

Positive Solutions for Families Workbook



*The Center on the Social and Emotional
Foundations for Early Learning*

Session 1—Activity #1
Relationship Activity



(1) Think of someone who was really special to you when you were growing up. Write this person's name below. What is/was your relationship to this person?

(2) What made you think of this person?

(3) What did this person do that made him/her so important or special to you?

Session 1—Activity #2
Things to Try at Home!
“Filling/Refilling” Activity



List 5 things that you will try to do in the next week to “fill/refill” your child’s relationship tank—things that will make your child feel really special!

(1)

(2)

(3)

(4)

(5)

Some ideas to try...

reading a book together
singing favorite songs together
eating dinner together

hugs, high fives, kisses, winks, thumbs-up

letting your child be your special helper (helping with dinner, laundry, etc.)

taking a walk together
saying “I love you”
asking your child about his/her day
playing together

Session 1—Activity #3
 Things to Try at Home!
Encouragement Log



- Tip 1** Get your child's attention.
- Tip 2** Be specific!
- Tip 3** Keep it simple (try to avoid combining encouragement with criticism).
- Tip 4** Encourage your child with enthusiasm!
- Tip 5** Double the impact with physical warmth.
- Tip 6** Use positive comments and encouragement with your child in front of others.

Try to **encourage** your child at least **5** times this week.

I encouraged my child or used positive comments when...	What happened? How did your child respond? How do you think your child felt? How did you feel?

Session 2—Activity #4

**Parent Encouragement and
Positive Comments!**



Write an encouraging note or positive comment to yourself about something you did with your child this past week that you feel really proud about!

**Session 2—Activity #5
Things to Try at Home!**

**Play as a Powerful
Parenting Practice**



Powerful Parenting Practice Tips:

- Tip 1:** Follow your child's lead.
Wait, watch, and then join your child's play
- Tip 2:** Talk, talk, talk! Talk about and describe what your child is doing while you are playing together.
- Tip 3:** Encourage your child's creativity and imagination.
- Tip 4:** Watch for cues that your child might be losing interest.
- Tip 5:** Avoid power struggles.
- Tip 6:** Have fun together!

Your Play Goal for the Week :

What you did together	How your child reacted	Positive comment or encouragement that you used

Session 2—Handout #6

**Supporting Development
of Friendship Skills****Before Play**

- Arrange for your child to play with 1 or 2 other children.
- Try to pick a play partner who has good play skills.
- Provide enough toys or materials to prevent the likelihood of sharing problems.
- Prepare your child for the playtime by talking about how to be “a good friend.” To make it fun, you can play “What would you do if....” games with your child to talk about things that might happen and what your child can do.

During Play

- Stay nearby so that you can help the children interact or come up with play ideas.
- Keep playtimes short until your child is able to play well without supervision.
- Remind the children to use their words when negotiating.
- Help your child see the other child’s perspective.

After Play

- Make sure your child knows all the things he or she did well during the playtime (deposits/ positive comments/encouragement). Let him/her know how he/she was “a good friend.” Be specific. For example, say, “You were being a good friend when you offered to help your friend with the puzzle.”
- Ask your child if he/she enjoyed playing and follow his/her lead in describing what happened during playtime.
- If the playtime went well, set another time for the children to get together again.
- If the playtime did not go well, talk to your child about some things he/she could do to make the next playtime better and review these before the next play session.

Session 2—Activity #7

Encouraging Positive Behavior



List behaviors you would like to see LESS of:	List behaviors you would like to see MORE of:	List ways to ENCOURAGE your child to use the behaviors you would like to see:

Session 3—Activity #8
**Parent Encouragement and
Positive Comments!**



Write an encouraging note or positive comment to yourself about something you did with your child this past week that you feel really proud about!

Session 3 – Activity #9
Things to Try at Home!
Determining the Meaning
of Behavior



Describe the Challenging Behavior	Number of times behavior occurred	How long the behavior lasted

What Happened Before?

- I told or asked my child to do something
- Changed or ended my child’s activity
- I removed an object from my child
- An object was out of reach
- My child was doing an activity he/she didn’t like
- My child requested something
- My child was playing alone
- My child moved from one activity to another
- I told my child “No,” “Don’t,” “Stop”
- I was giving attention to others
- The task/activity was difficult for my child
- Other (specify) _____

What Happened After? How did it end?

- I gave my child attention
- I gave my child an object/activity/food
- I removed my child from activity/area
- I ignored my child
- I used “time-out”
- I punished or scolded my child
- I withdrew my request or demand
- I hugged my child
- I helped my child
- Other (specify) _____

Why do you think your child was using this behavior?

What do you think he/she was trying to tell you?

Session 3 – Activity #9
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Determining the Meaning
of Behavior



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Session 3—Activity #10

Positive Words Activity
Let's Practice



Tell your child **what to do** instead of **what not to do**.

Clearly and simply state what you expect your child to do.

Have age-appropriate expectations.

Use language that your child can understand. Young children often have difficulty with contractions (two words that are combined to form one, such as “don’t” and “can’t”).

Don't...	Do...
Don't run!	
Stop climbing!	
Don't touch!	
No yelling!	
Stop whining!	
Don't hit!	
No coloring on the wall!	
Don't throw your truck!	

Session 3—Activity #11

Household Rules



Write out 3-5 household rules. Remember the “rules” for rules:

- Set no more than 5 rules.
- State rules as “do’s” (not “don’ts”)—tell your children what you want them “to do.”
- Pick rules that apply to many situations.





Session 3—Handout #12

Things to Try at Home!

Teach Your Household Rules



- Make a rules chart (pictures may be helpful) with your child.
- Discuss and demonstrate the rules until you are sure that your child understands the rules.
- Review the rules every day! You can even make up songs about the rules!
- Remind your child of the rules before challenging behavior can occur.
- Praise your child for following the rules.

Don't worry about how to respond if your child does not follow the rules. At this point, we just want to focus on teaching your child the rules and expectations!

How to TEACH rules:

Step by Step—Focus on teaching your child the new skills and expectations.

- Children need to have tasks broken down for them. Often we have to help them learn how to do the skill before we can expect them to do it independently. That might involve showing them how, doing part of a task and having them finish it, or asking them to only do one part of the task.

Review, Review, Review!—Review the new rules many, many times!

- It may take repeated review of the new information before your child really understands it. If you show your child the rules chart only 1 time and then forget to review it again, and again, and again, he/she is going to forget what is on it.

Practice, Practice, Practice—Give your child many opportunities to follow the rules.

- Children need lots of practice to learn new skills.

Support, Not Criticism—While your child is practicing the rule, help him/her or tell him/her how great it is that he/she is trying.

- When we learn something new, we need people to encourage us and cheer us on.

Celebrate Your Success!

- Give your child encouragement. Let your child know how proud you are!

How did it go? Write comments to bring back to the next session:

Session 4—Activity #13

**Parent Encouragement and
Positive Comments!**



Write an encouraging note or positive comment to yourself about something you did with your child this past week that you feel really proud about!



Session 4 – Handout #14

Feeling Words



Emotional Vocabulary is the ability to recognize, label, and understand feelings in one's self and other.

To Enhance Emotional Vocabulary:

- Talk about your feelings.
- Say to your child, "Tell me how that makes you feel."
- Teach new emotion words (e.g., frustrated, confused, anxious, excited, worried, disappointed).
- Talk about how characters in a book, video or on a TV show may feel.
- Reflect on specific situations and discuss feelings.
- Accept and support your child's expression of feelings.
- Use books and art activities to talk about emotions.
- Talk aloud about your own feeling in a variety of situations.
- Describe how your child's face looks or pictures of people in magazines and books.
- Pretend play with toy figurines, stuffed animals, or puppets and have them use "feeling words."

Feeling words that 3-5 year olds who are developing language typically understand: (Joseph 2001; Ridge, Walters, & Kuejaz, 1985)

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



Embarrassed



Frustrated



Happy



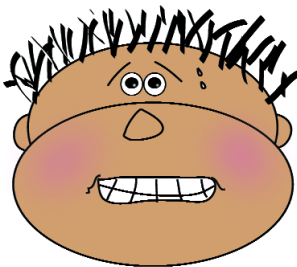
Lonely



Loved



Mad



Nervous



Proud



Relaxed



Sad

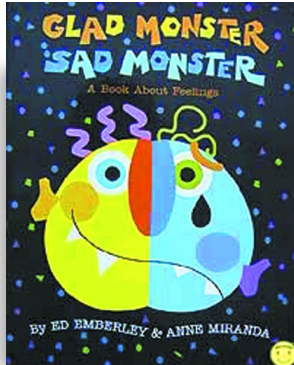


Scared

Book Nook

Session 4—Handout #15

Using Books to Support Social Emotional Development



Glad Monster Sad Monster

By Ed Emberley & Anne Miranda

Little Brown and Company, 1997

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

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

- While reading the story, pause and ask children if they feel the same way the monsters do. For example, do they feel glad when they get to play ball like the yellow monster? Ask what other kinds of things make them feel glad. Do they think the same kinds of things that make them feel glad would also make yellow monster feel glad?
- Show the monster masks while reading about each monster and have children talk about how they can tell what the monster feels by looking at his face. For example, Blue Monster has a frown on his face that makes him look like he might be feeling sad.
- After reading about each monster, have children try on the monster masks (or make their own monster masks and talk about times when they felt glad, sad, silly, etc.)
- Have children make glad monster/sad monster stick puppets. Give each child 2 blank paper circles (one yellow/one blue). Ask them to draw a glad monster face on the yellow circle and a sad monster face on the blue circle. Help them glue their monster faces back to back with a popsicle stick in the middle. Talk about or role play different situations and ask children to hold up their glad monster or sad monster puppet according to how they think the monster would feel. For example, explain that Purple Monster was playing with his favorite truck when Red Monster came and took it away because he wanted to play with it. Ask how they think that would make Purple Monster feel. Why? Have children think of other things that Red Monster could try if he wants to play with Purple Monster's truck.
- Make a chart that shows each color monster and emotion from the book (yellow/glad, blue/sad, pink/loving, orange/worried, purple/silly, red/angry, green/scared). Encourage each child (& teacher!) to put a mark, write their name or place a sticker beside the monster that shows how they are feeling that day. Ask why they feel that way. With the help of the children, count the number of marks to see how many children feel glad, sad, silly, etc. Talk about/problem solve what they can do to change the way they feel if they marked that they are feeling worried or angry.

Reading the same book for several days in a row is a great way to provide more opportunities for children to feel confident and competent, which is an important part of social and emotional development. Children become able to talk about the story, predict what will happen next, learn new vocabulary words, talk about their own experiences in relation to the story and even make up their own story! Try reading *Glad Monster Sad Monster* for several days in a row and use some of the ideas, activities and teaching opportunities listed below to enhance children's social and emotional skills.



Monsters

Talk about the monsters in the book. Ask children if they have ever seen a movie or read a different book about monsters. How did those monsters make them feel? Refer back to any books that you have read in class that had a monster. Ask the children if they can remember some of the emotions that the monsters felt in the book. What made the monsters feel this way?

Music/Movement: Have children create a name for 2 or 3 different monsters using feeling words (Hank the Happy Monster, Allie the Angry Monster, Wu-Ying the Worried Monster, Sam the Silly Monster, etc.). Write these on a chart that everyone can see. Together, talk about how each monster might move. For example, Hank the Happy Monster might skip around and jump for joy, while Allie the Angry Monster might move by stomping her feet and raising her arms above her head! Create a game by telling the children that when you call out the name of one of the monsters, everyone will move like that monster. You might want to play monster's background music while you are all moving like the monsters!

Art: Let each child make a "feeling monster" by using a paper cup or toilet/paper towel tube and attaching various items to it (yarn, buttons, pipe cleaners, pom poms, ribbon, etc.). Children can make "feeling" faces on their monsters and give their monsters a feeling name! Talk to children about their monster—what is their monster feeling. Why does their monster feel that way? What happened? They can also write a story about their feeling monster and make their own book!

Literacy/Writing: Have children create their own Glad Monster Sad Monster Book. Have a copy of the book at the literacy/writing center. Remind children how each monster in the book talked about activities or events that made them feel a certain way. Children can pick which emotions they want to use for their book and then draw pictures of the monster as well as pictures of the things that make them feel that way. For example, children might pick the pink monster (loving), they would draw their "loving" monster and then draw things that make them feel loved such as being hugged by mom and dad, baking cookies with grandma, playing ball with dad, reading a book with mom, playing a game with their teacher, playing with their friend etc... Adults can help children write the words in their book to describe the pictures.

Children's Book List

16

Session 4—Handout #16

Being a Friend

- A Rainbow of Friends* by P.K. Hallinan (Ages 4-8)
Best Friends by Charlotte Labaronne (Ages 3-5)
Can You Be a Friend? by Nita Everly (Ages 3-6)
Can You Talk to Your Friends? by Nita Everly (Ages 3-6)
Care Bears Caring Contest by Nancy Parent (Ages 3-6)
Care Bears The Day Nobody Shared by Nancy Parent (Ages 3-6)
Fox Makes Friends by Adam Relf (Ages 3-5)
Gigi and Lulu's Gigantic Fight by Pamela Edwards (Ages 3-7)
Heartprints by P.K. Hallinan (Ages 3-6)
How Do Dinosaurs Play with Their Friends by Jane Yolen and Mark Teague (Ages 3-5)
How to be a Friend by Laurie Krasny Brown and Marc Brown (Ages 4-8)
Hunter's Best Friend at School by Laura Malone Elliot (Ages 4-7)
I'm a Good Friend! by David Parker (Ages 3-5)
I Can Share by Karen Katz (Ages infant-5)
I Can Cooperate! by David Parker (Ages 3-5)
I am Generous! by David Parker (Ages 2-5)
I'm Sorry by Sam McBratney (Ages 4-7)
It's Hard to Share My Teacher by Joan Singleton Prestine (Ages 5-6)
Jamberry by Bruce Degan (Ages 2-5)
Join In and Play by Cheri Meiners (Ages 3-6)
The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear by Don & Audry Wood (Ages 2-5)
Making Friends by Fred Rogers (Ages 3-5)
Making Friends by Janine Amos (Ages 4-8)
Matthew and Tilly by Rebecca C. Jones (Ages 4-8)
Mine! Mine! Mine! By Shelly Becker (Ages 3-5)
Mine! A Backpack Baby Story by Miriam Cohen (Ages infant-2)
My Friend Bear by Jez Alborough (Ages 3-8)
My Friend and I by Lisa John-Clough (Ages 4-8)
One Lonely Sea Horse by Saxton Freymann & Joost Elffers (Ages 4-8)
Perro Grande...Perro Pequeno/Big Dog...Little Dog by P.D. Eastman (Ages 4-8)
The Rainbow Fish by Marcus Pfister (Ages 3-8)
Share and Take Turns by Cheri Meiners (Ages 5-8)
Sharing How Kindness Grows by Fran Shaw (Ages 3-5)
The Selfish Crocodile by Faustin Charles and Michael Terry (Ages 4-7)
Simon and Molly plus Hester by Lisa Jahn-Clough (Ages 5-8)
Sometimes I Share by Carol Nicklaus (Ages 4-6)
Strawberry Shortcake and the Friendship Party by Monique Z. Sephens (Ages 2-5)
Sunshine & Storm by Elisabeth Jones (Ages 3-5)
Talk and Work it Out by Cheri Meiners (Ages 3-6)
That's What a Friend Is by P.K. Hallinan (Ages 3-8)
We Are Best Friends by Alikei (Ages 4-7)

Accepting Different Kinds of Friends

And Here's to You by David Elliott (Ages 4-8)
Big Al by Andrew Clements (Ages 4-8)
The Brand New Kid by Katie Couric (Ages 3-8)
Chester's Way by Kevin Henkes (Ages 5-7)
Chrysanthemum by Kevin Henkes (Ages 4-8)
Franklin's New Friend by Paulette Bourgeois (Ages 5-8)
Horace and Morris But Mostly Dolores by James Howe (Ages 4-8)
I Accept You as You Are! by David Parker (Ages 3-5)
It's Okay to Be Different by Todd Parr (Ages 3-8)
Margaret and Margarita by Lynn Reiser (Ages 5-8)

General Feelings

ABC Look at Me by Roberta Grobel Intrater (Ages infant-4)
 "Baby Faces" books (most are by Roberta Grobel Intrater) (Ages infant-4)
Baby Faces by Margaret Miller (Ages infant-3)
Baby Senses Sight by Dr.S. Beaumont (ages infant -3)
Can You Tell How Someone Feels? (Early Social Behavior Book Series) by Nita Everly (Ages 3-6)
Double Dip Feelings by Barbara Cain (Ages 5-8)
The Feelings Book by Todd Parr (Ages 3-8)
Feeling Happy by Ellen Weiss (Ages infants -3)
Glad Monster, Sad Monster by Ed Emberley & Anne Miranda (Ages infant-5)
The Grouchy Ladybug by Eric Carle (Ages 1-6)
The Pout Pout Fish by Deborah Diesen (Ages 3-5)
The Three Grumpies by Tamra Wight (Ages 4-8)
Happy and Sad, Grouchy and Glad by Constance Allen (Ages 4-7)
How Are You Peeling: Foods with Moods/Vegetal como eres: Alimentos con sentimientos by Saxton Freymann (Ages 5-8)
How Do I Feel? by Norma Simon (Ages 2-7)
How Do I Feel? Como me siento? by Houghton Mifflin (Ages infant-4)
How I Feel Proud by Marcia Leonard (Ages 2-6)
How I Feel Silly by Marcia Leonard (Ages 2-6)
How Kind by Mary Murphy (ages 2-5)
I Am Happy by Steve Light (Ages 3-6)
If You're Happy and You Know it! by Jane Cabrera (Ages 3-6)
Little Teddy Bear's Happy Face Sad Face by Lynn Offerman (a first book about feelings)
Lizzy's Ups and Downs by Jessica Harper (Ages 3-9)
My Many Colored Days by Dr. Seuss (Ages 3-8)
On Monday When It Rained by Cheryl Kachenmeister (Ages 3-8)
Proud of Our Feelings by Lindsay Leghorn (Ages 4-8)
See How I Feel by Julie Aigner-Clark (Ages infant-4)
Sometimes I Feel Like a Storm Cloud by Lezlie Evans (Ages 4-8)
Smudge's Grumpy Day by Miriam Moss (Ages 3-8)

The Way I Feel by Janan Cain (Ages 4-8)
Today I Feel Silly & Other Moods That Make My Day by Jamie Lee (Ages 3-8)
The Way I Feel by Janan Cain (Ages 3-6)
What Makes Me Happy? by Catherine & Laurence Anholt (Ages 3-6)
What I Look Like When I am Confused/Como me veo cuando estoy confundido
 (Let's Look at Feeling Series) by Joanne Randolph (Ages 5-8)
When I Feel Frustrated by Marcia Leonard (Ages 2-6)
When I Feel Jealous by Marcia Leonard (Ages 2-6)feelings)
Lizzy's Ups and Downs by Jessica Harper (Ages 3-9)
My Many Colored Days by Dr. Seuss (Ages 3-8)
On Monday When It Rained by Cheryl Kachenmeister (Ages 3-8)
Proud of Our Feelings by Lindsay Leghorn (Ages 4-8)
See How I Feel by Julie Aigner-Clark (Ages infant-4)
Sometimes I Feel Like a Storm Cloud by Lezlie Evans (Ages 4-8)
Smudge's Grumpy Day by Miriam Moss (Ages 3-8)
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 (Let's Look at Feeling Series) by Joanne Randolph (Ages 5-8)
When I Feel Frustrated by Marcia Leonard (Ages 2-6)
When I Feel Jealous by Marcia Leonard (Ages 2-6)

Happy Feelings

Amadeus is Happy by Eli Cantillon (Ages 2-5)
Feeling Happy by Ellen Weiss (ages 2-5)
If You're Happy and You Know it! by David Carter (Ages 2-6)
If You're Happy and You Know It by Scholastic/Taggies book (Ages infant-2)
The Feel Good Book by Todd Parr (Ages 3-6)
Peekaboo Morning by Rachel Isadora (Ages 2-5)
When I Feel Happy by Marcia Leonard (Ages 2-6)

Sad Feelings

Let's Talk About Feeling Sad by Joy Wilt Berry (Ages 3-5)
Franklin's Bad Day by Paulette Bourgeois & Brenda Clark (Ages 5-8)
How I Feel Sad by Marcia Leonard (Ages 2-6)
Hurty Feelings by Helen Lester (Ages 5-8)
Knuffle Bunny by Mo Willems (Ages 3-6)
Sometimes I Feel Awful by Joan Singleton Prestine (Ages 5-8)
The Very Lonely Firefly by Eric Carle (Ages 4-7)
When I'm Feeling Sad by Trace Moroney (Ages 2-5)

Angry or Mad Feelings

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst (Ages 4-8)
Andrew's Angry Words by Dorothea Lackner (Ages 4-8)
Bootsie Barker Bites by Barbara Bottner (Ages 4-8)
The Chocolate Covered Cookie Tantrum by Deborah Blementhal (Ages 5-8)
How I Feel Frustrated by Marcia Leonard (Ages 3-8)
How I Feel Angry by Marcia Leonard (Ages 2-6)
Llama Llama Mad at Mama by Anna Dewdney (Ages 2-5)
Sometimes I'm Bombaloo by Rachel Vail (Ages 3-8)
That Makes Me Mad! by Steven Kroll (Ages 4-8)
The Rain Came Down by David Shannon (Ages 4-8)
When I'm Angry by Jane Aaron (Ages 3-7)
When I'm Feeling Angry by Trace Moroney (Ages 2-5)
When I Feel Angry by Cornelia Maude Spelman (Ages 5-7)
When Sophie Gets Angry – Really, Really Angry by Molly Garrett (Ages 3-7)
Lily's Purple Plastic Purse by Kevin Henkes. (Ages 4-8)

Scared or Worried Feelings

Creepy Things are Scaring Me by Jerome and Jarrett Pumphrey (Ages 4-8)
Franklin in The Dark by Paulette Bourgeois & Brenda Clark (Ages 5-8)
How I Feel Scared by Marcia Leonard (Ages 2-6)
I Am Not Going to School Today by Robie H. Harris (Ages 4-8)
No Such Thing by Jackie French Koller (Ages 5-8)
Sam's First Day (In multiple languages) by David Mills & Lizzie Finlay (Ages 3-7)
Sheila Rae, the Brave, by Kevin Henkes (Ages 5-8)
Wemberly Worried by Kevin Henkes (Ages 5-8)
When I'm Feeling Scared by Trace Moroney (Ages 2-5)
When I Feel Scared by Cornelia Maude Spelman (Ages 5-7)

Caring About Others and Empathy

Bear Feels Sick by Karma Wilson and Jane Chapman (Ages 3-5)
Can You Tell How Someone Feels by Nita Everly (ages 3-6)
Understand and Care by Cheri Meiners (Ages 3-6)
When I Care about Others by Cornelia Maude Spelman (Ages 5-7)

Problem Solving

Don't Let the Pigeon Drive the Bus by Mo Willems (Ages 2-7)
Don't Let the Pigeon Stay Up Late! by Mo Willems (Ages 2-7)
I Did It, I'm Sorry by Caralyn Buehner (Ages 5-8)
It Wasn't My Fault by Helen Lester (Ages 4-7)
Talk and Work it Out by Cheri Meiners (Ages 4-8)

Self Confidence

ABC I like Me by Nancy Carlson (Ages 4-6)
Amazing Grace by Mary Hoffman (Ages 4-8)
Arthur's Nose, by Marc Brown (Ages 3-8)
The Blue Ribbon Day by Katie Couric (Ages 4-8)
Can You Keep Trying by Nita Everly (Ages 3-6)
I Can Do It Myself (A Sesame Street Series) by Emily Perl Kingsley (Ages 2-4)
I'm in Charge of Me!, by David Parker (Ages 3-5)
I am Responsible!, by David Parker (Ages 3-5)
The Little Engine that Could by Watty Piper (Ages 3-7)
Susan Laughs by Jeanne Willis (Ages 4-7)
Too Loud Lilly by Sophia Laguna (Ages 4-7)
Try and Stick With It by Cheri Meiners (Ages 4-8)
26 Big Things Little Hands Can Do by Coleen Paratore (Ages 1-6)
The Very Clumsy Click Beetle by Eric Carle (Ages 3-7)
Whistle for Willie/Sebale a Willie by Erza Jack Keats (Ages 4-7))
You Can Do It, Sam by Amy Hest (Ages 2-6)

Good Behavior Expectations

Can You Listen with Your Eyes? by Nita Everly (Ages 3-6)
Can You Use a Good Voice? by Nita Everly (Ages 3-6)
David Goes to School by David Shannon (Ages 3-8)
David Gets in Trouble by David Shannon (Ages 3-8)
Excuse Me!: A Little Book of Manners by Karen Katz (Ages infant-5)
Feet Are Not for Kicking (available in board book) by Elizabeth Verdick (Ages 2-4)
Hands are Not for Hitting (available in board book) by Martine Agassi (Ages 2-8)
Hands Can by Cheryl Willis Hudson (ages 1-5)
I Tell the Truth! by David Parker (Ages 3-5)
I Show Respect! by David Parker (Ages 3-5)
Know and Follow Rules by Cheri Meiners (Ages 3-6)
Listen and Learn by Cheri Meiners (Ages 3-6)
No Biting by Karen Katz (Ages infant-5)
No David by David Shannon (Ages 3-8)
No Hitting by Karen Katz (Ages infant-5)
Please Play Safe! Penguin's Guide to Playground Safety by Margery Cuyler (Ages 2-5)
26 Big Things Small Hands Can Do by Coleen Paratore (Ages 3-5)
Quiet and Loud by Leslie Patricelli (Ages 1-3)
Words Are Not for Hurting by Elizabeth Verdick (Ages 3-6)

Family Relationships

Are You My Mother? by P.D. Eastman and Carlos Rivera (Ages infant-5)
Baby Dance by Ann Taylor (Ages infant-4)
Because I Love You So Much by Guido van Genechten (Ages 2-5)
Counting Kisses by Karen Katz (Ages infant-5)
Full, Full, Full of Love by Trish Cooke (Ages 4-6)
Don't Forget I Love You by Mariam Moss (Ages 2-7)
Guess How Much I Love You By Sam McBratney (Ages infant-5)
Guji Guji by Chih-Yuan Chen (Ages 5-8)
How Do I Love You? by P.K. Hallinan (Ages infant-5)
I Love it When You Smile by Sam McBratney (Ages 3-5)
I Love You All Day Long by Francesca Rusackas (Ages 3-5)
I Love You: A Rebus Poem, by Jean Marzollo (Ages 1-6)
I Love You the Purplest, by Barbara M. Joose (Ages 4-8)
I Love You Through and Through by Bernadette Rossetti-Shustak (Ages 1-5)
The Kissing Hand by Audrey Penn (Ages 3-8)
Koala Lou By Mem Fox (Ages 4-7)
Mama, Do You Love Me?/Me quieres, mama? By Barbara Joosse (Ages 3-6)
More, More, More, Said the Baby: Three Love Stories By Vera B. Williams Morrow (Ages infant-3)
No Matter What by Debi Gliori (Ages 2-5)
Owl Babies by Martin Waddell (Ages 3-7)
Please, Baby, Please by Spike Lee (Ages infant-5)
Te Amo Bebe, Little One by Lisa Wheeler (Ages infant-3)
You're All My Favorites by Sam Mc Bratney (Ages 5-7)

Bullying/Teasing

A Weekend with Wendell, by Kevin Henkes (Ages 4-8)
The Berenstain Bears and the Bully by San and Jan Berenstain (Ages 4-7)
Big Bad Bruce by Bill Peet (Ages 4-8)
Chester's Way by Kevin Henkes (Ages 5-7)
Coyote Raid in Cactus Canyon J. Arnosky (Ages 4-8)
Gobbles! By Ezra Jack Kets (Ages 4-8)
Hats by Kevin Luthardt (Ages 3-6)
Hooway for Wodney Wat! by Helen Lester (Ages 5-8)
Hugo and the Bully Frogs by Francesca Simon (Ages 3-7)

Grief and Death

The Fall of Freddie the Leaf by Leo Buscaglia (Ages 5-adult)
Goodbye Mousie by Robert Harris (Ages 3-8)
I Miss You by Pat Thomas (Ages 4-8)
The Next Place by Warren Hanson (Ages 5-adult)
Sad Isn't Bad: Grief Guidebook for Kids Dealing with Loss Series by Michaelene Mundy (Ages 5-8)

Session 4 – Activity #17
Children’s Book Activity

**Using Children’s Books to Promote
Your Child’s Social-Emotional Development**



Read the book with your partner.

Did you like the book? Why?

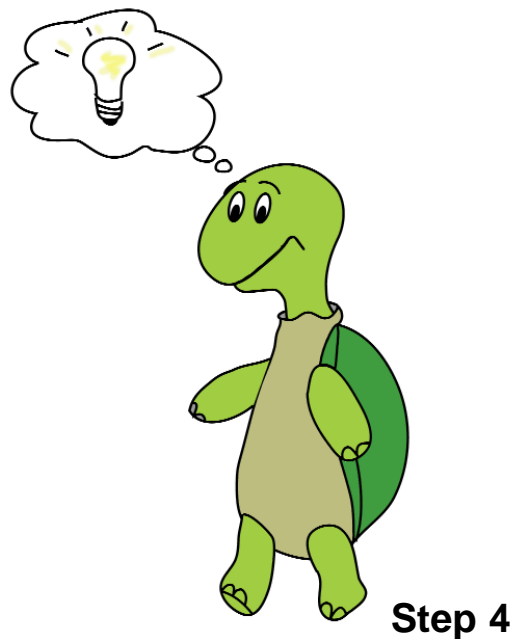
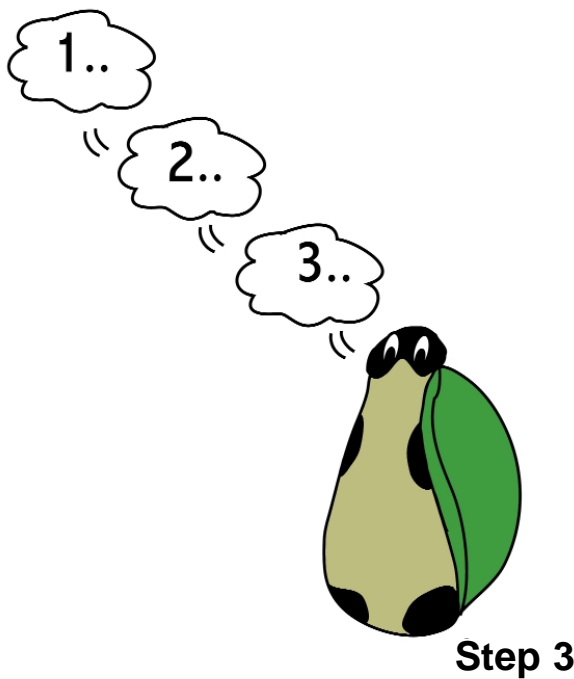
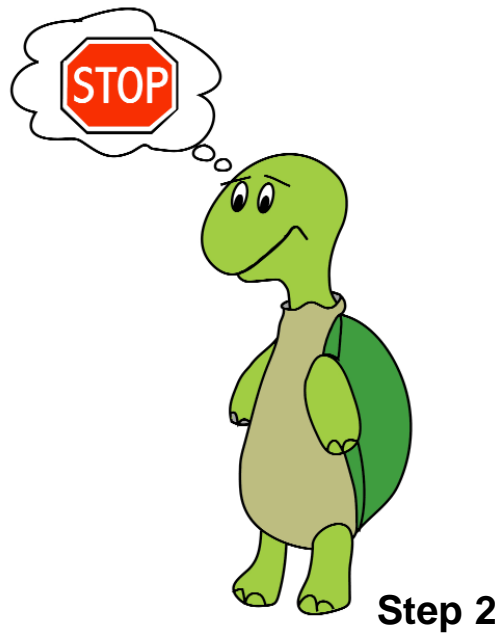
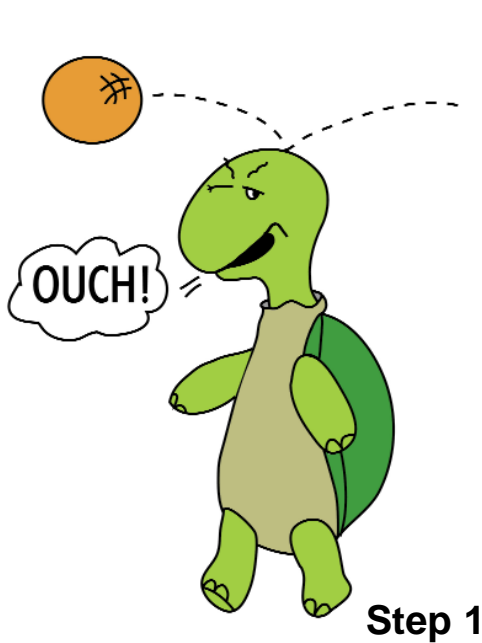
What kinds of emotional words or feeling words are in the book?

What kinds of fun activities could you do with your child based on the book?

Session 4 –Handout #18

Turtle Technique

(Includes Picture Cues, Tucker Turtle Story, Teaching Tips, and Puppet Pattern)



Tucker Turtle Takes Time to Tuck and Think

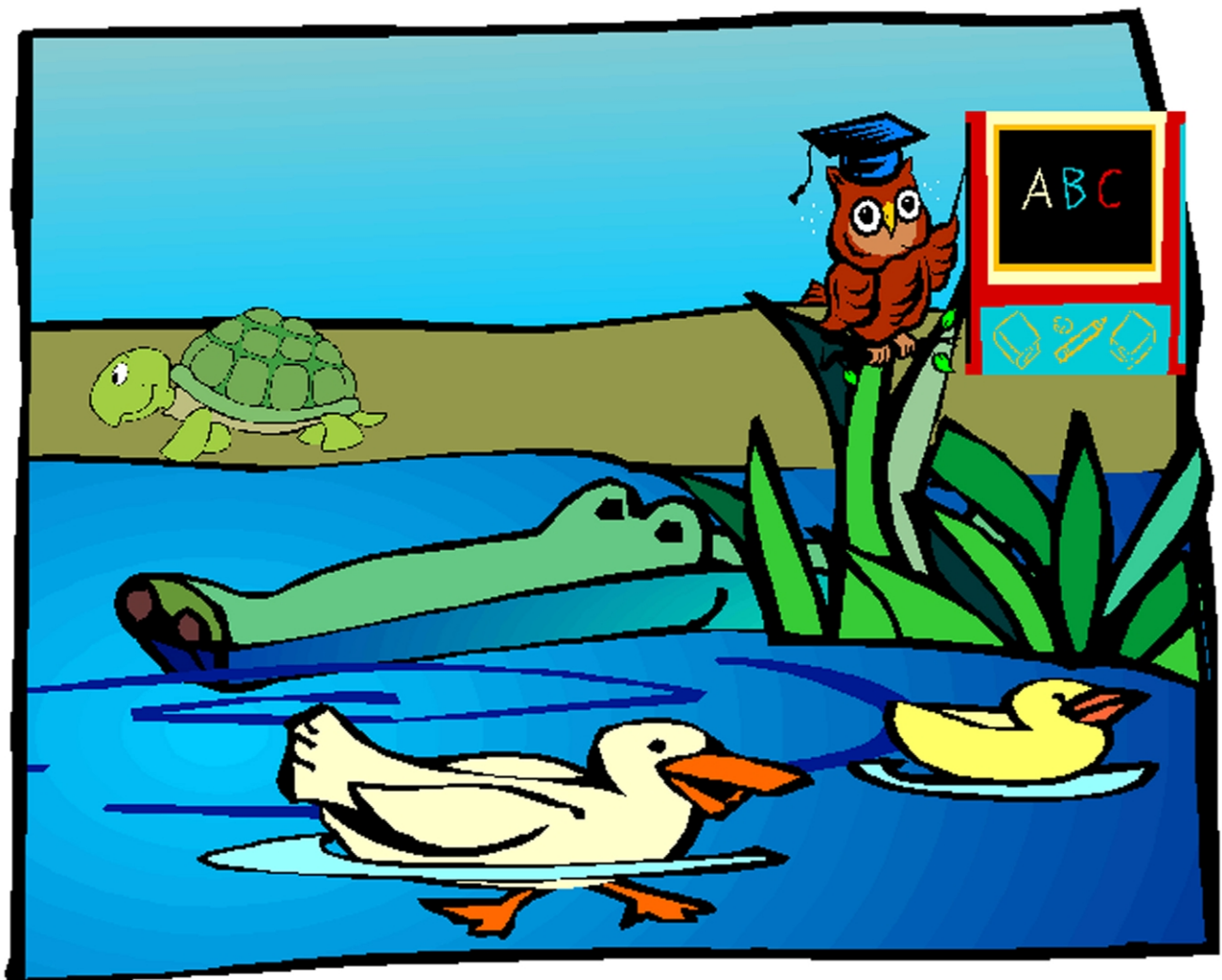


A scripted story to assist families with teaching the “Turtle Technique”

By Rochelle Lentini

Adapted for Families September 2006

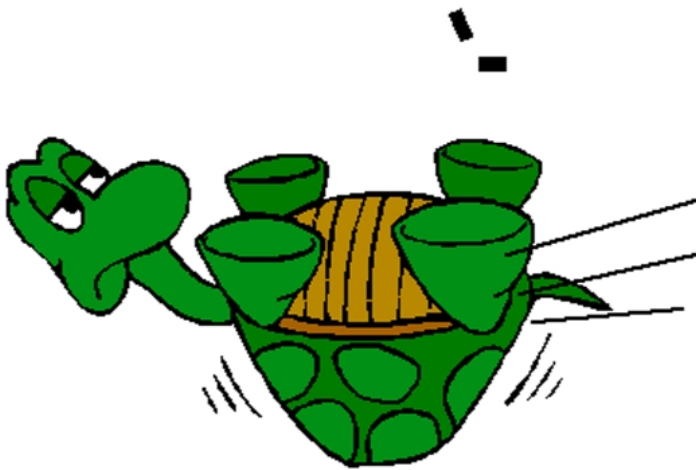
Tucker Turtle is a terrific turtle. He likes to play with his friends at the park and in his backyard.



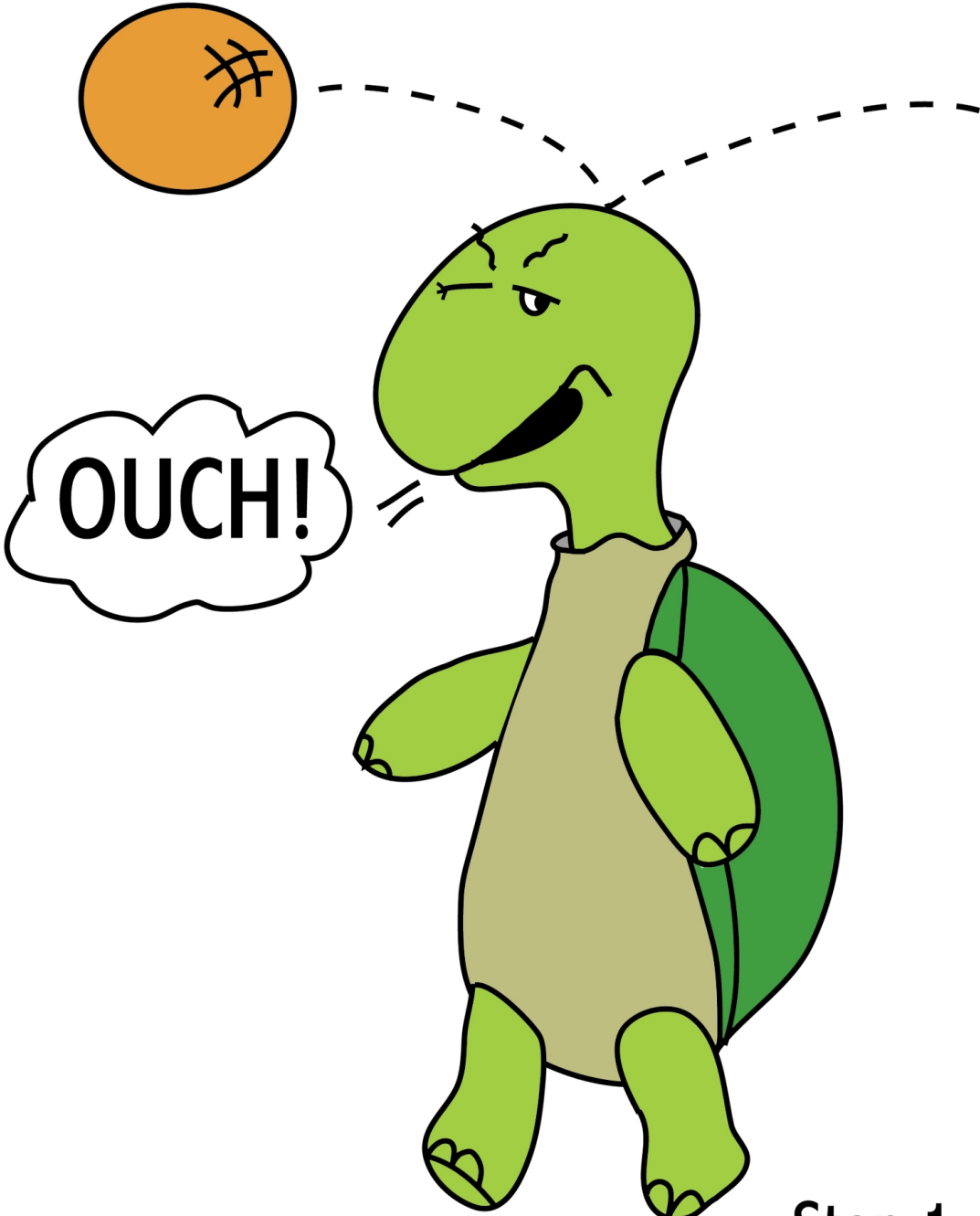
But sometimes things happen that can make Tucker really mad.



When Tucker got mad, he used to hit, kick, or yell at his friends. His friends would get mad or upset when he hit, kicked, or yelled at them.

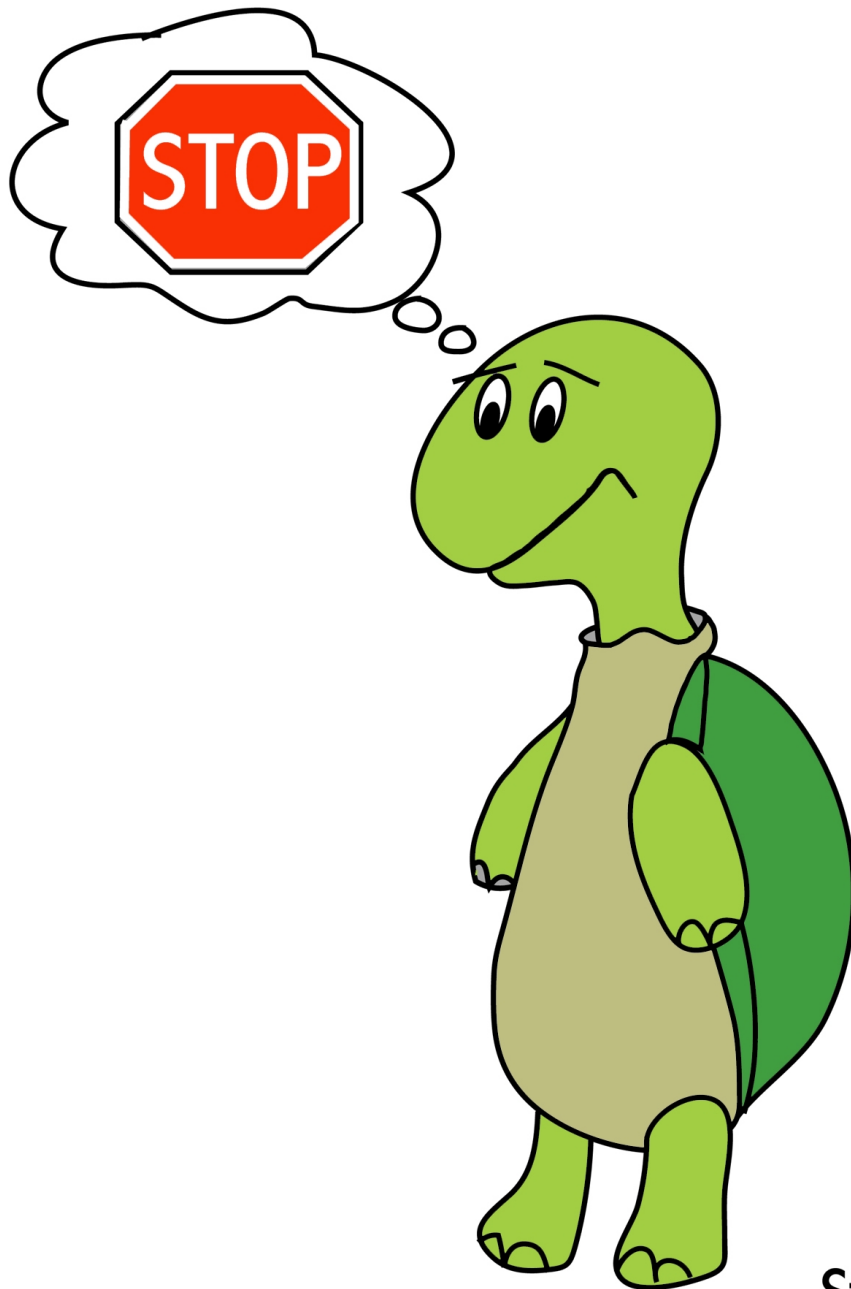


Tucker now knows a new way to “think like a turtle” when he gets mad.



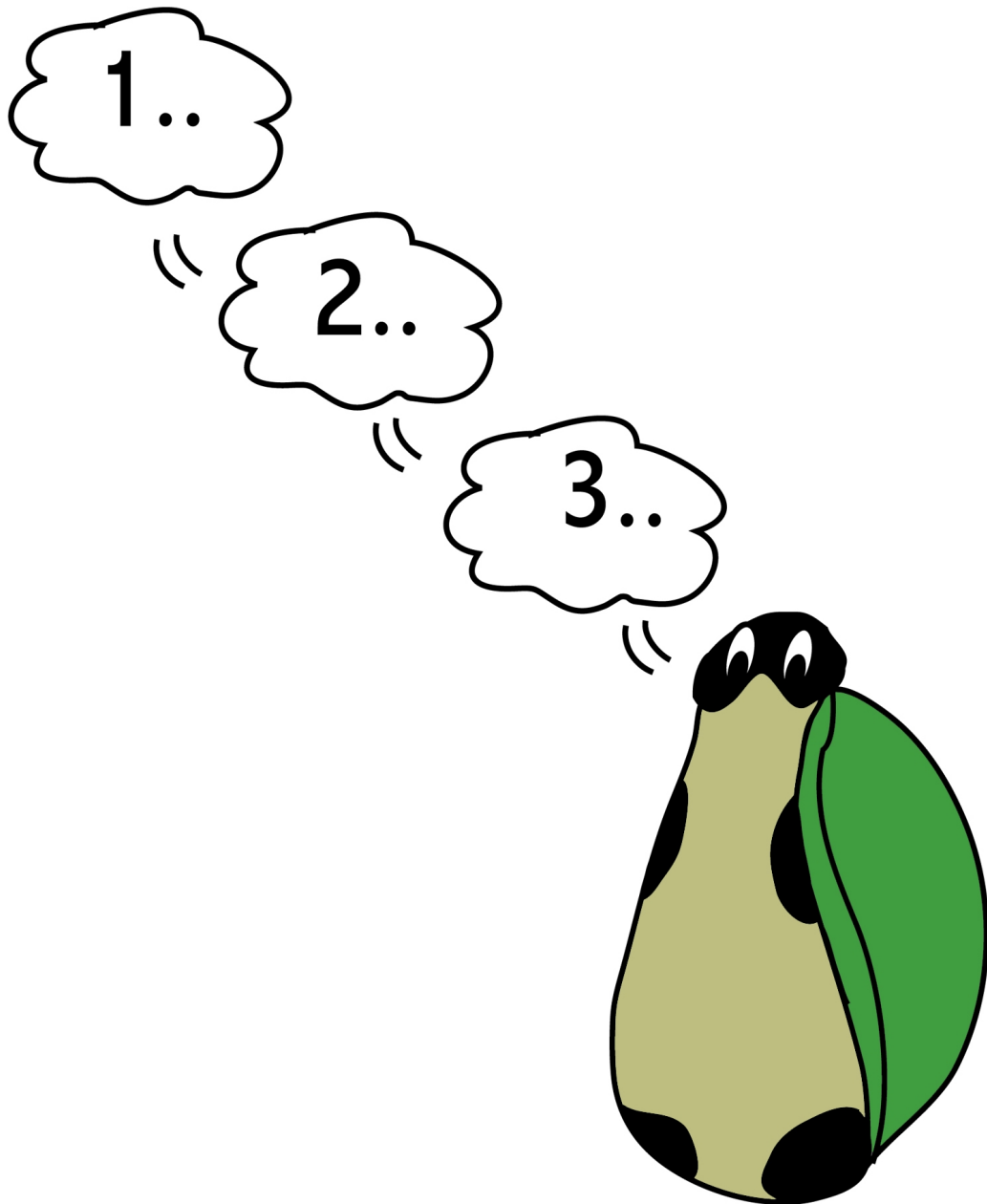
Step 1

He can **stop** and keep his hands, body, and yelling to himself!



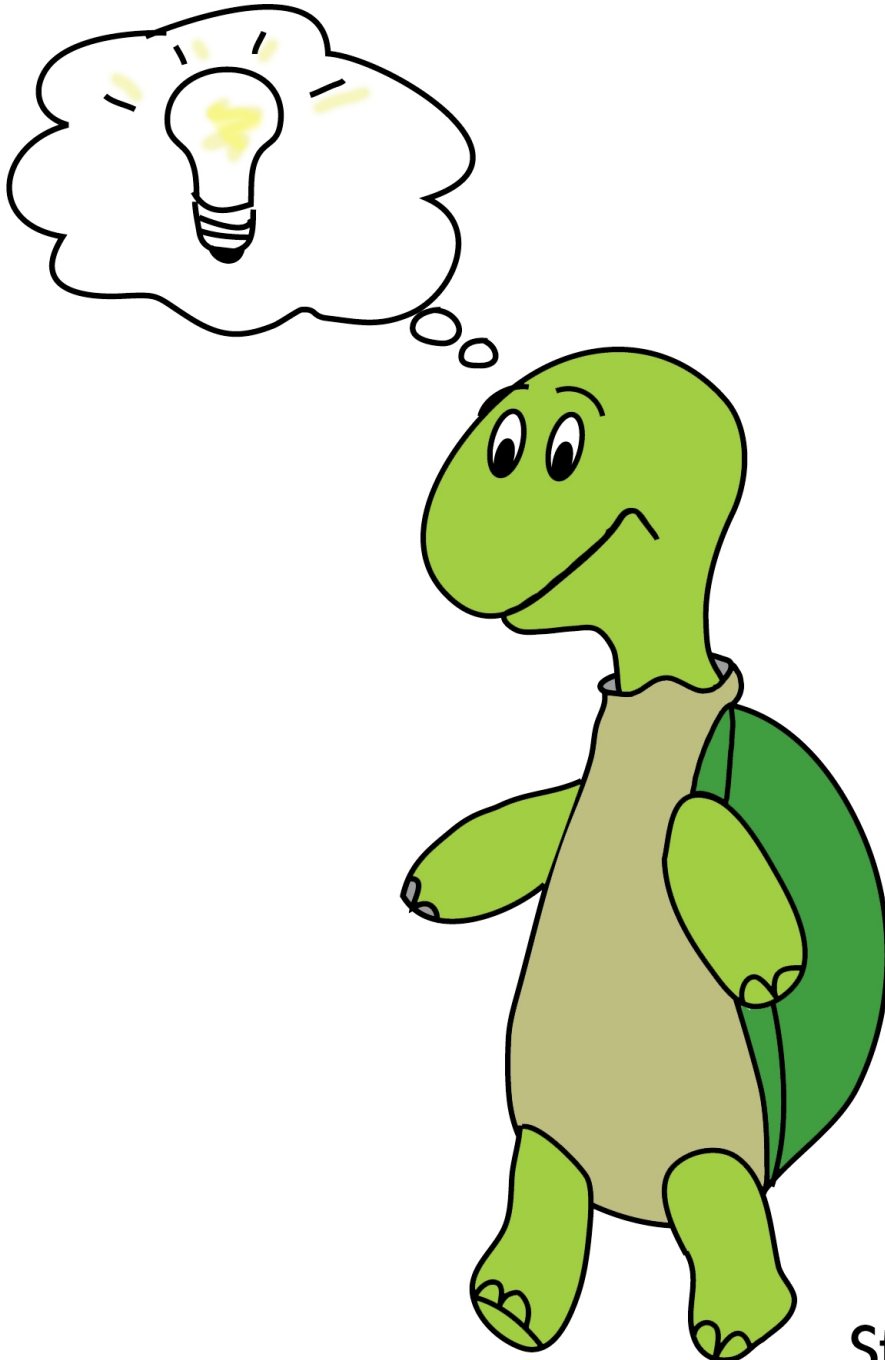
Step 2

He can **tuck** inside his shell and **take 3 deep breaths to calm down.**



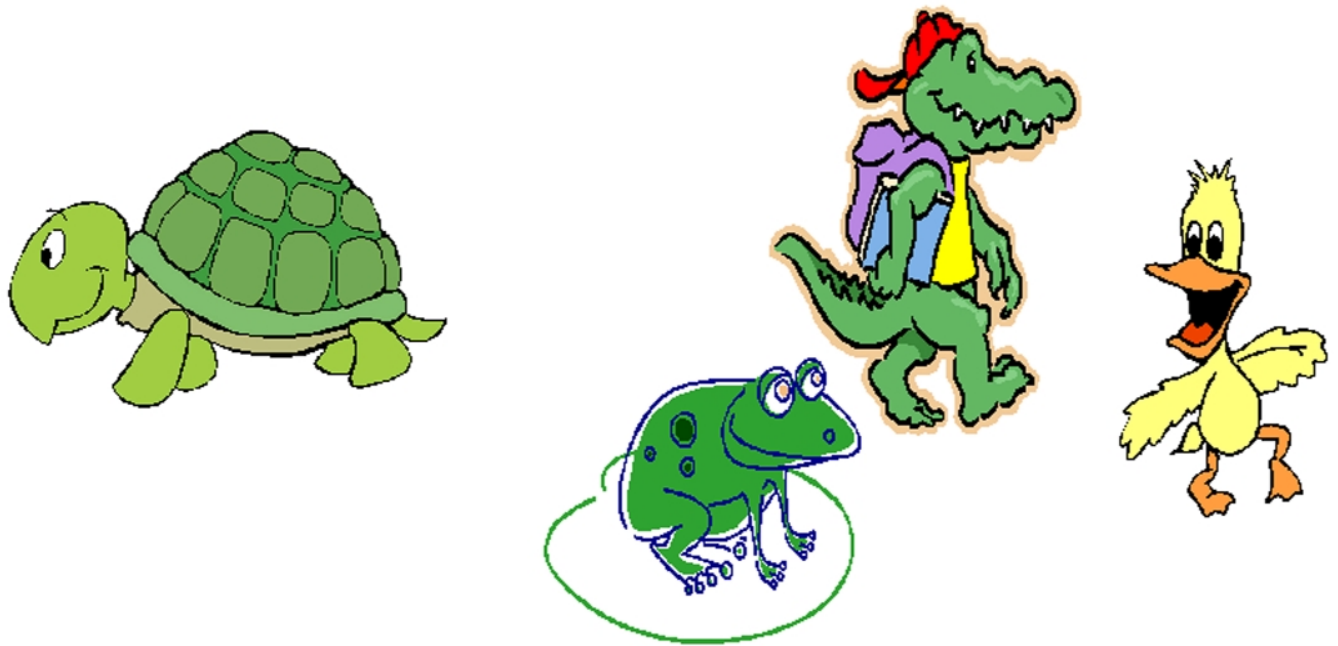
Step 3

Tucker can then **think of a solution** or a way to make it better.



Step 4

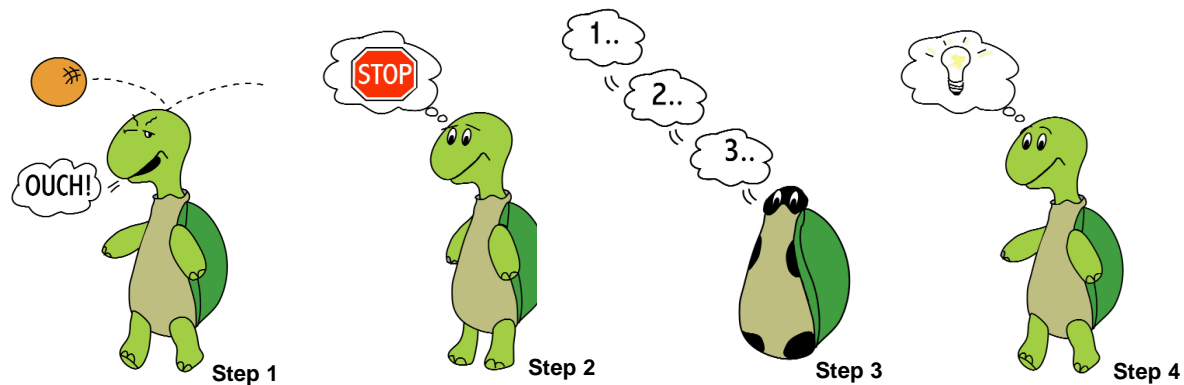
Tucker's friends are happy when he plays nicely and keeps his body to himself. Friends also like it when Tucker uses nice words or has an adult help him when he is upset.



The End.

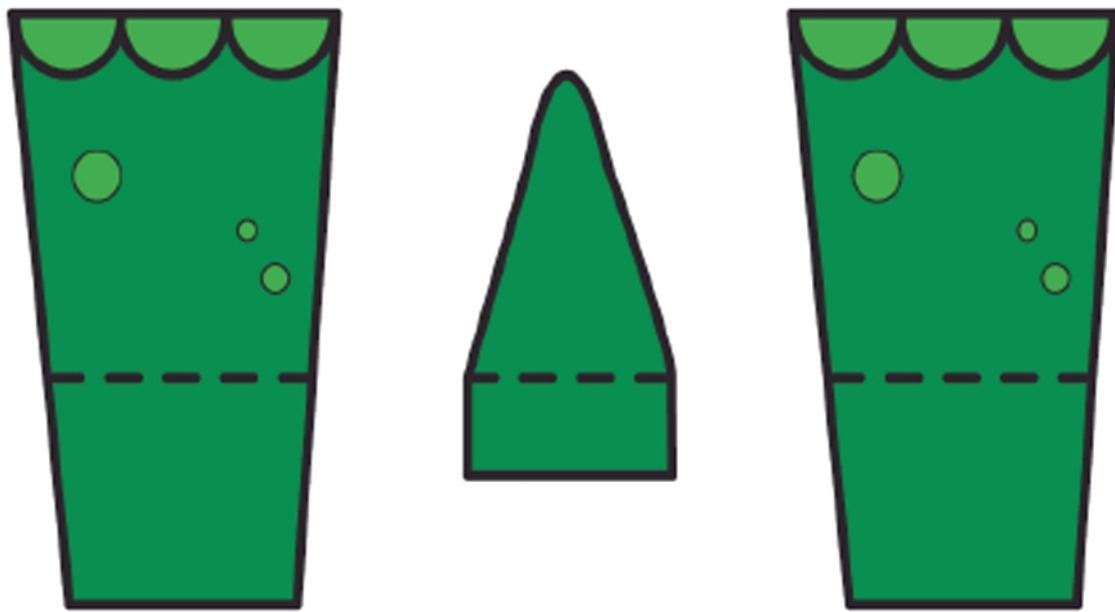


Teaching Tips on the Turtle Technique

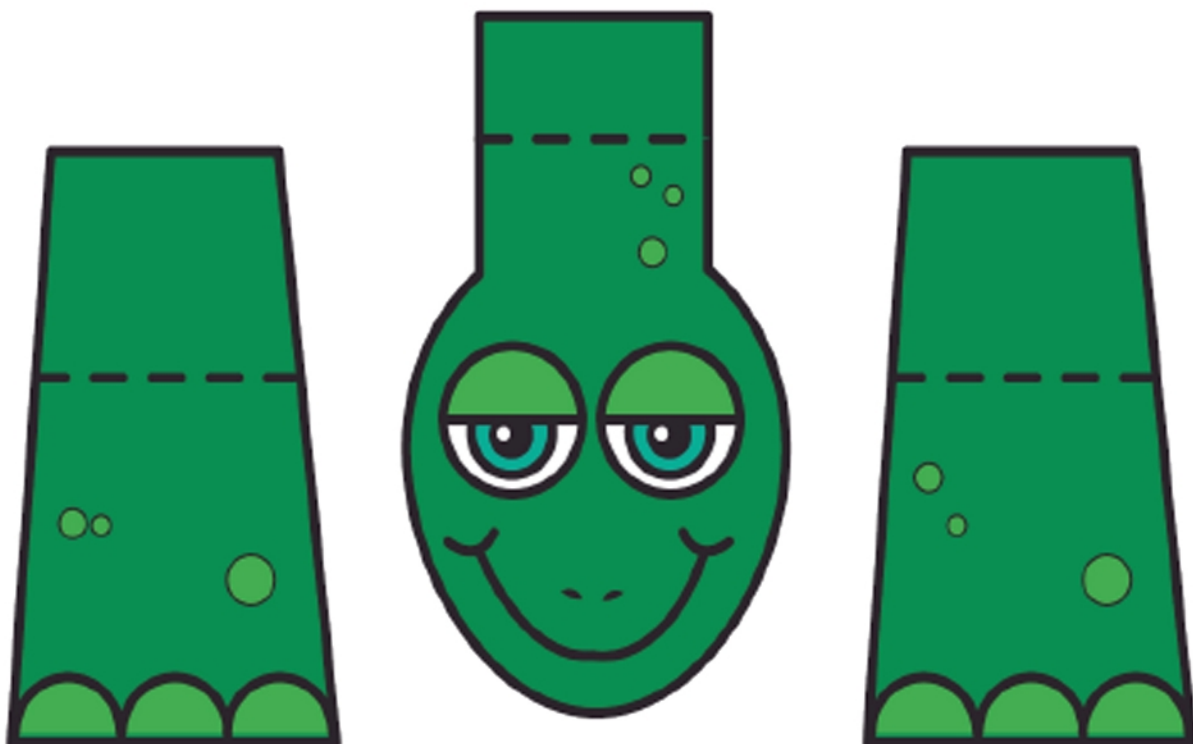


Tucker's friends are happy when he plays nicely

- Model remaining calm.
- Teach your child the steps of how to control feelings and calm down ("think like a turtle").
 - Step 1: Recognize your feeling(s).
 - Step 2: Think "stop."
 - Step 3: Tuck inside your "shell," and take 3 deep breaths.
 - Step 4: Come out when calm, and think of a "solution."
- Practice steps frequently.
- Prepare for and help your child handle possible disappointment or change and "to think of a solution."
- Recognize and comment when your child stays calm.



TURTLE TECHNIQUE



Session 4—Handout #19
Problem Solving

19

Create opportunities to problem solve by setting up situations:

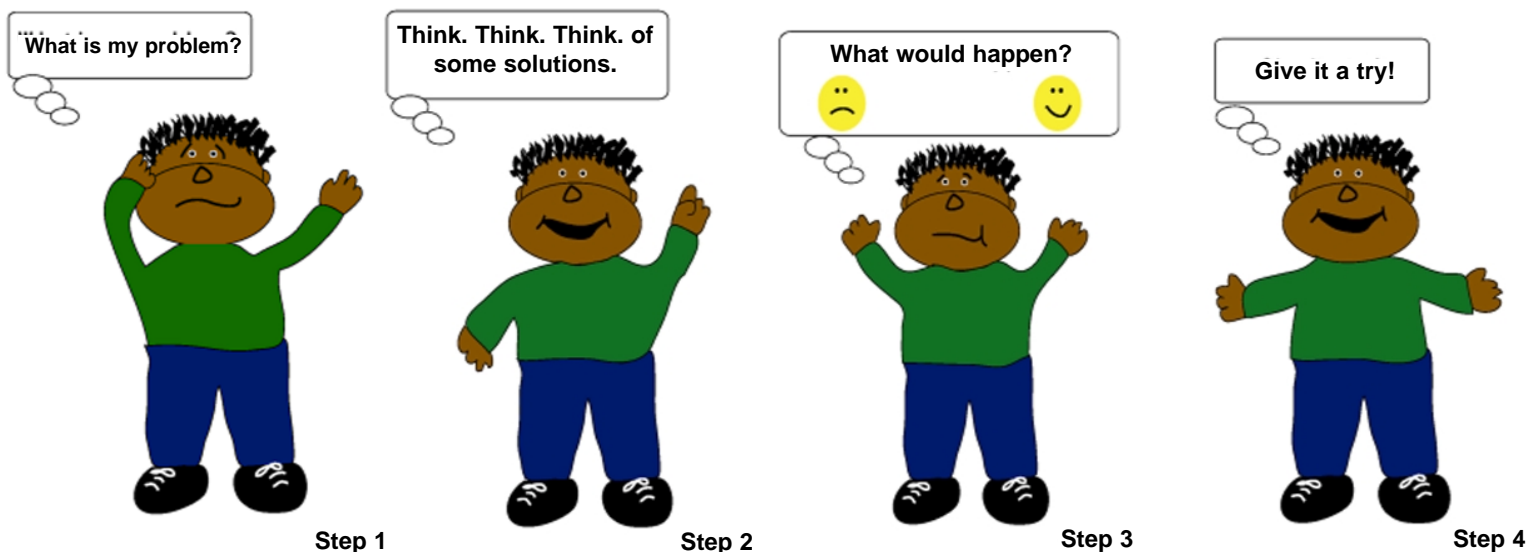
For example, say, “I keep putting my keys where I can’t find them and then we have to look for them. I have a problem; what do you think would be a good solution?”

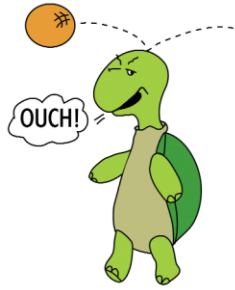
Ask your child which solution to use for problems that arise.

Pause in a story, and ask your child to think of a solution.

Use puppets to discuss hypothetical problems that your child may have encountered in the past.

Encourage your child to think of as many different solutions as he/she can. This is a time to brainstorm with your child and help him/her find solutions. Do not criticize; instead, have him/her think about what would happen: Would it be safe? Would it be fair? Would everyone involved be OK with it?





Session 4 – Activity #20
Emotional Vocabulary Skills



Try 3-5 emotional vocabulary strategies/ideas this week

What I Tried	What Happened



Session 4 – Activity #21
Things to Try at Home!
Measuring Behavior at Home



Observation Three: Clearly define the problem

Describe the Challenging Behavior	Number of times behavior occurred	How long the behavior lasted

What Happened Before?

- | | |
|--|--|
| <input type="checkbox"/> Told or asked to do something | <input type="checkbox"/> Playing alone |
| <input type="checkbox"/> Changed or ended activity | <input type="checkbox"/> Moved from one activity/location to another |
| <input type="checkbox"/> Removed an object | <input type="checkbox"/> Told “No”, “Don’t”, “Stop” |
| <input type="checkbox"/> Object out of reach | <input type="checkbox"/> Attention given to others |
| <input type="checkbox"/> Not a preferred activity | <input type="checkbox"/> Difficult task/activity |
| <input type="checkbox"/> Child requested | <input type="checkbox"/> Other (specify) _____ |

What Happened After?

- | | |
|--|--|
| <input type="checkbox"/> Given social attention | <input type="checkbox"/> Punished or scolded |
| <input type="checkbox"/> Given an object/activity/food | <input type="checkbox"/> Request or demand withdrawn |
| <input type="checkbox"/> Removed from activity/area | <input type="checkbox"/> Request or demand delayed |
| <input type="checkbox"/> Ignored | <input type="checkbox"/> Given assistance/help |
| <input type="checkbox"/> Put in “time-out” | <input type="checkbox"/> Other (specify) _____ |

Purpose of Behavior:

- | | | | |
|--|------------------------------------|--|-------------------------------------|
| To Get or Obtain: | | To Get Out Of or Avoid: | |
| <input type="checkbox"/> Activity | <input type="checkbox"/> Attention | <input type="checkbox"/> Activity | <input type="checkbox"/> Attention |
| <input type="checkbox"/> Object | <input type="checkbox"/> Food | <input type="checkbox"/> Object | <input type="checkbox"/> Food |
| <input type="checkbox"/> Person | <input type="checkbox"/> Place | <input type="checkbox"/> Person | <input type="checkbox"/> Place |
| <input type="checkbox"/> Help | | <input type="checkbox"/> Demand/Request | <input type="checkbox"/> Transition |
| <input type="checkbox"/> Other (specify) _____ | | <input type="checkbox"/> Other (specify) _____ | |

Observation Three

Questions, concerns, unusual events:

Session 5—Activity #22
**Parent Encouragement and
Positive Comments!**



Write an encouraging note or positive comment to yourself about something you did with your child this past week that you feel really proud about!

Session 5—Handout #23 Logical Consequences Resource



Logical consequences are an alternative to punishment.

- They are responses to the child’s behavior that are logically related to the behavior (example – If you break the toy, you won’t be able to play with it anymore).
- They teach your child that he/she has a responsibility for and control over his/her own behavior.
- They show your child the results of his/her behavior.

Logical consequences must be practical and enforced.

- Only select options that you are willing to enforce!
- Don’t intervene before the consequence takes place!
- If you feel empathy for your child, offer a chance to try again.

Choices should be stated calmly, clearly, and respectfully.

- Consequences should not be arbitrary, threatening, or punitive.
- Plan the consequences ahead of time.
- Options for actions or consequences should be logically linked to the activity.

Logical consequences help guide children in learning how they are expected to behave in the real world.

- Talk about the consequence with your child before the activity or routine where the behavior is likely to occur.
- Remember that logical consequences help to teach your child about behavior that is expected and why it is expected.

Examples of the Use of Logical Consequences

Behavior	Logical Consequence
Roberto refuses to wash his hands before snack.	Roberto’s mom restates the rule to Roberto: “You must wash your hands to eat.” Roberto continues to refuse. His mom responds, “You can wash your hands and have a snack, or you can continue playing while your brothers have a snack.”
Kyra throws blocks in the kitchen.	Her dad reminds her of the rule “toys need to stay on the floor in the kitchen.” When Kyra continues to throw the blocks, her dad provides her with a choice: “Blocks stay on the floor in the kitchen, or they will need to be put away in the box in the TV room.”

**Session 5—Activity #24
Logical Consequences—
Let’s Practice**



As a group, list some of your children’s behaviors that you have been working on at home. Once we have a list, we will try to determine logical consequences for each behavior.

Behavior	Logical Consequence

**Things to Try at Home!
Logical Consequences**

Try out at least one of the logical consequences from the list above with your child this next week, and see how it goes!

Behavior	Logical Consequence	What happened

Session 5—Activity #25
Redirection Activity



Examine each situation and develop an idea of a redirection that could be a response.

Situation	Redirection Response
Child grabs toy from sibling	
Child throws toy when sibling asks for it	
Child throws sand in sand box	
Child pulls hair when patting the dog	
Child cries “I don’t want to clean up” when asked to pick up toys	
Child says “This is yucky” and spits out food	
Child screams to sibling, “No, its mine, don’t touch!”	
Child begins whining for attention when parent is making dinner	

Session 5—Handout #26

Strategies That Help

26

1. Know what is reasonable
2. Plan ahead
3. State expectations in advance
4. Present limited reasonable choices
5. Say “when”
6. Catch your child being good!
7. Stay calm
8. Logical consequences (see Handout)
9. Neutral Time





Session 5—Activity #27

**Things to Try at Home!
Strategies To Do List!**



3 Strategies that I will try at home:

1.

2.

3.

Session 6—Activity #28

**Parent Encouragement and
Positive Comments!**



Write an encouraging note or positive comment to yourself about something you did with your child this past week that you feel really proud about!

Session 6—Activity #29

Family Planning Sheet



What _____ does during _____:
(child's name) (routine)

Why I think he/she does it:

What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?