

Handouts Part One

The Incredible Years

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by Carolyn Webster-Stratton, Ph.D.
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These handouts are also available on our website, www.incredibleyears.com (in *Group Leader Resources* section).

Promoting Language Development

Practice Activities

To Do:

- **ENGAGE** in child-directed play interactions with 2-3 children and get into their attention spotlight by using descriptive commenting, imitation, practice repetition, and sensory routines, songs and games to enhance communication.
- **PRACTICE** using two different non-verbal signals, gestures, or visual picture prompts with your verbal communication.
- **PROMPT** children's nonverbal and verbal responses and praise their responses.
- **SET UP** play practices with 2-3 children to promote verbal and nonverbal social communication. (See record sheet.)
- **USE** pre-academic coaching for children with verbal language skills.
- **COMPLETE** Behavior Plan Record Sheet.

To Read:






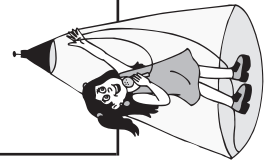
Chapters 1, 2, & 3 in *Helping Preschool Children with Autism: Parents and Teachers as Partners* book.



Child's Name: _____
Date: _____

BEHAVIOR PLAN RECORD SHEET *Promoting Language Development*

 <p>Child Behavior I want to see less of:</p> <p>Examples: Seth engages in solitary play, no response to peers, no peer social communication. (Does have language skills but doesn't use them to interact with others.)</p> <p>Target Child (nature of language problem):</p>	 <p>Positive Opposite Language Behavior I want to see more of:</p> <p>Example: Seth plays sitting next to 1-2 children, notices what another peer is doing, initiates social communication to ask for help.</p> <p>Developmentally Appropriate Language Goal for Child:</p>	 <p>Language Scripts:</p> <p>Example: When sitting next to Seth use intentional commenting to help him listen to a peer's request or notice what another child is doing. Model and prompt social communication he can imitate and use with peers. Praise social language.</p> <p>Language Building Strategies:</p>
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Getting in your child's spotlight with verbal and nonverbal language

Child's Name: _____
 Date: _____

Handout

BEHAVIOR PLAN RECORD SHEET

Promoting Peer Social Communication

Instructions: Record two times you played with two children, what you did, and any reaction or response you noticed in the children.



Coaching
I want to do more of:

Example: Spend more time telling a child what his friend has said or wants and praising them when they share ideas.

1.

2.



Parent-Child Activities
Sample Script:

Example: We played in the drama kitchen. I imitated their actions and helped one child pay attention when her friend was talking to her by repeating the question.

1.

2.

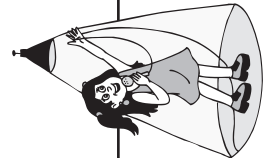


Child's Response:

Example: Amelia answered her friend's request for pizza and I praised her for listening.

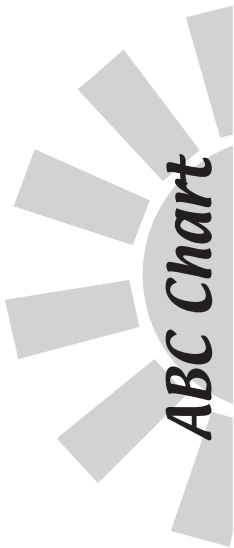
1.

2.



Spotlight your child's successes

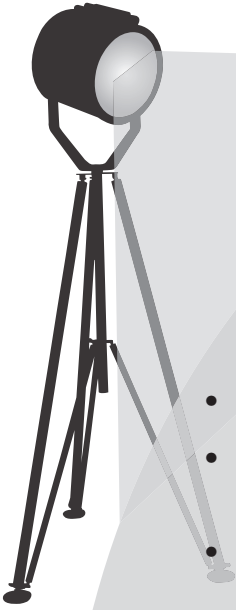
Child's Name: _____
 Date: _____



Write two examples of setting up an ABC learning opportunity for a child to practice a target behavior.

Setting/Activity/Goal	Antecedent (A) What happened first?	Behavior (B) Child's behavior	Consequence (C) How did you respond?
<i>Example:</i> Snack time, verbal asking	Teacher: Identifies what food child wants Prompts: You can ask your friend, "Animal crackers please."	Child: "Crackers please." (learns to verbally ask for what s/he wants)	Teacher: "Good job, that's a friendly way to ask!" (and makes sure child gets crackers from friend or helps child ask a second time if friend doesn't respond.)

SPOTLIGHTING



Coaching Children with Limited Language

- Try to get face-to-face contact and gain your child's attention before talking.
- Use simple, short words to describe what the child is doing, seeing and experiencing. Limit instructions and questions. Follow the child's lead.
- Wait and pause for the child's turn to respond with a gesture, or look, or word before speaking and narrating again.
- Imitate and repeat your child's sounds, gestures, behaviors, and words (sound effects such as animal or engine noises help promote sound production).
- Try to sustain back and forth verbal interchange as long as your child is interested by reinforcing verbal and nonverbal responses.
- If the child is just speaking with one word, start by adding a second word. Keep it simple, slow down, and build repetition.
- Combine your words with nonverbal gestures and songs and imitate your child's words and actions.
- Narrate your child's activities during play times as well as daily routines such as mealtimes, bedtime, getting dressed, hand washing, and following your instructions.
- Use visual supports or concrete objects along with words.
- Encourage your child to look at you by putting the desired object next to your face and waiting for a response.

Note: You don't need to focus on describing numbers, letters and colors for children who are just beginning to talk. These can be described once your child can name some basic objects and actions.



Remember: Your child is not deliberately trying to exclude you. S/He just doesn't know how to communicate yet!

SPOTLIGHTING



Pre-Academic Coaching for Children with some Language Ability

- Be child-directed and combine descriptive commenting with social interaction experiences.
- Describe the objects, shapes, numbers, letters and colors of things children are playing with; avoid too many questions.
- Listen to the child and imitate or mirror his/her sounds and/or words.
- Talk about positions of objects (e.g., inside, under, beside, next to, behind).
- Describe the child's actions, body parts, and clothing.
- Use the "one up rule" of adding one word longer than the child's current word production.
- Prompt the child to communicate by modeling words for him/her to copy.
- Use new and more complex words to expand the child's vocabulary even if you know (s)he won't understand at first.
- Chant, sing rhymes and teach the child body movements that go with the words.
- Describe your own actions to a child.
- Describe the child's actions during everyday activities such as dressing, eating, or putting away toys.
- Match real objects with words and pictures.
- Use "teacher-ese" language, which is words spoken slowly, in a higher pitched, exaggerated, playful voice with enthusiasm and lots of repetition.
- Help children pay attention to the larger group of peers and make sense of their interaction by repeating what another child says (intentional commenting).
- Encourage children to practice telling peers what they want verbally or nonverbally with visual pictures to share ideas.



"Tell your friend, 'Please come for lunch.'"



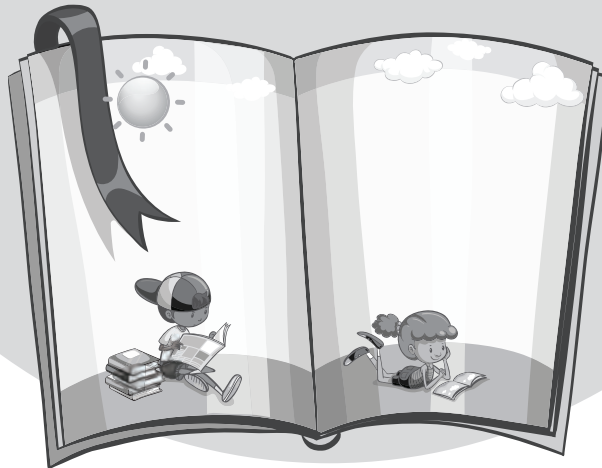
Getting in your child's attention spotlight!

SPOTLIGHTING



Coaching Children's Language During Interactive Reading

- Place children in front of you during reading so you have face-to-face contact when possible.
- Use books with hidden objects and flaps and let children choose book.
- Adapt reading to your child's stage of communication.
- Use physical hand signals, pointing gestures, sign language, and animal sounds when looking at pictures.
- Be animated, exaggerated, and pause between words and offer child a turn.
- Respond immediately to children's verbalization or gestures.
- Prompt and imitate children's word use.
- Re-read books the children like many times. Read slowly. Be animated.
- Praise and give positive feedback ("that's right!").
- Slide your finger under the picture, words, or letters on the page and show left to right movement. Draw attention by guiding child's finger under words you read.
- Encourage children to make their own book with pictures and drawings.
- End reading with repetitive "all done" signal.



Getting in your child's attention spotlight!

SPOTLIGHTING



Connecting with Children through Music

Many children on the Autism Spectrum are more responsive to music, even if they don't react to the sound of your regular voice. Songs can be the first place your child begins to pay attention to you, use words, and join in activities with you. Here are some tips to using music and songs to teach your child about communication.

- Sing songs slowly and repeat often.
- Pair your song words with gestures, large motor movements, and other sensory stimulation such as rocking, jumping, or clapping.
- Choose short songs with a small number of familiar words repeated over and over. For example, sing “row, row, row your boat” and mimic a rowing action.
- Show child what to do by physically guiding him/her through movements.
- Sing face-to-face.
- Adjust number of words and actions in a song to child’s communication level.
- Pause songs and offer your child turns with words and actions.
- Make up songs using your child’s name and other family member’s names.
- Use song picture cards so your child can choose the song to sing.
- Use instruments and props such as a toy drum, tambourine, or harmonica when singing.
- Introduce pretend play into songs. (Example: Use puppets to sing.)
- Remember to say “all done” when the singing is over.
- Remember these old stand by songs: *The Wheels on the Bus Go Round and Round, If You’re Happy and You Know It, Ring Around the Rosy, Old MacDonald Had a Farm, Twinkle, Twinkle Little Star, and Humpty Dumpty.*



Getting in your child’s attention spotlight!



BRAINSTORM/BUZZ

Nonverbal Cues

Write down some nonverbal cues, gestures, and picture cards you can use with children to promote communication.



Goal:



BRAINSTORM/BUZZ

Encouraging Words

Write down some encouraging words and visual prompts you can use with children to strengthen their ongoing language and social communication.



Goal:
I will commit to using more encouraging words/visual prompts _____ times this week with the following children:



Teachers and Parents “Descriptive Commenting” Checklist

Descriptive Commenting is a powerful way to strengthen a child’s language skills. The following provides some examples of actions, objects, prepositions or sounds you can comment upon when interacting with a child on the Autism Spectrum. Modulate the number of words and complexity of your language according to the “one up” rule. Combine physical gestures with animated language. Remember to keep your language simple, slow down, and build repetition. Write down the the verbal and nonverbal communication approaches you will use to achieve your goals.

Actions	Goals
<input type="checkbox"/> walk <input type="checkbox"/> wash hands <input type="checkbox"/> run <input type="checkbox"/> bye <input type="checkbox"/> finished <input type="checkbox"/> hi <input type="checkbox"/> sit <input type="checkbox"/> break <input type="checkbox"/> stop <input type="checkbox"/> quiet <input type="checkbox"/> stand <input type="checkbox"/> shoes off/on <input type="checkbox"/> wait <input type="checkbox"/> your turn	
Objects	
<input type="checkbox"/> books <input type="checkbox"/> clothing items <input type="checkbox"/> animals, puppets, or stuffed animals <input type="checkbox"/> transport toys (tricycle, truck, boat) <input type="checkbox"/> art supplies (crayons, play dough) <input type="checkbox"/> foods & drinks, food utensils <input type="checkbox"/> body parts (ear, nose, arm)	
Prepositions	
<input type="checkbox"/> up <input type="checkbox"/> behind <input type="checkbox"/> down <input type="checkbox"/> in front <input type="checkbox"/> inside <input type="checkbox"/> next to <input type="checkbox"/> on top <input type="checkbox"/> below	
Sounds	
<input type="checkbox"/> loud <input type="checkbox"/> crash <input type="checkbox"/> quiet <input type="checkbox"/> zip zip <input type="checkbox"/> funny <input type="checkbox"/> choo choo <input type="checkbox"/> whee <input type="checkbox"/> animal sounds <input type="checkbox"/> zoom <input type="checkbox"/> letters	

Teachers and Parents “Pre-Academic & Persistence Coaching” Checklist



Pre-academic and persistence coaching are powerful ways to strengthen a child’s school readiness skills. The following is a list of academic concepts and behaviors that can be commented upon when playing with a child. Modulate the number of words and complexity of your language according to the child’s language development. Combine physical gestures with animated language. Remember to keep your language simple, slow down, and build repetition. Write down the the verbal and nonverbal communication approaches you will use to achieve your goals.

<i>Academic Concepts</i>	<i>Goals</i>
<input type="checkbox"/> colors <input type="checkbox"/> number counting <input type="checkbox"/> shapes <input type="checkbox"/> letters <input type="checkbox"/> sizes (long, short, tall, smaller than, bigger than, etc.) <input type="checkbox"/> positions (up, down, beside, next to, on top, behind, etc.)	
<i>Persistence Skills (Preschoolers)</i>	
<input type="checkbox"/> working hard <input type="checkbox"/> concentrating, focusing <input type="checkbox"/> persistence, patience <input type="checkbox"/> following teacher’s directions <input type="checkbox"/> problem solving <input type="checkbox"/> trying again <input type="checkbox"/> reading <input type="checkbox"/> thinking skills <input type="checkbox"/> listening <input type="checkbox"/> working hard/best work <input type="checkbox"/> independence	

Child's Name: _____

Date: _____



Child Communication Checklist (With Adult)

	Doesn't understand/ ignores/blank stare	Looks at parent	Protests/ Refuses/ Tantrums	Pulls parent arm/ gestures	Points/ Reacts/ Nods	Uses visual pictures	Shares/ Offers things	Makes sounds	Immediate Echoes/ copies	Delayed echoes*	Uses 1-3 words/ signs	Whole sentence/ signs
Wants something from parents (food, toy, help, play etc.)												
Wants to continue playing/reading/singing with parent												
Not getting what s/he wants												
Wants to stop activity												
Response to parent one-step direction												
Response to parent multi-step direction												
Response to parent offering choices												
Response to parent greeting (hello, bye-bye)												
Feelings expression												

Reason Child Communicates

*"Delayed Echoes" defined as copies from TV shows, common expressions



Child's Name: _____

Date: _____

Child Communication Checklist (With Peers)

	Doesn't understand/ ignores/blank stare	Looks at child	Protests/ Refuses/ Tantrums	Pulls child's arm/ gestures	Points/ Reacts/ Nods	Uses visual pictures	Shares/ Offers things	Makes sounds	Immediate Echoes/ copies	Delayed echoes*	Uses 1-3 words/ signs	Whole sentence/ signs
Wants something from peers (food, toy, help, play etc.)												
Wants to continue playing/reading/singing with peer												
Not getting what s/he wants												
Wants to stop activity												
Response to peer request												
Response to peer initiation												
Response to peer greeting												
Feelings expression												

Reason Child Communicates

*"Delayed Echoes" defined as copies from TV shows, common expressions



How I am Incredible!



Family structure and support:

My Language Level (*e.g., no spoken language, visual language, 1-2 words, echolalic, good language*):

My Play Level (*e.g., play alone, anxious or withdrawn, want to initiate play with others but don't know how, initiate but inappropriate*):

My Sensory Likes (*e.g., trucks, swinging, music, water play, bananas*):

My Sensory Dislikes (*e.g., loud noises, certain smells*):

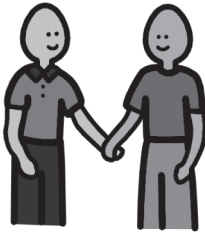

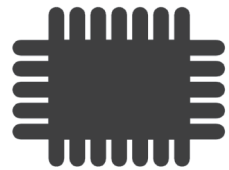
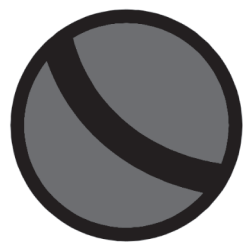
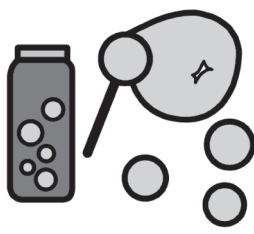

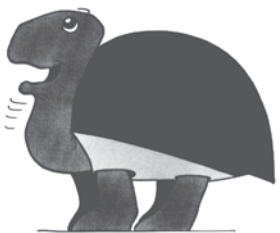
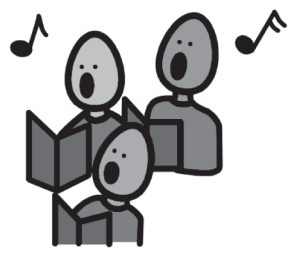

My Teacher's Goals for Me: (*e.g., make a friend, more words, follow directions*):



Spotlighting Sample Activity Choice Cue Cards

If teachers or parents have access to the program BoardMaker™ or a similar symbol generating program, they can use this to create their own activity boards customized to their child's particular interests. These boards can be found pre-made from some educational retailers online. Or, they can take pictures of children's favorite activities and laminate them for use as the child's personalized communication cards.

Example choice activity cards:

<p>Friend</p> 	<p>Train</p> 	<p>Bristle Blocks</p> 
<p>Ball</p> 	<p>Bubbles</p> 	<p>Book</p> 
<p>Take a Deep Breath</p> 	<p>Sing Songs</p> 	<p>Crafts</p> 

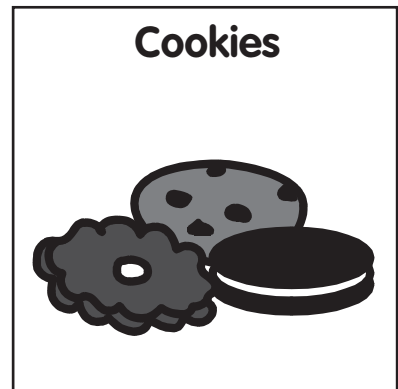
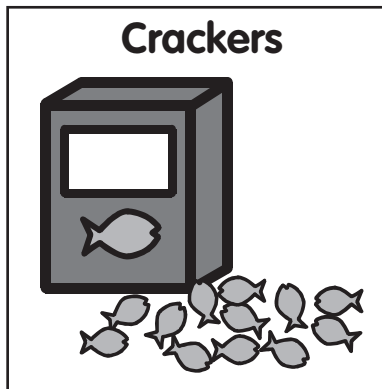
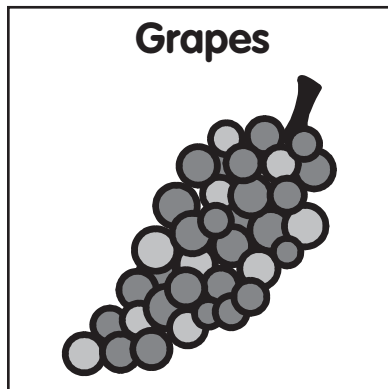
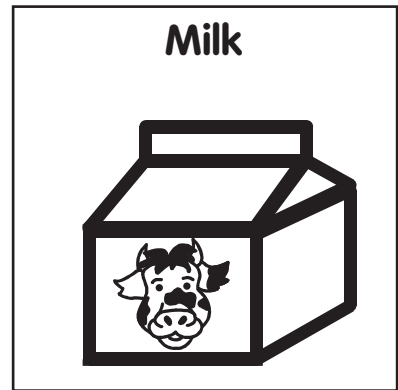
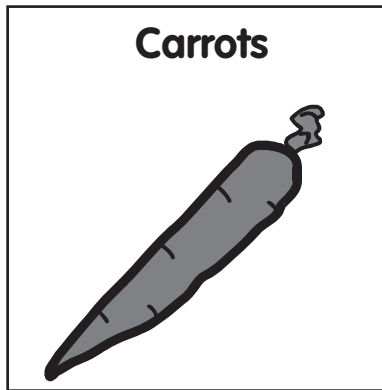
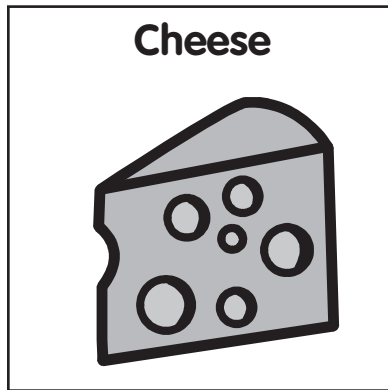
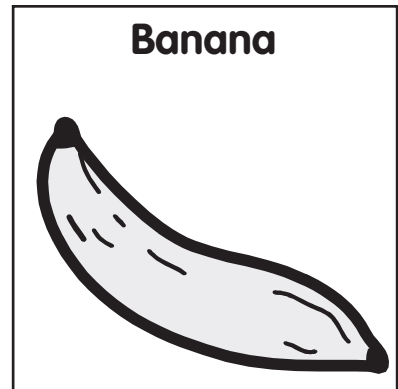
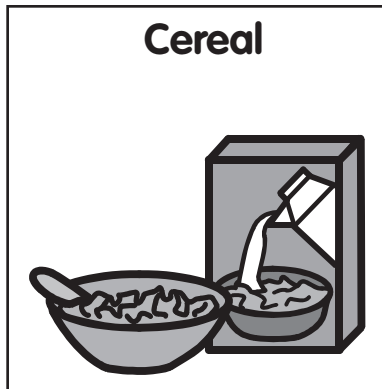
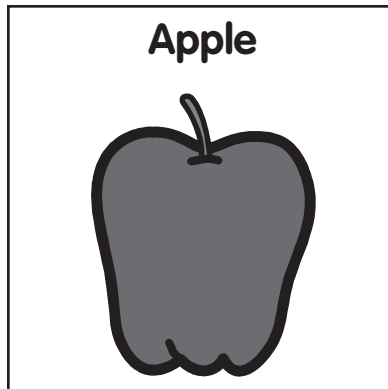
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Spotlighting Sample "Snack Talk Cards"



Parents/Teachers may take pictures of child's favorite healthy foods and laminate them for more personalized communication.

What is your favorite food?



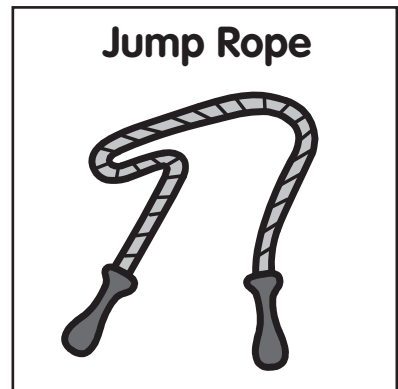
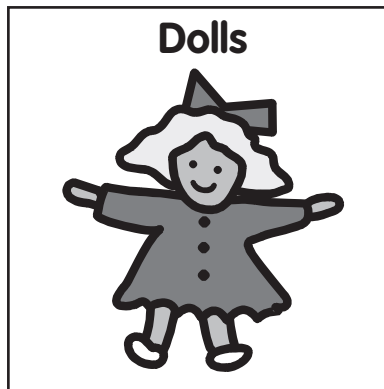
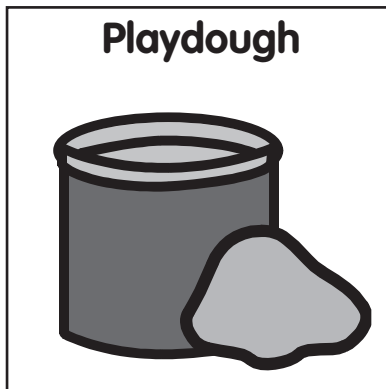
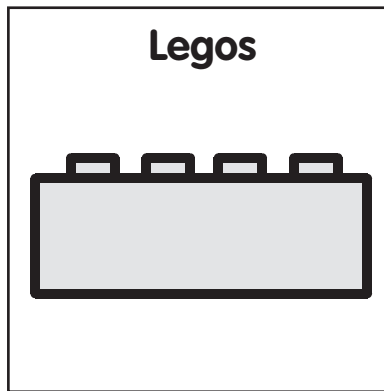
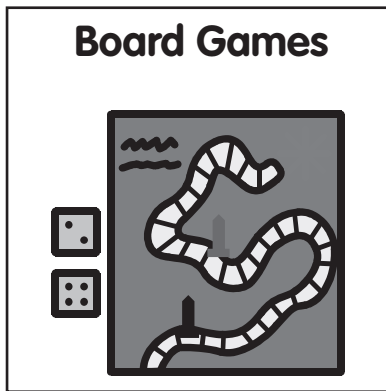
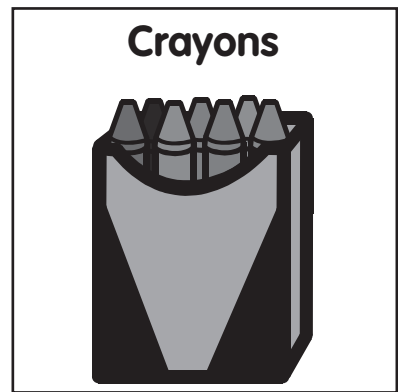
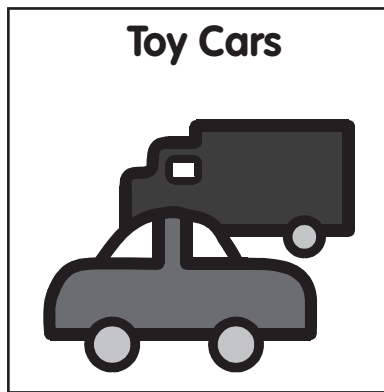
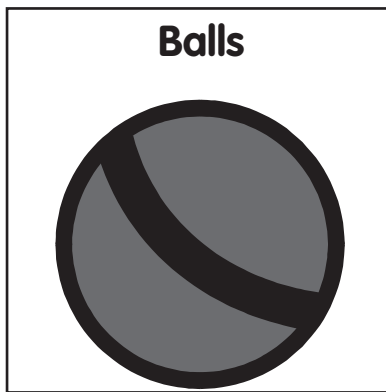
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Spotlighting Sample "Snack Talk Cards"



Parents/Teachers may take pictures of child's favorite toys and laminate them for more personalized communication.

What is your favorite toy?



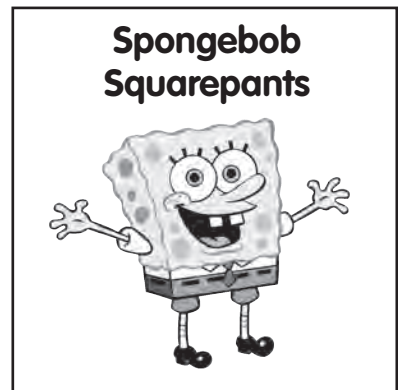
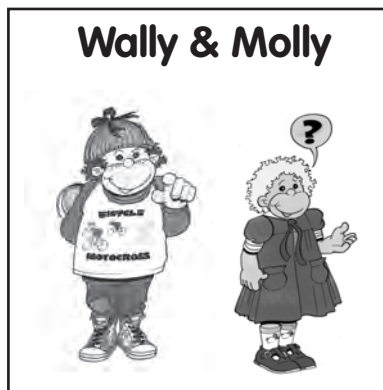
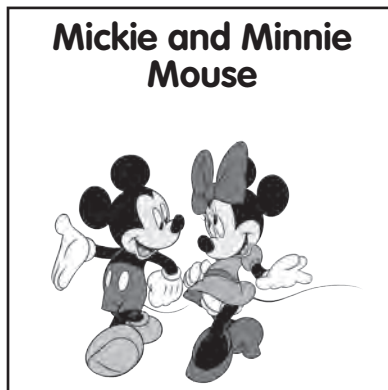
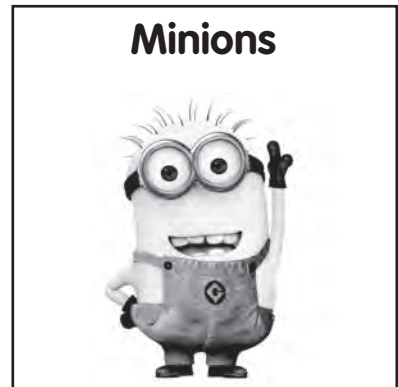
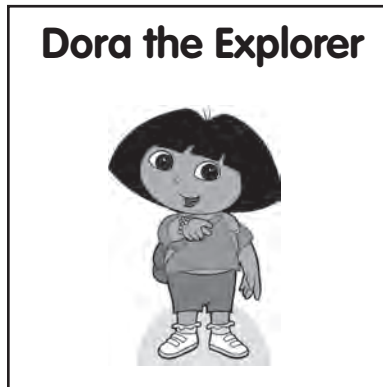
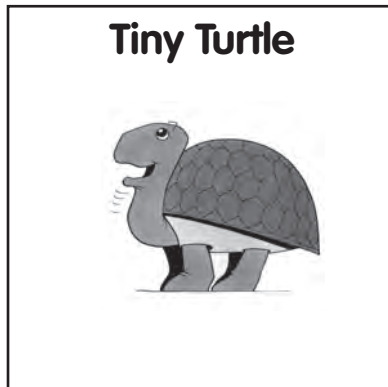
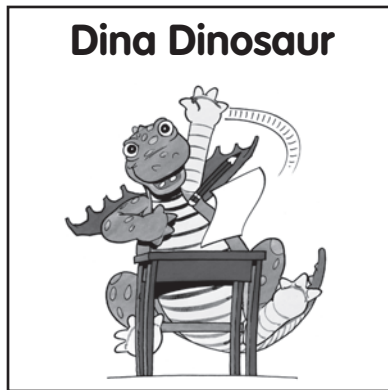
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Spotlighting Sample "Snack Talk Cards"



Teachers and parents can create their own character cards using characters their children enjoy.

Who is your favorite character?

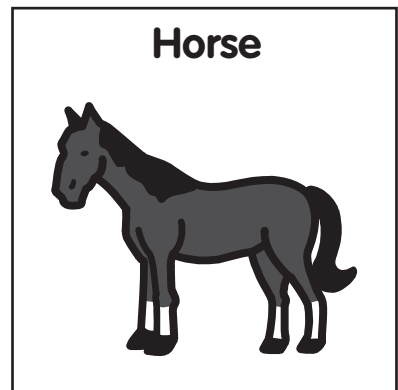
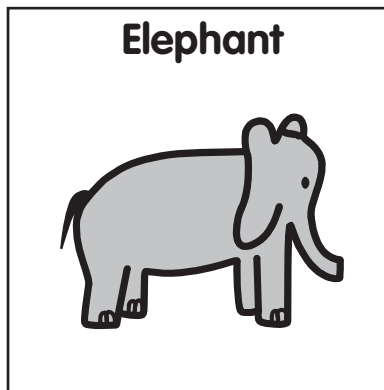
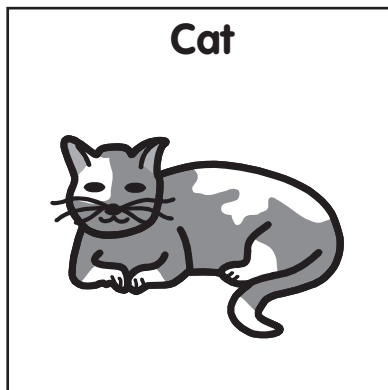
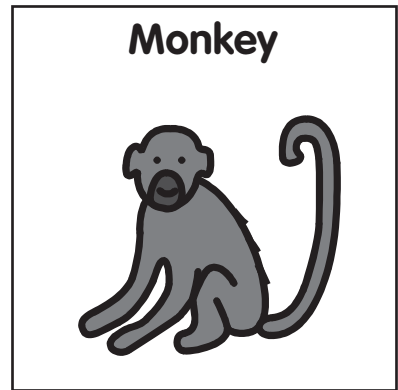
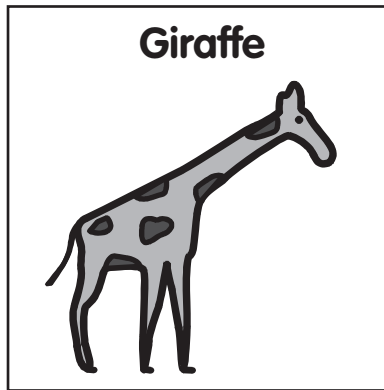
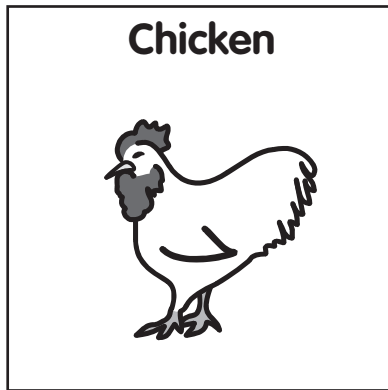
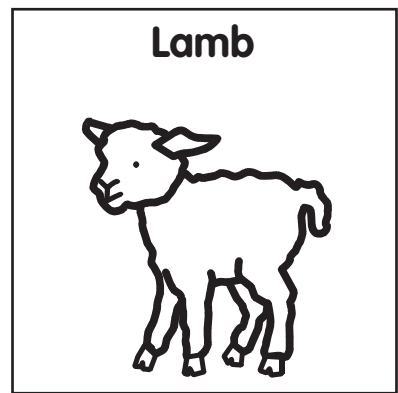
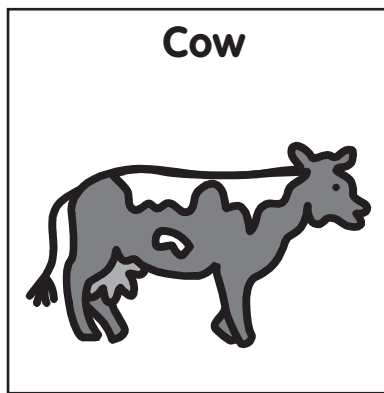
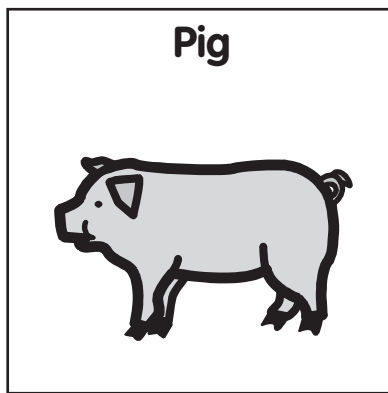


Spotlighting Sample Picture Cards



Parents/Teachers may take pictures of child's favorite animals and laminate them for more personalized communication.

Animal choices for singing "Old MacDonald"



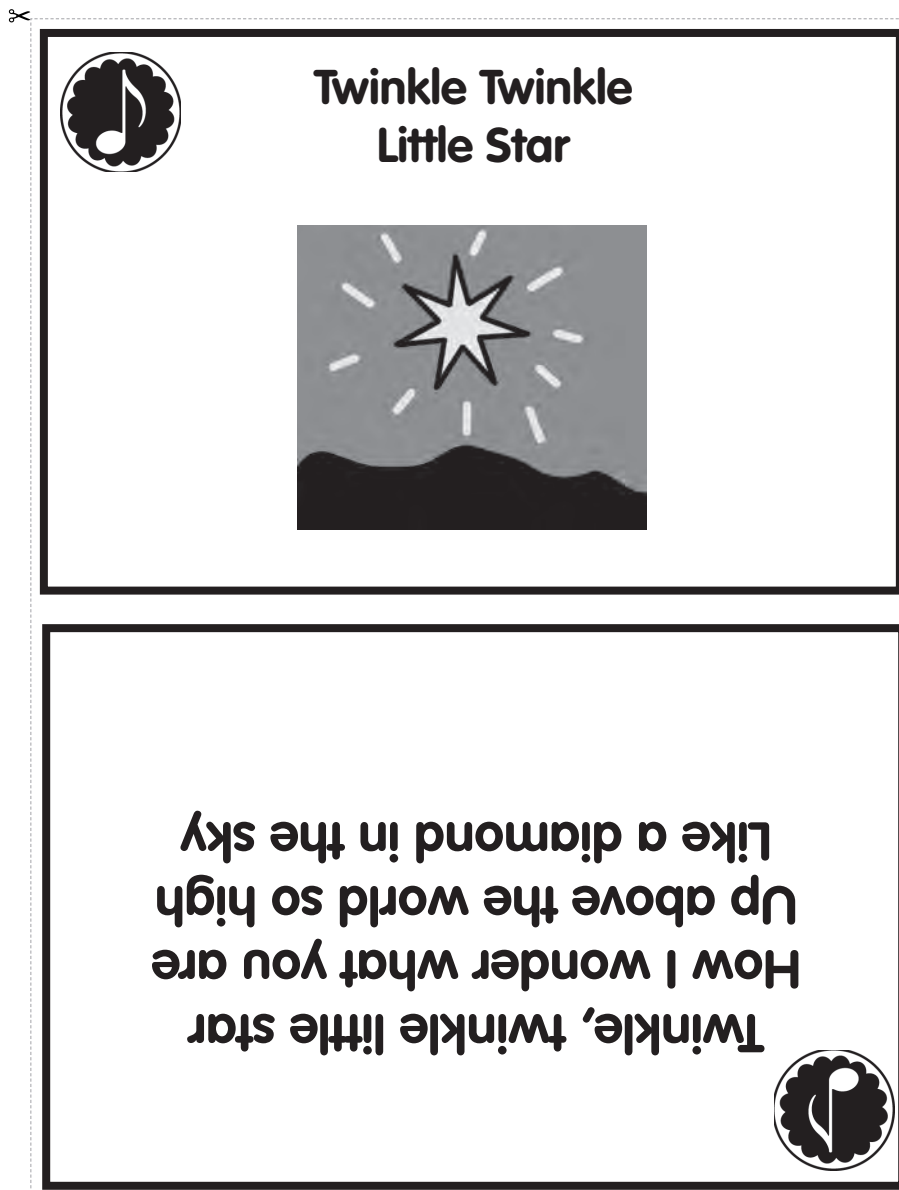
Spotlighting Sample Song Choice Cards



If parents have access to the program BoardMaker™ or a similar symbol generating program, they can use this to create their own song choice cards customized to their child's favorite songs.




For the sample cards, *cut* along the dotted line and then *fold* in the middle to make your own song card with the song title/picture on one side and the lyrics on the other side.

Sample song cards:



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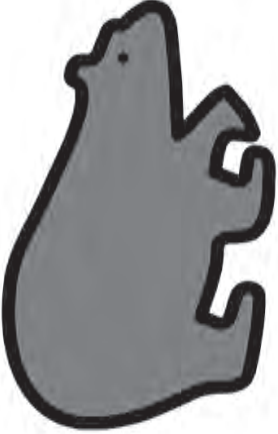
Row Your Boat



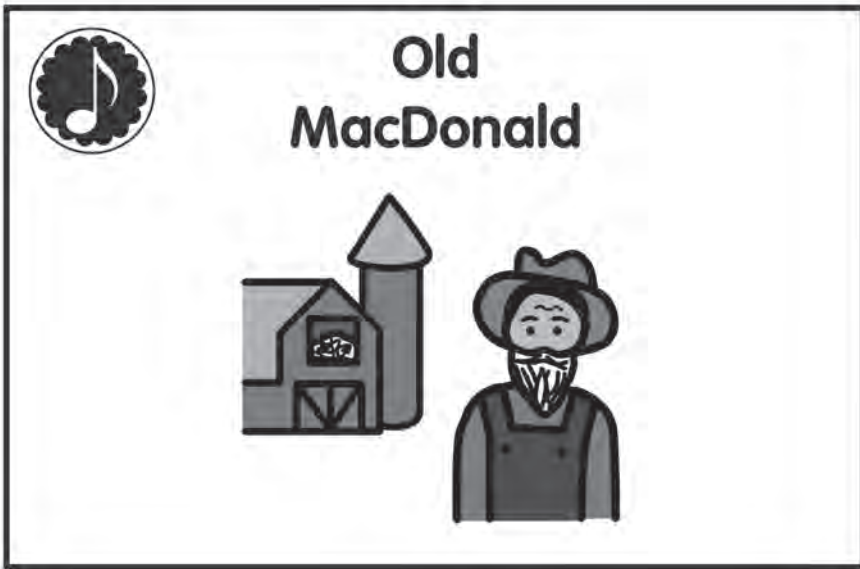
(Sitting face to face on floor hold
your child's hands and rock back and forth.)

**Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream.**


**We're Going
On a Bear Hunt**



**We're going on a bear hunt!
We're going on a bear hunt!
We're going to catch a big one!
We're going to catch a big one!
I'm not afraid! I'm not afraid!
Are you? Are you?
Not me! Not me!**



Old MacDonald had a farm,
Ee-ee-ee-ee-o!
And on his farm he had a cow,
Ee-ee-ee-ee-o!
With a moo, moo here
And a moo, moo there
Here a moo, there a moo
Everywhere a moo moo
Old MacDonald had a farm
Ee-ee-ee-ee-o!
(pig, oink; duck, quack; lion, roar)





BRAINSTORM/BUZZ

Sensory Likes

Write down your child's sensory likes in each of the sensory categories listed below.

Child's Name: _____



Auditory

Visual

Tactile

Smell

Taste/oral (chewing/sucking)

**Proprioception (body space/balance/
need for movement/stillness)**



BRAINSTORM/BUZZ

Sensory Dislikes

Write down your child's sensory dislikes in each of the sensory categories listed below.

Child's Name: _____



Auditory

Visual

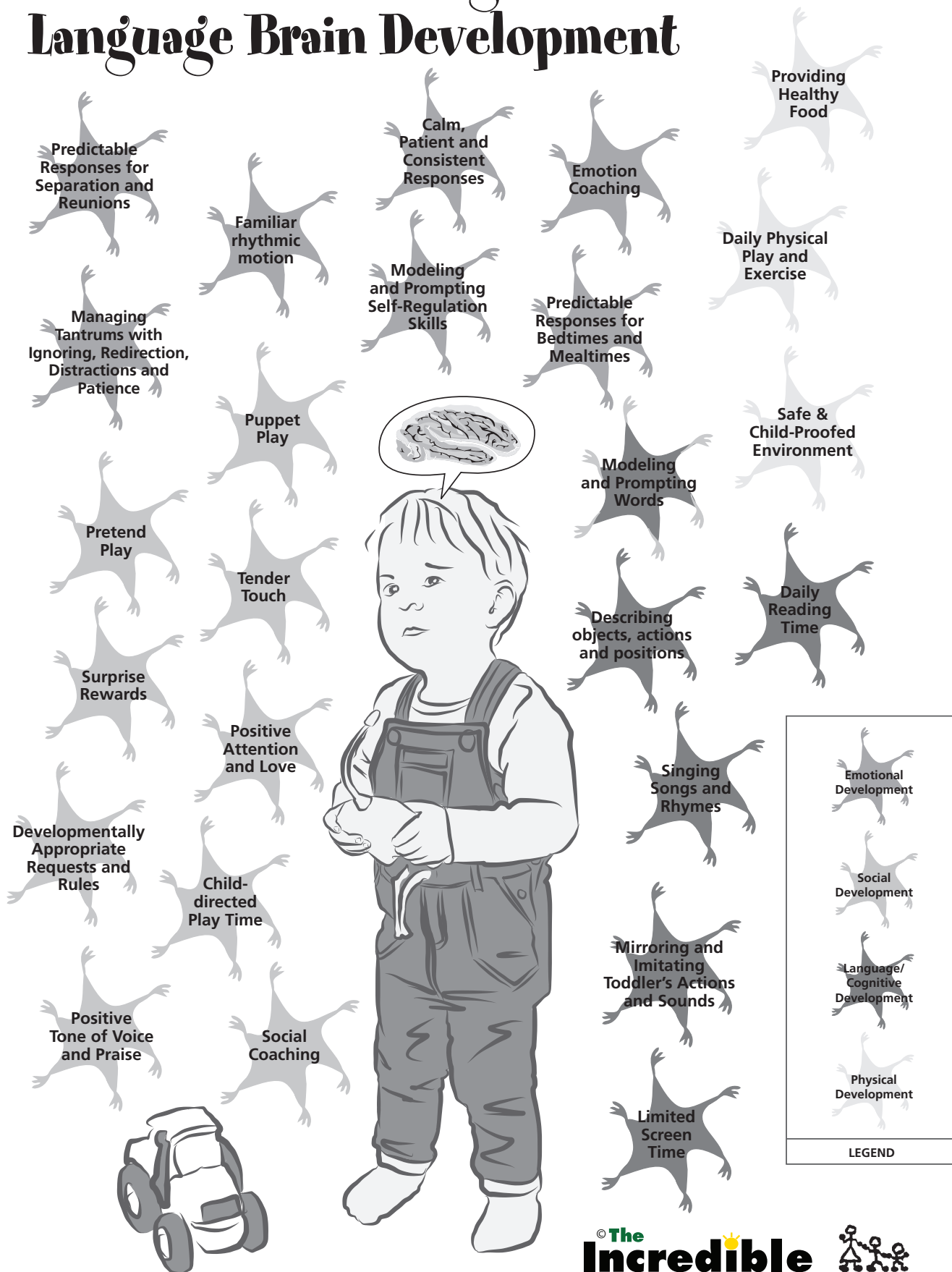
Tactile

Smell

Taste/oral (chewing/sucking)

**Proprioception (body space/balance/
need for movement/stillness)**

Promoting Your Toddler's Optimal Emotion, Social, Cognitive and Language Brain Development



Handouts Part Two

The Incredible Years

Copyright 2014, revised 2019, 2021
by Carolyn Webster-Stratton, Ph.D.

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These handouts are also available on our website, www.incredibleyears.com (in *Group Leader Resources* section).



NOTE: Handouts are divided for session three and session four.

Part Two, Session Three

Promoting Social Interactions

Practice Activities

To Do:

- **USE** Social Peer Coaching during child-directed play with 2-3 children by modeling, describing, prompting and rewarding children's social behaviors such as turn taking, sharing, waiting, and asking.
- **ENGAGE** in pretend play using puppets or props to practice modeling and prompting appropriate social skills. (Use intentional commenting to promote awareness of peer's intentions.)
- **SET UP** dramatic play experiences with three selected children to promote social communication interactions, sharing and cooperative play.
- **PRACTICE** using nonverbal visual gestures and picture prompts to promote social coaching. (See handouts.)
- **COMPLETE** Behavior Plan Record Sheet.

To Read:



Chapters 4 & 6 in *Helping Preschool Children with Autism: Parents and Teachers As Partners*



Child's Name: _____
Date: _____




Handout

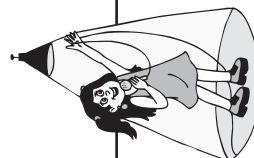
BEHAVIOR PLAN RECORD SHEET

Peer Social Coaching

Date: _____

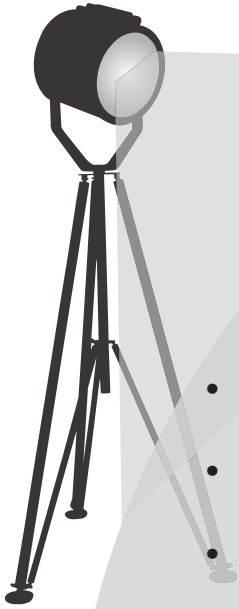
Instructions: Record two times you played with 2-3 children, what social coaching you did, and any response you noticed in the children.

 Child social behaviors I want to describe:	 Parent-child activity and social script:	 Child's response:
<p><i>Example: Looking at adult or peer when child communicates or shares something.</i></p> <p>1. _____</p> <p>2. _____</p>	<p><i>Example: "You are looking at your friend and that is so friendly." I used picture card of two eyes and smiled as I looked at child.</i></p> <p>1. _____</p> <p>2. _____</p>	<p><i>Example: Robbie smiled.</i></p> <p>1. _____</p> <p>2. _____</p>



Spotlight your child's successes

SPOTLIGHTING



Coaching Children's Social Peer Interactions

- Model social skills such as offering to share, wait, take turns, asking for help, pointing/gesturing, eye contact and praise.
- Prompt children to ask for help, share, or take a turn; let it go if child does not respond to prompt.
- Encourage pretend play with puppets or action figures to model social skills such as asking to play, offering to help, taking a turn, giving a compliment, and sharing.
- Model the words and nonverbal gestures for the child to say and copy (ex. "my turn" and patting chest to indicate your turn).
- Occasionally prompt child to notice what another child is doing or to help him or her understand what another child said. (*Intentional Commenting*)
- Imitate, prompt, coach and praise social behaviors whenever you see them.
- Help children accept a peer's refusal to share by reinforcing their waiting and patience and by distracting them with other interesting activities.
- Use books in interactive ways to talk about social skills and set up practices.
- Use visual prompts and play scripts for children with language delays.
- Give more attention to positive social behaviors than to inappropriate behaviors.
- Help the child understand that when she/he shares or helps, the other child feels happy. This helps the child see connection between social behavior and a peer's feelings.
- Use brief teacher-directed play scripts with social coaching to help children practice target social behaviors.

Teachers and Parents "Social Skills Coaching"



Describing, modeling, prompting, and praising children’s friendly behaviors is a powerful way to strengthen children’s social skills. Social skills are the first steps to making close friendships. The following is a list of social skills that you can both model and comment on when playing with your child or when your child is playing with a friend. Combine picture prompts with physical gestures when social coaching and reduce the number of words according to child’s communication level. Use this checklist to target the skills you want to focus on and write down the verbal and nonverbal communication you will use.

Social/Friendship Skills	Goals
<input type="checkbox"/> helping <input type="checkbox"/> sharing <input type="checkbox"/> teamwork <input type="checkbox"/> using a friendly voice (quiet, polite) <input type="checkbox"/> eye contact <input type="checkbox"/> listening to what a friend says <input type="checkbox"/> taking turns <input type="checkbox"/> asking <input type="checkbox"/> trading <input type="checkbox"/> waiting <input type="checkbox"/> responding to a friend’s suggestion <input type="checkbox"/> gesturing (e.g., pointing) <input type="checkbox"/> smiling at peer <input type="checkbox"/> using soft, gentle touch <input type="checkbox"/> asking or gesturing to use something a friend has <input type="checkbox"/> cooperating <input type="checkbox"/> including another in play	

Prompting

- “Your friend is asking for a block. Can you give him that block?” (Praise child if s/he tries to help and/or point to yellow block, or put block in child’s hand and give to other child)
- “Oops. You can say ‘I am sorry’ to your friend.”

Modeling Friendly Behavior

- Parents and teachers can model asking, waiting, taking turns, helping, and complimenting, so children know what these social skills look like. For example, “I’m your friend (pat your chest) and share my block with you.” (give block to child & show Sharing picture cue card.)



BRAINSTORM/BUZZ

Dramatic Play

Think about a dramatic play experience you could set up either one-on-one with a child using a puppet or with a group of two-three children to help coach their social skills. Write down your ideas.



One-On-One Puppet Scenarios:

Dramatic Play Plan for 3-4 Children:

Goal:

Spotlighting Social Cue Cards



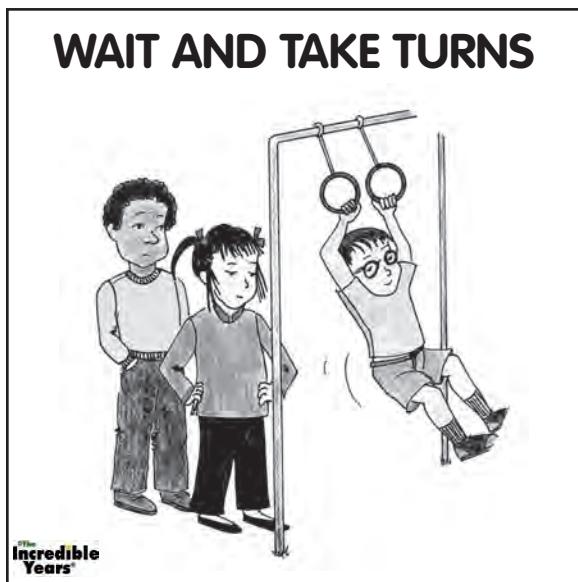
Teachers/Parents can make copies of these pages and cut out the cards (and laminate them!) to use with their children. They can also create their own cards with BoardMaker™ or other images to create their own visual cue cards customized for social goals they have for their children.



Spotlighting Social Cue Cards Continued



Spotlighting Social Cue Cards Continued



Teacher-Child Social Coaching: Child Developmental Level 1



Teachers and parents can use social coaching in one-on-one interactions with the children to help them start to learn social skills and emotion language before they begin to play with peers. A great deal of the child's learning will occur by modeling, using descriptive commenting, picture cards and signals which will enhance children's language skills as well as help them recognize and learn social skills.

Social/Friendship Skills	Examples
Adult Models:	
Sharing	(Underlined words should be spoken with exaggerated, positive tone.) "I'm going to be your friend and <u>share</u> my car with you."
Offering to Help	"If you want, I can <u>help</u> you with that by holding the bottom while you put another on top."
Waiting	"I can use my <u>waiting</u> muscles and wait until you're finished using that."
Suggesting	"Could we build something <u>together</u> ?"
Complimenting	"You are so smart in figuring out how to put that together."
Behavior-to-Feelings	"You <u>shared</u> with me. That is so <u>friendly</u> and makes me feel <u>happy</u> ."
	"You <u>helped</u> me figure out how to do that. I feel <u>proud</u> that you could show me that."
Adult Prompts:	
Self-Talk	"Hmm, I really wish I could find another piece to fit here." "Hmm, I need another car."
Asking for help	"Can you help me find another round piece?" "Can you share one of your cars with me?"
Adult Response:	
Praise child when s/he shares or helps you	"That was so helpful and friendly of you to share with me."
Ignore or model acceptance when child does NOT share or help	<i>Continue to use descriptive commenting.</i> "I can keep trying to find that round piece." (model persistence) "I can wait until you're finished playing with the cars." (model waiting) "I know it is hard to give up that car, so I will wait to have a turn later."
Puppet or Action-Figure Models:	
Entering Play	"Can I play with you?" "That looks like fun. Can I do that with you?"
Being Socially Friendly	"I'm being friendly. I'd like to play with you."
Ignoring Aggression	"I want to play with a friendly person. I think I will find somebody else to play with."

Teacher and Parent Social Coaching: Child Developmental Level 2



Children in Parallel Play: Young children start out playing with other children by sitting next to them and engaging in parallel play. In the beginning, they do not initiate interactions with other children or seem to notice they are even there. They may not talk to them or offer an idea or interact with them in any way. Teachers and parents can help promote peer play by prompting children to use social skills or to notice their friends' activities or moods. Providing children with the actual words for initiating interactions, or modeling social behaviors will be important to begin developing these skills in their repertoire.

Social/Friendship Skills	Examples
Adult Coaches:	
Asking for what they want Asking for help Asking a friend to wait	"You can ask your friend for what you want by saying, 'Please can I have the crayon?'" "You can ask your friend for help by saying 'Can you help me?'" "You can tell your friend you are not ready to share yet." <i>If your child responds to your prompt by using his or her words to repeat what you said, praise this polite asking or friendly helping. Simplify number of words according to child's communication stages.</i>
Adult Prompting:	
Noticing another child Initiate interaction with another child To give child a compliment	"Wow, look what a big tower your friend is building." "You are both using green markers." "Your friend is looking for small green pieces. Can you find some for him?" "Your friend has no cars and you have 8 cars. She looks unhappy. Can you share one of your cars with your friend?" "Wow! You can tell your friend his tower is cool." <i>If the child does repeat this, you can praise him or her for a friendly compliment. If the child does not respond, continue descriptive commenting.</i>
Adult Praising:	
Behavior-to-feelings Playing together	"You shared with your friend, that is so friendly and makes him feel happy." "You helped your friend figure out how to do that, she looks very pleased with your help." "Your friend is enjoying playing with these Legos with you. You look like you are having fun with your friend. You are both very friendly."
Puppet or Action-Figure Models:	
Sharing or helping	"Wow! Do you see the tower that Nancy is building?" "Can either of you help me find a red block to make this truck?" "Could I help you build that house?" "Do you think we could ask Freddy if he'll share his train?"

Teacher and Parent Peer Social Coaching: Child Developmental Level 3



Children Who Initiate Play: Young children move from parallel play to play where they are initiating interactions with each other. They are motivated to make friends and interested in other children. Depending on their temperament, impulsivity, attention span and knowledge of social skills their interactions may be cooperative or at times conflicting. Some children may withdraw from play because they don't feel understood and are anxious about being rejected. Teachers and parents can help promote social skills during peer play by modeling, prompting, and coaching them to use specific skills or by praising their beginning efforts.

Adult-Coaching Skills	Examples
Social/Friendship Skills:	
Asking in a Friendly voice (polite, quiet)	"You asked your friend so politely for what you wanted and she gave it to you; you are good friends."
Giving help to a friend	"You helped your friend find what he was looking for. You are both working together and helping each other like a team."
Sharing or trading	"That's so friendly. You shared your blocks with your friend. Then she traded with you and gave you her car. "
Asking to enter play	"You asked kindly to play and they seemed happy to have you join in."
Giving a compliment	"You gave a compliment to her, that is very friendly."
Agreeing with or giving a suggestion	"You accepted your friend's suggestion. That is so cooperative."
Self-Regulatory Skills:	
Listening to what a peer says	"Wow you really listened to your friend's request and followed his suggestion. That is really friendly."
Waiting patiently	"You waited and asked first if you could use that. That shows you have really strong waiting muscles. "
Taking turns	"You are taking turns. That's what good friends do for each other."
Staying calm	"You were disappointed when she would not let you play with them but you stayed calm and asked someone else to play. That is really brave."
Problem solving	"You both weren't sure how to make that fit together, but you worked together and figured that out. You are both good problem solvers."
Empathy:	
Behavior-to-feelings	<p>"You shared with your friend, that is so friendly and makes her feel happy."</p> <p>"You saw that he was frustrated and helped him put that together. That is very thoughtful to think of your friend's feelings."</p> <p>"You were both frustrated with that but you stayed calm and kept trying and finally figured it out. That is real teamwork."</p> <p>"You were afraid to ask her to play with you, but you were brave and asked her and she seemed really pleased that you did."</p>
Apology/forgiveness	"That was an accident. Do you think you can say you're sorry?" Or, "Your friend seems really sorry he did that. Can you forgive him?"

Part Two, Session Four

Promoting Social Coaching

Practice Activities

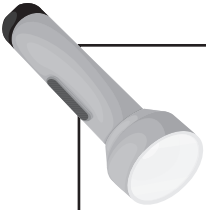
To Do:

- **USE** Social Peer Coaching during child-directed play with 2-3 children by modeling, describing, prompting and using picture cards and gestures to encourage children's social behaviors such as turn taking, sharing, waiting, and asking.
- **ENGAGE** in pretend play using books to practice social skills.
- **SET UP** group cooperative activities with three selected children to promote social communication interactions and cooperative play. (E.g., playdough, art project, game.)
- **TRY** using a teacher-directed visual play script to practice asking, sharing and waiting in joint play for two children.
- **USE** social coaching on the playground or at lunch time.
- **COMPLETE** Behavior Plan Record Sheet.

To Read:






Chapters 6 & 10 in *Helping Preschool Children with Autism: Parents and Teachers As Partners*

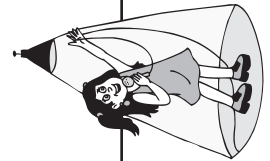


Child's Name: _____
Date: _____

BEHAVIOR PLAN RECORD SHEET

Peer Social Coaching

 <p>Child behavior I want to see less of:</p> <p><i>Example: Anna ignores other children's requests to play or to share a toy, grabs desired toy from others.</i></p> <p>Target Child (nature of problem):</p>	 <p>Positive Opposite Social Behavior I want to see more of:</p> <p><i>Example: Asks verbally or nonverbally for a turn, willing to share in play with one other child, begin to make a friend.</i></p> <p>Developmentally Appropriate Social Goal for Child:</p>	 <p>Social Coaching Scripts:</p> <p><i>Example: "You are sharing (or asking for a turn), that is so friendly." "When you used your words to ask, you solved your problem." I showed Sharing picture card.</i></p> <p>Social Coaching Scripts:</p>
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Get into your child's Attention Spotlight!

SPOTLIGHTING



Coaching Children's Social Peer Interactions

- Prompt child to notice what another child is doing or to help a peer or sibling.
- Help a child understand sharing or helping makes other children happy, so the child can see the connection between their behavior and other's feelings.
- Praise a child for initiating interactions or noticing what a peer is doing.
- Use social coaching instead of asking questions.
- Model, prompt, coach, and praise child's friendly behaviors (e.g., sharing, helping, taking turns, being polite, apologizing, giving compliments).
- Use picture cards and gestures to promote social behaviors.



"Your friend is looking for a red block, can you help him?" (Prompt.)

"That's so friendly. You are sharing your cars and waiting your turn. Your friend looks happy." (Connect behavior to feeling.)

"You are both helping each other like a team." (Show Helping card.)

"You waited and asked first if you could use that. Your friend listened to you and shared." (Connect behaviors to positive outcome.)

"You both worked together to put those blocks together. That was great cooperation." (Enthusiastic response.)

"You could give your friend a compliment and say, 'I like your picture.'" (Prompt and model words.)



Getting your child's attention spotlight on other children!

SPOTLIGHTING

Tips for Using Puppets to Promote Children's Social and Emotional Development

Preschool children are working to accomplish the important developmental milestones of learning social and friendship skills including beginning to share, help others, initiate social interactions, listen, and cooperate with peers. They are also working on emotion regulation skills including emotion literacy, self-control over aggressive behaviors, ability to wait and accept limits, and beginning problem solving skills.

One of the ways to promote a preschool child's social and emotional skills is through the use of puppet play. Puppet play is effective because it helps the teacher/child care provider enter the child's imaginary world and allows children to experience the feelings of other characters (early empathy development) and learn important social behaviors and conversation skills.

With puppets, dolls, or action figures you can act out stories you are reading with children, make up fantasies, and explore solutions to pretend problems. You may be nervous at first using puppets, but try it out and before long you will experience the joy of entering into a child's thoughts, feelings and imagination, one of the most intimate places you can be with a child at this age.

Puppet Scenarios for puppet time with children:

- **Puppet models greeting child.** For example, "Hi I am Tiny Turtle. What is your name?" When child tells your puppet his/her name, puppet thanks child for being so friendly. (*Modeling friendly social greetings.*)
- **Puppet models interest in child.** For example, "What do you like to do?" When the child tells your puppet his/her interests, puppet also shares his/her own interests. (*Learning how to get to know someone.*) You can also prompt the child to ask the puppet what s/he likes to do. (*Learning how to show interest in someone else.*)
- **Puppet asks for help.** For example, "I can't get this block to go together, can you help me?" When the child helps your puppet, the puppet compliments his/her helping behavior. (*Learning to ask for help as well as how to help a friend.*)
- **Puppet shares emotions.** For example, "I am embarrassed because I can't ride my bike. Do you know how to ride a bike?" Ask the child what your puppet is feeling. Encourage or prompt the child to say something to make the puppet feel better. (*Learning to express emotions and think about another person's emotions.*)
- **Puppet shares something with child.** For example, "I see you looking for green blocks, would you like my green block?" (*Modeling sharing.*) If child takes the puppet's block, say "I'm happy to help you." (*Connecting sharing action with emotion.*)
- **Puppet waits for his turn.** For example, "I am going to wait until you finish that game, then can I have a turn?" If child gives your puppet a turn, puppet thanks the child and tells him it makes him feel happy to have such a friend.

SPOTLIGHTING

- **Puppet uses picture cue cards.** For example, shows “Wait” cue card and says “I am waiting for my turn with the computer.” Or, shows “Asking” cue card and says, “My turn.” Adults using the puppets can also use the “My turn” gesture by patting their chest.

Note: If the child does not have the language skills to respond verbally to the puppet, it is still good for the puppet to model the words involved in the social interaction. You can also structure interactions that involve nonverbal responses from the child. “Would you share that with me?” “Would you like to shake the puppet’s hand?” “Can you help me build this tower?” This way, the focus is on the child’s friendly behavioral response to the puppet. You and the puppet can provide the verbal structure. This will support the child’s eventual language development in these social situations.

Teacher/Child Care Provider Praise: Teachers can use a silly/different voice for the puppet character and then go out of role as teacher to praise the child for his or her social skills. Teachers can look for opportunities to comment and praise the child for waiting, taking turns, helping, offering a friendly suggestion, asking for help, showing interest or empathy, being gentle and listening well with the puppet.

Teacher/Child Care Provider Prompts: In these puppet plays teachers can prompt their children’s appropriate social responses by whispering some ideas for what to say to the puppet. For example, “you can tell the puppet you like to play with trucks.” Or, “you can say please can I have that book?” Don’t worry if the child doesn’t use your suggestion, just move on to something else as compliance is not required. Often times children will copy your suggestion and then you can praise them for such nice asking or sharing.

Remember: Keep it simple, have fun, and do not have your puppet model negative behaviors. When reading stories, try using puppets to act out the character’s feelings and communication.



SPOTLIGHTING



Using Fun Sensory Physical Routines to Motivate Social Interactions

Face-to-face sensory physical routines can motivate children to laugh and have fun interacting for longer periods of time. This means you will have optimized your child's energy level and increased learning opportunities for more durable social learning. Here are some tips for increasing the fun factor between children.

When a child seems withdrawn, uninterested, unresponsive or bored, use the following techniques to increase their energy and motivation:

- Exaggerate your fun responses and gestures with big smiles, laughter, silly faces, tickles, funny noises and bigger voices with more emotion. Draw attention to your face.
- Play games with several children such as name the hidden object, peek-a-boo, pattycake, finger play, or build a fort.
- Determine the child's favorite rhythmic song or physical game such as Ring around the Rosy, When You're Happy and You Know It, or the Chase Me Game. Use song choice cards to help children make choice of song.
- Surprise children occasionally with a variation of routine such as new sound effects, new verse, or new steps. Or, do something unexpected and funny, such as have the cow meow!
- Pause or freeze sensory routine often to prompt children to signal you for what he or she wants next.
- Once you get the signal (verbal or nonverbal), continue the game and then pause again, waiting for another signal.
- Make sure there is back and forth communication throughout movements and you are not simply entertaining children without requiring them to stay connected with you by responding.



Getting in your child's attention spotlight!

SPOTLIGHTING



Using Fun Sensory Physical Routines to Motivate Social Interactions

Use the following techniques to avoid overarousing children:

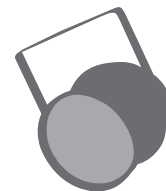
- Pay attention to the children's arousal level.
- Make the play softer, gentler, and quieter as soon as you notice the children becoming overly aroused.
- Sing calmer songs to help children slow down.
- Freeze the play for taking deep breaths or positive imagery.
- Redirect the play before the children shut down or dysregulate.
- Once the children have calmed down, don't be afraid to increase your enthusiasm and optimize their energy levels again.



Getting in your child's attention spotlight!



SPOTLIGHTING



Building Blocks for Reading With Extra CARE for Young Children with Autism and Language Delays



Extra care reading involves providing children with autism and language delays with added opportunities for language development, joint attention and social interaction. To start with take extra care to choose a book with your student that is a topic s/he is emotionally interested in, perhaps something from your student's "like list".

For example, if your student likes planes, trains, cooking, or a particular animal, pick a book on this topic. This will help you to enter your student's interest spotlight. Choose books with pictures, very few words and sensory activities, if possible, with flaps and hidden objects that allow the child to open and close flaps, to touch different textures and provide different smells.



Comment strategically according to the child's language level.

The amount of commenting you do will depend on extra-care you take in first understanding the child's receptive and expression language ability.

For a child with no language, start by making the appropriate sound effects that match the book pictures of the animals, trains, or birds and imitate the child's attempts to copy these sounds or gestures s/he makes. Name the object when you make the sounds and, when possible, also include the actual object that matches the picture in the book. For example, have a toy train, animal, or bird puppet while you are reading the related book. Pace slowly and repeat 1-2 words with hand signals, pointing gestures, funny noises, and enthusiastic tone. Read the book so that the child can see your face and emotions.

For the child with a few more words, you can increase your word content using the "one-up rule", that is, if the child uses two to three word sentences, you can add another word. For example, if the child says: "polar bear growls," describe the animal by saying, "a huge, polar bear who growls like..." accompanied by the gesture for huge. Start with naming words of objects, feelings and actions before progressing to pre-academic words of colors, shapes, numbers and letters. Continue using gestures, sound effects, and songs or rhymes to stay in the child's attention spotlight.

Children will lose interest if your verbal language is too advanced or hurried. Remember this is all about encouraging joint attention and showing you are attentive to the child's interests and are keeping the communication interaction going. Try using partial prompts by giving the child part of a sentence or word you have modeled often to see if s/he can fill in the missing word. For example, "it is a huge, polar..." and see if child can complete the word bear.

For the child with more language and sentences and who understands word objects and actions, add descriptions of colors, shapes, positions, numbers, letters and run your finger under the lines of the words as you read them. Start with modeling a full sentence and then after the child copies, try partial prompts by giving 2-3 words, and let child complete the sentence. Bring in a puppet or special sensory character your child likes, have the puppet describe the picture using modeling and prompts to enhance the child's responses.



Ask open-ended questions, pace your commenting, and repeat often.

For children with receptive and expressive language delays, asking questions when reading can be intimidating and cause withdrawal, anxiety and confusion because the child doesn't understand and may think you don't understand him. Instead strategically decide what words you want to encourage, allow time for the child's response (verbally or nonverbally) and then imitate their response. This will show the child you are interested in him. If the child repeats your sound effects, or gesture, or word, imitate that again so the child sees how his response is affecting your response. Be sure to smile and have eye contact when you do this.



Respond and listen with interest. Wait and pause before talking again so the child had time to respond. When the child responds with a smile, or gesture, or sound effect, or words, enthusiastically respond to these responses verbally and nonverbally whether or not the child seems to be making sense. Always act as if you understand what the child is saying! Imitate your child's gestures, sounds and words. The goal here is to not only encourage the child's interest in books and to get into his or her spotlight, but also to engage in joint attention and positive interactions.



Expand on what the child says. For a child with no language you can use hand signals to model the action, or use the actual object as you name it, or use one of your child's likes (song, touch or favorite object) to add more excitement to the joint reading interaction. For children with some words use the one-up rule and add an additional word. To combine social interactions with reading, read to two children at the same time and prompt language in both children. Occasionally surprise children by doing something unexpected such a variation on the story such as a different and humorous word, or naming the object or feeling incorrectly, and then correct yourself. "Oops my mistake!" Make games out of a book by covering up a picture with sticky notes and guessing what is under there, or what comes on the next page. Sing a song using the word you are encouraging. End the reading with the routine of an "all done" and hand signal.

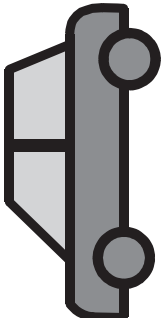
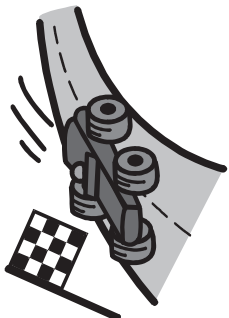
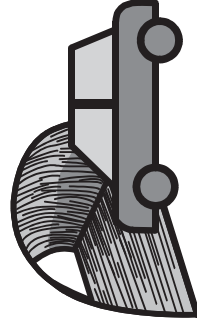

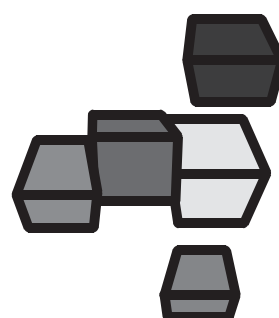
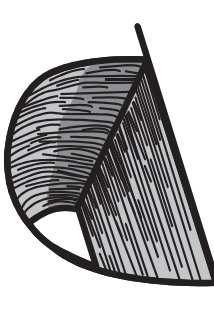
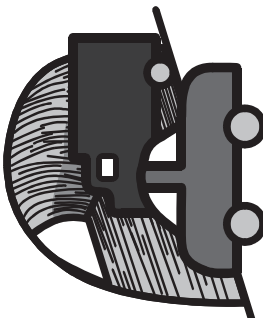
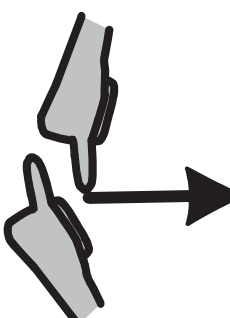
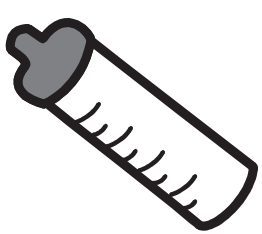
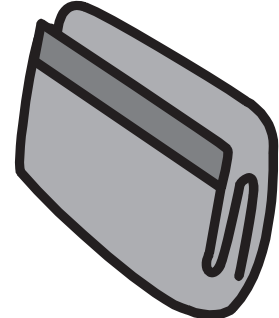

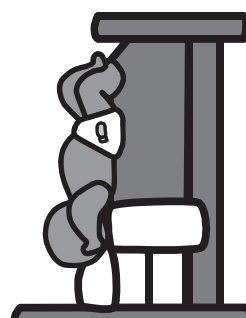
REMEMBER EXTRA-CARE IS:

- **Keeping the reading fun and simple using the “one up” principle** to decide how much language to use when reading.
- **Showing kindness and avoiding commands and criticism** when children are reading.
- **Allowing children to reread stories as often as they wish.** This is a pre-reading skill and leads to mastery and confidence. Once they have learned the story you can add partial prompts to see if they will fill in the blank.
- **Slowing down** and building repetition.
- **Reading** so children can see your face and expressions.
- **Singing** at times during reading.
- **Using hand signals, gestures, sound effects, and objects** to enhance reading understanding.
- **Making sure there is a back and forth quality** to the reading and you are not simply reading without requiring some response or connection with the child before continuing to read.



Spotlighting Sample Picture Play Sequence

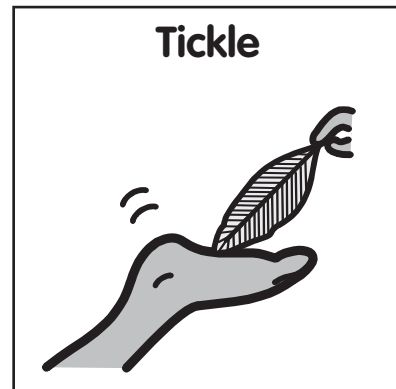
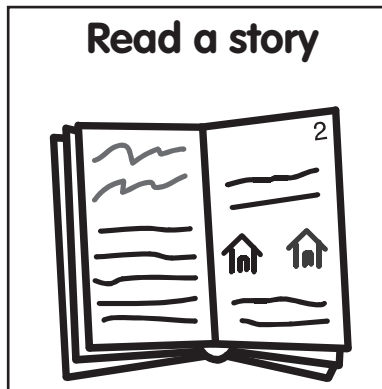
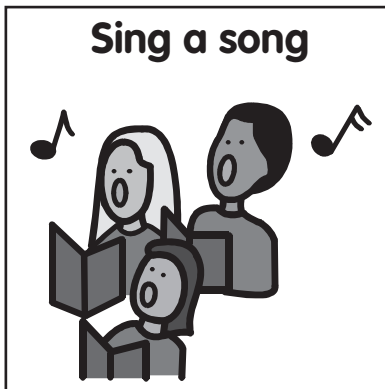
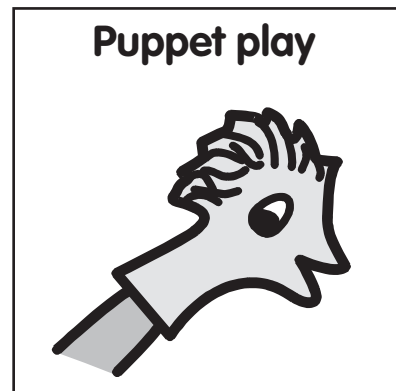
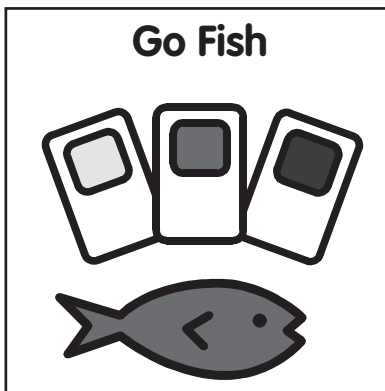
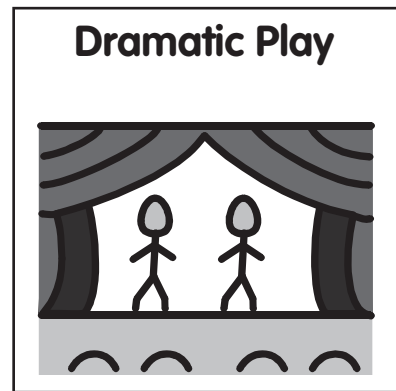
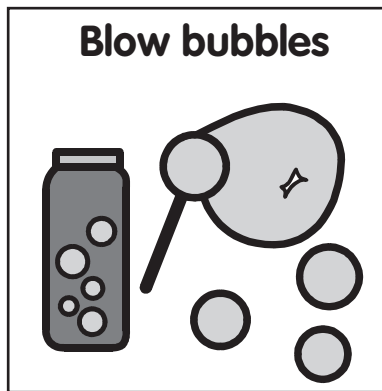
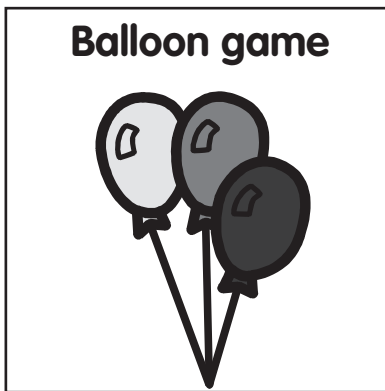
If parents/teachers have access to the program BoardMaker™ or a similar symbol generating program, they can use this to create their own play sequence boards customized to their child's particular interests. Another option would be to take photos or cut out specific pictures from magazines!

<p>Car Sequence #1</p>	<p>Drive Cars</p> 	<p>Race Cars</p> 	<p>Car in tunnel</p> 	<p>Crash cars</p> 
<p>Car Sequence #2</p>	<p>Blocks</p> 	<p>Build tunnel with blocks</p> 	<p>Tunnel with cars in it</p> 	<p>All Done</p> 
<p>Baby Play Sequence</p>	<p>Baby bottle</p> 	<p>Baby blanket</p> 	<p>Rocking</p> 	<p>Baby in Bed</p> 

Spotlighting Sample Reward Cards



If parents have access to the program BoardMaker™ or a similar symbol generating program, they can use this to create their own activity boards customized to their child's particular interests. Or, take photos of the child's favorite activities and laminate them.



Handouts Part Three

The Incredible Years

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These handouts are also available on our website, www.incredibleyears.com (in *Group Leader Resources* section).

Promoting Emotion Literacy and Self-Regulation

Practice Activities

To Do:

- **USE** Emotion Coaching during child-directed play with 2-3 children by modeling, prompting, and describing children's emotions. Describe more positive emotions than negative. Share your own positive emotions with children.
- **ENGAGE** in pretend play using puppets and/or books to practice emotion language. Help children develop empathy by explaining the character's different feelings.
- **USE** feeling and self-regulation picture cue cards to teach children emotion vocabulary and self-regulation skills.
- **TEACH** children some emotion regulation strategies (e.g., breathing, counting, using Calm Down Thermometer poster, positive visualization, etc.) by modeling with puppets, discussing with books, or using visual self-regulation cue cards.
- **MODEL** positive self-regulation and calm down strategies.
- **COMPLETE** Behavior Plan Record Sheet.

To Read:



Session 5: Chapters 5 & 7 in *Helping Preschool Children with Autism: Parents and Teachers As Partners* book.



Session 6: Chapters 8 & 9 in *Helping Preschool Children with Autism: Parents and Teachers As Partners* book.






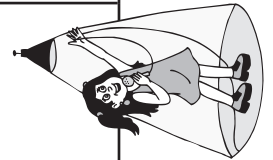
Child's Name: _____
 Date: _____

BEHAVIOR PLAN RECORD SHEET

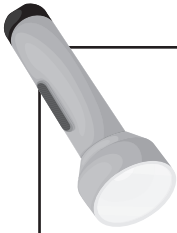
Emotion Coaching

Instructions: Record two times you played with several children, what emotion coaching you did, and the children's responses.

 Child emotions I want to describe:	 Parent-child activity and emotion script:	 Child's response:
<p>Example: <i>Happy smiles, being proud, and noticing another child's feelings</i></p> <p>1. _____</p> <p>2. _____</p>	<p>Example: <i>"See, your friend is happy that you shared with him. You look happy and proud because you are smiling."</i></p> <p>1. _____</p> <p>2. _____</p>	<p>Example: <i>Robbie told me one day he felt happy.</i></p> <p>1. _____</p> <p>2. _____</p>



Spotlight your child's feelings



Child's Name: _____
Date: _____

BEHAVIOR PLAN RECORD SHEET

Coaching Self-Regulation



Child behaviors
I want to see less of:

Examples: Joshua has angry outbursts, is easily frustrated, impatient, often sad.

Target Child (nature of problem):



Positive Opposite Emotion
Behavior I want to see more of:

Example: Learning to take deep breaths, count, or use the thermometer or feeling picture to express feelings. Recognizing when he is calm, happy and patient.

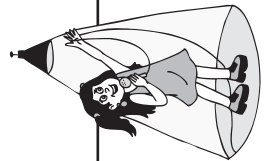
Developmentally Appropriate Emotion Goal for Child:



Emotion Coaching Scripts:

Example: "I see you are frustrated but you are staying calm." Or, "Your friend is happy you shared the truck." Or, "You took deep breaths to calm down, that is so strong. I am proud of you."

Emotion Coaching Strategies (your examples):



Spotlight your child's self-regulation skills



Child's Name: _____
Date: _____

BEHAVIOR PLAN RECORD SHEET

Teaching Emotion Self-Regulation



Use the scenarios in handout or make up your own to teach your child calm down skills:

1. Turtle puppet: "I am sometimes afraid, so I think of my happy place, which is watching my fish. What is your happy place?"

2.

3.

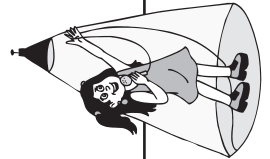


Record your teaching scenario and how your child responded:

1.

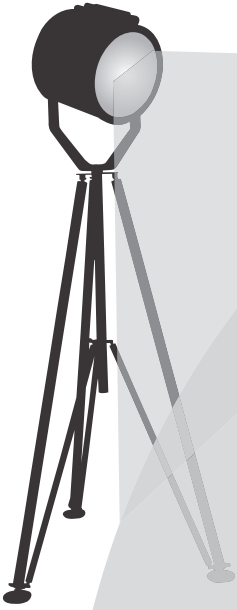
2.

3.



Spotlight your child's successes

SPOTLIGHTING



Emotion Coaching

- Try to understand what the child is feeling and wanting.
- Describe the child's feelings (don't ask the child what they are feeling, because they may not have the words to tell you); build emotion vocabulary by naming child's feelings.
- For children who are nonverbal, use visual pictures of feeling faces to teach feeling words. Children can also use these cue cards to show you how they feel.
- Label more of children's positive feelings than uncomfortable feelings.
- Model and describe your own positive feelings and calm down strategies.
- Provide physical cuddling when child is frightened, sad or hurt. Stay calm yourself to provide extra reassurance.
- Model emotion words the child can use to express his or her uncomfortable feelings.
- When naming uncomfortable feelings such as frustration or anger, point out and praise coping strategies the child uses such as staying calm or trying again.
- Promote identification of feelings through use of pictures, games and books.
- Use puppets and make-believe play to model emotion language and show how emotions can change and prompt an empathic response.
- Help children understand how others feel by pointing out facial expressions, voice tone, or words.
- When children use a social skill such as sharing or trading, help them see the connection of their behaviors to the other child's feeling of happiness or excitement.

SPOTLIGHTING



Coaching Children's Self-Regulation Skills

- Coach and praise your child's self-regulation skills such as staying calm, being patient, trying again, waiting a turn, and using words or gestures when frustrated.
- Support your child when (s)he is frustrated, but recognize when the child is too upset to listen and needs space and time to calm down.
- Encourage your child's practice of calm down steps with puppets, books, games, Calm Down Thermometer and Tiny Turtle's calm down steps.
- Model and prompt your child to use words, feeling pictures, or puppets to express his/her needs and feelings (e.g., "Show me the card with the face of how you are feeling.").
- Help your child learn ways to self-regulate such as using a special stuffed animal or blanket, taking deep breaths, saying "I can calm down," waiting, or solving a problem.
- Use picture prompts for verbal or nonverbal children to cue child to wait, take deep breaths, count, think of happy place or take a break.
- Model self-regulation skills yourself, such as taking deep breaths, positive self-talk, or taking a break.
- Praise children's use of self-regulation skills.
- Help children understand how other children feel and point out facial expressions, voice tone, or words.



"You can think of your happy place."

"Can you pretend to use Tiny's secret shell to take deep breaths & calm down?"

"You did a good job using your words to talk about your problem. That's what friends do."

"That is so strong to use your waiting muscles."

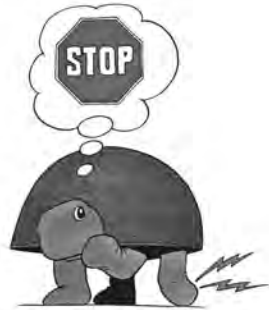
"Let's check the Calm Down Thermometer and get into the blue zone."



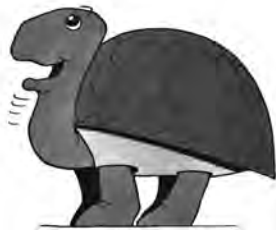
Getting in your child's attention spotlight!

Calm Down Thermometer

I can do it. I can calm down.



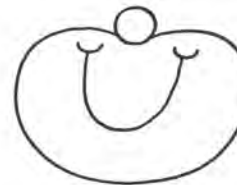
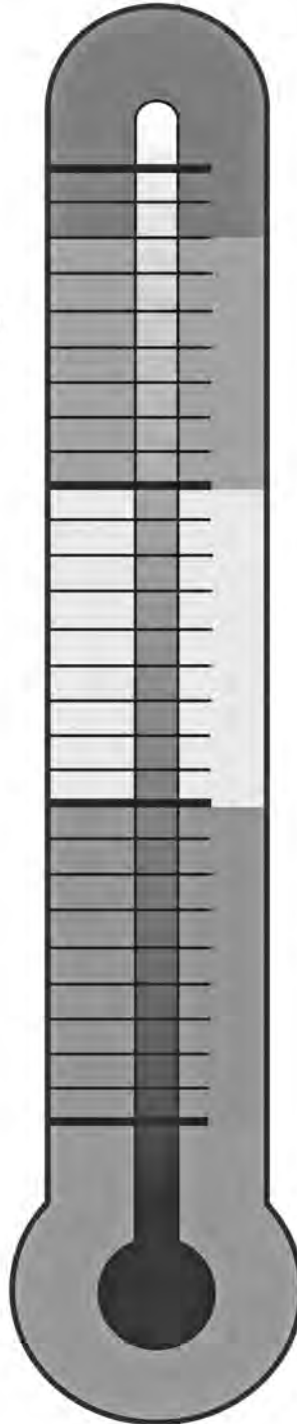
Think "Stop"

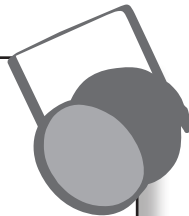


Take 3 deep breaths



Stay cool





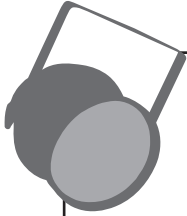
BRAINSTORM/BUZZ

Promoting Children's Self-Regulation

Think about ways you could promote children's learning of self-regulation skills. Write down your ideas.



Goal:



BRAINSTORM/BUZZ

Emotion Literacy

Write out all the emotion words you want to encourage with children. Try to have three positive or calming emotion words for every uncomfortable feeling. Combine a coping thought with an uncomfortable feeling.



Goal:

Teachers and Parents "Emotion Coaching"



Describing children’s feelings is a powerful way to strengthen their emotion literacy. Once children have emotion language, they can better regulate their own emotions because they can tell you how they feel. From the following list of emotions choose a few that you could comment on when interacting with a child. Combine the verbal emotion words with your facial expressions and use of picture emotions. Slowly add more feeling words and be sure to have a balance of more positive than uncomfortable feeling words. When using uncomfortable emotions combine with a coping emotion word.

Feelings/Emotion Literacy	Goals
<input type="checkbox"/> happy <input type="checkbox"/> brave <input type="checkbox"/> frustrated <input type="checkbox"/> disappointed <input type="checkbox"/> calm <input type="checkbox"/> fearful <input type="checkbox"/> proud <input type="checkbox"/> loving <input type="checkbox"/> excited <input type="checkbox"/> tired <input type="checkbox"/> pleased <input type="checkbox"/> energetic <input type="checkbox"/> sad <input type="checkbox"/> helpful <input type="checkbox"/> worried <input type="checkbox"/> confident <input type="checkbox"/> patient <input type="checkbox"/> having fun <input type="checkbox"/> jealous <input type="checkbox"/> forgiving <input type="checkbox"/> caring <input type="checkbox"/> proud <input type="checkbox"/> curious <input type="checkbox"/> angry <input type="checkbox"/> mad <input type="checkbox"/> interested <input type="checkbox"/> embarrassed	

Modeling Feeling Talk and Sharing Feelings

- "I am proud of you for solving that problem." (Show Proud picture.)
- "I am really having fun playing with you." (Show Happy picture.)
- "I was nervous it would fall down, but you were patient, and your plan worked." (Show Nervous picture.)
- "Your friend is so happy that you shared with her."

Spotlighting Self-Regulation Cue Cards



Teachers/Parents can make copies of this page and cut out the cards (and laminate them!) to use with their children. They can also create their own cards with BoardMaker™ or other images to create their own visual cue cards customized to their child's particular self-regulation methods.

SMELL THE FLOWER BLOW OUT THE CANDLE

The Incredible Years®

IGNORE

The Incredible Years®

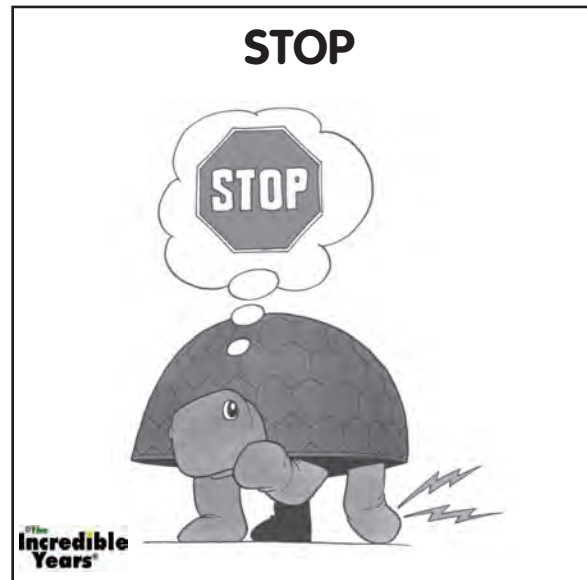
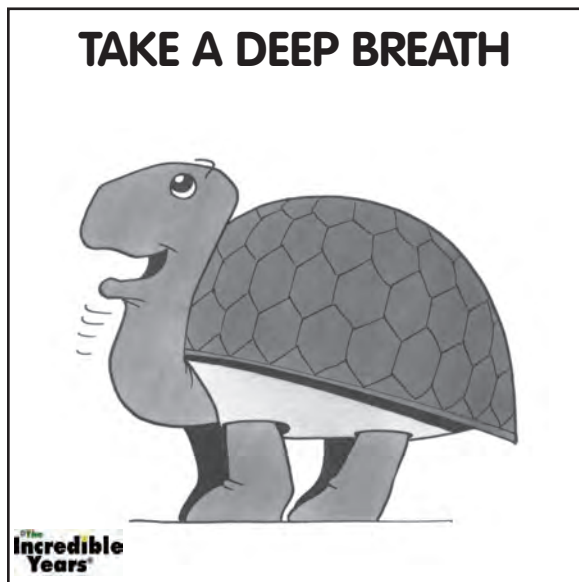
COUNT DOWN FROM 10

The Incredible Years®

RELAX

The Incredible Years®

Spotlighting Self-Regulation Cue Cards Continued



SPOTLIGHTING

Scenarios for Teaching Children Emotion Self-Regulation Skills

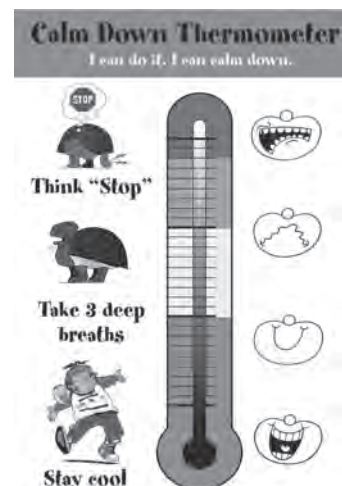
Emotion coaching helps build children's emotion literacy so they can begin to articulate their feelings to others. This is a foundational step to being able to eventually regulate their own emotions. Once children are starting to recognize and express their feelings, parents can begin to teach them some self-calming strategies. Because children are visual thinkers and love imaginary play, it is effective to use stories, puppets, pictures and practice role plays to help them practice calming thoughts, positive visual images, deep breathing, coping self-talk and using words or gestures to express their feelings and needs.

Here are a few things you can do with your child using the Calm Down Thermometer handout and Tiny Turtle puppet. Each of these scenarios would be done in one 5-minute setting and at different times when your child seems relaxed and interested in some puppet play. Try to keep these scenarios simple, fun and imaginative and follow your child's lead.

Puppet Scenarios

Tiny Turtle Explains the Calm Down Thermometer

- Tiny Turtle puppet introduces the Calm Down Thermometer and explains how it works. For example, *"Hi I am Tiny Turtle. I want to tell you about this amazing feeling thermometer which can measure your feelings."* Your turtle puppet can tell your child he is feeling sad, mad, worried or frustrated. Or on the other hand, happy, calm, relaxed, or proud. While Tiny is telling his feelings, point to the place on the thermometer that shows Tiny's feeling. (Red or hot for angry versus green for cool or calm.) You can also ask your child to point to the color on the thermometer or move the arrow to the place that represents Tiny's particular feeling. When your child points to the place on the thermometer you can add to the fun by asking him or her to show you that feeling face.



Tiny Turtle explains How the Thermometer Works

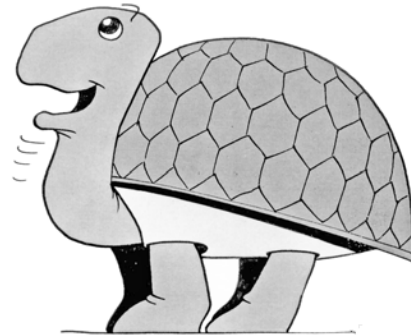
- Tiny Turtle tells your child a story about a time he was stepped on or made fun of and felt hurt or mad. He explains how he took three deep breaths to get back into green. For example, *"One time someone made fun of me because I am so slow and I was up here in red feeling mad. I took three deep breaths and practiced smelling a flower and blowing out a candle. Then I came down into blue."*
- Ask your child to practice taking deep breaths with Tiny Turtle and let him or her move the thermometer arrow down from red to green.
- Tiny Turtle asks your child to tell a time he or she felt angry, sad, excited, or safe. (Use a variety of comfortable and uncomfortable feeling words.) For example, Tiny asks, *"Have you ever had someone make fun of you? How did that feel?"* When your child shares a situation, help him/her move the arrow and then move the arrow down as deep breathing is practiced.

continued next page

SPOTLIGHTING

Scenarios for Teaching Children Emotion Self-Regulation Skills (continued)

- Using the Calm Down Thermometer, Tiny Turtle asks your child what feelings the faces on the thermometer represent. For example, *"See these feeling faces on this thermometer, what feelings do you think they are?"* When your child names a feeling, praise their understanding and ask them to show you that feeling face.



Take a slow breath

Tiny Turtle Explains How to Calm Down

- Tiny Turtle explains how he recognizes an uncomfortable feeling and says "stop" and goes into his turtle shell to take deep breaths. For example, *"One time someone stepped on my foot, and I was mad, but I said "stop" and went in my turtle shell and took deep breaths like this. Then I felt better."* Ask the child to practice this with Tiny Turtle. The child can imagine he has a magic turtle shell or go under a blanket.
- Tiny Turtle explains how he uses his happy place visualizations when he is in his shell to help him calm down. For example, *"When I am nervous I think about a time I learned to ride my bike and felt really proud. Or, when I am afraid or sad I think of my teddy bear and that helps me feel safe."* After Tiny has explained his happy or safe places, he can ask where the child's happy place is and how the child can use this visualization. This exercise helps the child develop positive imagery of things to think about when they want to calm down.
- Tiny Turtle explains what he says to himself when he is in his shell. For example, *"When I am in my shell I say to myself, I can do it, I can calm down and try again."* Ask the child to repeat these words together with Tiny.
- Tiny Turtle asks the child when they could use their Turtle Power (going in shell). Then Tiny asks your child to show you how he/she uses Turtle Power. For example, *"What makes you angry? So you are up here in red on the thermometer, how can you get yourself down here in green?"* Praise the child for showing you or Tiny how to take deep breaths, think of their happy place, or use positive self-talk.

NOTE: Remember when using Tiny Turtle to follow your child's lead and ideas and praise his or her willingness to practice taking deep breaths, using happy place memories and positive self-talk. Make these play scenarios fun, imaginative and interactive.

Getting in Your Child's Attention Spotlight to Promote Social, Emotional, & Language Development

Limit Setting,
Ignore,
Redirect,
& Distract

Prompting &
Imitating Social
Interactions

Verbal
Communication &
Sign Language

Social
& Emotion
& Coaching

Praise &
Celebrations

Engage in
Sensory &
Physical
Activities

Joint Activity
& Focused
Attention

Pre-Academic
&
Persistence
Coaching

Pretend &
Puppet Play

Nonverbal
Gestures



