Every Child Reads Follow-up Module: Supplemental Trainer Materials

TITLE

— Outline for the Module

— Promoting Children's Social and Emotional Development Through High-Quality Preschool (This document is also located on the web site: www.nieer.org. Go to Preschool Policy Facts.)

— Enhancing Emotional Vocabulary in Young Children (This document is also located on the web site: www.vanderbilt.edu/csefel)

— You've Got to Have Friends (This document is also located on the web site: www.vanderbilt.edu/csefel)

— Feeling Photos

— Asking Questions

— Practical Strategies for Teachers (This document is also located on the web site: www.vanderbilt.edu/csefel)

— Make It/Take It Session: Make Your Own Books to Teach Children to Name Feelings and Express Emotions

Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Outline for the Module

1. Welcome and Introductions

2. Review with participants how they have used the ECR principles/strategies since the last ECR session they attended.

3. Explain:

    a. the goals of this follow-up module

    b. the Promoting Social Competence pyramid and where participants can get more information and training.

    c. how this module links to ELS and QPPS

    d. the key social-emotional skills children need when they enter school.

    e. why it is important for children to be able to attach a name to what they are feeling.

4. Review ECR strategy: 5 steps for teaching vocabulary

5. Model how to read a book teaching vocabulary and connecting the book to children's lives and experiences.

6. Participants define vocabulary words from the book they have selected on their lesson plan form.

7. Review ECR strategy: Connecting the book to the children's lives and experiences.

8. Participants write on their lesson plan what they will say to do to connect the book to the children's lives and experiences.

9. Review ECR strategy: Asking questions.

10. Participants write on their lesson plan what questions they will ask before, during and after reading the book.

11. Participants identify/create activities they could use with children to reinforce the word/social-emotional skill the book taught.

    a. discuss activities: songs, games, etc.

    b. review book list from CSEFEL

    c. review book nooks

12. Evaluation

Promoting Children's Social and Emotional Development Through High-Quality Preschool

By Judi Boyd, W. Steven Barnett, Deborah J. Leong, Elena Bodrova and Deanna Gomby

Knowing the ABCs does not by itself prepare children for school. Children need a combination of intellectual skills, motivational qualities and social-emotional skills if they are to learn once they enter kindergarten. Children must be excited and curious about learning and confident they can succeed (motivational qualities). They must be able to understand the feelings of others, control their own feelings and behaviors, and get along with their peers and teachers (social-emotional skills).

Teachers rate these qualities as more important to school success than being able to hold a pencil or read. The growing number of children who are socially or emotionally unprepared for school means teachers spend too much time trying to rein in unmanageable children and too little time teaching. Many of these problems begin before kindergarten. If not addressed, they can result in behavioral problems that accompany many children through their school years and into adulthood.

What We Know:

- Teachers say about 20 percent of children entering kindergarten do not yet have the necessary social and emotional skills to be "ready" for school. In low-income families, as many as 30 percent of children may lack the necessary skills.
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- Social and emotional development is important, both in its own right and because it facilitates cognitive development. Children with good social and emotional skills can get along with others, follow directions and pay attention. These are skills that will help them get the most out of classroom instruction.
- When children are young, the adults around them (parents and other adult caregivers, including preschool teachers) are the most important influences on their social and emotional development.
- High-quality preschool programs can create significant long-term social and emotional benefits. Much of the long-term economic payoff from public investments in high-quality preschool programs will come through decreased crime and delinquency.

How Social-Emotional Skills Develop

Social-Emotional skills develop in large part through children's relationships with other people around them, including parents, caregivers and peers. Each play critical roles in the following ways:

Parents and Families

Parents and families play an enormous role in shaping a child's social and emotional development. Early relationships with parents lay the foundation on which social competency and peer relationships are built. Parental support greatly increases the likelihood that children will develop early emotional competence, will be better prepared to enter school and less likely to display behavior problems at home and at school.

This is why many preschool programs include a focus on parental involvement and parenting children.

Caregivers and Teachers
Most children also spend many hours each week in the care of someone other than their parents. These caregivers play a similar role in promoting social and emotional development to that of parents when children are young. Just as parents who are warm and responsive are more likely to promote strong social and emotional skills in their children so too are early childhood educators and caregivers who provide this environment. The development of secure attachments between children and caregivers and teachers is important. That means staff turnover in preschool programs should be kept to a minimum.

Peer Group Children
Emotionally healthy children engage in positive play behaviors, develop mutual friendships and are more likely to find acceptance from their peers. Through their play, they learn how to work in teams and cooperate with others. As early as preschool, positive peer relationships can have a lasting impact on academic achievement and have been shown to contribute to more positive feelings about school and eagerness to engage in classroom activities. This in turn can lead to higher achievement. Conversely, early rejection by peers has been associated with persistent academic and social difficulties in elementary school. It is important for preschool teachers to encourage positive interactions and to intervene when children are having difficulties with peers.

Evidence that Preschool Influences Social and Emotional Development.
There is convincing evidence that high-quality preschool positively affects social-emotional development. Many studies of immediate and short-term outcomes show preschool to have meaningful impacts on self-esteem, motivation and social behavior. Longer-term studies demonstrate long-lasting benefits such as improved classroom behavior and social adjustment and decreased future crime and delinquency. These programs deliver high-quality center-based education services. Some focus on 3- and 4-year-olds; others provide services from birth to 5. Some offer parent education or family support services.

Go to www.nieer.org for the complete document.

Enhancing Emotional Vocabulary in Young Children

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Four-year-old Shantay is an avid builder with blocks. At free play he has busied himself with an elaborate tower construction. To complete his masterpiece he needs an elusive triangle piece. As he searches the room in vain for the last, crucial piece his initial calm hunt becomes more hurried and disorganized. He begins to whimper and disrupt other children's play. His teacher approaches and asks what the matter is. Shantay swiftly turns away to resume his now frantic search. This behavior persists for several minutes until the signal for cleanup is given, whereupon Shantay launches into a major, 15-minute tantrum.

Four-year-old Kelly is relatively new to preschool. She wants to play with her new classmates, but is too shy and frightened to approach and join in with the group. This day at free play she intently watches, as three other girls are absorbed in an elaborate tea party, complete with pandas and wolves. With a forlorn look, Kelly passively observes the ongoing play. Her teacher approaches and says, "Honey, is something wrong?" Kelly shrugs her shoulders. Her teacher persists, "Kelly are you frustrated?" Kelly says, "Yes." Her teacher then reminds her of the class rule; if you feel frustrated, ask a friend or teacher for help. Kelly and her teacher quickly discuss how she might get another animal and ask her classmates if the zebra can come to the party.

In each of these cases, children experience some of the common, often-repeated challenges of life in preschool. Shantay, in the end, was overwhelmed by his feelings of frustration. Unable to label his legitimate feeling he acted-out— a sure recipe for not getting his needs met. Kelly, equally upset and, in this example, paralyzed temporarily by her social anxiety was able to achieve an outcome she deeply desired. She was able to do this by the good teaching that had previously occurred. She was able to communicate her need and access strategic help to get that need met. In contrast with Shantay, Kelly's experience demonstrates one of the ways that emotional literacy enables children to be socially competent. Consider two other case examples of emotional literacy at work.

Tony is a master of rough and tumble play. As a game of superheroes commences, Tony runs headlong into other children. Two of his playmates happily reciprocate; smiling and giggling they continue their preschool version of "slam dancing." Tony, however, seeks out other partners as well. In particular, Eddie and Darrin want no part of this. They frown as he approaches and yell, "No." Tony seems to interpret their behavior as an invitation for more. Both Eddie and Darrin start to cry and quickly seek out their teacher who has Tony sit quietly for 2 minutes while play continues. This time-out angers Tony and he pouts alone for the remainder of free play.

Tamika loves to play dress-up. This day at free play she asks Seth to join her, but he says, "Later," and goes about his computer play. Tamika then gets a big hat and takes it to April. April just frowns and goes about tending to the hamster cage. Tamika next takes the hat to Bo. "Bo," she says, "let's go play." Again she is rebuffed. Finally Tamika finds a play partner in Darrin; who is walking from one activity area to the next.

In these two scenarios great variation can be noted in children's ability to read social cues. Tony's choice of rough and tumble partners is ubiquitous. His inability to read social cues ultimately resulted in a poor outcome. Tamika, on the other hand, was readily able to read social cues and, as a result of good teaching, she had a strategy (try again with another friend) to achieve her desired outcome.

Figure 1 below provides an overall schematic of children's emotional literacy (Crick & Dodge, 1994; Lemerise & Arsenio, 2000). Note first that the foundational element, the necessary context, for emotional literacy development is a supportive, caring relationship (see Joseph & Strain, 2002). In order to act upon the social environment in ways that are collectively supportive and rewarding it is first necessary for children to read the affective cues of others and of themselves. Discriminating among affective states such as anger, sadness, frustration, and happiness requires a vocabulary of feeling words. Like other forms of literacy the richer the vocabulary, the more rewarding the experiences. In this article we will concentrate on how to build a meaningful lexicon of feeling words. This instructional emphasis bears, not coincidentally, a close resemblance to cognitive behavior modification (Meichelbaum, 1976).

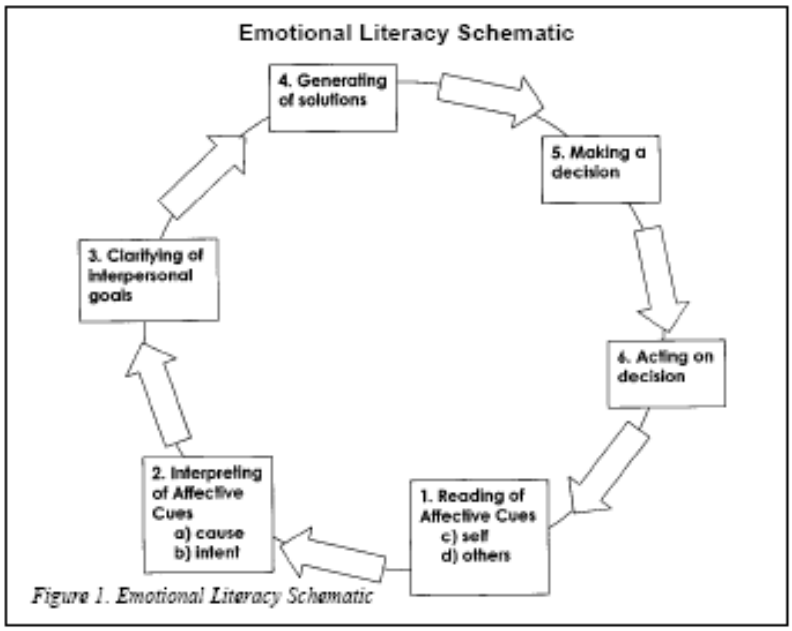

Figure 1. Emotional Literacy Schematic

Once children are reading and correctly labeling affective cues from words, internal stimuli, and body language they then proceed to make crucial judgments about both the cause and the intent of other's affect (e.g., Tamika has, appropriately, a neutral judgment abut peers' lack of interest in her play and she simply proceeds to look until she finds a willing partner). Many children, however, make crucial errors at this point. Partly because of an absence of feeling words they often interpret the behavior of others as intentionally hurtful and eventually act out in ways that invariably lead to social isolation and stigmatization (Kazdin, 1989).

Once children make a judgment about cause and intent they proceed, in this model, to clarify their interpersonal goals. In earlier examples, Tony wanted to play rough and tumble, Tamika wanted to play dress-up, Kelly wanted to join in the tea party, and Shantay just wanted that final block.

The clarification of goals then allows children to generate solutions to achieve their goals. Solutions might include a self-regulation notion such as, "I need to calm down." Solutions might be trying again, finding someone to help, trying a different way, and so on. Solution generation, however, must be followed by a contingent decision-making paradigm. For example, children might be taught to consider if the solution is fair, if it has worked before, if it is a safe, if it would result in positive feelings, and so on. Finally, children act in accordance with their decision. While we will focus only on establishing a vocabulary of feeling words that permit accurate reading of affective cues and accurate interpretation of cause and intent, teachers needs to be aware that many children will require careful step-by-step instruction from reading affective cues to acting on decisions.

Emotional literacy is the ability to recognize, label, and understand feelings in one's self and others. It is a prerequisite skill to emotional regulation and successful interpersonal interactions and problem solving and is one of the most important skills a child is taught in the early years (Denham,1986; Webster-Stratton, 1999). Limited emotional literacy, on the other hand, can result in misperceptions of feeling in one's self and others.

Building emotional vocabulary

In order to correctly perceive feelings in yourself and others, you first have to have words for those feelings, a feeling lexicon. Many children are either "happy" or "mad" and miss all the subtle gradations of feelings in-between because they do not have labels and definitions for those emotions. A large and more complex feeling vocabulary allows children to make finer discriminations between feelings; to better communicate with others about their internal affective states; and to engage in discussions about their personal experiences with the world. Children with disabilities (Feldman, McGee, Mann & Strain, 1993; Walker, 1981) and children from low income families (Eisneberg, 1999; Hart & Risley, 1995; Lewis & Michalson, 1993) have more limited feeling vocabularies than their typically developing and middle income peers. Parents and teachers can foster emotional vocabulary by teaching feeling words and their emotional definitions. Adults can increase children's feelings words by teaching different feeling words and definitions directly; incidentally in the context of conversation and play; and through special activities.

Adults can teach feeling words directly by pairing a picture or photo of a feeling face with the appropriate affective label. Preschoolers are better at recognizing feelings with drawn

pictures at first then progressing to photographs. Children's books are an excellent way to label feeling faces with children. Many books are written explicitly about feelings and contain numerous feeling words. *See Box 1 for some of our favorites.*

Children's Books featuring feeling faces and words

- *On Monday when it rained* by Cherryl Kachenmeister,
- *Glad Monster, Sad Monster: A Book About Feelings* by Anne Miranda & Ed Emberley (Illustrator)
- *My Many Colored Days by Seuss,* Steve Johnson (Illustrator), Lou Fancher (Illustrator)
- *When Sophie Gets Angry- Really, Really Angry...* by Molly Garrett Bang
- **Feelings** (Reading Rainbow Book) by Aliki
- *I'm Mad* (Dealing With Feelings) by Elizabeth Crary, Jean Whitney (Illustrator)
- *I'm Frustrated* (Dealing With Feelings) by Elizabeth Crary, Jean Whitney (Illustrator)
- When I Feel Angry by Cornelia Maude Spelman, Nancy Cote (Illustrator)

Box 1

Adults can also teach children new feeling words by explicitly providing emotion labels as children experience various affective states. For example, an infant smiles brightly and the parent says, "Oh, you are happy." Similarly, Kelly's teacher noticed her aroused state and labeled it "frustrated.". Labeling a child's affective state allows them to begin to identify their own internal states. This is an important step in learning to regulate emotions(Joseph, 2001; Lochman & Dunn, 1993; Webster-Stratton,1999). For example, one needs to recognize (this happens most effectively when there is a label) their affective state, say, "angry" before they can proceed with steps to regulate or calm down. A first step would be to vocalize this negative feeling ("I'm mad") versus acting out. Using varied and complex feeling words will develop powerful feeling vocabularies for children. Box 2 provides a list of more complex feeling words that 3-5 year olds who are developing language normally know (Joseph, 2001; Ridgeway, Waters & Kuczaj, 1985).

Feeling Words

Affectionate	Gloomy
Agreeable	Guilty
Annoyed	Ignored
Awful	Impatient
Bored	Important
Brave	Interested
Calm	Jealous
Capable	Joyful
Caring	Lonely
Cheerful	Lost
Clumsy	Loving
Confused	Overwhelmed
Comfortable	Peaceful
Cooperative	Pleasant
Creative	Proud
Cruel	Relaxed
Curious	Relieved
Depressed	Safe Satisfied
Disappointed	Sensitive
Disgusted	Serious
Ecstatic	Shy Stressed
Embarrassed	Strong
Enjoying	Stubborn
Excited	Tense
Fantastic Fearful	Thoughtful
Fed-up	Thrilled
Free	Troubled
Friendly	Unafraid
Frustrated	Uncomfortable
Gentle	Weary
Generous	Worried

Box 2

Adults can also plan special activities to teach and reinforce the acquisition of feeling words. Children can "check in" each morning by picking a feeling face picture that best depicts their affective state and sticking it next to their name. Children can be encouraged to change their feeling face throughout the day as their feelings change. Teachers can make feeling dice by covering small milk cartons with paper and drawing a different feeling face on each side. Children can toss the dice; label the feeling face and describe a time they felt that way. Box 3 lists some other fun feeling activities.

INSERT BOX 3 ABOUT HERE

Feeling Activities

Pass the hat: The teacher cuts out pictures that represent various feeling faces and places them in a hat (or large envelope) that is passed around the circle as music plays. When the music stops, the child holding the hat picks out a picture designating an emotion and is asked to identify it, express how they look when they feel that way, or describe a time when he or she felt that way.

Feeling hunt: The teacher puts "feeling face" pictures up all around the room (and around the building if possible). Children can be given child-size magnifying glasses, and they walk around looking for different feeling faces. When they find one, they label it and tell a time they felt that way. An expansion of this activity is to provide each child with a "Feeling Face BINGO Board" and they can cross out faces on their boards as they find them around the room.

Mirrors: Children are given small hand held mirrors at circle time or small group. As the teacher reads a story with many feeling words in it – the children make the face to the corresponding affective expression while looking at themselves in their mirrors. Then, the children put their mirrors down and show their peer their "feeling face."

Changing faces: During small group time, children make paper plate faces. The teacher attaches the "mouth" and "eyebrows" to the paper plate with brads. This allows

Box 3 *(continued)*

Feeling Activities
(continued)

the child to change facial expressions on their plate by changing the mouth from a smile to a frown, and the eyebrows from facing in (angry, frustrated, etc.) to out (worried, scared, surprised, etc.). Children can color the rest of the faces. The teacher can then read a story and pause after key incidents and ask the children to show how they would feel by changing their paper plate face appropriately.

Singing, "If you're happy and you know it…": Teachers can add new verses to "If you are happy and you know it" as they introduce new feeling words to the class.

- If you're happy and you know it, hug a friend
- If you're sad and you know it, cry a tear – "boo-hoo"
- If you're mad and you know it, use your words "I'm mad"
- If you're scared and you know it, get some help, "HEEELLLLPPP!"
- If you're silly and you know it, make a face, "BBBBLLLUUUUHHHH!"

For more feeling activities see *Dinosaur School* (Joseph, Webster-Stratton & Reid, 2002; Webster-Stratton, 1990), *PATHS* (Kusche & Greenberg, 1994), or *Second Step* (Committee for Children, 2002)

Box 3

Teaching children to recognize feelings in others

Children can be taught explicitly how to identify feelings in other people. Identifying feelings in others involves noticing facial expressions and body language, listening to the tone of voice and, considering the situational context.

Young children can be taught how to detect the cues of how someone is feeling by having their attention drawn to the salient physical features of someone's affective state. Teachers can model detecting how someone is feeling by looking at their face (noticing their eyebrows, their eyes, and their mouth). This can be accomplished directly and more incidentally throughout the day. Children can then be provided with practice activities and opportunities to notice facial expressions and body language to determine how someone is feeling.

Teachers can model for children how they can tell how someone is feeling by listening to the tone of the person's voice. Teachers can close their eyes and a puppet or another adult can make a statement such as, "UGGGHH, I can't get my shoes tied!" and then guess that the person is feeling frustrated. The children can practice by closing their eyes and listening to the teacher make statements using varying tones, then guess how the teacher is feeling.

Teachers can also teach children to think about how someone might feel in certain situations. Children's literature is a very effective for teaching and practicing this skill. Read a story aloud, pick a situation in the story and ask the children to consider the character's reactions and feelings. This question invites further conversation. Continue discussing situations for as long as you have the children's interest. The children's books in Box 1 can be used very effectively in this matter.

What do you do with a feeling?

Adults can model emotional regulation skills for children by verbalizing the course of action they will take in order to calm down or cope with certain feelings. For example, a teacher doesn't notice a loose lid on the glitter bottle and consequently spills the contents all over the table and floor. In front of the children she says, "Oh no! Boy, do I feel frustrated. I better take some deep breaths to calm down." Kelly's teacher developed a classroom rule that when you feel frustrated you ask a teacher or peer for help. In this case, when the teacher labels a child's affective state as "frustrated" the child is primed to ask for help. Eventually the child will be able to label the feeling themselves and seek out an appropriate solution. Adults can proactively teach young children coping strategies for many emotions (taking a deep breath when mad; requesting a break when annoyed; talking to someone when sad, etc.) through modeling and role plays. Positive emotions sometimes need to be regulated as well.

Conclusion

In classrooms that devote planned attention to helping children acquire a rich and varied feeling vocabulary we may expect fewer challenging behaviors and more developmentally sophisticated and enjoyable peer social relations (Denham, 1986). Emotional vocabulary is, however, only part of this picture. For emotional vocabulary teaching to be effective adults must first spend the time necessary to build positive relationships with children (Joseph & Strain, 2002). Within this foundational context of a warm and responsive relationship with children, teachers can maximize their influence to enhance emotional vocabulary.

As the emotional literacy schematic (Figure 1) suggests, having feeling words and being able to recognize emotions in others and in oneself is a necessary but insufficient step toward helping children achieve social and emotional competence. Adults also need to assist children in developing and becoming fluent with the skills of emotional regulation (e.g., calming down; controlling anger and impulse) and problem-solving (e.g., generating solutions to interpersonal problems that are safe, equitable, and result in positive feelings).

In the Box 4 we provide teachers with a brief checklist of classroom

characteristics known to promote emotional literacy.

Characteristics of Classrooms that Foster Emotional Vocabulary

- Photos of people with various emotional expressions are displayed around the room
- Books about feelings are available in the book corner
- Teachers label their own feelings
- Teachers notice and label children's feelings
- Teachers draw attention to how a child's peer is feeling
- Activities are planned to teach and reinforce emotional literacy
- Children are reinforced for using feeling words
- Efforts to promote emotional vocabulary occur daily and across all times of the day

Box 4

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You've Got to Have Friends

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Cesar is one of the more popular children in his preschool class. He often lands his classmates in creating unusual and fun imaginary games. He readily shares toys and materials, often proposing a trade that works for all. Cesar laughs a lot, he is enthusiastic, and he almost always says, "Yes" when a classmate asks him to play or has a different play idea. Cesar also says nice things to his classmates and acknowledges their accomplishments. When it is time to choose a friend for an activity Cesar is always in great demand.

Chloe is one of Cesar's classmates. She spends most of her time in preschool staying close to her teacher, occasionally hovering around a gang of children playing together. Chloe doesn't say much to her classmates and they in turn seldom speak to her. Chloe, in fact, has lots of skills. She knows what to do with toys and utensils; she knows the usual "scripts" that emerge in imaginary play. Chloe seldom gets chosen by another classmate to participate together. In her world of social isolation she occasionally appears sad to the outside observer.

The behavioral contrast between Cesar and Chloe is profound. Cesar has classmates who advocate for him, encourage him, and include him. Chloe, on the other hand, is like an invisible member of the class. No one asks, "Where's Chloe;" no one says, "We need Chloe," no one says, "Come on Chloe!" The differing social worlds experienced by Chloe and Cesar not only predict very divergent developmental trajectories in preschool, but they set the occasion for life-long consequences. Based upon longitudinal and retrospective research it is clear that Cesar is on a developmental path toward self-confidence, continual friendships, school success, and healthy adult adjustment. Chloe is sadly on a developmental path toward deepening isolation, loneliness, and adult mental health problems. Indeed early friendships are the most powerful single predictor of long-term adjustment.

What behaviors lead to friendship?

Several discrete behaviors that young children engage in during play with each other are directly related to having friends (Tremblay, Strain, Hendrickson & Shores, 1981). That is, children who do more of these behaviors are more likely to have friends. These specific behaviors including:

Organizing Play – with preschoolers these are usually, "Let's" statements, such as, "Let's play trucks." Often these "Let's" statements are followed by suggestions about roles (e.g., "You be the driver") or specific activities (e.g., "Roll it to me").

Sharing – sharing takes many forms among preschoolers. Children with friends request in the form of, "Can I have some paint" and they also oblige share requests from peers.

Assisting Others – assisting also takes many forms at the preschool level. Children can help each other onto or off of an apparatus, they can tell or show a friend how to do something, or they can assist someone in distress.

Giving compliments – While these behaviors do not often occur among preschoolers they tend to have a powerful effect on the formation of friendships. Preschoolers compliment one another's successes, buildings, and appearances.

In addition to engaging in these discrete behaviors, the formation of friendship is equally dependent upon two patterns of interaction. First, it is necessary for children to be reciprocal in their interactions. Reciprocity has two dimensions. Initially, children need to be responsive to the social bids of others. Also, over a period of time (say several months), it is important that there be a relatively equal number of occasions that each member of a friendship dyad starts an interaction. In addition to reciprocity, friendship patterns of interaction are also characterized by the length of interaction occurrences. That is, friendship pairs engage in more lengthy episodes.

Setting the stage for friendship

Prior to beginning instruction in friendly behavior, teachers need to attend to five elements of the classroom. First, an inclusive classroom where children with disabilities are meaningfully included in natural proportions is critical to setting the stage (Guralnick, 1990). Second, the presence and pre-selection of cooperative use toys and materials increase the opportunities for social interaction. Cooperative use toys are those that naturally lend themselves to two or more children playing together. See Box 1 for a list. Third, it is necessary to examine all classroom

routines and embed social interaction instruction and practice opportunities throughout the day. Box 2 provides an example of how one teacher decided to embed social opportunities in her classroom routines. Fourth, in order to ensure that social interaction instruction has the necessary importance; teachers need to include social interaction goals and objectives on a child's IEP/IFSP. While these goals are likely to be the most critical for the child's later development, they often do not appear on IEPs or IFSPs (McConnell, McEvoy, Odom, 1992). This could be due to the fact that many assessments do not include these skills as test items. Finally, and most importantly, teachers need to devote energy toward creating a classroom climate with an ethos of friendship. When one walks into a classroom where a teacher has done this successfully you see adults give time and attention to children when they engage in friendly behaviors, you hear adults talk nicely to one another, you hear children supporting one another's friendly behavior and overall you get a sense that friendship is the ultimate goal.

Cooperative Use Toys
Balls Puppets Wagons Two telephones Teeter-totters Dress-up clothes Dramatic play materials Tire swings Rocking boats Board games

Box 1. Cooperative Use Toys

Example of schedule with embedded friendship opportunities	
Arrival	• Find a "buddy" to walk with from the bus to class. • One child is assigned to be the "greeter" and greets children by name as they arrive.
Circle Time	• One child is selected to pass out the circle time props to each classmate. As the child progresses around the circle they call each child by their name and say "pick a ___." Each child then responds with, "Thanks (child's name)." After children have a chance to use the circle time prop they will trade with a friend. • Children identify a "buddy" to play with at choice time. The pair must decide together where they will play first.
Free Choice	• Children will play with their "buddy" (assigned or selected) for the first ten minutes of free choice time. If they stick with their buddy the whole time they get special reward (sticker, stamp on hand, etc.). • Adults watch for friendly behaviors and provide reinforcement when appropriate. • Set up the "buddy" table. Children must find a friend to play at the table with in order to gain access to the high preference toys there.
Small Group	• Plan cooperative art projects: "Buddy Art" • Teach children to play board games (e.g., "Barnyard Bingo," "Candy Land," "Don't spill the beans"). • Put children in charge of different materials needed for the small group project (e.g., Tommy has the glue, Helen has the sequins, Haley has the paper, Finot has the scissors, etc.). The children must use their peers name to request materials. • Adults reinforce children for sharing.
Outside	• Pre-select cooperative use toys for outside play (e.g., tire swings, wagons, double tricycles, balls, etc.). • Adults organize peer play (e.g., Duck, Duck, Goose; Red Rover; Farmer in the Dell; tag, etc.). • Adults watch for and reinforce friendly behavior at appropriate times.
Snack	• Have each child in charge of different snack items (e.g., Joey has juice, Haley has crackers, Sam has orange slices, Ben has cups, Olivia has peanut butter, Cody has napkins). Children have to ask each other for the snack items from a peer. • Adults reinforce children for sharing.
Story time	• Select books with friendship themes.
Goodbye Circle	• Compliment circle – children have a chance to give a friend a compliment while passing around the "compliment bear." • One child can pass out backpacks from the cubbies as children are about to leave. • One child can say goodbye to each classmate.
Transitions	• During choice time, instead of transitioning to a center – transition to a friend (use a friend picture schedule). • Children can hold hands going from one activity to another. • One child can give children a high-five as they come in from outside. • During clean-up, adults watch for and reinforce children's helping behavior.

Box 2

Strategies for developing friendships

Setting the stage is a necessary element of supporting children's developing friendships. However, some children will require systematic teaching in order to develop the skills that lead to having friends. This teaching involves instruction that often includes modeling appropriate behavior and providing practice opportunities with feedback.

Modeling principles. Modeling can include adults or peers demonstrating the friendship skill, or video-based modeling with short vignettes of children engaging in friendly behavior (Webster-Stratton & Hammond, 1997). Often it is effective to model both examples and non-examples followed by opportunities for correct responding.

There are three guiding principles of effective role-play modeling strategies. The first guiding principle of modeling is to use invisible support, that is, call on the child who you are confident will model the skill appropriately before calling on a child who will need more support.

Second, sometimes when children are modeling the friendship skill in front of their peers they can get carried away with being silly or inappropriate. It is important to give the child another chance and support so that they are successful in demonstrating the skill positively. This allows them to receive positive reinforcement from the teacher for doing the skill.

Third, because role plays typically involve only one or two children at a time, it is necessary to plan ways for the rest of the children to be actively engaged. This can include giving a thumbs up for friendly behavior and a thumbs down for unfriendly; patting themselves on the back if this is a behavior they do; clapping when the role play is over; saying "ready, set, action" before the role play begins; or having a popsicle stick sign with a happy face on one side and a sad face on the other (children show the happy face when the behavior being modeled is friendly and the sad face when the behavior being modeled is unfriendly). It is also important to keep track of who has had a chance to role play and ensure that all of the children in the class get a turn during the week.

Modeling with video and puppets. The use of video and puppets to help model friendship skills can be very effective with young children. Video based modeling is particularly effective for several reasons. First, videos can capture pristine examples of children using friendly behavior. These examples can be used to generate discussion about the friendly behavior, and the context in which it is used on the video. Also, these examples can be used as a standard with which to compare the children's practice attempts. Video vignettes can also display non-examples. These vignettes can be used to teach children to discriminate between friendly and unfriendly behavior and prompt children to develop and share alternative behaviors and solutions if initial ideas are not effective. Second, video clips can be frozen (paused) and children can be prompted to attend to the often fleeting salient features of the friendly behaviors and the context in which they occur. Children can also make predictions about "what will happen next" when the child featured in the video uses a friendly or unfriendly behavior. Third, the very format of video is particularly powerful in engaging and keeping children's attention.

Similar to video, puppets are very engaging to young children. Since the play of preschool children often involves fantasy, puppets, in essence, join children in this fantasy world while modeling positive friendship skills. Because adults are in control of the puppet, the puppet can always be a responsive play partner. The puppet can model friendly play, and when appropriate and planned, can model non-examples. Puppets in the image of children are particularly effective because they provide a proximate model. That is, children are more likely to emulate the behavior of models that look like themselves. Additionally, some children will disclose more about their feelings and friendship problems to puppets than to adults, especially if adults are historically not seen as trustworthy by the child.

Preparing peer partners. When typical children are assisting their classmates with special needs to acquire friendships skills it is necessary for them to learn to suspend social rules in order not to feel rejected. In the usual course of events, interactions between typical children are usually quite reciprocal. If someone asks nicely to play they usually get a positive response. On the other hand, as children with special needs begin to acquire peer interaction skills they often reject the social overtures of their peers and they seldom initiate play. Using role-play and rehearsal strategies, there is a well-researched set of procedures for teaching typical peers to be persistent with their social behavior while their peers with special needs are becoming more fluent. Simply put, adults model peer rejection, provide verbal feedback ("That's what might happen when you ask kids to play") and then provide a behavioral alternative that they reinforce ("if that happens, try again" —"good, you tried again.").

The buddy system. Often it is helpful to utilize a "buddy system" when trying to increase the friendship skills of children. Right before a free-play period children are assigned to a buddy role, meaning that they begin freeplay in some planned play activity with a certain child. In utilizing a buddy system there are several rules to follow. First, it is important to always have two or more buddies for each child with special needs. This arrangement helps to keep the play

interesting for the socially competent children and it helps to create the conditions for maximizing the number of diverse play ideas. Second, it is important to rotate buddies for several reasons. First, rotating buddies helps to ensure that children have the opportunity to engage in friendship skills with the widest variety of playmates. Second, rotating helps to avoid buddy-burnout, a condition in which children come to respond negatively to their helper role because they always play with the same individual. Third, one can optimize the buddy system by pairing the most popular and liked children with those that need the most help. This type of pairing can lead to other children simultaneously helping their peers because the "cool" kids are doing it. Finally, at the end of a play period children should receive specific praise for being buddies – praise that specifically enumerates the friendly ways they interacted with their assigned partner.

Priming. Teachers can increase the likelihood of children using friendship skills with specific priming strategies. For example, prior to a freeplay period teachers can ask children who they are going to play with, they can ask what specific toy or material they are going to share, and they can provide practice opportunities. A practice opportunity might include, "Hey Josh, lets pretend I am Cody and you are going to ask me to play trucks." Josh would then practice asking, with or without adult prompting, and the adult would provide reinforcement or corrective feedback for Josh's social initiation to play.

Suggesting play ideas. Teachers can increase the duration of peer play by providing suggestions or prompting role reversals. Expanding play ideas can occur by suggesting new ways of playing with the materials, new ways for dramatic play to unfold, and new ways of including more children in a game or activity. When a teacher notices children are disengaging from play with one another, he or she can prompt the children to reverse dramatic play roles ("how about you be the mom now and she is the baby?"). This can reengage children in the play sequence and lead to more lengthy social encounters.

Direct modeling. Another way to keep children engaged in friendly play is to directly model desired behaviors as a play partner. When teachers notice that children are becoming less engaged they can join the play group and provide specific models of friendly behavior. For example, a teacher might join two children who are playing together and begin to share the materials available.

Reinforcement. While it is almost always necessary to reinforce children for their friendly behavior it is also the case that the proper use of reinforcement requires ongoing attention to several key factors. First, timing of reinforcement delivery is crucial. As long as children are engaged in friendly behavior, it is a good idea to withhold reinforcement. While this may seem counterintuitive, evidence suggests that adults' delivery of attention to children at play can have the immediate effect of terminating their play. Given this fact, it is more advisable to comment on children's friendly play shortly after the fact. When commenting on children's friendly play, it is essential to describe the specific friendly behavior(s) that you observed. Instead of saying, "you're playing so nicely together" say, "you are taking turns and saying nice things to each other." This descriptive commenting provides children with specific feedback about what they are doing well. For many children, teachers may need to provide lots of reinforcement early on. Once children start to use their friendly behaviors, however, teachers need to begin the process of slowly removing their specific feedback from the ongoing play. The goal is not to remove all teacher reinforcement, but to provide sufficient opportunity for friendly play in and of itself to become reinforcing.

Conclusion

Several thousand years ago, Aristotle suggested the following abut friendship— "who would choose to live, even if possessed with all other things, without friends." Based upon what is now known from longitudinal studies, it is clear that Aristotle was on the right track (Asher & Renshaw, 1981). It is also the case that the vast majority of children with special needs do not develop friendship skills without thoughtful instruction. In this paper we have highlighted the specific skills known to influence friendship at the preschool level. These skills and patterns of behavior may be considered as the scope of instruction most likely to lead to friendship. We also describe a variety of strategies for creating a classroom climate conducive to friendship development. Finally, we describe specific strategies for teaching friendship skills.

One of the struggles that all teachers face is how best to allocate their always limited, always stretched resources. We hope that this paper successfully communicates the fundamental importance of friendship skills along with a straightforward set of strategies to maximize children's opportunities to live in a social world where "everyone knows their name.'

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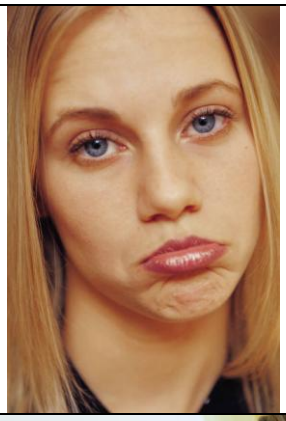
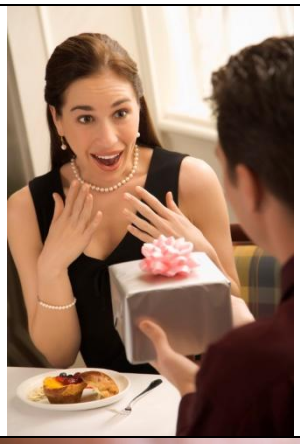
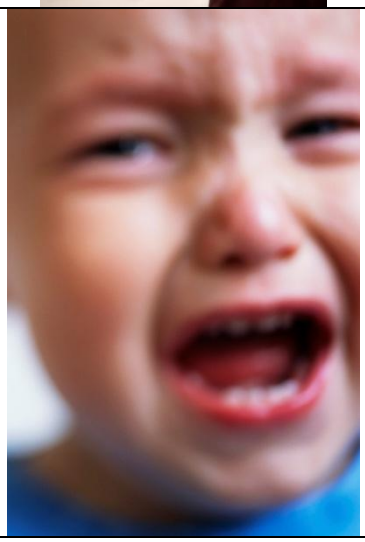
Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Feeling Photos







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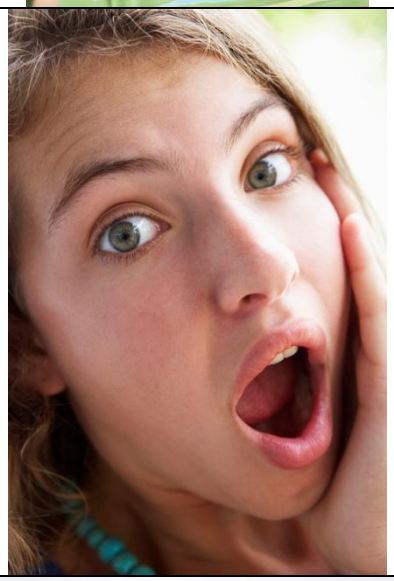

Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Asking Questions

Questions are an important tool to help children learn. We ask children questions to check if they understood a concept or a direction, to find out how they feel about something, or to help them practice expressing their ideas and thoughts.

It is important to make sure the questions you ask match the child's level of understanding. Questions vary in levels of complexity. They can be short with simple grammar and words that are familiar to children or more complex. They can require children to simply answer "yes" or "no" or some other one word answer. Or, they can require children to describe in detail what is going on in a specific situation or to think abstractly about what might happen in the future.

Questions about things children can see:
"What is this?", "Is it a cat?", "What color is the banana?" are some of the easiest types of questions for children to answer. They require children to answer "yes" or "no" or describe a single, concrete item or experience that is currently visible to them. Children under three can answer these types of questions.

Questions that make children think:
"What is happening in this picture?", "How are these two things different?", "What else?", "How do you think the children feel?", and "What could we use?" are examples of questions that make children think. They are more complex because they require children to evaluate ideas or rethink a situation and take into account things that are not directly visible.

Questions that go beyond the here and now:
"What will happen if?", "Why do you think…?", "What made it happen that way?", and "How can we tell?", are the most complex type of question. They require children to think about the future or past, interpret events and provide explanations. Usually, children can answer this kind of question around 5 years of age.

Putting this information into practice:
If children seem unable to answer a question, how can you change it to make it easier for them to understand and answer? Some suggestions are:

1. *Rephrase the question so it is more concrete and less complex.* Simplify a question about an inferred feeling, "How do you think Little Bear felt about his chair being broken?" to a question about something that can be seen, "Look at the tears running down Little Bear's cheeks. What is he doing?"

2. *Ask questions about very recent events or objects that are present.* Instead of asking a question that requires the child to predict such as, "What do you think you will eat at your Thanksgiving dinner?" ask one about an event that just took place, "When we made our soup today, what did we put in it?" Then you could ask, "Do you think you will eat ___ at your Thanksgiving dinner?"

3. *Reduce the number of possible answers.* Simplify a question that could be answered in many different ways such as, "What is happening in this picture?" to a question that focuses on just one aspect, "What is the boy doing in this picture?"

4. *Give children choices.* Instead of asking, "What kind of instrument is this?", ask, "Is this a drum or a guitar?" Or, try a yes/no question such as, "Can we use this stick to hit the drum?"

5. *Ask only one question at a time.* Simplify the question, "Why did Arthur draw red dots on his body, pretend to be sick and seem worried about going to school?" to "Was Arthur worried about going to school?" After the children respond, ask, "Why?" The third question might be "What did he do to make his mother think he was sick?"

6. *Ask questions about personal experiences.* Instead of asking, "Why do you think firefighters wear such big heavy coats when they are fighting a fire?" say, "What does it feel like when you stand close to a fire?" After the children respond, ask, "What do firefighters wear to keep from getting hot when they are near fire?"

7. *Allow more time for thinking and answering.* Children are not able to answer questions as quickly as adults. After you ask one, wait at least 5 seconds for the child to respond before asking another question or making a comment. If the child does not answer, you could say, "I'll come back to you in a minute. You think about it for a bit." Or, you could ask a peer the same type of question so he/she provides a model for the child.

Adapted from: "Answering Questions." Supporting Early Literacy in Natural Environments for Parents. Washington Research Institute, 2003.

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

Practical Strategies for Teachers

Tools that Encourage Young Children's Social-Emotional Development

All of the materials listed here, in addition to many others, are available for FREE from the CSEFEL website at www.vanderbilt.edu/csefel/

Scripted Stories for Social Situations

are short PowerPoint presentations consisting of a mixture of words and pictures that provide specific information to a child about social situations such as going to preschool, sitting in circle time, staying safe and using words. When children are given information that helps them understand expectations, their problem behavior within that situation is reduced or minimized. These stories can help children to understand social interactions, situations, expectations, social cues, the script of unfamiliar activities, and social rules. Parents, teachers and caregivers can use these simple stories as a tool to prepare the child for a new situation, to address challenging behavior within a setting or situation, or to teach new skills.

Children's Book List : *Using Books to Support Social Emotional Development*

This extensive compilation of books that can help young children understand their emotions is organized under multiple topics such as "Being a Friend" or "Sad Feelings" .

Teaching Social Emotional Skills

These tools include a variety of activities and materials to help children promote self-regulation or problem solving. Examples are handouts that feature emotion faces, the "turtle technique" and feeling charts as well as solution kits to help children come up with solutions around problems such as learning how to share, trade, and ask nicely.

Book Nooks

These easy-to-use guides were created especially for teachers to provide hands-on ways to embed social emotional skill building activities into everyday routines such as art, singing and circle time. Each Book Nook is comprised of ideas and activities designed around a popular children's book such as *Big Al, Glad Monster Sad Monster, Hands Are Not for Hitting,* and *On Monday When it Rained.* Examples of suggested activities include using rhymes to talk about being friends, making masks to help children talk about and identify different feelings, playing a game of what to with hands instead of hitting, and creating art and music using a concept of the day such as sharing.

Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Optional Activity: Make It/Take It:
Make Your Own Books to Teach Children to Name Feelings and Express Emotions

1. Find a location with equipment needed to make books.
2. Gather materials for participants to use to make books.
3. Review handouts and YouTube videos. Select those most appropriate for your group.
4. Distribute and discuss the handouts.
5. Show examples of home-made books that you have collected.
6. Show the video clip 2.10c. Go to www.vanderbilt.edu/csefel.
7. Encourage participants to make a book that teaches the same word and/or social-emotional skill they developed their lesson plan for.

Optional handouts:

1. Scripted Stories for Social Situations: Tip Sheet. Available at www.vanderbilt.edu/csefel.
2. Susan Kapuscinksi Gaylord's Makingbooks site, www.makingbooks.com, is geared to teachers of students in grades K-12. Some of the ideas can be adapted to preschool aged students. Besides the website, Susan has a blog, monthly newsletter and 5 YouTube tutorials that are worth looking at to determine if your group might want to see them. You can find the link to her Youtube tutorials by going to her blog or by googling Making Books on Youtube.
3. These articles can be found at www.eHow.com
    a. How to Make a Picture Book for Preschoolers by Denise Oliveri.
    b. How to Make a Picture Book by Carl Hose
    c. How to make Cloth Books for Children by Heather Finch
    d. How to Make a Personalized Book for Preschoolers
    e. How to Make Books with Children by Kathy R
    f. How to Help a Child Make Its Own Book by mosaicmom