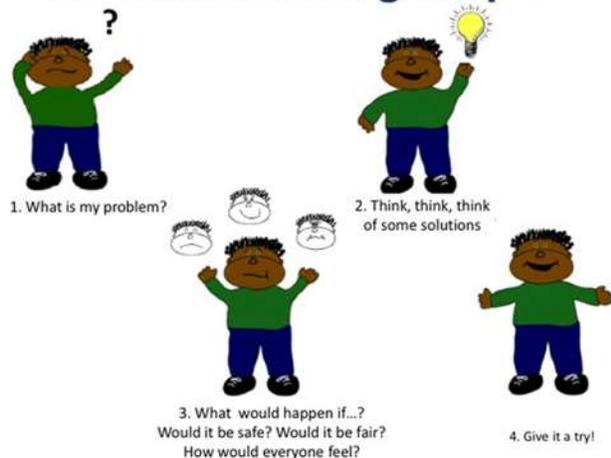


We have included a feelings chart to facilitate conversations about feelings. When a child is displaying an emotion, the teacher can pause and ask the child to point to the face portrays what the child is feeling. These charts can be used to help children not only describe their emotions, but the emotions of peers, staff, characters in books or their imaginative play. Feeling charts are most helpful when children do not yet have the words to describe their feelings or they are so upset they cannot access language to describe how they are feeling. After the child identifies his/her emotions, it is helpful for the teacher to summarize, connecting the emotion to behaviors or the child's expression of that emotion, while also acknowledging what triggered the emotion. For example, "I can see that you are mad, Cooper! You are mad that Johnny took the toys from you. I know because your face turned red and your voice got loud."

Teaching Children Problem Solving Skills

Children need adult guidance to learn how to solve problems in the same way adults teach children other life skills. Problem solving refers to when children encounter an issue and learn through guidance how to resolve it themselves. For example, issues that children need problem solving skills for include, a conflict with a peer, frustration by a task that they cannot figure out how to do, such as learning a new game, or being unable to calm themselves down when upset.

Problem Solving Steps



As adults, you can teach children by talking through their problem with them, naming and validating their feelings, modeling healthy problem solving skills, and supporting children in finding solutions. Teacher prescribed solutions do not allow children to critically think about the situation or put themselves in somebody else's shoes. You will need to scaffold problem solving and may need to provide some ideas.

Avoid: "Margo's playing with the fire truck. Go find a different toy to play with/ ask for a turn."

Try: "It is really hard when someone is playing with a toy you want. Both you and Margo want to play with the fire truck. What do you think we should do?"

If the child needs ideas you could give her/him a couple choices: "You could ask Margo if you could have a turn (a turn taking timer might be helpful), or we could find some other trucks for you to play with."

Social problem solving is an emerging skill for young children. They need the support of adults to help them generalize problem solving skills. One way to scaffold problem-solving is to offer visuals of potential solutions. The Solution Cards included in this newsletter are small pictures that can prompt and support problem solving. When a conflict emerges, teachers can ask children to stop, take a deep breath, and look through the cards picking out a solution that feels best for them. Keeping the cards on a ring or even attach them to a lanyard for easy access.

Facilitating Positive Relationships Between Children

Playing together, sharing, turn-taking, resolving conflict and finding joy in peer interactions are all important life skills that young children are learning. They need practice to develop these skills. Adults play a key role in facilitating relationships and helping children build healthy peer interactions. Promoting these skills includes caregivers use of scaffolding, facilitation that gives agency to children, intentional modeling, and promotion of group collaboration. Here are 7 ways to provide opportunities for children to develop relationships with peers.²



view. This helps children think of their peer's points of view and build empathy. E.g. "Eula May is crying because she fell and scraped her knee. It hurt and was scary."

4. Point out opportunities for inclusion. E.g. "It looks like Omar is watching you having fun going down the slide. Would you like to invite him to join you?"

5. Encourage children to work in groups or teams "Omar and Eula May, please be my cleanup team and help each other put all the blocks away."

6. Point out positive interactions between peers. "Eula May, you brought Omar his water bottle. You were being such a thoughtful friend."

7. Model positive interpersonal interactions. "I am going to share my crayons with Eula May because that is what a kind friend does." Or "Thank you Ms. Tallulah for cleaning the tables while I read a book. We are a good team and I really appreciate your help."

One way to promote positive relationships with peers is to acknowledge students that have demonstrated skills in cooperation, sharing, compassion and kindness. We have included a "Super Friend Award" that can be given daily or weekly to a child that has shown skill in being a friend. It is important when presenting the award that the teacher is clear and specific around the skill the child has demonstrated to earn the award. For example, "Sadie will the Super Friend Award because she offered to help her friend Mikey clean up the paint that he spilled. She was kind and compassionate to Mikey."

² Zero to Three (2010). Tips on Helping Your Child Build Relationships. Retrieved from <https://www.zerotothree.org/resources/227-tips-on-helping-your-child-build-relationships>.



ANGRY



BORED



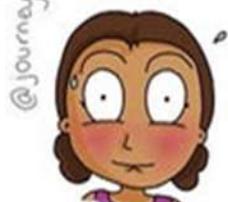
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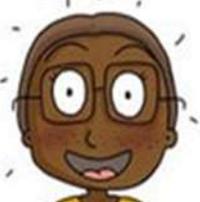
CURIOUS



DISAPPOINTED



EMBARRASSED



EXCITED



GRUMPY



HAPPY



WORRIED



PROUD



SAD



SCARED



SHY



SILLY



SURPRISED



PEACEFUL



STRESSED OUT



BRAVE



FOCUSED



DISTRACTED



HOPEFUL



LONELY

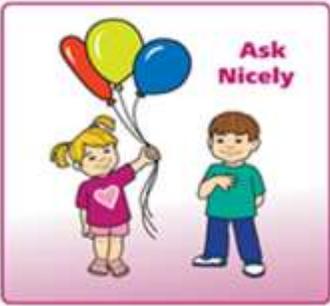


OVERWHELMED



TIRE

@journey-to-wellness-





Super Friend Award

This certificate is to certify that _____
is a **Super Friend!!**

Today, _____

YAY!!

What a Super Friend you are!!

Give yourself a pat on the back!!

