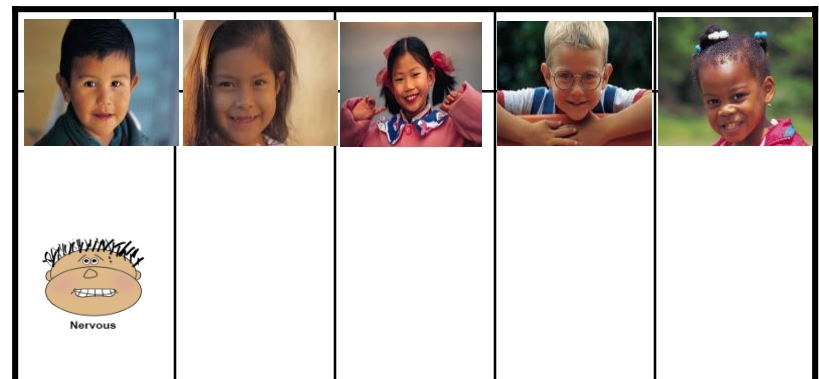
- If you're **sad** and you know it, cry a tear.."boo hoo"
- If you're **mad** and you know it, use your words "I'm mad"
- If you're **scared** and you know it ask for help, "help me"
- If you're **happy** and you know it, hug a friend
- If you're **tired** and you know it, give a yawn.



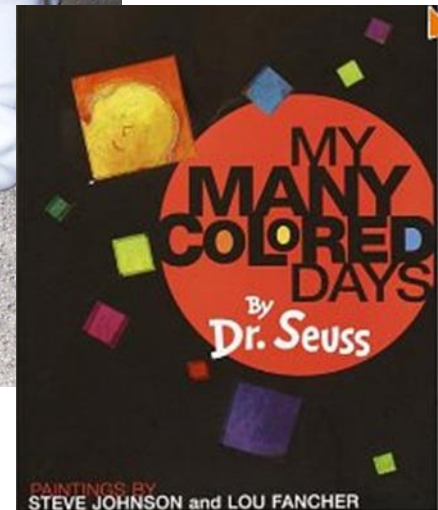
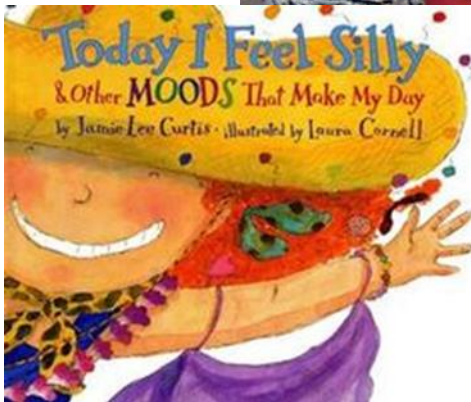
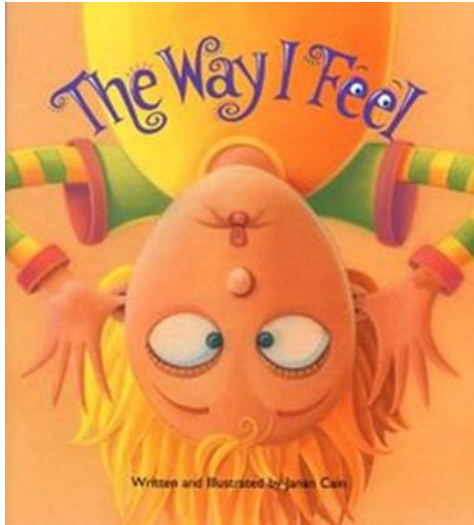
# Checking In



How do you feel today?



# Use of Children's Literature





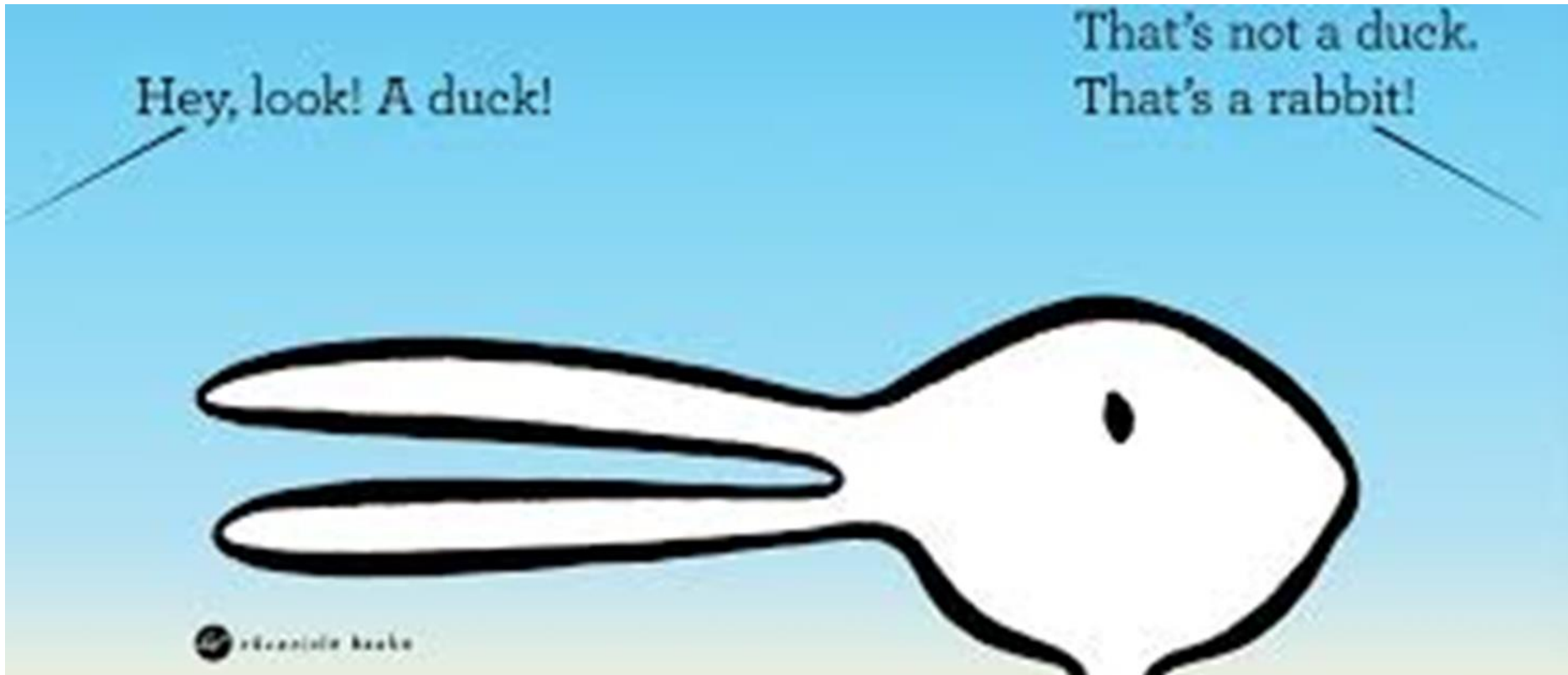
# Puppets and Role Play



Encourage children to think about others' intentions



# Help Children Develop Perspective Taking





# Help Children Express Emotions to Others

- Set an example
- Acknowledge strong feelings - forbid hurtful behaviors
- Help children put feelings into words
  - Offer scripts



# Help children develop a tool kit of Emotional Strategies

- Teach children self-talk
- Teach children how to relax
- Teach children how to ease frustration
- Teach children to develop emotional plans



# Teach Skills Children Need



- **Introduce the skill**
  - Show the skill and talk about it
  - Use a variety of methods (books, puppets, pictures)
- **Practice the skill to build fluency**
  - Planned activities
  - Teachable moments
- **Maintain the skill**
  - Recognize when the skill is used without being prompted

# Structure the environment to promote success

- Provide cues in the environment
- Let children maintain control when possible
- Provide areas for comfort & relaxation

















# Help children develop self-regulation





Encourage children to pretend and  
make up pretend stories





Play games that require children to pay attention.



Play games to promote inhibitory self control.

**PURPLE**

**RED**

**BLUE**

**GREEN**

**YELLOW**

# Help children think about thinking



# Assist Children in Developing Friendship Skills



# Teach problem solving skills

- Describe the problem
- Brainstorm solutions
- Evaluate each suggested solution
- Choose a solution to try
- Start again if first solution doesn't work





# Provide skills for entering play



# Relax



# Turn Competitive Games into Cooperative Ones



# Kindness Monitor





Consider the child's experience before  
you respond

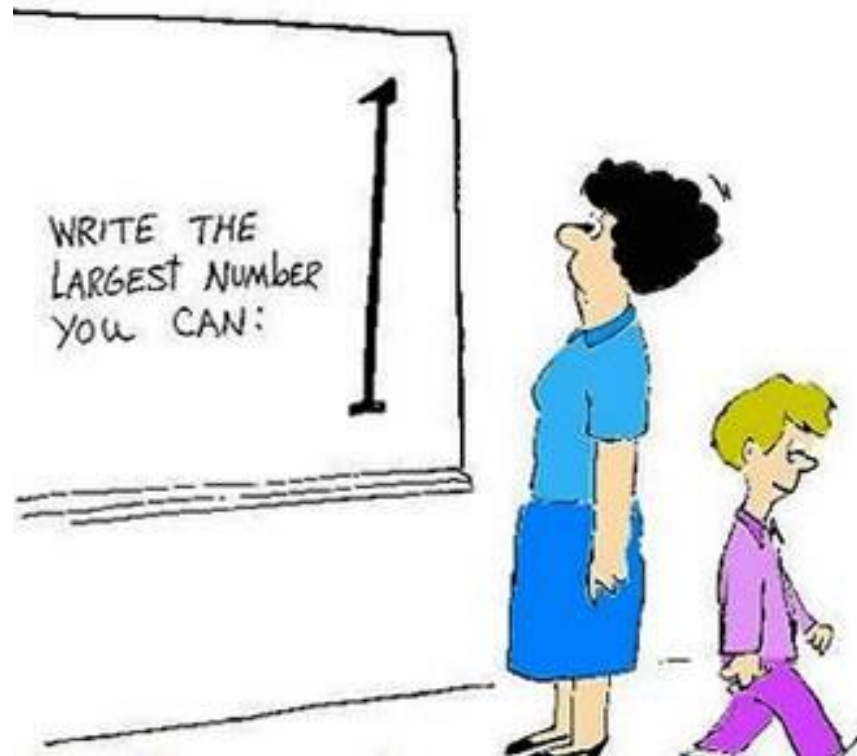


# Think Simple First

- Over hungry?
- Over tired?
- Over stimulated?
- Doesn't understand?



Never assume children understand  
what you are talking about  
or how to do something.



# Including Children's families in the Environment







# Start-Stop-Continue

- Identify 1 thing you will **stop** – it's not working
- Identify 1 thing you will **start** – something new you want to try
- Identify 1 thing you will **continue** – it's already working for you