



Preschool Pyramid Model Practices Session 3

Teaching Social and Emotional Skills to All Children

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Acknowledgments

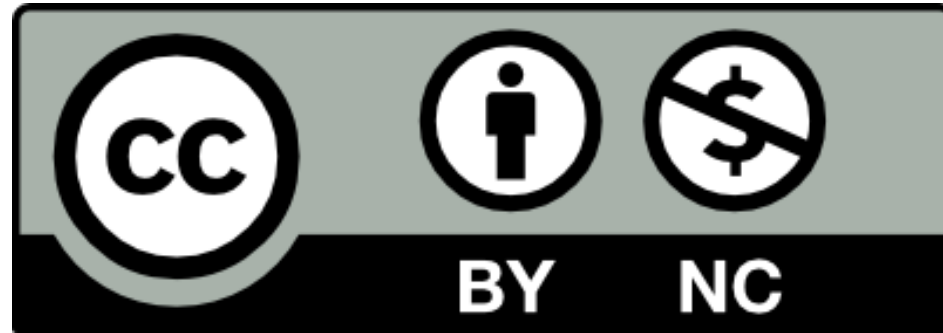
The content for this training day was adapted with permission from the preschool Pyramid Model practices training modules developed by the National Center for Pyramid Model Innovations (NCPMI)

Additional acknowledgments:

- Unpacking the Pyramid Model book
- Instructionally Enhanced Pyramid Model Classroom Implementation Guide

Thank you to all our Michigan preschools who contributed examples to the content!

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

Purpose of the Series

The Pyramid Practices sessions are designed to equip teaching staff with the information they need to implement the Preschool Pyramid Practices with fidelity, leading to improved social and emotional outcomes for children

Intended Outcomes

- Explain when and how to teach social emotional skills
- Identify strategies that can be used to teach:
 - Friendship skills
 - Emotional literacy
 - Self regulation
 - Problem solving

Agenda

- 1.0 How and When to Teach Social and Emotional Skills
- 2.0 Teaching Friendship Skills
- 3.0 Teaching Emotional Literacy
- 4.0 Teaching Self Regulation
- 5.0 Teaching Problem Solving
- 6.0 Wrap-Up and Next Steps

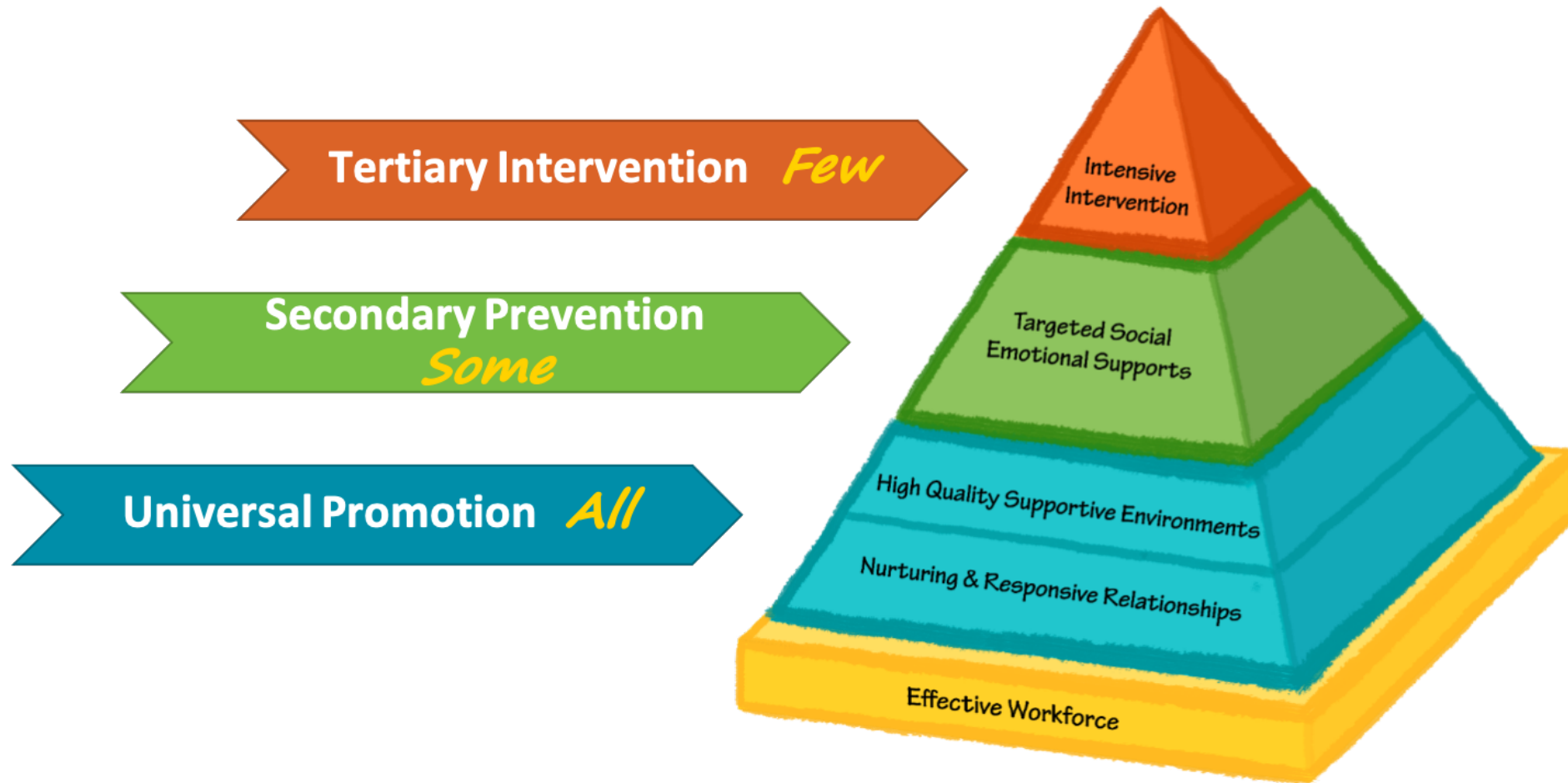


Activity 1

Let's Review!

- E_____ are broad and apply to all people in all settings; R_____ help clarify expectations for specific settings
- A v_____ s_____ should be posted, taught, and reviewed throughout the day so children know what is next and what to expect
- Environments should be designed to maximize child e_____ and meaningful participation
- Clearly state the steps and expectations for each t_____ so children can move smoothly to the next activity

Targeted Social Emotional Supports



1.0 How and When to Teach Social Emotional Skills

Importance of Teaching Social-Emotional Skills

The use of “response strategies is intended to reduce the likelihood of challenging behavior but will not be effective without careful and intentional attention to teaching social skills and emotional competencies”



“Strain, Joseph, Hemmeter, Barton, & Fox (2017)”

Social-Emotional Learning

- Developing social relationships, expressing and understanding emotions, self-regulation, and problem solving, as social-emotional learning for **ALL**
- Explicit instruction for **SOME**
 - Increased opportunities for instruction, practice, feedback
 - Enhanced family partnerships
 - Progress monitoring and data decision-making



Culturally Responsive Practices

- Teachers strive to support the development of culturally responsive social-emotional skills
- Social skills look different across various cultures and families
- Culturally responsive instruction is aligning what we teach with families' priorities
- When teaching social skills, the focus should be on relationships with peers, family members, and other people in the community

How do you learn what social skills are important for families?

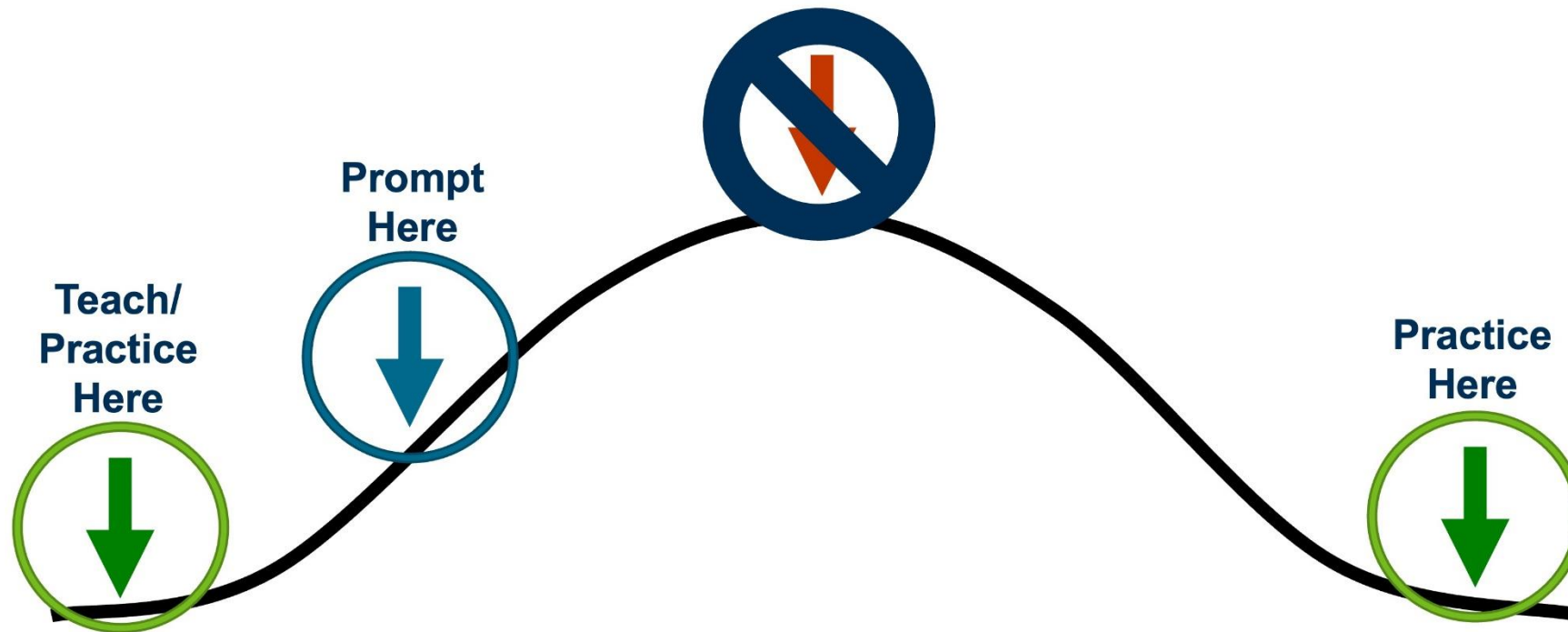


Activity 1.1

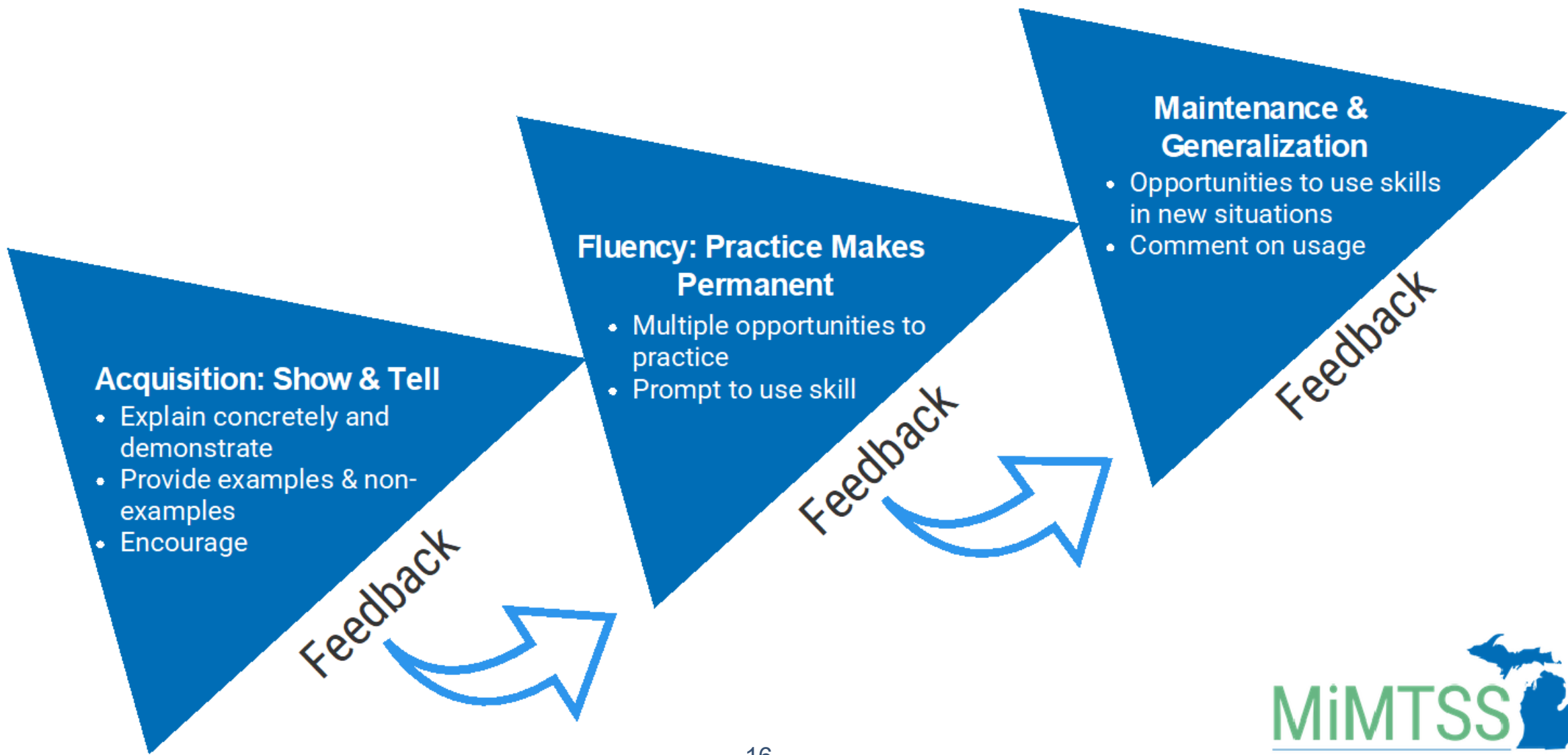
- Review the **Teaching Social Emotional Skills** section of the Pyramid Model Practices Implementation Checklist:
 - Friendship Skills (pg. 9)
 - Emotional Literacy and Self-Regulation & Anger Management (pg. 10)
 - Problem Solving (pg. 11)
- Place checkmarks next to the items that you do consistently well
- Star the items you want to learn more about or possibly get support from your Classroom Coach
- You'll be using this checklist during your coaching sessions!

When Do We Teach Social-Emotional Skills?

Planning Lessons (Teaching Skills Ahead of Time)



Stages of Learning





Activity 1.2

- Review the **Pyramid Practices: Stages of Learning** document in your materials and the graphic on the previous slide
- Based on the information provided on the previous slide and your handout, think about why practice and feedback are important in teaching new skills
- Take 2 minutes to create a brief “elevator” speech describing the role of practice and feedback in learning a new skill

Embed Instruction All Day, Every Day!

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



Create Opportunities for Children to Reflect

Support children to reflect
on interactions with their
peers

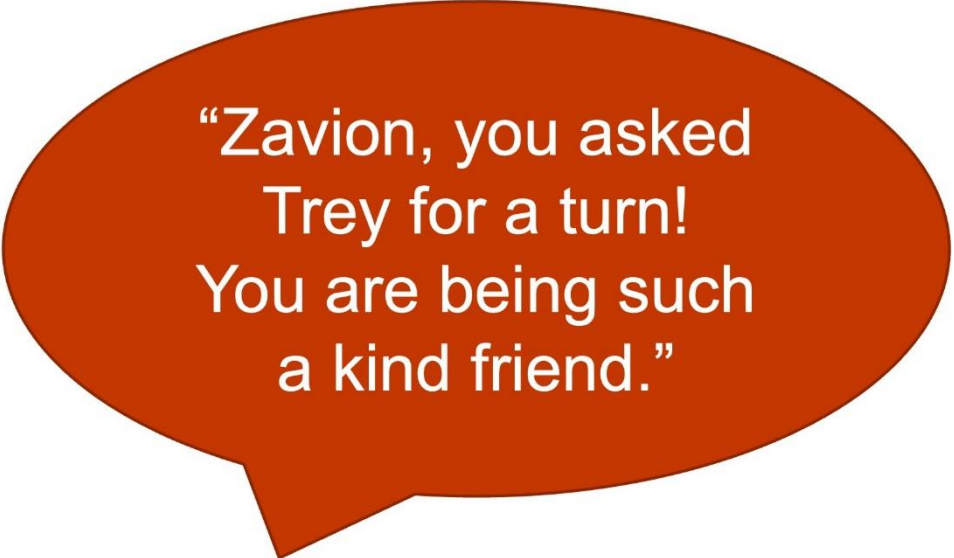


“I saw friends sharing
toys and using kind words during
center time. What was something
you saw someone do to be a
friend during centers?”


“What happened
today when Frances
didn’t have a chair to
sit in at home living?”

Use Positive Descriptive Feedback

1. Contingent on appropriate behavior
2. Contingent on effort
3. Descriptive – say what you see and hear
4. Conveyed with enthusiasm



“Zavion, you asked
Trey for a turn!
You are being such
a kind friend.”



“Cal, you noticed that
Marisol was upset and
got the friendship kit.
Look, now she is
smiling!”

2.0 Teaching Friendship Skills

First Step!

Create a classroom culture and environment that promotes:

- Acceptance
- Belonging
- Membership
- Safety



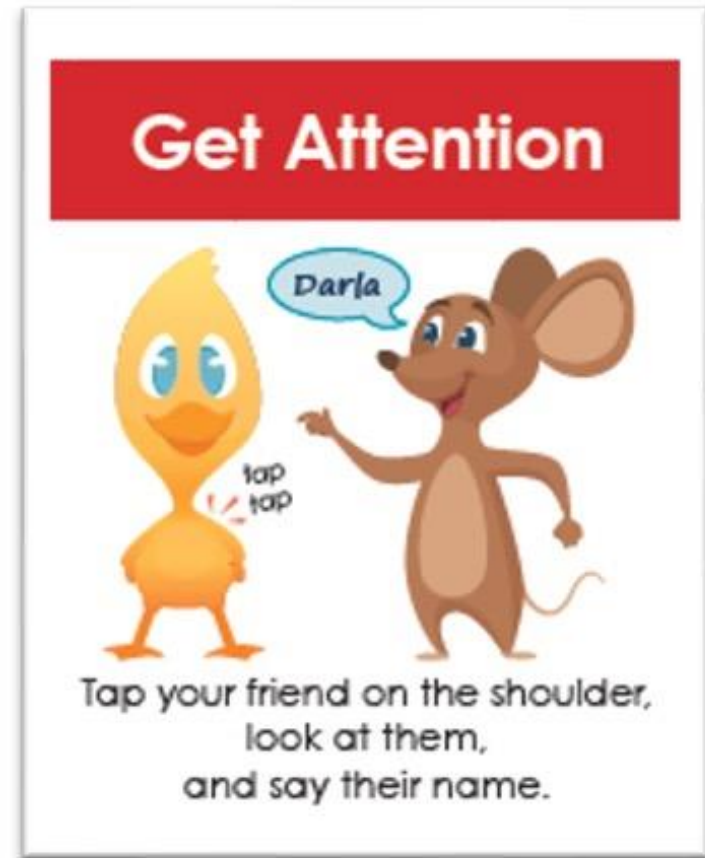
What is Included in Friendship Skills?

- 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

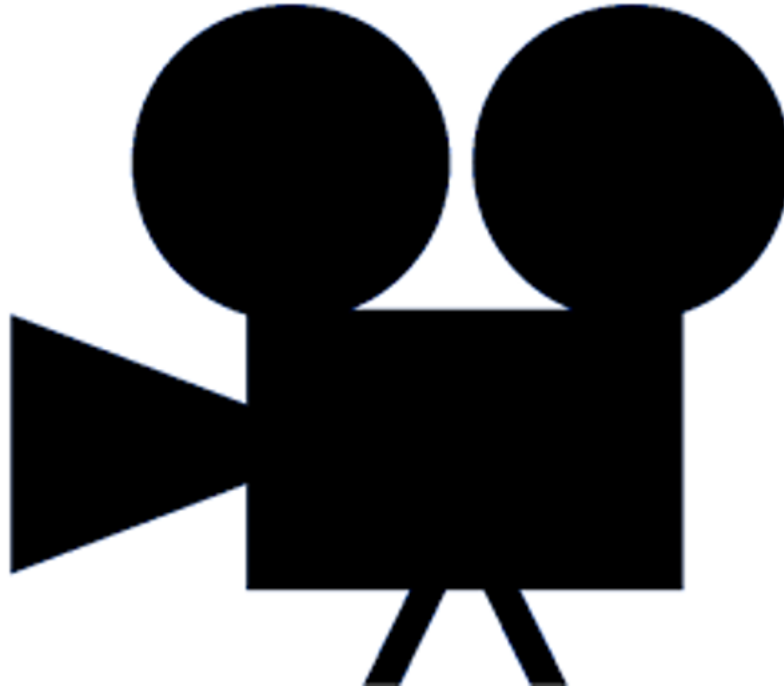


How to Teach Friendship Skills

1. Describe the skill (show visual)
2. Demonstrate the skill the “right way”
3. Demonstrate the skill the “wrong way”
4. Have a child practice the skill with an adult
5. Have a child practice the skills with another child
6. Provide positive feedback and support



Take a Look: Teaching Friendship Skills



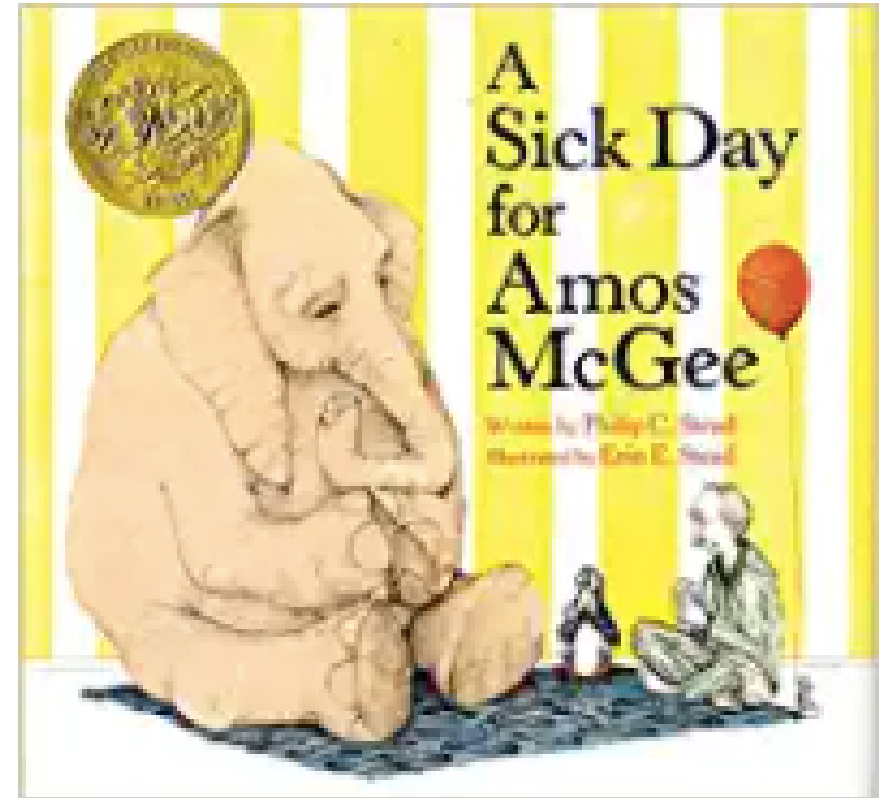


Activity 2.1

- Take a moment to look through the **Peer Mediated Skills** document provided in your materials
- Review the five skills
 - Which of these do you already teach explicitly in your classroom?
 - Which skills might you consider adding?
 - Which skills might you consider teaching in additional ways?
- Provide your responses in the chat

Using Books to Teach Friendship Skills

- Select book to read with children
- Pause and ask reflective questions related to the friendship skill
- Expand on the book in other activities (e.g., art, dramatic play, blocks, puppet play, children making their own books)



Practicing Friendship Skills

How can you embed
practice opportunities
throughout the day?



Greeting Routine



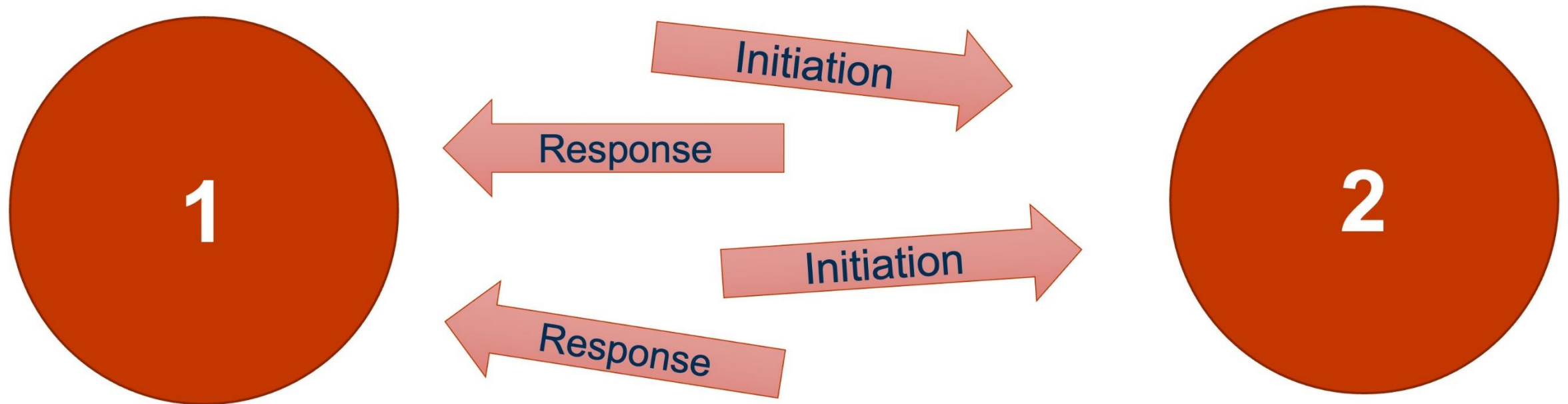
Peer Statues

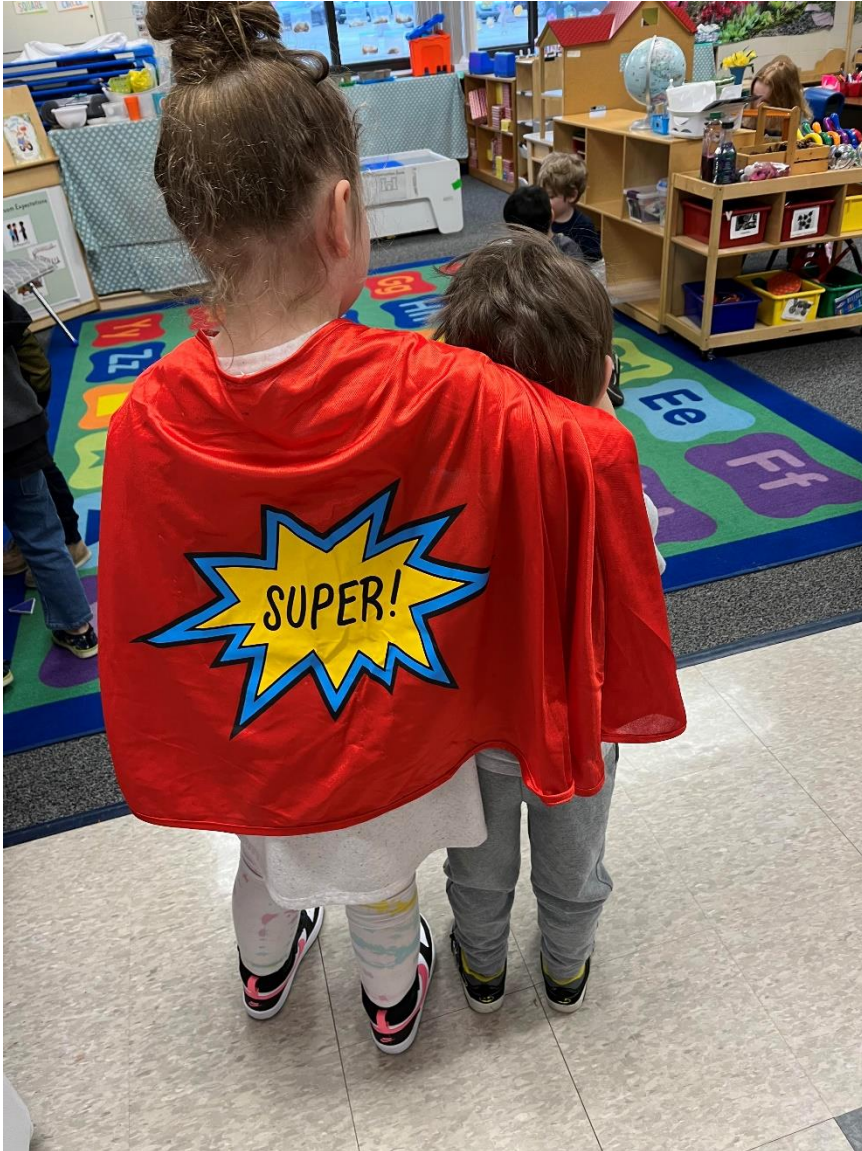


Table Captain

Increasing Exchanges and Social Partners

- Developing friendships requires reciprocal interactions
- Facilitate, nurture, and bridge opportunities for multiple social partners





Maintain and Generalize

- Embed multiple opportunities for children to practice the skill across people, settings and materials
- Extend and expand skill into the home and community
- Share with families
 - [Super Friend story](#)
 - [Super Friend certificate](#)

Teaching Matrix: Friendship Skills

All Day, Every Day!

Arrival	Large Group	Centers	Outside	Departure
Greeter of the day Sign-in: Children pass marker to peer to sign in at the easel	Circle time helper will pass out props for the selected songs/activities	Dramatic play grocery store. Materials for multiple roles and play schemas to promote social skills	Plan cooperative materials or activities daily; obstacle course, simple gross motor game (Simon Says)	Pair children with a buddy to walk to the bus together



Activity 2.2

- Locate the **Teaching Matrix: Friendship Skills** in your materials
- Review the friendship skill ideas from the example provided and consider how you already teach and provide practice opportunities
- Determine how you can embed additional teaching and practice opportunities into your classroom routines in your classroom
- Record these on the blank **Social Emotional Teaching Matrix** in your materials
- Additional ideas are available in the **Example Schedule: Embedded Friendship Opportunities** document

Supporting Families with Friendship Skills

- Backpack Connections
 - How to Teach Your Child to Take Turns
 - How to Teach Your Child to Appropriately Get Your Attention
- Super Friend Certificate



How to Teach Your Child to Appropriately Get Your Attention
Brooke Brogie, Alyson Jiron, & Jill Glascomini

It is difficult to have a conversation with someone if you do not have their attention. This is true for both children and adults. The ability to capture someone's attention is a fundamental social skill and a foundation for future success in social settings and relationships. Children use a variety of ways to get attention and will often use techniques they find most effective, such as yelling or whining. For example, think about a child who wants to get Mom's attention. He knows that if he continues to yell loudly, eventually Mom will pause her phone conversation and ask what he needs. When Mom gets a child who he needs, he will continue to get attention.

How can you change this pattern? You can teach your child to use appropriate ways to get attention. You can teach your child to use the time at home to build on the skills your child is learning and create a solid social foundation for your child which will help them succeed in school and in life.

Try This at Home

- Model the behavior you are teaching and do it often! If you need your child's attention, tap her on the shoulder, move to her eye level and begin your communication from there.
- Practice, practice, practice! Play with this new skill. Practice with both parents, siblings and friends. Your child can teach her grandparent or teddy bear how to tap on someone's shoulder to get their attention.
- Reinforce your child's new skill. If you are on the computer and she whines or begins to cry for attention, remind her: "It looks like you need something. I will respond if you tap on my shoulder and ask me."
- Celebrate when your child displays this new skill. "Wow, you tapped me on the shoulder because you wanted some milk. I am super happy to get you some. What a great way to get my attention!"

About This Series
The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model
The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that

How to Teach Your Child to Take Turns
Alyson Jiron, Brooke Brogie & Jill Glascomini

Taking turns can be hard, even for adults. It can be frustrating to wait for something that you really want. Think about the last time you waited in line for groceries or gas. How did you feel when you didn't know how long it would be until your turn or when someone who wasn't waiting got a turn before you? Young children often feel especially frustrated in these types of situations. Objects become "mine," and everyone wants to be "first," which can make playtime challenging for children and parents. Why does this happen? Children are not born knowing how to take turns. Taking turns is a skill that children must be taught and given many opportunities to practice. If a child is not taught how to take turns, she will continue to play with only her interests in mind and demand turns when she wants them. A child who knows how to take turns has learned valuable skills about how to make friends, empathize, wait, negotiate and be patient. Teaching your child how to take turns takes time, but can also be a rewarding experience that will benefit your child for a lifetime.

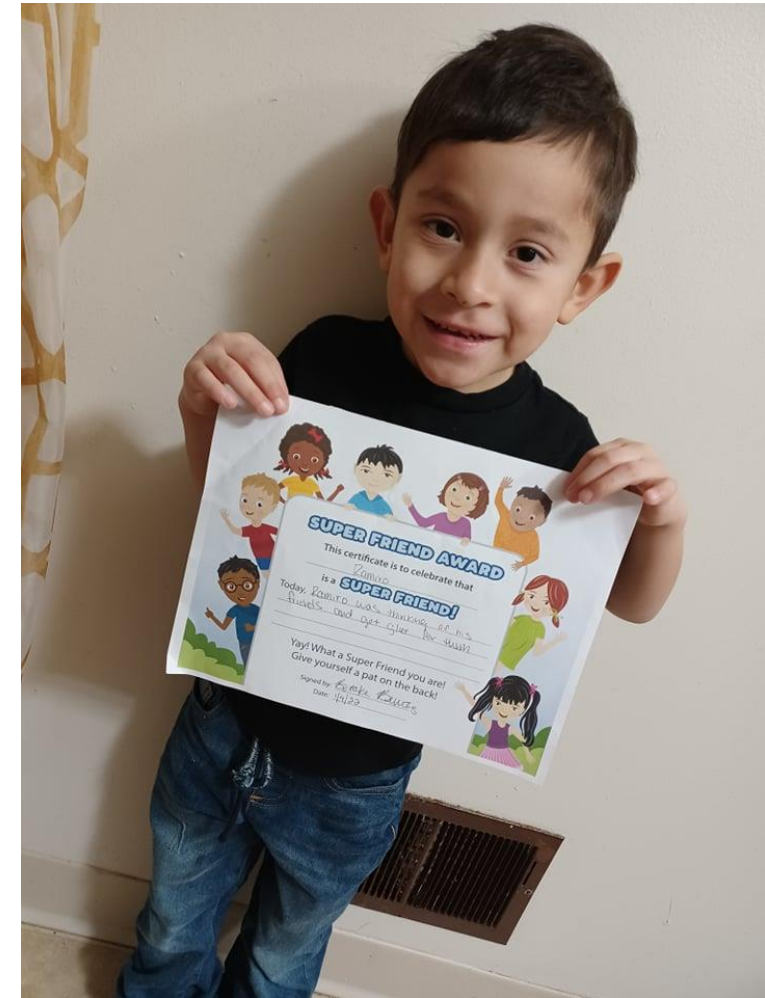
Try This at Home

- Play games that require turn-taking. Board or card games are a perfect way to teach older preschool children to wait for a turn. Outside games, such as basketball or catch, are also ideal games to practice taking turns. For young children, use very simple turn-taking games such as rolling a toy back and forth.
- Build turn-taking into play time. You can make just about any toy or activity into an opportunity to practice taking turns. Take turns doing activities such as stacking blocks, sliding down the slide, using the swing, racing a car down a track, scooping sand into a bucket, or wearing a crown.
- Use a timer or a song to measure a turn. Waiting is hard and children want to know when to expect their turn. Show children how to manage taking turns by using a sand timer or singing a song. These tools can help them to predict when their turn will end or begin and makes it less likely that they will become

Practice at School
There are many opportunities to practice taking turns at school. Teachers often intentionally create opportunities for children to practice taking turns as well as learn from watching others take turns. For example, a teacher may set out only one train to use on the track. Children must then practice taking turns and learn to work together to enjoy the same toy at the same time.

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3.0 Teaching Emotional Literacy

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)

Teaching Emotional Literacy

How to Teach

- Direct teaching:
 - Intentionally plan activities to teach children about feelings in large and small group
- Teachable moments:
 - Identify, model, and label feelings within everyday activities

What to Teach

- Specific word(s) for emotions
- Feelings change
- You can have more than one feeling about something
- You can feel differently than someone else about something
- All feelings are valid; it is what you do with them that counts

Teach a Range of Emotions

- We feel more than just happy, sad, or mad
- Teach children about feelings that are comfortable (positive) and uncomfortable (negative)
- Increase their vocabulary!
 - Make finer discriminations between feelings
 - Better communicate their feelings
 - Become better interpersonal communicators



Teaching Strategy: Children's Literature

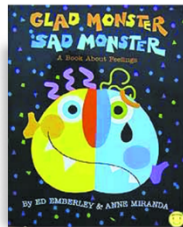
Children's Book List

Being a Friend

A Rainbow of Friends by P.K. Hallinan
Best Friends by Charlotte L. Fort
Can You Be a Friend? by N. J. Wildgen
Can You Talk to Your Friend? by N. J. Wildgen
Care Bears Caring Contest by Janice P. Krentz
Care Bears The Day Nobody
Fox Makes Friends by Adam Carolla
Gigi and Lulu's Gigantic Fight
Heartprints by P.K. Hallinan
How Do Dinosaurs Play with Their Friends? by Jane Yolen
Teague (Ages 3-5)
How to be a Friend by Laurie R. King
Hunter's Best Friend at School
I'm a Good Friend! by David L. Harrison
I Can Share by Karen Katz
I Can Cooperate! by David L. Harrison
I am Generous! by David L. Harrison
I'm Sorry by Sam McBratney
It's Hard to Share My Toys by Sam McBratney

Book Nook

Using Books to Support Social Emotional Development

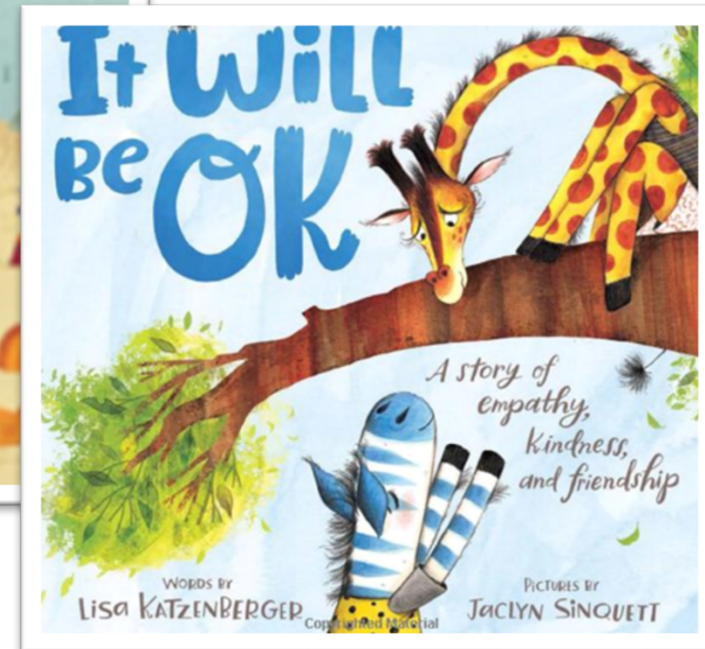


Glad Monster Sad Monster
By Ed Emberley & Anne Miranda
Little Brown and Company, 1997

Glad Monster Sad Monster is a book about feelings with fun monster masks that children can try on and talk about times when they felt glad, sad, loving, worried, silly, angry and scared—just like the monsters! Each monster is a different color to represent specific emotions. For example, the yellow monster is glad when he gets to open presents, play ball, slurp ice cream and dance with his friend! (Ages 2-5)

Examples of activities that can be used while reading *Glad Monster Sad Monster* and throughout the day to promote social and emotional development:

- While reading the story, pause and ask children if they feel the same way the monsters do. For example, do they feel glad when they get to play ball like the yellow monster? Ask what other kinds of things make them feel glad. Do they think the same kinds of things that make them feel glad would also make yellow monster feel glad?



Teaching Strategy: Play Games

- Scenarios
 - Discuss typical situations that happen when children are together: "How would you feel if this happened to you?"
- What does it look like?
 - Make a _____ face. How does your face look when you feel _____? What makes you feel _____?
- Games with feelings
 - Feelings Bingo, Feeling Dice, Feeling Wheel



Build Fluency Through Practice

- **Feelings Check-ins**

- Teachers and children can "check-in" each morning
- Encourage children to change their feeling faces as their feelings change throughout the day

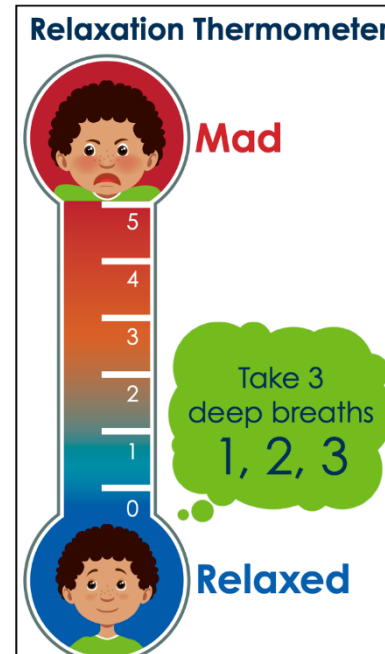
- **Look for Teachable Moments**

- Identify the child's feelings (give them the words!)
- Model emotions by using exaggerated facial expressions
- Talk about emotions in different situations



Maintenance and Generalization

- Extend and expand skill into home and community
- Listen for and comment on when children label emotions in themselves and others
- Embed practice across people, settings, and materials
 - [Feeling Wheel](#)
 - [Relaxation Thermometers](#)
 - [Feelings Sign-in Chart](#)





Activity 3.1

- What are your favorite ways to teach, practice, and acknowledge emotional literacy skills in your classroom?
- Be ready to share!

Supporting Families with Emotional Literacy

NCPMI's [Family Engagement page](#) has multiple resources:

- [Feeling Faces](#)
- [Teaching Emotions: Activity Ideas to Share with Families](#)
- [Backpack Connections: How to Help Your Child Understand and Label Emotions](#)

Teaching Emotions: Activity to Share with Families

Feel free to copy these and put in a newscast or use them as a handout to send home to your families.

Share a story in a new way.
Read a story book to your child that shows characters who experience an emotion (e.g., sad, happy, scared, worried, confused, etc.). Stop on a page where the character is showing the expression. Ask your child "What do you think he is feeling?" "Why is he feeling that way?" or "Look at her face, how can you tell that he is...?" Other questions could be "Have you ever felt...?" "What make you feel that way?" or "What will happen next?" or "What should he do?" Do not pause too long on one page and only continue the discussion as long as your child shows an interest.

Play Make
You start the game by guessing what I am a happy or sad face. Respond by making me feel the simple that makes me happy (the park). Please describe the circumstances that your Daddy does child. "Your turn to feel." "Daddy..."

Make an Emotion Book with your child.
An easy project to do with your child. You can make a book and a simple. You can make a book that you fill the pages with that way. For example, a "Happy" that you and your child draw or it may include pictures cut on the pages. Another approach is to have the book show an emotion and have the book words (happy, mad, surprised). For children who have a lot of emotions, you might want them to tell you how they feel an emotion and you page. Then, your child can draw or draw a picture to go with this activity will be enjoyable but would be difficult for you.

Feeling Faces: Cards (English-Blank)

Emotional Literacy: Using Feeling Faces

The Feeling Faces assist children with understanding their feelings and the feelings of others. It is important to teach children words to use to express feelings in place of the use of challenging behavior. The feeling cards that follow can be used in a variety of ways to help children learn social emotional skills around use of emotional literacy and vocabulary.

Make it your own!
Use the blank lines under each feeling to add your own language translations!

How to Help Your Child Understand and Label Emotions

Brooke Brogie, Alyson Jiron & Jill Giacomini

You can help your child expand her emotional vocabulary by teaching her words for different feelings. Once she knows and understands these words you can help her to label her own feelings and the feelings of others. For example, do you remember a time when your child had a meltdown at the grocery store or other public place? Perhaps you tried soothing your child by telling her to "calm down" and felt confused and unsure of what to do next when she continued the tantrum. Next time you can better help your child understand and deal with the emotions she is feeling by saying, "You look sad and disappointed. Sometimes I feel that way too. I wonder what we can do to feel better?" Teaching your child about her emotions can be a fun and rewarding experience and prevent challenging behavior from occurring in the first place.

Try This at Home

- Simply state how your child is feeling. "You look really excited! I see your eyes are big and your mouth is open."
- State how others are feeling. "Wow, that little boy is really mad. I see he is crying and making fists with his hands. I wonder why?"
- State how you are feeling. "I am really frustrated that the lawn mower is broken. I think I'm going to take a break and come up with some solutions to this problem."
- Use books as teaching tools. There is a huge selection of children's books that focus on emotional literacy. Visit <http://csefel.vanderbilt.edu/resources/strategies.html#list> where you will find a book list, book activities and other resources for teaching emotional literacy.

The Bottom Line

Children with a strong emotional vocabulary:

- 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

Backpack Connection Series

About this Series
The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model
The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence.

4.0 Teaching Self Regulation Skills

Self-Regulation and Anger Management is...

- **Self-Regulation:** The ability to regulate your emotions and behaviors in different settings and activities
- **Anger Management:** The ability to calm down and regulate emotions when angry or upset

Children who learn to regulate their emotions:

- Have an easier time making friends
- Handle disappointment better
- Relate more successfully with peers and adults
- Are less impulsive

Skills to Directly Teach

To problem solve, children need to be able to:

- Recognize anger in oneself and others
- Calm down when their emotions become elevated
- Use appropriate ways to express anger or other impulses



Teaching Self-Regulation



Count to Ten



Do a Drawing



Listen to Music



Relaxation Thermometer



Take a Deep Breath

Smell the flower



Blow the pinwheel



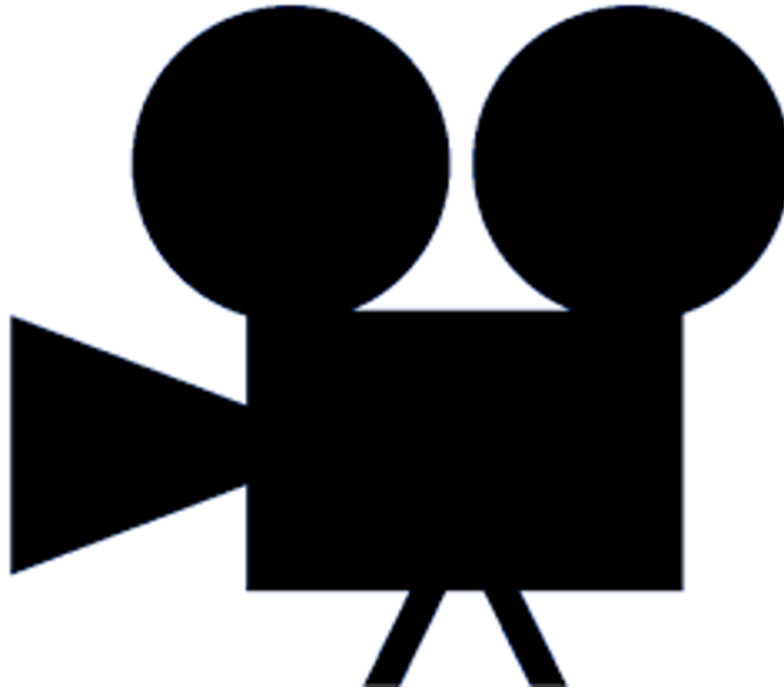
Create a Cozy Calming Area



Teaching the Turtle Technique



Video: Practice Emotional Regulation





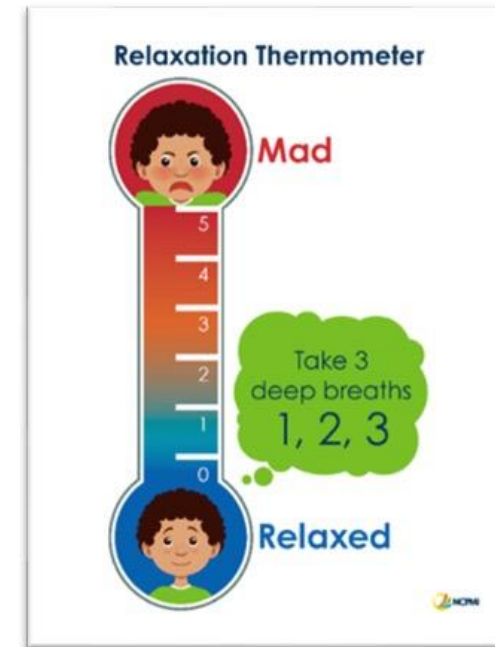
Activity 4.1

- Locate the document **Activity: How to Support Amber** in your materials and review it independently
- In your small group, brainstorm ideas to support Amber in your classroom and answer the following questions
 - How could you leverage Amber's interests?
 - What type of individualized support or materials would be useful?
- Select one person to share your ideas!

Guiding Children in the Moment

Our job is not to stop children from feeling emotions but to help them acknowledge and learn to manage them

- Monitor early signs that a child may be becoming upset
- Validate (reflect) the child's feelings using a calm voice
- Cue the child to use a self-regulation technique
- Acknowledge the effort with positive descriptive feedback





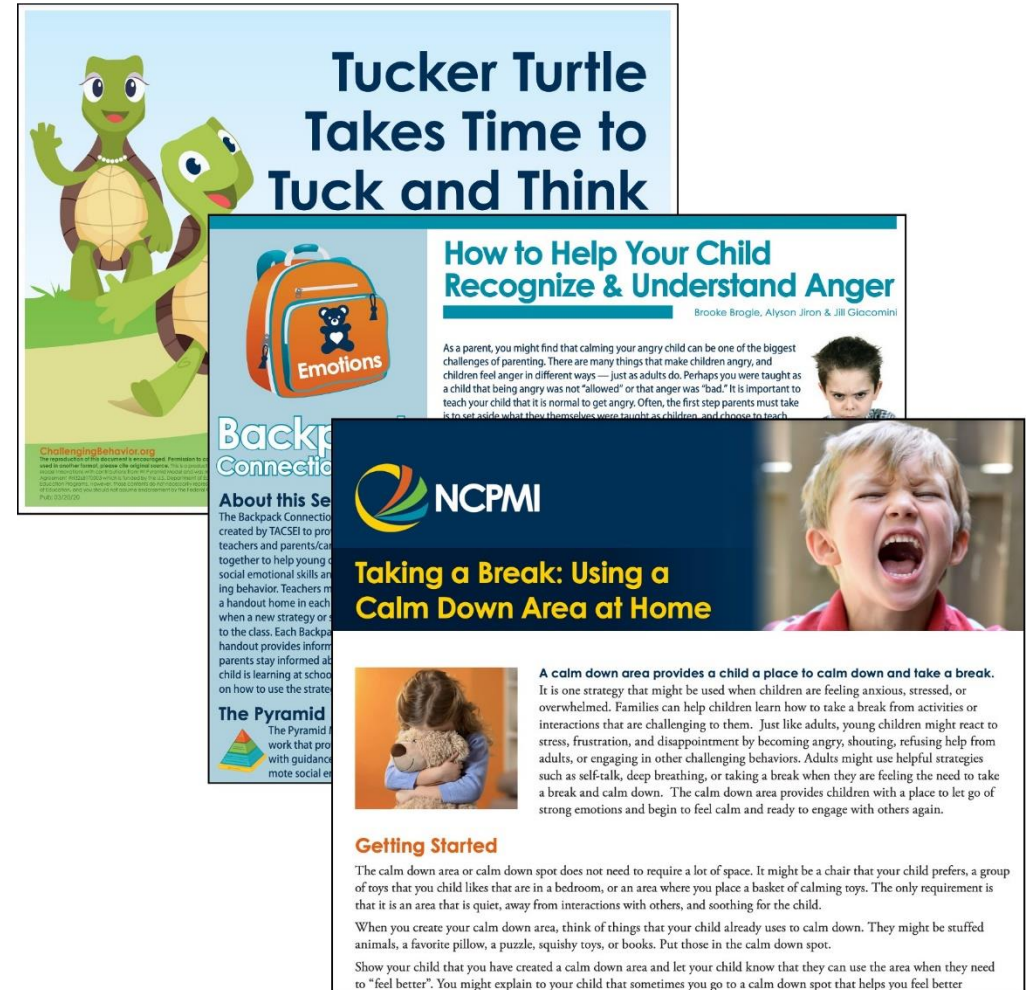
Activity 4.2

- Locate the **Teaching Matrix: Emotions and Self-Regulation Skills** in your materials
- Review the ideas from the example provided and consider how you already teach and provide practice opportunities in your classroom
- Determine how you can embed additional teaching and practice opportunities into your classroom routines
- Record these on the blank **Social Emotional Teaching Matrix**

Supporting Families with Self-Regulation

NCPMI provides a number of resources to guide families in the use of similar practices on the [Family Engagement page](#) of their website

- [Tucker the Turtle: At Home](#)
- [Backpack Connections: How to Help Your Child Recognize and Understand Anger](#)
- [Taking a Break: Using a Calm Down Area at Home](#)



Tucker Turtle Takes Time to Tuck and Think

How to Help Your Child Recognize & Understand Anger
Brooke Brogle, Alyson Jiron & Jill Giacomini

As a parent, you might find that calming your angry child can be one of the biggest challenges of parenting. There are many things that make children angry, and children feel anger in different ways — just as adults do. Perhaps you were taught as a child that being angry was not “allowed” or that anger was “bad.” It is important to teach your child that it is normal to get angry. Often, the first step parents must take is to get outside what they themselves were taught as children, and choose to teach

NCPMI

Taking a Break: Using a Calm Down Area at Home

A calm down area provides a child a place to calm down and take a break.
It is one strategy that might be used when children are feeling anxious, stressed, or overwhelmed. Families can help children learn how to take a break from activities or interactions that are challenging to them. Just like adults, young children might react to stress, frustration, and disappointment by becoming angry, shouting, refusing help from adults, or engaging in other challenging behaviors. Adults might use helpful strategies such as self-talk, deep breathing, or taking a break when they are feeling the need to take a break and calm down. The calm down area provides children with a place to let go of strong emotions and begin to feel calm and ready to engage with others again.

Getting Started
The calm down area or calm down spot does not need to require a lot of space. It might be a chair that your child prefers, a group of toys that your child likes that are in a bedroom, or an area where you place a basket of calming toys. The only requirement is that it is an area that is quiet, away from interactions with others, and soothing for the child.
When you create your calm down area, think of things that your child already uses to calm down. They might be stuffed animals, a favorite pillow, a puzzle, squishy toys, or books. Put those in the calm down spot.
Show your child that you have created a calm down area and let your child know that they can use the area when they need to “feel better”. You might explain to your child that sometimes you go to a calm down spot that helps you feel better

5.0 Teaching Problem Solving

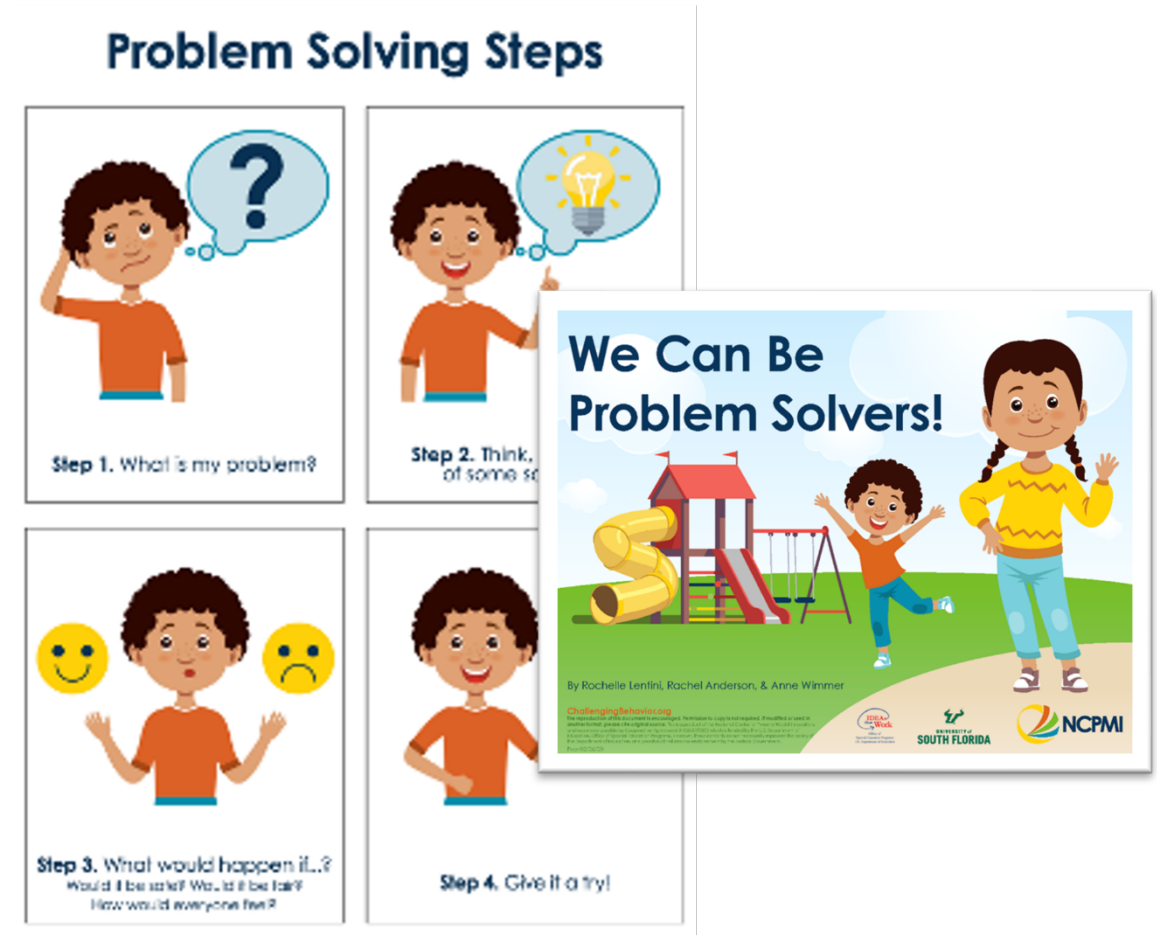
Knowing How to Problem Solve Helps ...

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



Problem-Solving Skills to Teach

- Teach the problem-solving steps
 - Identify the problem
 - Think of multiple solutions
 - Evaluate the appropriateness of a solution and possible consequences
 - Try the selected solution, then try another, if needed!
- Resource: [We Can Be Problem Solvers](#)



Supporting Problem-Solving

Make solutions **visible** and **readily accessible** in places where problems occur!

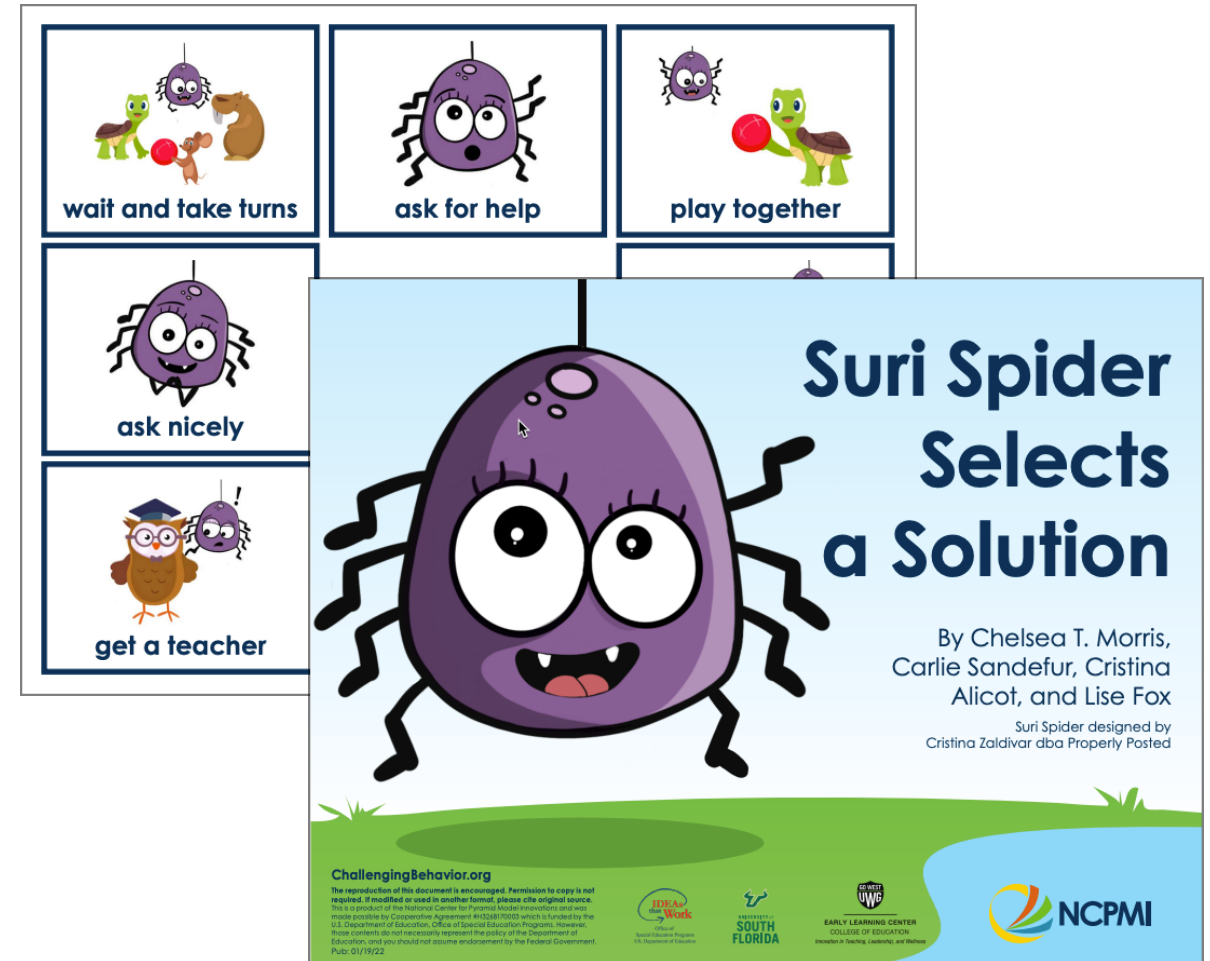
- Block Area
- Outside on the playground
- Dramatic Play Area
- Others?

Resource: [Solution Kit](#)



Teach, Model, and Practice

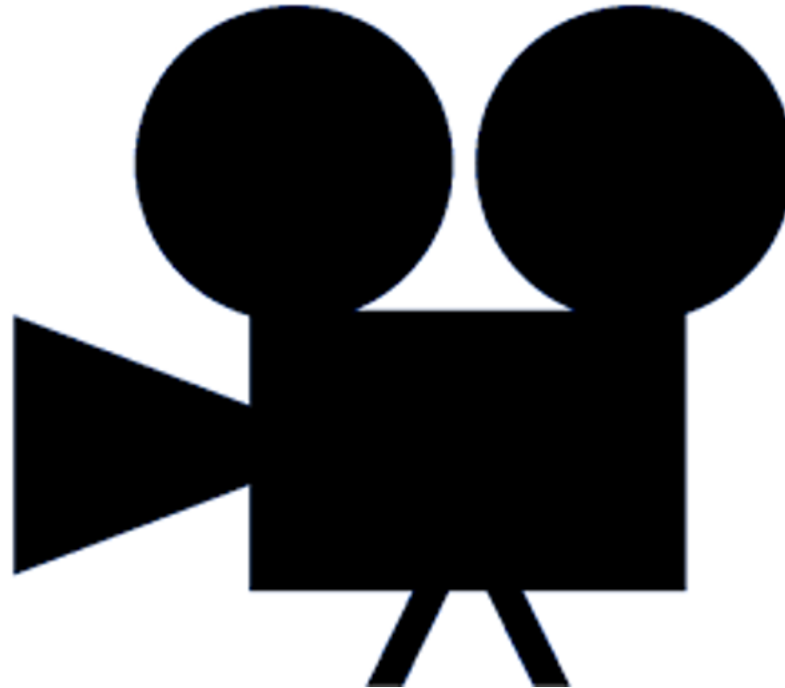
- Problem-solving steps
- A variety of solutions to common social situations using visuals and model skills
- How to access solution kit or problem-solving tools
- The possible consequences
- Resource: [Suri Spider Selects a Solution](#)



Practice Throughout the Day!

- Review problem-solving steps during daily routines
- Plan an activity where children must share materials or take turns
- “Forget” to bring a book or material you need to circle time to allow children to help you to problem-solve
- Ask children to help solve a naturally occurring problem as it happens
- Encourage children to provide solutions for the character’s problem while reading a story

Video: Practice Problem Solving



Supporting Children with Problem Solving in the Moment


There are five steps to enhance problem-solving skills:

1. **Anticipate:** Plan ahead
2. **Proximity:** Be close to prompt children through problem-solving steps
3. **Support:** Without solving the problem for the children, use tools to remind
4. **Encourage:** Good solutions don't always work, encourage to keep trying
5. **Promote:** "In-the-moment" problem-solving to reinforce success


Activity 5.1

This isn't always easy!


- Review the Challenges and Solutions for Teaching Problem-Solving Skills in your materials
- Pick one challenge that you might encounter in your classroom or a classroom you support
- Review the solutions for the challenge you selected



Challenges and Solutions for Teaching Problem-Solving Skills



"My children can't seem to make it through the problem-solving process without creating more problems!"



Consider whether children have some skills that support problem solving!

1. Can children locate and "read" familiar resources (e.g., classroom schedule, expectations)?
2. What social and emotional skills do children already use?

Social and Emotional Skills	
<ul style="list-style-type: none">• Get an adult's attention• Get a peer's attention• Ask for help• Give an object to a peer• Request an object from a peer• Label own emotions	<ul style="list-style-type: none">• Calm down when experiencing strong emotions• Give a play idea• Engage in a peer's play idea• Disagree with a peer• Respond appropriately to others' emotions• Give a compliment



"We don't have enough 'problems' for the children to get enough practice."



"Problemalyze" everything!

1. Frequently label classroom situations as "problems" in a positive tone
2. Descriptively model the problem-solving steps in context
3. Support children to use the steps to solve those problems (with a few initial solutions from the solution kit or without solution cards)
4. Give descriptive feedback to children engaging in the problem-solving steps

Problems Between Two or More Children	Problems for an Individual Child
<ul style="list-style-type: none">• Two children want a toy• Peer in a child's spot a circle time• One pair of scissors for three children at small group• Not enough chairs at small group• Peer knocks over a child's tower• Group of children cannot agree on a play idea• Peer paints on a child's picture	<ul style="list-style-type: none">• Child wants to go to a full center• Difficulty putting shoes on after nap• Child wants a peer to play with• Child wants a red marker, but none are out• Child says she misses her family member and wants to go home• Peer is making noise that bothers a child

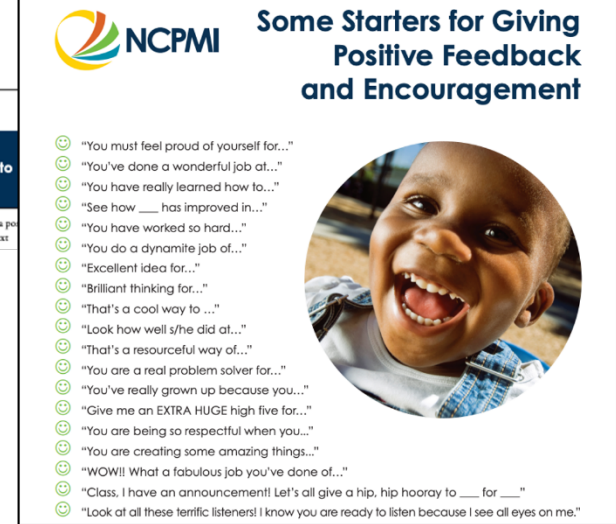
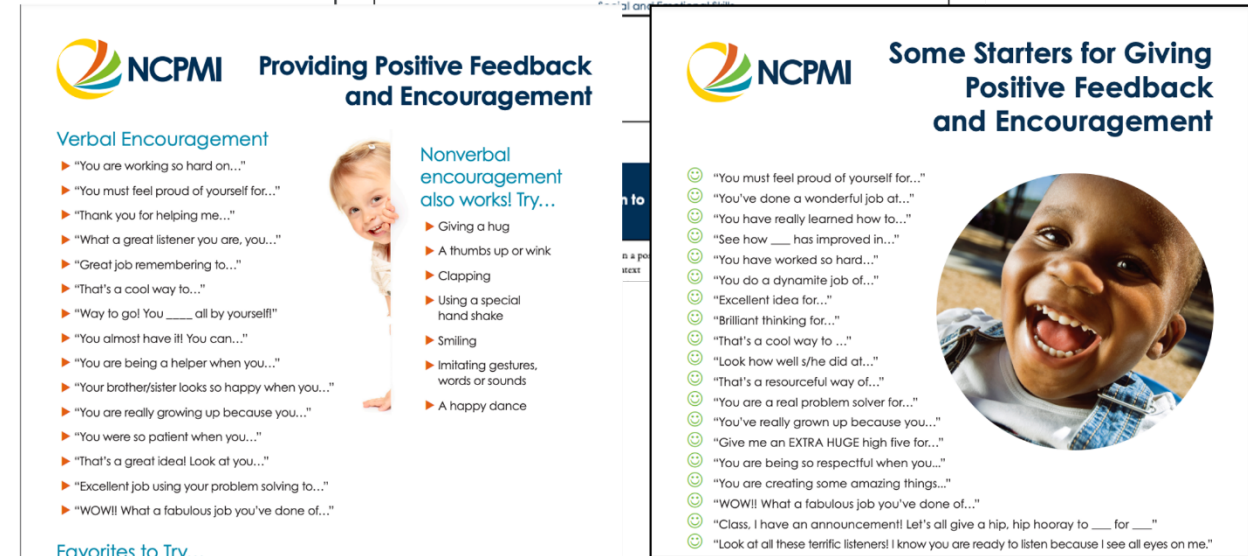
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Supporting Maintenance & Generalization

Positive descriptive feedback is a powerful tool when teaching problem-solving skills

- Positive Feedback and Encouragement poster
- Starters for Giving Positive Feedback and Encouragement poster





Activity 5.2

- Locate the **Teaching Matrix: Problem Solving** in your materials
- Review the ideas from the example provided and consider how you already teach and provide practice opportunities in your classroom
- Determine how you can embed additional teaching and practice opportunities into your classroom routines
- Record these on the blank **Social Emotional Teaching Matrix**

Supporting Families with Problem Solving

NCPMI provides a number of resources to guide families in the use of similar practices on the [Family Engagement page](#) of their website

- [We Can Be Problem Solvers at Home!](#)
- [Solution Kit: Home Edition](#)
- [Backpack Connections: How to Help Your Child to Take Turns](#)



6.0 Wrap-Up and Next Steps



Activity 6.1

Let's Review!

- Look one more time at the Teaching Social Emotional Skills section on the Pyramid Model Practices Implementation Checklist:
 - Friendship Skills (pg. 9)
 - Emotional Literacy (pg. 10)
 - Self-Regulation and Anger Management (pg. 10)
 - Problem Solving (pg. 11)
- Make any notes based on what we talked about today; what practices might you want to strengthen?

What's Next?

- Start with the Classroom Essentials
 - Included in your materials from Session 2
 - Your coach will support how and when it gets completed
- Hang onto your Pyramid Practices Checklist; you'll need it during Sessions 4 and 5
- **Session 4:** Supporting Children with Social Emotional Delays
- **Session 5:** Addressing Challenging Behavior

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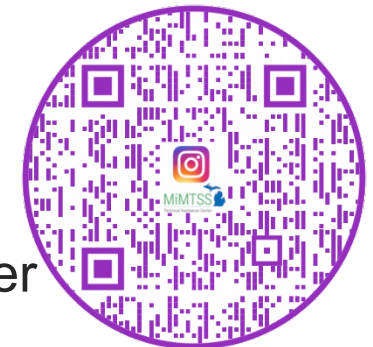
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URLs Used in Today's Session

[Super Friend story](https://challengingbehavior.org/docs/SuperFriend_Story.pdf) (https://challengingbehavior.org/docs/SuperFriend_Story.pdf)

[Super Friend Certificate](https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_super-friend-award.pdf) (https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_super-friend-award.pdf)

[How to Teach Your Child to Take Turns](https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_socialskills_turns.pdf)

(https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_socialskills_turns.pdf)

[How to Teach Your Child to Appropriately Get Your Attention](https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_socialskills_attention.pdf)

(https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_socialskills_attention.pdf)

[Children's Book Search](https://challengingbehavior.org/implementation/program-wide/books/) (https://challengingbehavior.org/implementation/program-wide/books/)

[Children's Book List](https://challengingbehavior.cbcs.usf.edu/docs/booknook/ChildrensBookList.pdf) (https://challengingbehavior.cbcs.usf.edu/docs/booknook/ChildrensBookList.pdf)

[Book Nook activities](https://challengingbehavior.org/implementation/program-wide/practical-strategies/#bookNook) (https://challengingbehavior.org/implementation/program-wide/practical-strategies/#bookNook)

[Feeling Wheel](https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_Wheel.pdf) (https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_Wheel.pdf)

[Relaxation Thermometers](https://challengingbehavior.cbcs.usf.edu/docs/Relaxation-Thermometer.pdf) (https://challengingbehavior.cbcs.usf.edu/docs/Relaxation-Thermometer.pdf)

URLs Used in Today's Session, Cont.

[Feelings Sign-in Chart](https://challengingbehavior.org/docs/FeelingFaces_signin.pdf) (https://challengingbehavior.org/docs/FeelingFaces_signin.pdf)

[Family Engagement page](https://challengingbehavior.cbcs.usf.edu/Implementation/family.html) (https://challengingbehavior.cbcs.usf.edu/Implementation/family.html)

[Feeling Faces](https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_cards_EN-Blank.pdf) (https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_cards_EN-Blank.pdf)

[Teaching Emotions: Activity Ideas to Share with Families](https://challengingbehavior.cbcs.usf.edu/docs/activity-ideas-families.pdf)

(https://challengingbehavior.cbcs.usf.edu/docs/activity-ideas-families.pdf)

[Backpack Connections: How to Help Your Child Understand and Label Emotions](https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_emotions_label.pdf)

(https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_emotions_label.pdf)

[Tucker the Turtle book](https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story.pdf) (https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story.pdf)

[Tucker the Turtle: At Home](https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story_Home.pdf) (https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story_Home.pdf)

[Taking a Break: Using a Calm Down Area at Home](https://challengingbehavior.cbcs.usf.edu/docs/Calm-Down-Area_Tipsheet.pdf) (https://challengingbehavior.cbcs.usf.edu/docs/Calm-Down-Area_Tipsheet.pdf)

[Backpack Connections: How to Help Your Child Recognize and Understand Anger](https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_emotions_anger.pdf)

(https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_emotions_anger.pdf)

URLs Used in Today's Session, Cont.

[We Can Be Problem Solvers! Scripted story](https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving_Story.pdf)

(https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving_Story.pdf)

[Solution Kit Cue Cards](https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_solution-kit_cue-cards.pdf) (https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_solution-kit_cue-cards.pdf)

[Problem solving steps poster](https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_problem-solving-steps_poster.pdf) (https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_problem-solving-steps_poster.pdf)

[Suri Spider Selects a Solution](https://challengingbehavior.org/document/suri-spider-selects-a-solution/) (<https://challengingbehavior.org/document/suri-spider-selects-a-solution/>)

[Challenges and Solutions for Teaching Problem-Solving Skills](https://challengingbehavior.org/document/challenges-and-solutions-for-teaching-problem-solving-skills/)

(<https://challengingbehavior.org/document/challenges-and-solutions-for-teaching-problem-solving-skills/>)

[Positive Feedback and Encouragement poster](https://challengingbehavior.org/docs/ToolsBuildingRelationships_starters-for-giving-positive-feedback_Home.pdf)

(https://challengingbehavior.org/docs/ToolsBuildingRelationships_starters-for-giving-positive-feedback_Home.pdf)

[Starters for Giving Positive Feedback and Encouragement poster](https://challengingbehavior.org/docs/ToolsBuildingRelationships_starters-for-giving-positive-feedback.pdf)

(https://challengingbehavior.org/docs/ToolsBuildingRelationships_starters-for-giving-positive-feedback.pdf)

URLs Used in Today's Session, Cont.

[We Can Be Problem Solvers at Home!](https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving_Story_Home_EN.pdf)

(https://challengingbehavior.cbcs.usf.edu/docs/ProblemSolving_Story_Home_EN.pdf)

[Solution Kit: Home Edition](https://challengingbehavior.cbcs.usf.edu/docs/Solution_kit_cards_home.pdf) (https://challengingbehavior.cbcs.usf.edu/docs/Solution_kit_cards_home.pdf)

[Backpack Connections: How to Help Your Child to Take Turns](https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_socialskills_turns.pdf)

(https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_socialskills_turns.pdf)