

The skills on this document are organized according to the Florida Early Learning and Developmental Standards (FELDS): Recognizing and Responding to Emotions, Building Relationships, Self-Identify and Belonging. [Link: FL Early Learning and Developmental Standards \(FELDS\)](#)

### **Recognizing and Responding to Emotions (FELDS: III.A.1 & III.A.2)**

Key points in teaching emotions:

- Help children understand by giving their emotions names and encouraging them to describe their feelings.
- Provide opportunities to identify feelings.
- Explain feelings by using words, pictures, books and stories.
- Use real-life examples to talk about feelings.
- Keep it simple and use visuals.

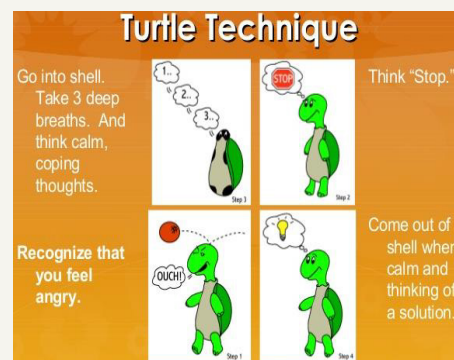
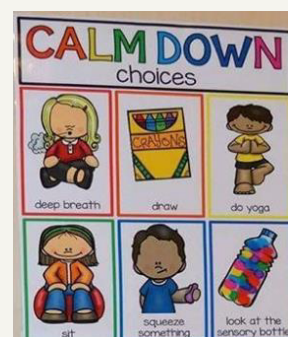
### **Managing Emotions and Self-Regulation**

#### **The key is Practice, Practice and Practice**

- Teach children to express the emotions they are feeling by saying words, pointing to pictures or gesturing.
- Pre-teach strategies for self-regulation. Do not try to teach or practice in the moment the child is upset.

#### **Strategies:**

- Play games such as Make a Face – Make sad, happy faces and let children guess the emotions the face is showing. Add information by then discussing actions that could go with that face.
- Use stories. Read a book that shows emotions and self-regulation. Discuss the feelings and actions shown in the book.
- Make an emotion and self-regulation book for children who have difficulties. Use real photos of the child combined with pictures the child has chosen to show self-regulation strategies.



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## **Building Relationships (FELDS: III.C. 1, 2, 3, 4)**

### **Building Relationships - Relationships with Adults (FELDS: III.C.1)**

It is vital that adults invest time and effort in communicating their interest in and dedication to the children in their care. Positive relationship building is the foundation for all interventions, especially those related to challenging behaviors. Positive relationships are the foundational component of good teaching. Key ingredients for positive relationships:



- Invest time and interest at the beginning of the relationship. Children will cue in on the caring of adults and react to ensure more positive attention.
- Essential – Gain an understanding of children’s preferences, interests, background, and family preferences.
- Take Time – Some children have experienced a negative history with adults and might have behaviors which interfere with new relationships. Embed opportunities throughout the day to reinforce with affirming statements and positive reactions.
- “Making Deposits” – When adults provide positive, safe and confidence-building interactions for children it can be compared to making a deposit in the child’s relationship bank. It is important to remember that the children who have the most difficult behavior reactions are those who need the most positive “deposits”.

### **Building Relationships - Relationships with Peers (FELDS: III.C.2)**

Various programs that address social skills are available. Some curriculum programs have a social component embedded. Many teachers develop their own social skills lessons. No matter what kind of program is used there are some components that are essential for success:



- Create a predictable, nurturing and encouraging environment.
- Emphasis on problem-solving and self-regulation.
- Practice – beginning with guided practice and leading to independence. It is important that practice is provided throughout the day in various situations.
- Strategies that support peer interactions:
  - Books on relationship building.
  - Visuals to support actions and language related to peer interactions.
  - Teaching and modeling skills as part of the daily routine, not just when problems arise.

## Building Relationships - Problem-solving (FELDS: III.C.3)

Children learn best from everyday experiences. Teachers should observe the moments when children have difficulty with social situations and think about strategies and lessons that would help them learn skills necessary for solving problems.

- Pre-teach problem-solving skills. Don't wait until children are in a moment of frustration or uncertainty to provide instruction.
- Provide supports such as scripted stories, puppets, dolls and visuals.
- Provide guided practice, role play and frequent reinforcement and feedback.

### Procedure for Teaching Problem-solving skills:

1. Identify the problem.
2. Think about solutions.
3. Think about what will happen if I do a certain action.
4. Try the solution. Important - Use the problem solving procedure in lessons by acting out scenarios, using books, puppets and photos.

### Problem Solver

1. What is my problem?
2. Think, think, think of some solutions.
3. What would happen if...? Would it be safe? Would it be fair? How would everyone feel?
4. Give it a try!



## Building Relationships - Empathy (FELDS: III.C.4)

Empathy includes three distinct processes:

- Emotional Sharing – understanding the emotions exhibited by others
- Empathic Concern – the motivation to care for individuals who are distressed or vulnerable
- Perspective-taking – the ability to put oneself in the mind and position of another and imagine what that person is feeling

### Tips for teaching empathy

1. Provide children with the support they need to develop self-regulation skills. Children are more likely to exhibit empathy if they feel secure and have strong self-regulation skills.
2. Use everyday opportunities to model. Before asking children what they should do in a situation, describe the feelings a person might be experiencing.
3. Help children discover what they have in common with other people.
4. Use literature and role playing to encourage cognitive empathy.
5. Help children with understanding facial expressions and non-verbal cues of others' emotions.
6. Help children develop a sense of self-control and social awareness that depends on internal self-regulation and not rewards or punishments.

### ***Social Skills Activities that Enhance Instruction of Empathy***

1. **The Name Game** – Skill addressed: getting a person's attention before speaking – Children sit in a circle with a ball. They take turns calling the name of a peer and then rolling the ball to that peer.
2. Preschool games that Reward attention and self-control – Skills addressed – developing focus, attention and restraining impulses. Examples include **Simon Says, Red light, Green light.**
3. **Music-making and rhythm games** – Skills addressed – helping others, cooperative and supportive behaviors – Music activities that put children together in groups with music makers and instructions to pretend to be frogs (or similar animal) to make music together to awaken the others.
4. Group games of **dramatic play** – Skills addressed – Calming down, recognizing feelings – Lead children in playing games of make believe pretending to be animals, chefs baking a cake together, statues – lead them to make up problems and solve the problems.
5. Emotion Charade – Skills addressed – recognizing feelings – guess emotions shown by another and then think of reasons for the feelings shown.



## Self-identity and Belonging (FELDS: III.D.1,2,3,4)

### Self-Identity and Belonging - Play (FELDS: III.D.1)

Young children practice and learn new skills through play. Play time is a critical time to support development.

- Follow the child's lead. Provide materials and wait. Then interact at the child's level using his/her interests.
- Go slowly. It's good to show children new toys and new ways to use toys but begin by using toys (building blocks for example) in a simple way and waiting for a child to join the play.
- Watch for signs of frustration. Children who have language impairments or developmental delays might have difficulty with pretend play, as well as with multi-step activities. At signs of frustration, provide help or switch to another activity.
- Allow for repetition during play and during daily routines. Repetition is important for the development of independence and confidence. If a child enjoys playing with the same things again and again, allow for that while trying to introduce gradual changes and additions.





### Self-Identity and Belonging - Exploration and Persistence (FELDS: III.D.2)

Children show social skills in these areas with behaviors such as working with friends to complete tasks such as puzzles, construction with blocks or an experiment. Children who have persistence continue to work on an activity with minimal redirection and even when the task seems difficult for them.

#### Strategies for Helping Children Develop Persistence

- Encourage children who become frustrated. Make suggestions for completing a task and provide visuals to show step-by-step sequences for tasks.
- Provide additional time to engage in activities. Provide open-ended and child-directed play opportunities to build up attention span with activities that don't cause frustration.
- Recognize and praise children for working on a task or staying with a difficult activity.
- Model problem-solving strategies.
- Alert children that you are about to give a direction and tell them the expectations for listening to and following a direction.



### Self-Identity and Belonging - Routines and rituals (FELDS: III.D.3)

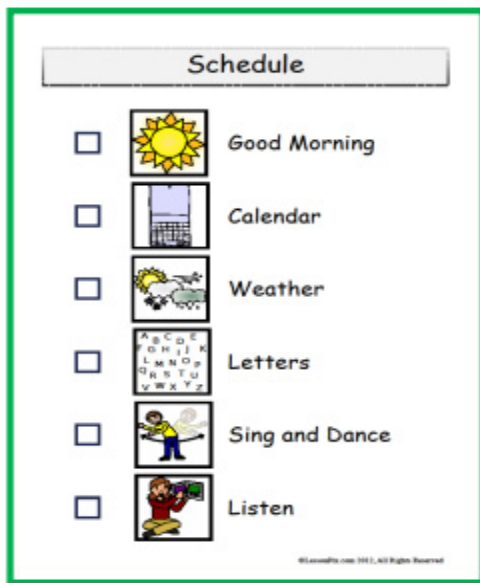
It is important to support children as they develop a sense of belonging and identity with the classroom by following routines and being flexible when there are changes or challenges in the routine. Teachers should use strategies that provide visual, verbal and peer support so that children become more independent in their abilities to follow routines.

Visuals can be used to support children through the following types of routines:

- Scheduled activities of the day.
- Routines for independence, such as hand washing and toileting.
- Moving from one activity to the next.
- Changes in the daily schedule.
- Routines and rituals for social and behavioral skills such as self-regulation, peer interactions and empathy when others have difficulties following routines.
- Calendars are useful for helping children plan when activities might occur – in preparing for activities they might dread (such as a doctor's appointment) and in waiting for an anticipated activity (a class or family trip).

Teachers should combine the use of visual supports with instruction related to expectations, associated vocabulary and communication modes and levels. It is important to share visuals used in the classroom with family members so that they can help follow up, reinforce and provide generalization.

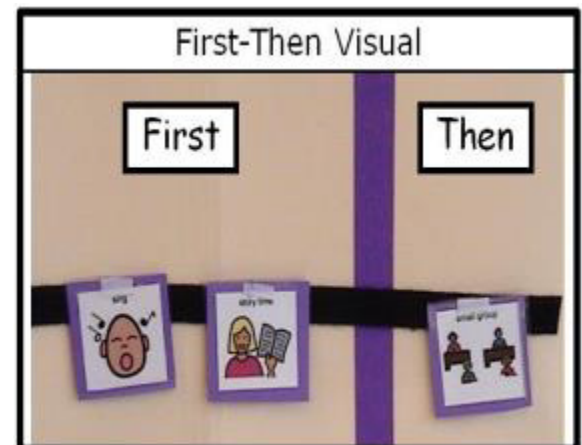
(visuals to support routines, continued)



### Self-Identity and Belonging - Self-awareness and Independence

**(FELDS: III.D.4)** As children develop self-awareness and independence they become more able to participate in the following ways:

- Communicating their wants and needs.
- Recognizing preferences and choices of others.
- Demonstrating self-knowledge and giving information about self.
- Identifies self as part of a group (example: family, class).



### Tips for Supporting Self-awareness and Independence

- Point out to children what their peers are doing. Use photos to follow up.
- Make a classroom booklet that shows interests of each child.
- Use stories and books and emphasize character's actions and interests.
- Model vocabulary and verbalizations throughout the day.
- Establish a system of peer buddies and methods of facilitating social interaction.
- Provide opportunities for making choices and teach children how to indicate a choice.
- Model and teach skills such as "being a friend".
- Provide a variety of materials and books.
- Display photos of children and their families. Discuss varying family preferences.
- Point out and teach careers and roles in the school, families and society.

Visual supports for morning entry, cleaning up and locating an assigned cubby can facilitate independence by helping children perform tasks without adult assistance.

First	Next
	
Play	Clean up



### **Planning Social Skills Lessons:**

1. Refer to Florida Early Learning and Developmental Standards (FELDS) for the age level of your students. In addition, refer to FELDS expectations for younger ages if you have students who have delays. FELDS also provides examples of skills in addition to suggestions for lessons and activities.
2. Consider developmental expectations and your students' observed needs and determine a likely sequence of skills for planning lessons.
3. Plan a time in the daily schedule when social skills lessons will be taught – about 10 or 15 minutes – as a separate lesson. Place a visual icon for "Social Skills Lesson" on the daily schedule that is posted in the classroom.
4. Gather materials for the lesson:
  - a. Photos and visuals.
  - b. Songs and rhymes.
  - c. Classroom books.
  - d. Role-play, puppets, "what would you do?" scenarios.
5. Teach the lesson using materials and language that are developmentally appropriate for your students.
6. Provide guided practice for the skill that was taught by setting up an activity or role-play situation.
7. Repeat the lesson during the week or add a lesson from the same skill-set.
8. Observe, reinforce, provide re-teaching or additional guided practice if needed.