

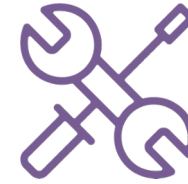
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Practical Strategies to Support Attachment Relationships

Practical Strategies to Support Attachment Relationships




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Continuing Education

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This material is based upon work supported by the National Institute of Food and Agriculture,
U.S. Department of Agriculture, and the Office of Military Family Readiness Policy,
U.S. Department of Defense under Award Number 2019-48770-30366.

Today's Presenters



Dr. Tweety Yates

Professional Development Consultant
University of Illinois at Urbana-Champaign

Today's Objectives

1. Identify ideas, strategies, and resources for fostering healthy attachment.
2. Describe ideas for supporting, sustaining, or repairing when attachment might be disrupted.
3. Reflect on how the shared ideas, strategies, and resources can be embedded into your practice.



YOU
can
make a
difference!

- Connect! Build relationships.
- Help the child feel special, important & loved.
- Provide a safe, predictable environment.
- Help the child learn how to identify & manage their emotions & express their needs.



This video can be viewed in the on-demand webinar available at <https://oneop.org/learn/160010/>

Families

Build
connections &
relationships
with families

Provide
resources for
families

Support the
competence &
confidence of
families

How do we connect & build relationships? How do we help the child feel special, important & loved?



The Developing Brain: Essential Needs



Healthy Relationships

Early relationships are vital to brain development because they help wire the brain to trust others, to love, and to feel safe and secure.



Positive Experiences

New brain connections are formed and modified through verbal and physical interactions



Consistent and Secure Environment

The brain develops gradually in response to experience and to the environment

Every Interaction Matters!

I am listened to or not.

What I choose to do is valued or it isn't.

How I express my emotions is accepted or it isn't.

I am allowed to explore, or I am not.

Mostly my needs are met, or they are not.

Every interaction is an intervention!



Lucas is 15 months old.

He has two older brothers.

He seems to really like cars, trucks, and bulldozers – if they don't make noise.

He does not like to be held, but he does like to have his back rubbed at naptime.

Bids for Connection



Behavior has Meaning!



Form
(behavior)

Function
(purpose)

Being Intentional

Two special things about Lila?

I'm going to read Lila's favorite book.

I'm going to tell Lila how much I missed her when she was out sick!

I'm going to ask Lila to help me get the props for story time to give her some one-on-one attention.

Follow the Child's Lead



Illinois EI Clearinghouse

Everyday Early Intervention: Outdoor Fun

Outdoor play can be great for working on early intervention outcomes. Positive interactions between you and your child are key to supporting your child's development. Here are some fun ideas to do with your child, using only materials you might find around your house.



Notice the Outdoors

Go on a walk with your infant or toddler. Talk about what you see and hear outside. What do you notice – bugs, leaves, clouds, trees? Your child is developing their vocabulary and language skills!

Practice Walking on Different Surfaces

Try going up and down stairs. Hold on to the railing! Try walking up and down ramps, balancing, and working on gross motor skills. What about on snow, grass, leaves, or gravel? Cheer your child on!

Say Hello!

If you see a neighbor on your walk outside, show your child how to say "hello." There are many ways to connect with others, such as waving, saying hi or hello, and even using your AAC device. All of these are ways to practice social skills in your community.

Have a Snack Picnic

When you go to the park, you can stop for a snack break! Toddlers love finger food like Cheerios and cheese cubes. While your child uses their fingers to pick up their snack, they are working on improving fine motor control.

For more information, visit the Illinois Early Intervention Clearinghouse at <https://eiclearinghouse.org>

Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Illinois Department of Human Services, Bureau of Early Intervention.

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Illinois Early Intervention Clearinghouse

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E-mail: illinois-ei@illinois.edu

Center for Early Learning Literacy

Let your infant's everyday activities



with literacy-learning POWER!

OUTDOOR FUN

Take your baby for a walk, while naming the sights and sounds. "Look at that bird. It says, 'Tweet, tweet!'"

Take toys outside to play on a comfy blanket. Hide a toy behind your back, asking "Where's the ball?" Bring it back to your baby saying, "Here it is. Here's the ball!"

Find a shaded area and look at books or a photo album with your baby. Point to and name pictures of familiar objects or people.

Blow bubbles with your baby, naming the parts of the body they land upon. "The bubble's on your head. Uh-oh, there's a bubble on your tummy!"

Sing songs and finger plays while outside with your baby. Give him/her musical instruments to shake, rattle, and roll while you sing.

Everyday literacy learning opportunities from the Center for Early Literacy Learning (www.earlyliteracylearning.org)
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Let your toddler's everyday activities



with literacy-learning POWER!

OUTDOOR FUN

Draw and scribble with your child using sticks in a pile of play sand.

Take musical instruments outdoors and form a pretend band marching in a parade.

Talk about the weather and things you and your child see, hear, and smell outside.

Play games such as "Ring Around the Rosey."

Blow bubbles and use words such as "up," "down," "big," "small," "pop," and "more."

Everyday literacy learning opportunities from the Center for Early Literacy Learning (www.earlyliteracylearning.org)
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Resource: Secure Base



PIWI

Developmental Observation Topic Plan

Developmental Observation Topic Plan

Why I Need You:
*Understanding How Your Presence Helps Me
Feel Secure & Helps Me Explore and Learn*

(Experiencing, Expressing, and Regulating Emotions)



What parents will be observing



How children use their parents or other familiar caregivers for security



Environment



Put out a generally interesting environment using objects and activities that parents and children have enjoyed during past sessions. Be sure to include a range of objects and activities appropriate to the range of ages in your group.

Because parents will be observing for indicators of how their children turn to them for security, you need to plan an environment that will highlight how children come to or look at their parents for reassurance in the presence of unfamiliar adults or in unfamiliar situations.

- put out a balance of familiar and new materials; arrange the materials so that children can choose between familiar and new
- at some point during parent-child play, ask parents to interact with one another's children, but to observe how their own child responds to other adults



Opening Discussion



A. Hello Song (with names of each child and parent)

Hello (child's name), Hello (parent's name), How are you? How are you?
We're so glad to see you! We're so glad to see you! Come and play! Come and play!



Note to facilitator: As children become familiar with the song, they will begin to show their recognition. You will see them become still. They will start waiting to hear their name, and some will show smiles and other signs of pleasure when they hear it.

Resource: How I Explore

D. Suggesting things to try

Try different toys, materials and activities with your children to see how they explore. Here are some suggestions of things that you can try in order to observe how your child is exploring and learning:

Try giving your child toys that make noise and sounds. How does he explore the toy to try to figure out where the noise is coming from as well as how to play with the toy so that it makes the noise again?

Show your child how a pop-up toy works, such as a jack-in-the-box or busy box and then sit back and observe how they explore the toy to try to make it work.

Encourage your child to touch the different textures in the texture box with their hands and feet. Watch their expressions to see what happens. How do they explore the different textures? Are there some that they seem to like better than others? How can you tell? How do they explore to figure out the different textures?

Play peek-a-boo with your child using the scarves. Watch to see how your child reacts when your face disappears and then reappears.

Pretend to have dinner with your child or put the baby to bed. Follow your child's lead so you can see how they have explored and learned from watching you!

Encourage your child to explore objects and toys in different ways.

Touching, banging, shaking, rolling, and turning the objects upside down help children learn about how things work.

Try a toy/material that your child is familiar with and then try an unfamiliar toy/material. Is there any difference in how your child explores?

Developmental Observation Topic Plan

How I Explore My Environment

(Exploring the Environment and Learning)



What parents will be observing



- *How* their children explore their environment (objects, people, places)
- What their children learn about their world through exploration



Environment



For this DOT, it is important to put out a variety of materials that will support different kinds of exploration across the range of ages in your group. Some suggestions are (you would not have to use all of the materials suggested – pick/add some that match the exploration styles of the children and parents in your group):

- A variety of rattles/toy keys, toys that make sounds/music, unbreakable mirrors, stuffed animals, soft books, scarves for playing peek-a-boo, busy box
- Laminated pictures of children and parents taped to the floor for crawlers to explore
- Various textured fabric/carpet samples attached to the bottom and sides of a cardboard box that children can crawl or walk through and explore how the different textures feel with their feet and hands
- Nesting cups, puzzles, shape sorters, jack-in-the box or other “pop-up” toys, wind-up toys, push toys, dress up clothes, various size cans/tubes with clothes pins, blocks, and flashlights
- **Homemade toys to explore (see pictures):** tube box with different size tubes and different size objects to try to fit in the tubes, cardboard box with doors and windows, and/or a sock box with toys sticking out of several of the socks to encourage children to explore

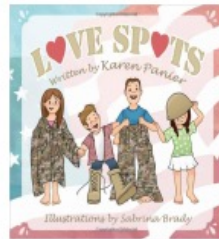


Supporting Connections

Love Spots

By Karen Panier

Love Spots recognizes a military family's reliance on memories during deployment. In this story, the dad offers a novel reason for the spots on his camouflage uniform. He tells his children that each spot is a placeholder for the memories they share.



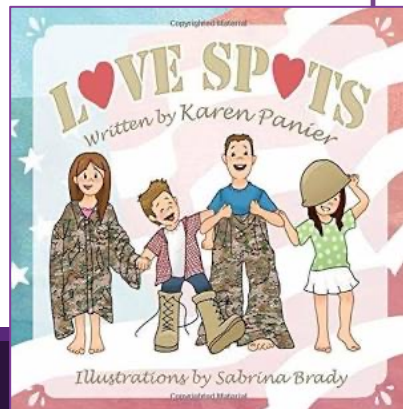
Discussion and Questions:

- You can begin the story with simply asking the child if they have ever noticed how many spots a uniform has.
- Ask your child what things they remember doing with the caregiver that makes them happy.
- Are there times that they were scared, and they had their caregiver there to make them feel better?
- Ask your child if there are things that they would like to keep close or even send to the caregiver while they are away to keep the memory close.
- Think about ways to keep any memories that have physical items, such as pictures or objects, in a box for the child to have close to them while the caregiver is away.
- Are there any physical items that could be sent with the caregiver before they leave, keeping the memory close to both the child and caregiver?
- If the service member is currently deployed, you and your child can begin to discuss activities and new memories that they want to make when the caregiver returns. In this way they can continue adding more and more spots and memories together.

Activities:

Ages Birth to 5:

- **Love Spots Pillow**
 - Materials:
 - Solid color pillow case or pillow
 - Various colors of fabric paint
 - Paint brush or sponge
 - Directions



LOVE SPOTS

Daddy reading my
favorite book, Brown
Bear, to me!

LOVE SPOTS

Hi Buddy,
Have a fun day today!
I Love You!
Daddy



This video can be viewed in the on-demand webinar available at

<https://oneop.org/learn/160010/>

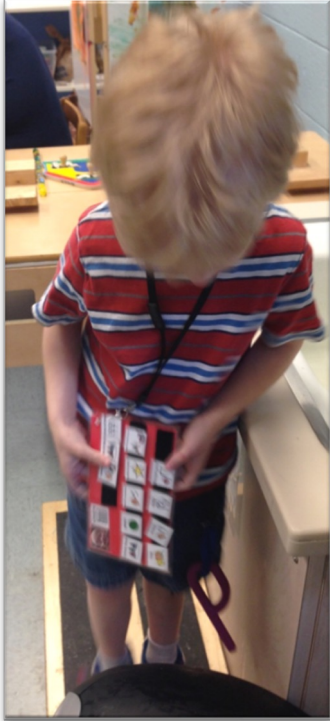
Teacher Idea



Creating Safe, Predictable Environments



Daily Schedules & Routines



Schedule
Arrival
Table Time
Opening Circle
Centers
Snack
Outdoor Play
Closing Circle

Routine: **Arrival**

Routine within Routine:
 Cubbies
Wash Hands
 Sign In
 Question of the Day
 Table Time

Routine within Routine within Routine:
 Get soap
 Turn on water
 Wash hands
 Turn off water
 Dry hands



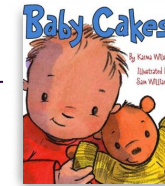
Diaper Time



**Josie, Josie
I love you!
Josie, Josie
Yes, I do!**

Book Nook

Using Books to Support Social Emotional Development



Baby Cakes
By: Karma Wilson and Illustrated by Sam Williams
Little Simon, 2006

Baby Cakes is a book about the many ways in which one can show infants and toddlers that they are loved. It illustrates fun baby games such as kissing the baby, bouncing the baby on your lap, nibbling the baby's feet, singing to the baby and playing peek-a-boo! The book has rhyming lyrics that infants and toddlers will love! (Ages 1-3)

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

- While reading the story to a small group of infants and toddlers, perform the actions that the book says. For example, when the book says, "Hide from little Baby Cakes. Peek-a-boo!" Start a game of peek-a-boo with the infants and toddlers by hiding behind a blanket and saying peek-a-boo! Hold the blanket in front of each child and then remove it saying "peek-a-boo!" On pages that do not have a corresponding action, make up an activity that you can do together. For example, if the page just says, "Baby Cakes, Baby Cakes, I love you!" give each infant and toddler a hug or just point to each child as you say "Baby Cakes, Baby Cakes, I love you!" Try using each child's name instead of saying "Baby Cakes, Baby Cakes, I Love you!" For example, say "Kyla, Kyla, I love you!"
- If you are reading the book to a small group of toddlers, give each child a doll or stuffed animal to hold in their lap. As you read the book, assist them in performing the actions in the book with the doll or stuffed animal. Make sure you have a doll or stuffed animal to model kissing, hugging, and loving! This is a great opportunity for toddlers to imitate loving and caring interactions.
- Try reading the book before naptime since the book ends with Baby Cakes going to sleep ("Hug my little Baby Cakes oh so tight. Now my little Baby Cakes go night night). Or you might also try softly saying a few of the rhyming parts every day before naptime. This will help establish a predictable routine. When toddlers hear *Baby Cakes*, they will know it is naptime!
- Have "Baby Cakes" moments throughout the day, where you perform the actions in the book and remind infants and toddlers they are loved. You can do this at random times throughout the day, as well as when the child is crying and needs comforting. For example, while changing diapers, sing *Baby Cakes, Baby Cakes, I love you!* Or you could say the child's name instead of *Baby Cakes* (Tyronne, Tyronne, I love you!). Every time a child is given a "Baby cakes" moment, put a sticker on a chart next to the child's name so you can keep track of how many moments each child receives. This is a great way to remind you to give positive attention to every child during the day!



The Center on the Social and Emotional Foundations for Early Learning



Office of
Head Start



Child Care
Bureau

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What strategies does the caregiver use?

This video can be viewed in the on-demand webinar available at <https://oneop.org/learn/160010/>

Naptime/Bedtime

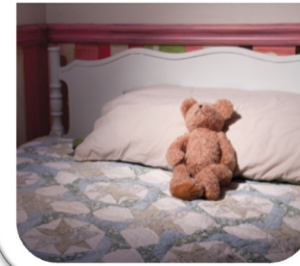
Sophie & Maxie's Naptime Book



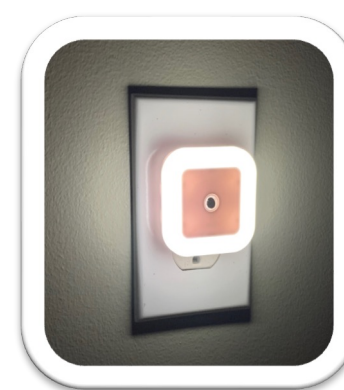
Put on Pajamas



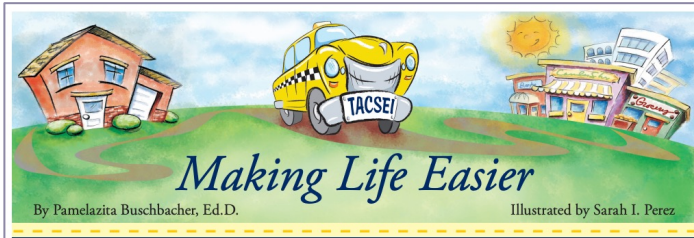
Bed Time



Read a Book



Naptime/Bedtime



Bedtime and Naptime

Many families find bedtime and naptime to be a challenge for them and their children. It is estimated that 43% of all children and as many as 86% of children with developmental delays experience some type of sleep difficulty. Sleep problems can make infants and young children moody, short tempered and unable to engage well in interactions with others. Sleep problems can also impact learning. When a young child is sleeping, her body is busy developing new brain cells needed for her physical, mental and emotional development. Parents also need to feel rested in order to be nurturing and responsive to their growing and active young children. Here are a few proven tips for making bedtimes and naptimes easier for parents and children.

Tip: Establish Good Sleep Habits

- ★ **Develop a regular time for going to bed and taking naps, and a regular time to wake up.** Young children require about 10-12 hours of sleep a day (see the box on the last page that provides information on how much sleep a child needs). Sleep can be any combination of naps and night time sleep.
- ★ **Make sure your child has outside time and physical activity daily,** but not within the hour before naptime or bedtime.
- ★ **Give your child your undivided and unrushed attention** as you prepare her for bedtime or a nap. This will help to calm her and let her know how important this time is for you and her.
- ★ **Develop a bedtime and naptime routine.** Help your child be ready for sleep. Babies and young children thrive on predictability and learn from repetition. They like and need to know what is happening next. It



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Backpack Connection Series

About this Series

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model

The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit ChallengingBehavior.org.

More Information

More information and resources on this and other topics are available on our website, ChallengingBehavior.org.



How to Help Your Child Have a Successful Bedtime

Alyson Jiron, Brooke Broglio & Jill Giacomini

Infants and young children need 10 to 12 hours of sleep daily in order to support healthy development. Parents also need to feel rested in order to be nurturing and responsive to their growing and active young children. When your child does not get enough sleep, challenging behaviors are likely to occur. Your child might be moody, short-tempered and unable to engage well in interactions with others. Lack of sleep can also have a negative impact on your child's ability to learn. When a young child sleeps, her body is busy developing new brain cells that she needs for her physical, mental and emotional development. Babies and young children thrive on predictability and learn from repetition. It is important to establish a bedtime routine that you and your child both understand and helps everyone to feel calm and relaxed.



Try This at Home

- Watch for and acknowledge your child's signs of sleepiness. She might pull on her ears, rub her eyes or put her head on your shoulder. For example, you can say, "I see you rubbing your eyes. You look sleepy. Let's get ready for bed." Teaching your child to label and understand her body cues will help her to use language instead of challenging behavior (e.g., whining, crying or temper tantrums) to communicate her needs.
- Use a visual schedule made with photos, clipart or other objects to help your child see the steps in her bedtime routine. A visual schedule can help her to understand the steps and expectations of the routine. To learn more about how to create a visual schedule, visit challengingbehavior.org and type "visual schedule" in the search box in the upper-right corner.
- Provide your child with activities, sounds or objects that help her feel calm and restful during the hour before bedtime. Make these activities part of your nightly routine. For example, reading books, listening to soft, calming music, and/or giving your child her pacifier, favorite blanket or stuffed animal will all help her to understand that it is time to calm down and prepare for sleep.
- Tell your child what will happen when she wakes up. She may be resistant to going to sleep because she does not want to miss out on an activity or have her day to come to an end. Reassure her that someone will be filled with more fun and special time. You can also include tomorrow's activity on the visual schedule (e.g., provide a picture of her teacher or preschool).

Practice at School

For children who spend the day at school, naptime is an important time to rest and prepare for afternoon learning and activities. Teachers use a consistent routine so that children know what to expect and can participate in the process. Children understand the steps they need to follow to get ready for the nap, how long they are expected to rest and what they can do when they wake up. When everyone understands the expectations and routine, naptime can be a relaxing and happy part of the day.

The Bottom Line

Bedtime is a daily opportunity for you to build and nurture a positive relationship with your child. Predictable routines make children feel safe and secure. When you provide a predictable bedtime routine, you are teaching your child the skills she needs to relax and transition from the busy activity of the day to preparation for sleep. When your child is able to get a restful sleep, you will also feel more calm and rested. A successful bedtime routine that you follow regularly will prepare you both for shared days of family fun and learning.

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Routine: Choice Allows for a Sense of Control

Would you like to play with the pink jeep or the yellow dump truck?



Transitions

Jump like a kangaroo 

- Jump like a kangaroo
- Stomp like an elephant
- Hop like a frog
- Prance like a cat
- Slither like a snake

National Center for Pyramid
Model Innovations



 **Visual Supports for Routines, Schedules, and Transitions**

Introduction

Visual supports can help children learn new skills and prevent challenging behavior. Visuals help young children learn and follow routines by helping them understand what is happening "now" and what is going to happen "next." Visuals serve as reminders for verbal directions and help children know exactly what is expected of them.

Visual Schedule

Use the following visual cue cards and templates to develop visual supports that work for your child and family!



IDEAL for Work
National Center for Pyramid Model Innovations

FLORIDA
National Center for Pyramid Model Innovations | ChallengingBehavior.org

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Supporting Play Skills



Observe the child across schedule/routines. What kind of changes can you make to better support the child?



Expectations and Rules

Expectations

give children the **WHY**



Rules

tell children **WHAT** to do



Routines
 Dressing
 Mealtime
 Play Time
 Rest Time
 Diapering &
 Toileting

FOR FAMILIES 

5 Simple Tips

To Support Your **Infant's** Social Emotional Health During



Dressing

- 1 Talk about what you are doing.**
"Mila, Daddy is going to put your shirt on now."
- 2 Practice patience.**
"David, this shirt is hard for mommy to get over your head, I am going to try a different way."
- 3 Leave extra time.**
"It will be time to go to child care soon, let's get you ready Sasha."
- 4 Offer positive words.**
"Ellen you wiggled your foot into the sock. Way to go!"
- 5 Have fun.**
"We got your shirt on Dedrea, let's clap your hands!"

You Are Your Child's First Teacher!

Together, you and your infant can make dressing a special time for connecting. When you show patience and use gentle words, your infant learns from you how to be kind and patient. When you talk positively about what you are doing together your child learns that you like taking care of them, *"Daddy is going to dress you in warm clothes today for our walk, it's chilly outside."*

Developed for the Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development with funding by the Office of Head Start/ACF, DHHS (#90YD0268) 

For Families

FOR PROVIDERS 

5 Simple Tips

To Support **Toddlers'** Social Emotional Health During



Dressing

- 1 Let toddlers help.**
"Mika, hold your arms up high, while I pull your shirt over your head!"
- 2 Offer choices.**
"Josef, do you want to put on the blue or red socks?"
- 3 Practice patience.**
"Anna, these shoes are tough to get on! Let's take a few deep breaths and try again."
- 4 Leave extra time.**
"William, we are going outside soon, let's get your jacket and hat."
- 5 Offer positive words.**
"Nice going Elena! You got your leg in your pants!"

You Help Children Grow!

Dressing can create a special time for connecting with toddlers. Toddlers like to show that they can do it—"All by myself!" When you offer choices and show patience they learn that you value their efforts. This will help them to keep trying and eventually learn to dress themselves. Toddlers look to you for encouragement. Let them know their efforts matter, *"Tamika you pulled your pants up! You are doing new things, Mrs. Kendall is proud of you."*

Developed for the Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development with funding by the Office of Head Start/ACF, DHHS (#90YD0268) 

For Providers



7 Sessions

Making the Connection

Keeping It Positive

Behavior Has Meaning

The Power of Routines

Teach Me What to Do!

Responding With Purpose

Bringing It All Together With a Plan

Positive Solutions for Families: Family Handbook

Session 4: The Power of Routines
Activity 2: Apply It and Try It. Creating a Family Routine

Routine _____

Break down the steps. Think about what you want your child to do.

Step	Visual Cue
1	
2	
3	
4	
5	
6	
7	
8	

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Positive Solutions for Families: Family Handbook

Session 4: The Power of Routines
Activity 3: Apply It and Try It. Teaching the Routine

Strategies I will try this week to teach the routine with my child:

Strategies to Try:

1

2

3

Possible Strategies

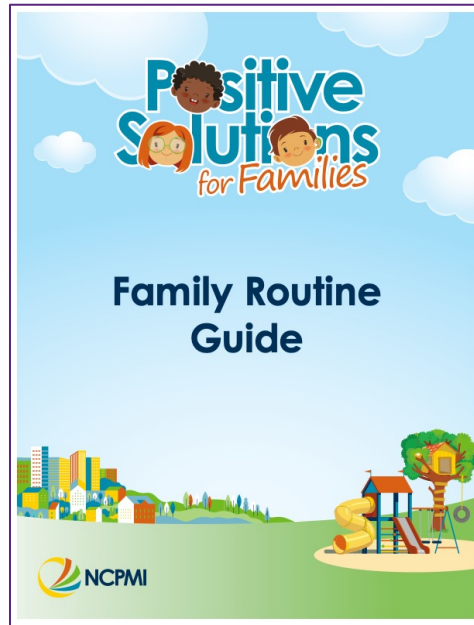
Visual Cues	Offer Choices	Use First/Then
Visual Schedule	Use a Timer	Increase Positive Encouragement
Scripted Story	Give a Verbal Warning	

?

How did my child respond?

How did I feel about using the strategy?

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<p>1</p> <p>Find the “Why” (Your child...)</p> <ul style="list-style-type: none"> ▶ Why might my child be doing this? ▶ This section provides ideas that will assist caregivers in thinking about what the child may be communicating through challenging behavior. The strategies that are recommended require determining the “why” of behavior as it occurs in the routine. 	<p>2</p> <p>Prevent the Behavior</p> <ul style="list-style-type: none"> ▶ What can I do to prevent the challenging behavior? ▶ This section provides prevention strategies that will help the child participate in the routine without having challenging behavior. 	<p>3</p> <p>Respond</p> <ul style="list-style-type: none"> ▶ How do I respond when challenging behavior occurs? ▶ This section provides the caregiver with ideas on how they can respond in a way that does not maintain the problem behavior (or keep the behavior happening). 	<p>4</p> <p>Teach New Skills</p> <ul style="list-style-type: none"> ▶ What new skills can I teach to replace the challenging behavior? ▶ This section suggests new skills to teach to replace the challenging behavior. Many of the strategies mentioned in the guide are quick and easy to implement.
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Positive Solutions for Families: Family Routine Guide

Bedtime, Sleeping, Nap

Your child doesn't like to sleep (or nap) or is not tired.

Prevent the Behavior

- ▶ Use a book! Find a children's book on this topic or make your own using photos. Read the book to your child often and prior to the sleep routine. Point out the steps in the sleep routine while you read the book.
- ▶ Set a timer, and let child know when it goes off, nap time is over.
- ▶ Allow child to use a favorite sleep item (e.g., stuffed animal, pillow, blanket).
- ▶ Give child alternative quiet activities (e.g., reading a book, color, squish ball) to do if not tired.
- ▶ Use first-then visual or verbal cue: first sleep; then ____.
- ▶ Schedule a fun activity after sleep and use stories or first-then statements (“First sleep, then cartoons in the morning.”) to remind your child of the schedule prior to sleep time.
- ▶ Try to darken the room or your child's sleep area.
- ▶ Keep your child's room at a comfortable temperature (e.g., not too hot or too cold).
- ▶ Keep the bedroom clutter free and limited of distractions.
- ▶ When quiet, lying down, and covered, offer to rub back for a short period of time, then leave for a minute or two. While your child is still lying down and quiet, return again to rub their back; do this intermittently.
- ▶ Allow child to look at a book or to do a quiet activity while staying in bed for nap or sleep.
- ▶ Play soothing music.
- ▶ Avoid technology (e.g., television, iPad, phone) at least an hour before the scheduled bedtime or nap time. Too much exposure to blue light can affect children's natural sleep rhythms.
- ▶ Keep bedtime consistent even through the weekend.
- ▶ Your child might not need naps any longer, maybe just to go to bed a bit earlier at nighttime.
- ▶ Praise for resting quietly.

Respond

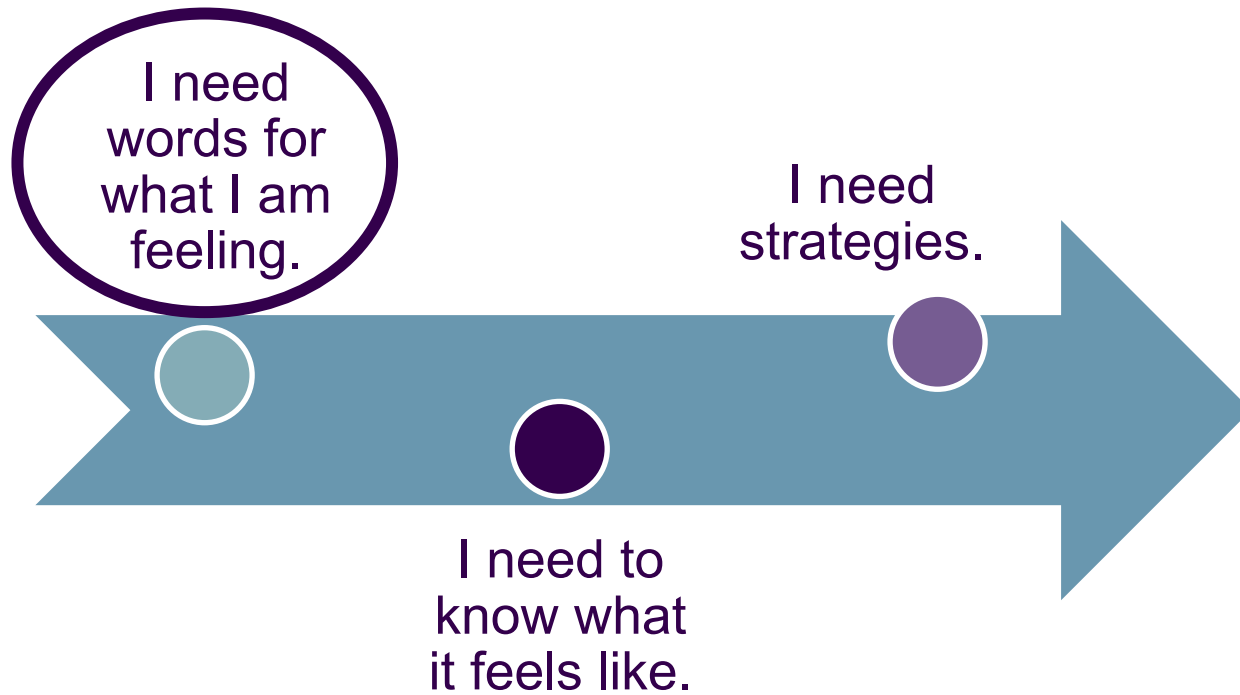
- ▶ Remind child of favorite or fun activity that comes next.
- ▶ Tell your child, “First, rest quietly; then I will rub your back.” Wait for child to quiet. This will not reinforce problem behavior if your child is quiet.
- ▶ Validate feelings, and offer alternative, “I know this is hard. You want to play, but it is time to rest. You can lie down, and when you are quiet, I will sit with you, or you can look at a book.”
- ▶ Offer child choice of alternate quiet activity (e.g., stuffed animal, book, color, squish ball). Say, “First rest quietly; then you can ____ or ____.”

Teach New Skills

- ▶ Teach your child to stay in bed and sleep.
- ▶ Teach your child to ask to have back rubbed.
- ▶ Teach your child to make a choice of a quiet activity.
- ▶ Teach your child how to use a first, then visual (if using this strategy).

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What I Need...



What can I do to help this child begin to identify and regulate emotions?

Teach Children More than Happy, Sad, or Mad!

What emotion words is the child using? How are they using the words?

Do I need to teach a wider range of emotion words to help this child?



Affectionate
Cariñoso(a)



Bored
Aburrido(a)



Brave
Valiente



Calm
Calmado(a)



Cheerful
Alegre



Comfortable
CÓmodo(a)



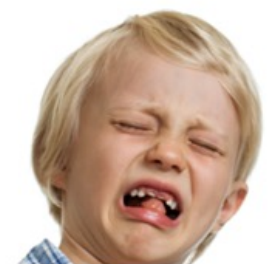
Creative
Creativo(a)



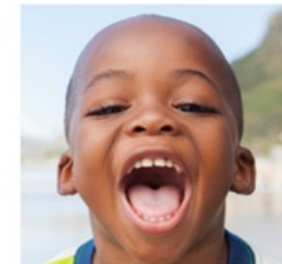
Curious
Curioso(a)



Disappointed
Decepcionado(a)



Disgusted
Asqueado(a)



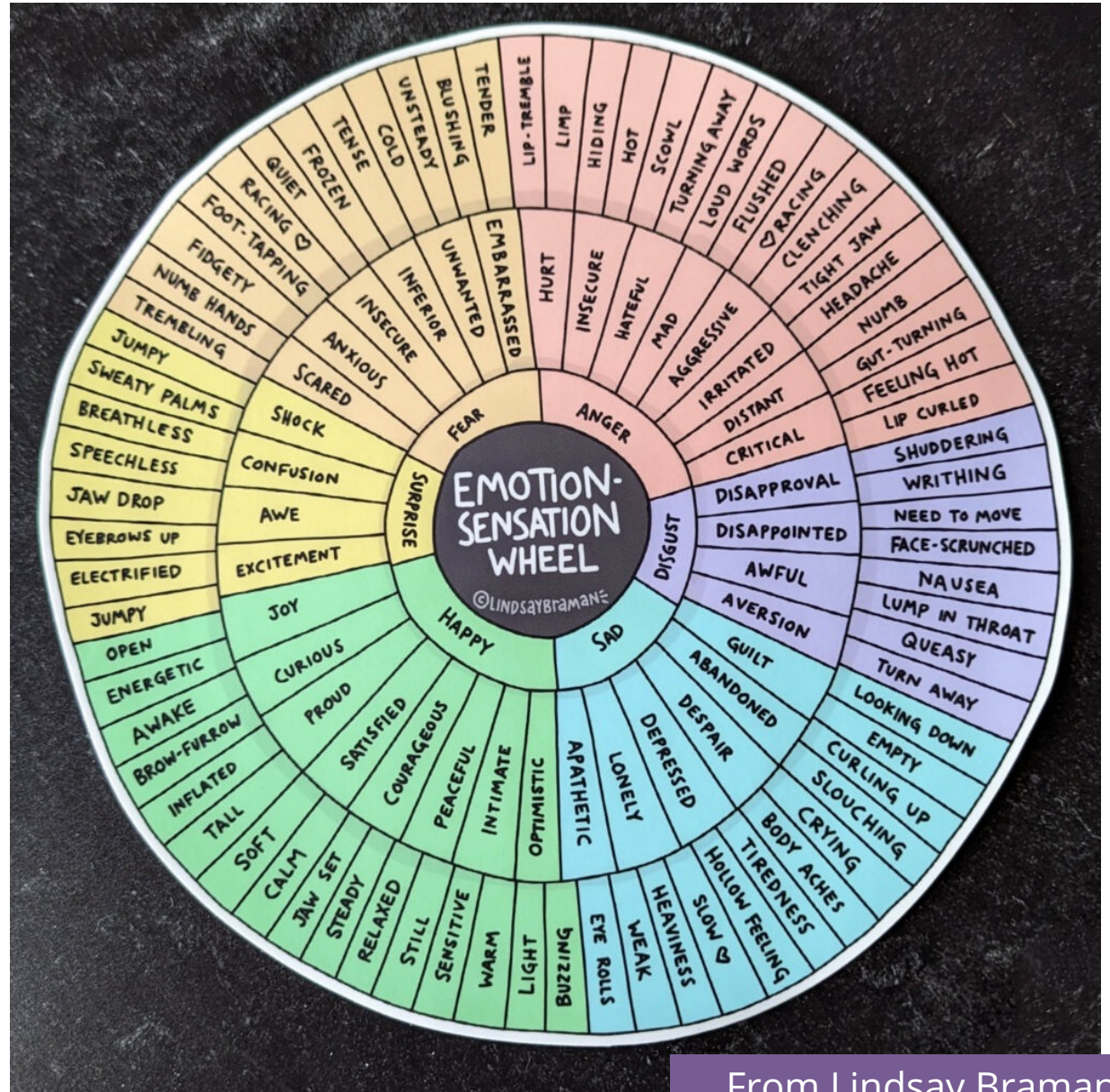
Excited
Emocionado(a)



Embarrassed
Avergonzado(a)

Teach Physical Sensations Too!

What emotion words correlate with physical sensations?



From Lindsay Braman

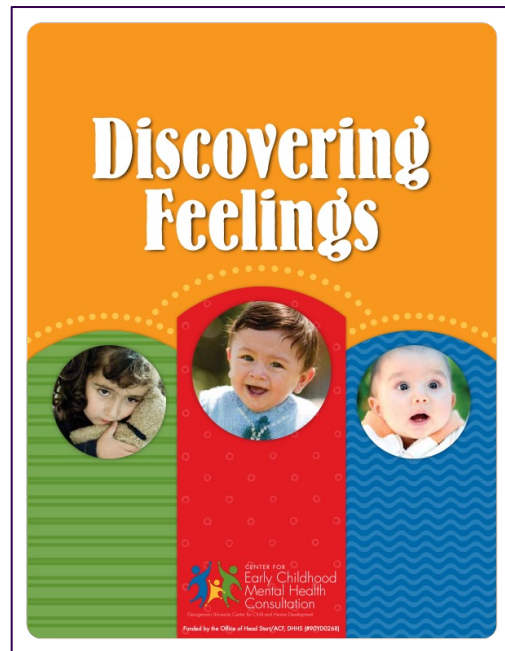
What strategies does the caregiver use?



This video can be viewed in the on-demand webinar available at <https://oneop.org/learn/160010/>

Resource: Discovering Feelings

Happy
Sad
Excited
Angry
Surprised



Happy

DISCUSSION

What makes you happy?

What do you do when you are happy?

Activity
Telling stories is a great way to help young children understand and relate to new concepts. Create a story about a child who is happy to be eating his/her favorite snack. Encourage children to talk about their favorite snacks, and add those to the story. For infants, suggest some typical first foods they may have eaten — for example, milk, bananas, apples, or sweet potatoes. Have them pretend to be eating their favorite snacks, and watch for signs of happiness. When appropriate, label their expressions and your own as being “happy.”

Tips for Young Infants
With infants, you will generally need to share what you know about the baby in order to build the receptive language and understanding of younger infants. You may ask, “What else makes you happy?” and then after giving the infant wait time, say, “I know that a kiss from Grandma, eating bananas, and taking a nap make you happy.” You may ask, “What do you do when you’re happy?” After giving the infant wait time, you may say, “When you are happy, I see you smile and coo, and hear you gurgle.” During these interactions, you should make a happy face and describe your emotions, and notice as the infant mirrors your emotion.

On the count of three, let’s put on our **happy** faces!

CENTER FOR EARLY CHILDHOOD MENTAL HEALTH CONSULTATION • GEORGETOWN UNIVERSITY CENTER FOR CHILD AND HUMAN DEVELOPMENT

Happy

Place pictures of children who appear to be **HAPPY** in the space provided on this page.

CENTER FOR EARLY CHILDHOOD MENTAL HEALTH CONSULTATION • GEORGETOWN UNIVERSITY CENTER FOR CHILD AND HUMAN DEVELOPMENT

Center for Early Childhood Mental Health Consultation

Taking Advantage of Everyday Moments!



Oh, Kara, are you feeling a little scared? Would you like me to help you? It might not be so scary if I help. Would that help?

Sing Songs

If You're Happy and You Know It...

- If you're **sad** and you know it, get a teacher.
- If you're **mad** and you know it, use your words "I'm mad."
- If you're **scared** and you know it ask for help, "Help me."
- If you're **happy** and you know it, hug a friend.
- If you're **tired** and you know it, give a yawn.
- If you're **proud** and you know it, stand up tall.

(add new verses & visuals to teach feelings)

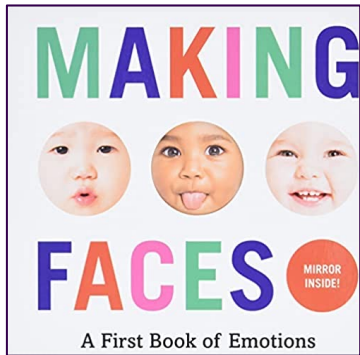
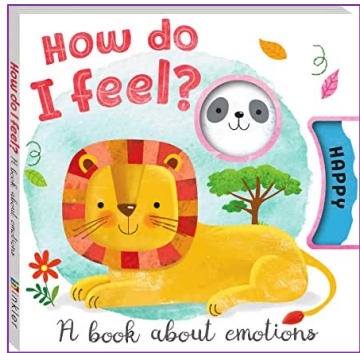


This is How I Feel Today



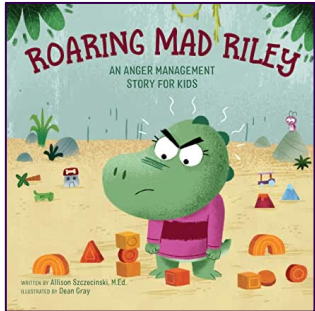
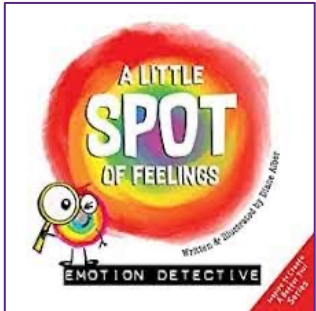
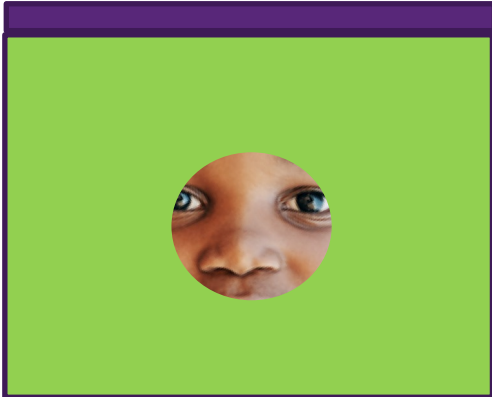
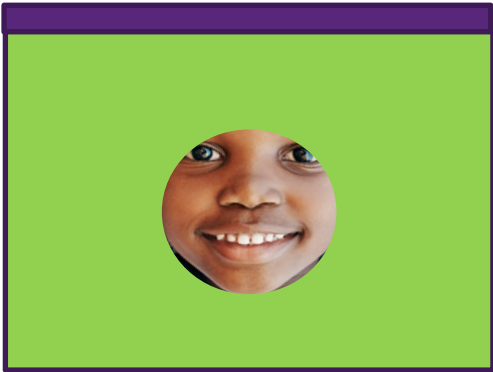
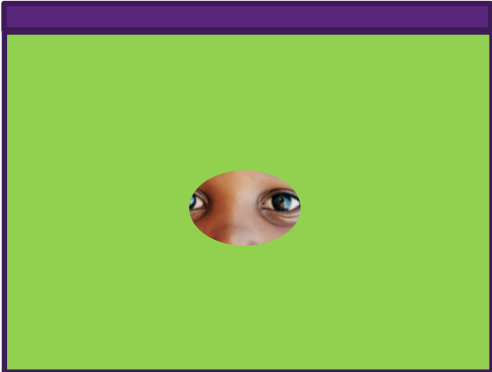
 Frustrated	 Embarrassed	 Lonely	 Sad
 Mad	This is how I feel today!		 Nervous
 Happy	 Loved	 Scared	 Proud

Frustrated	Embarrassed	Lonely	Sad
Mad	This is how I feel today!		Nervous
Happy	Loved	Scared	Proud



This is Jack's _____ face.

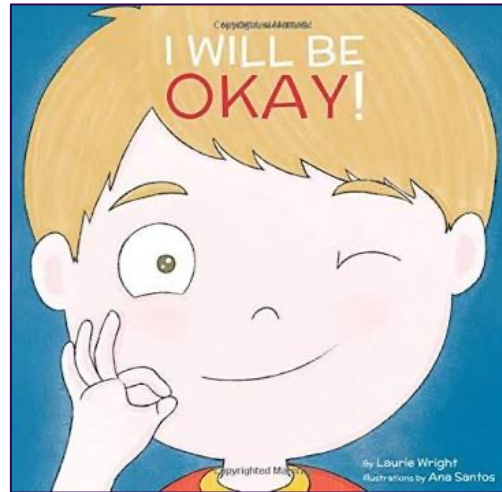
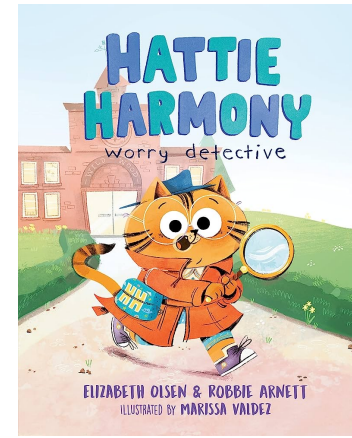
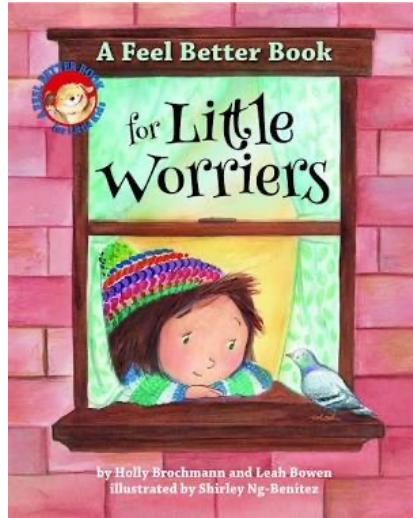
Be an Emotion Detective



Feeling Faces Play Dough mats

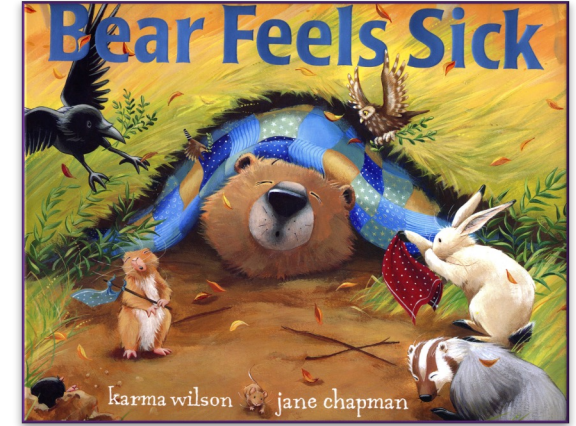
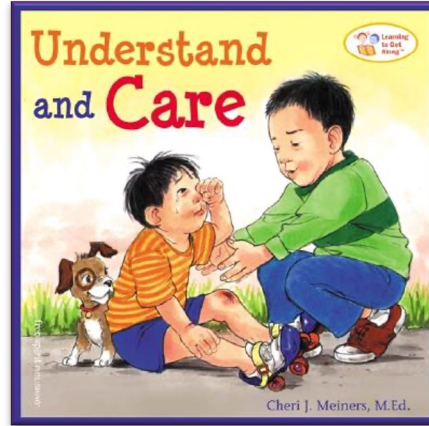
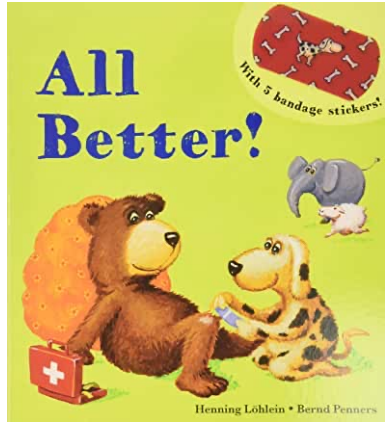


National Center for Pyramid
Model Innovations



Who is your favorite character?

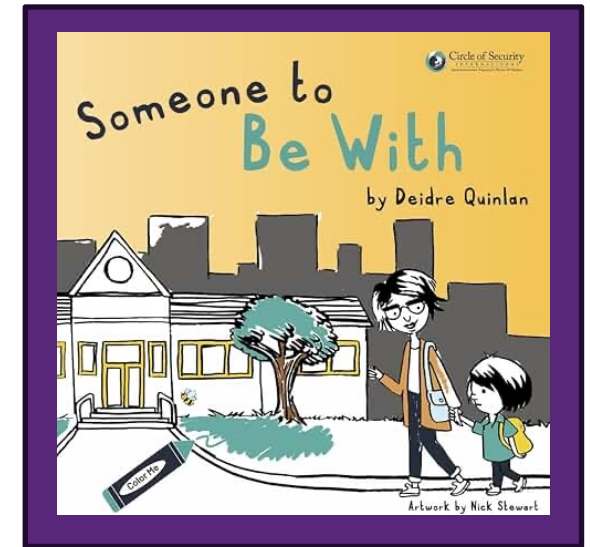
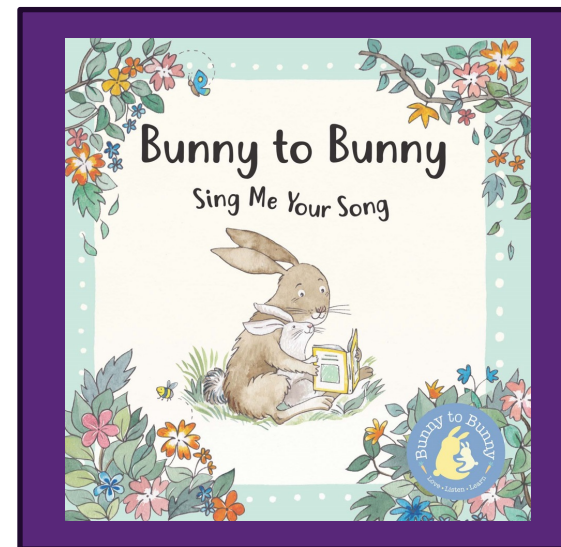
	
Hattie Harmony	Pearl Peppercorn
	
Seymour Swiggletooth	Duncan Delmar



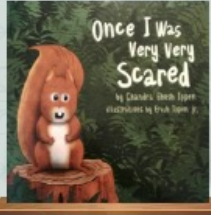
“You’re okay.”



Using Books



New York State
BOOK NOOKS



Title: Once I Was Very Very Scared
Author: Chandrea Ghosh Ippen
Illustrator: Erich Ippen Jr.
Date published: January 25, 2017

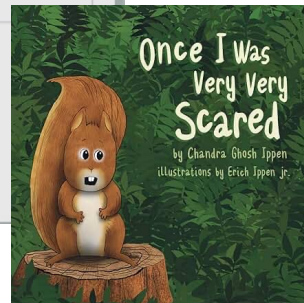
Pyramid Skill or concept(s)	Identifying feelings, increasing emotional vocabulary, and managing your emotions.
Goal/Objective:	Children will recognize and recall different feelings they have. Children will discover ways to manage their difficult feelings.
Emotional Vocabulary:	Angry, ashamed, embarrassed, forgiveness, frustrated, lonely, love, sad, safe, scared, worry.

Once I Was Very Very Scared

The authors use animal characters to discuss how we all have feelings and when we feel scared, stressed, mad, or sad, we are affected differently. Through animals, this book shows how adults can help children feel safe and how to cope with difficult feelings.

The Squirrel takes the opportunity to tell his friends about a time when he was scared. He finds out that his friends have felt scared before just like him.

Story Time: (Show and Tell It)	
Name of Activity:	Show and Tell Feelings
Supplies needed:	Emotional Faces, Tucker Turtle
Ideas of what to say or do.	Prior to reading the story, take some time to create a problem solving area, to stage various props that can be used by children. During the story relate the emotional vocabulary in the book to the feeling chart from the resources in the Pyramid Model. Ask the question, "What happens to the turtle's body when he feels scared?" Introduce the Tucker Turtle technique, so children can rehearse the strategy of managing their emotions.
What Pyramid skill or concept is covered?	Recognizing feelings, problem solving, regulating emotions.

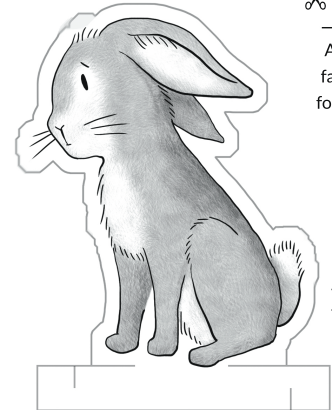
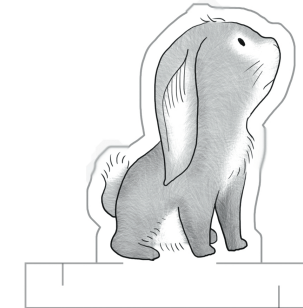
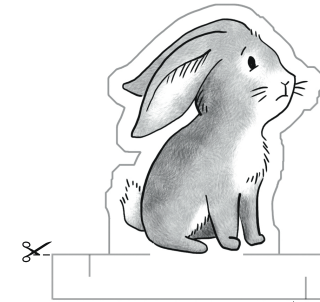


FINGER PUPPETS

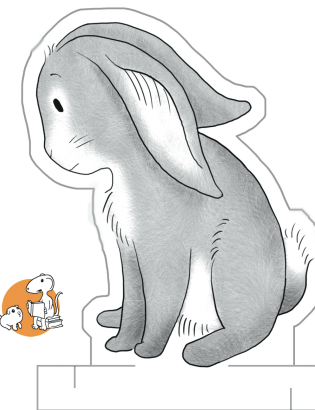
featuring characters from
"You Weren't With Me"

Instructions:

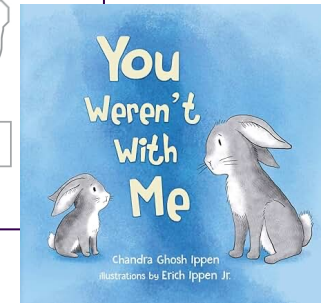
1. Cut along all grey lines ✂
2. Use the slits to interlock the two bands
3. Put it on your finger. ➡
4. Make up a funny voice for your character.
5. Use these blank templates to draw your own! ➡



Adjust cut line farther out for larger fingers.



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Share your
ideas in
chat!

What are
some books
you have
successfully
used ?

Share



What I Need...

Let's think of a word that matches what you are feeling.

I need words for what I am feeling.

I need strategies.

I need to know what it feels like.



When I feel **happy**,
my head sings
happy songs!

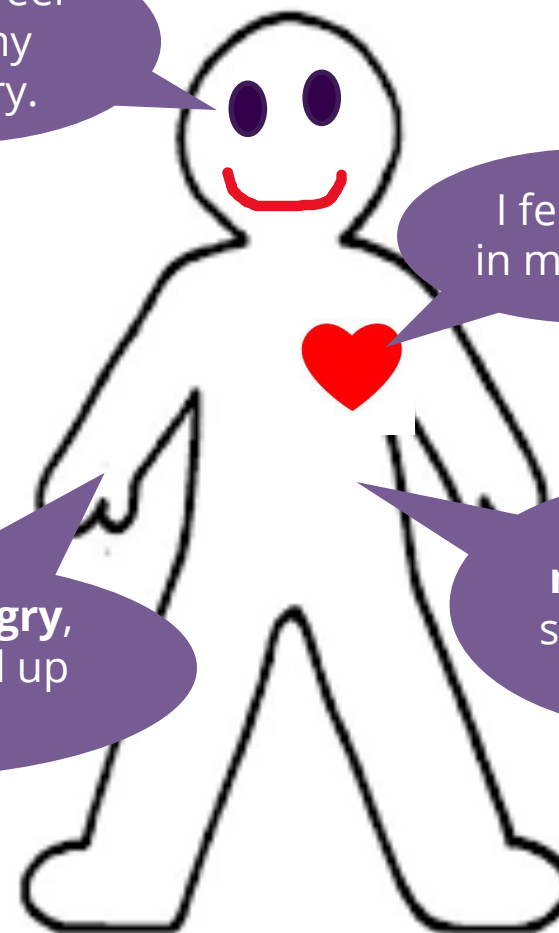


When I feel
sad, my
heart hurts.

When I feel **mad**, my
body feels like it is
going to explode!

Katie, 4 years old

When I feel
sad, my
eyes cry.



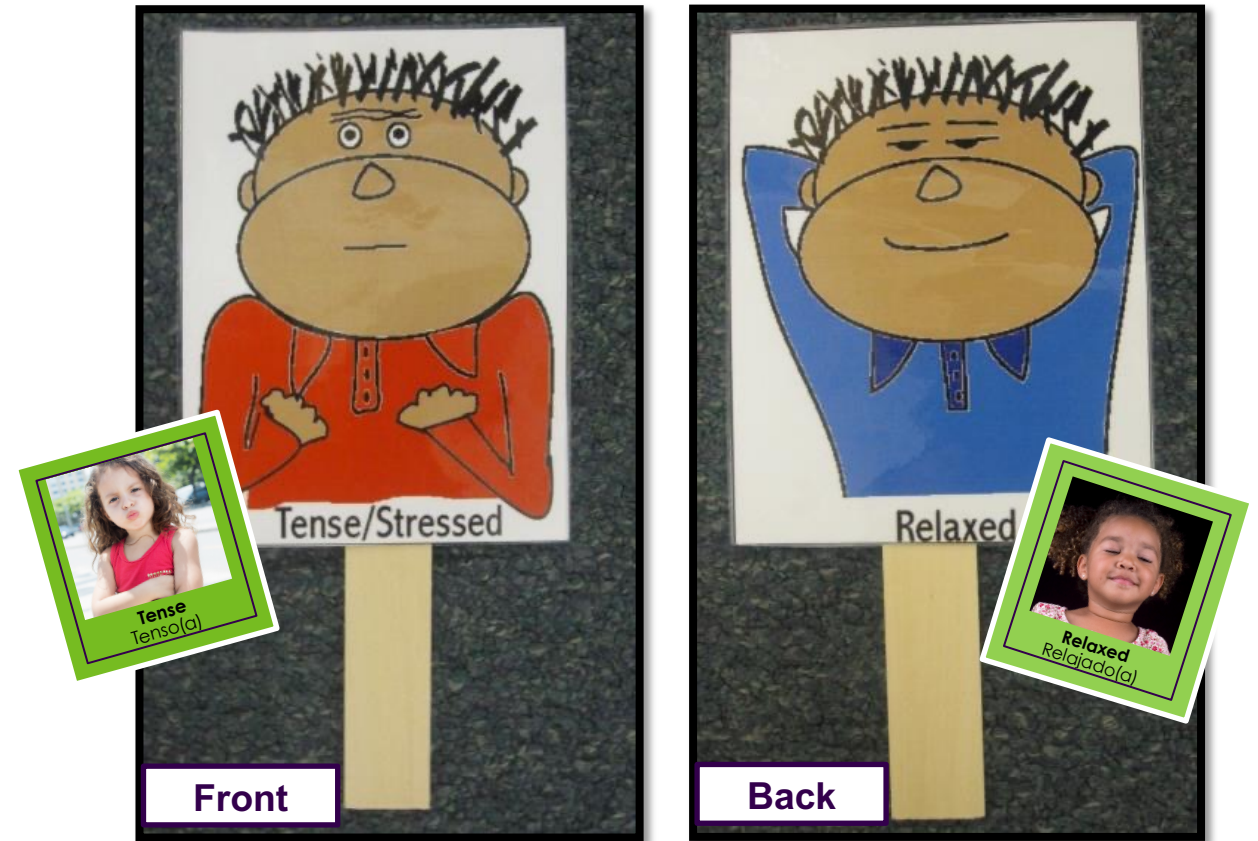
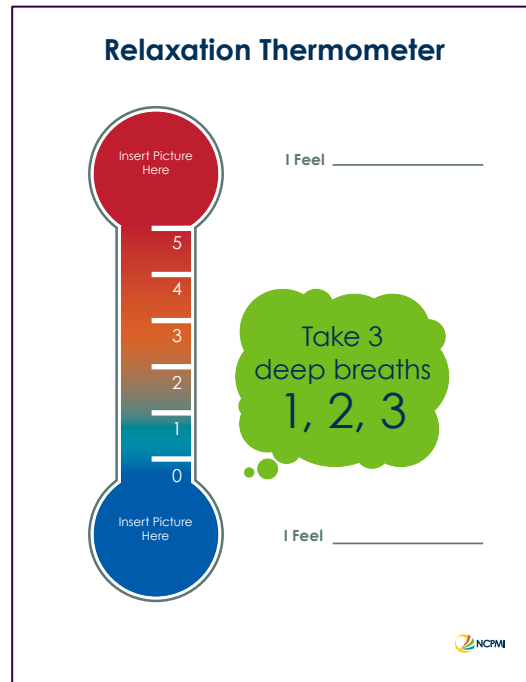
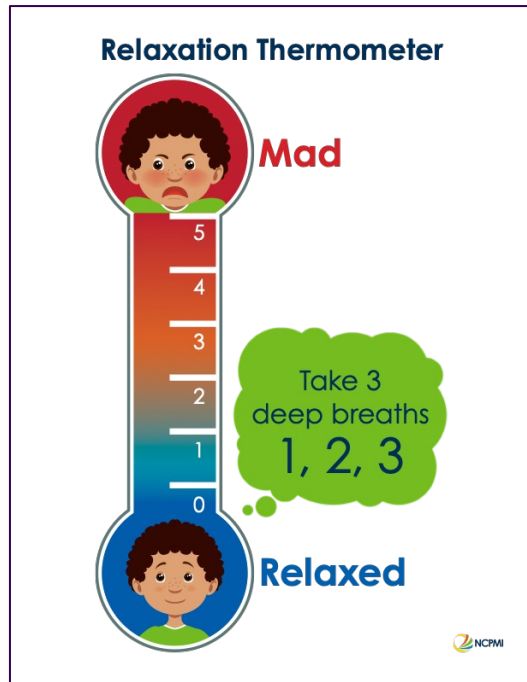
I feel **love**
in my heart!

When I feel **angry**,
my fingers curl up
really tight!

When I feel
nervous, my
stomach feels
funny.

Jackson, 4 years old

Relaxation Thermometer



National Center for Pyramid
Model Innovations

Make an Emotion “Causes” Flip Book



She knocked my blocks over.



I want someone to play with me.

What I Need...

I need words for what I am feeling.

I need strategies.

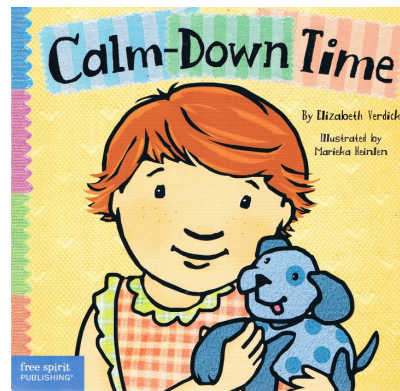
I need to know what it feels like.




Co-Regulation ↔ Regulation

Calming Strategies/Reducing Anxiety

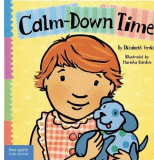
Take a deep breath
Quiet space
Hug me
Hold me
Put my arms around myself
and squeeze
Sing a quiet song
Talk – my words tell how I feel
Take a break




 **SEEDS for Story Time**


Promoting Social Emotional Development Through Books


Calm Down Time
By Elizabeth Verdick


 Through rhythmic text and warm illustrations, this gentle, reassuring book offers toddlers simple tools to release strong feelings, express them, and calm themselves down. Children learn to use their calm-down place—a quiet space where they can cry, ask for a hug, sing to themselves, be rocked in a grown-up's arms, talk about feelings, and breathe: "One, two, three . . . I'm calm as can be. I'm taking care of me." After a break, toddlers will feel like new—and adults will, too. (Ages 1-3)

Introducing this book to young children:

 **SED2.1b** As you're reading the story, pause to practice taking deep breaths. Breathing exercising help children learn to self-regulate, but learning to breathe in through the nose and out through the mouth can be tricky. Take a deep breath by pretending to smell a flower, count to three and pretend to blow out a candle. Print the visuals [here](#).

 **SED3.2b** After reading the book several times so children have the opportunity to become familiar with the story, encourage them to perform the actions as you read the book. For example, if you read that "I can put my arms around myself to give my body a squeeze", have the children wrap their arms around their shoulders and give a squeeze.

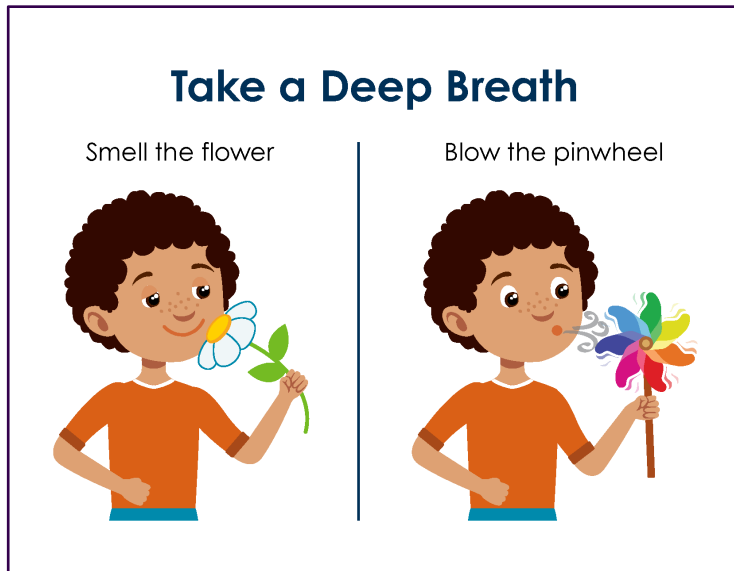
 **SED2.1b** Talk about how we can calm ourselves when upset. Show the pictures from the book and model what each child is doing. For example, model for children how to ask for support from an adult like they did in the book "hug me, please" or "hold me, please". Tell children that we all may have different ways that we like to calm down when we are upset and that's okay.

 **SED3.1b** Introduce children to a stuffed animal in the classroom and explain that it will be added to the cozy corner. Use self-talk to help children deal with strong feelings. For example, say "I am so upset. I am going to hug teddy to feel better."

SEEDS for Success Georgia

Calming Strategies/Reducing Anxiety

Breathing



[National Center for Pyramid Model Innovations](#)

Muscle/Pressure



Barton Lab

Bear Breathing:

This breathing technique creates a feeling of rest and peace, like a bear hibernating for long periods of time.

Focus on holding your breath to create a feeling of peace and restfulness.

Get ready to breathe like a bear:

1. Sit on the floor comfortably.
2. Relax like you are hibernating.

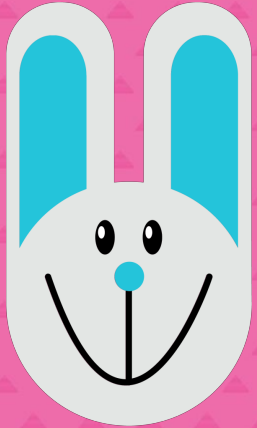
Ready, Set, Time to Breathe

- Breathe in for a 5 count
 - Hold for a 5 count
 - Breathe out for 5 count
 - Hold for a 5 count
- (Repeat 5 times)



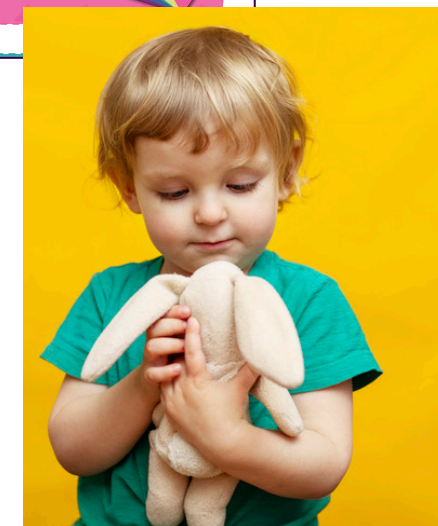

Created by Barton Lab At Vanderbilt
University Contact:
bartonlabvu@gmail.com

Barton Lab at Vanderbilt University



Bunny Breathing

Take three quick sniffs through the nose like a bunny
(Extra: hold your hands like a bunny would)
Take one extended exhale out of the nose



PRISM at Kansas University

Regulation Visuals

Wall Pushups



Count to Ten



Blow Bubbles



Do a Drawing



Head Start Early Childhood
Learning & Knowledge Center

The Turtle Technique

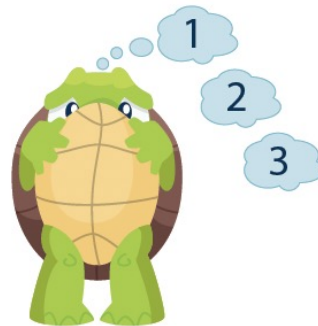
Step 1: Recognize your feelings.



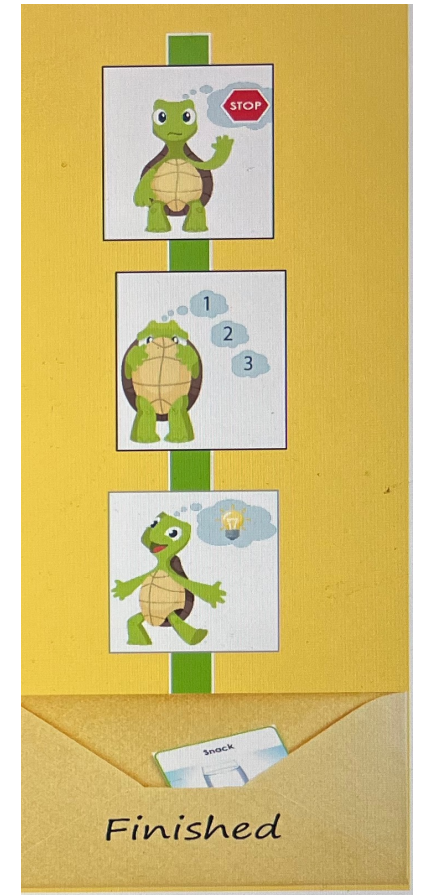
Step 2: Stop your body.



Step 3: Tuck inside your shell and take three deep breaths.

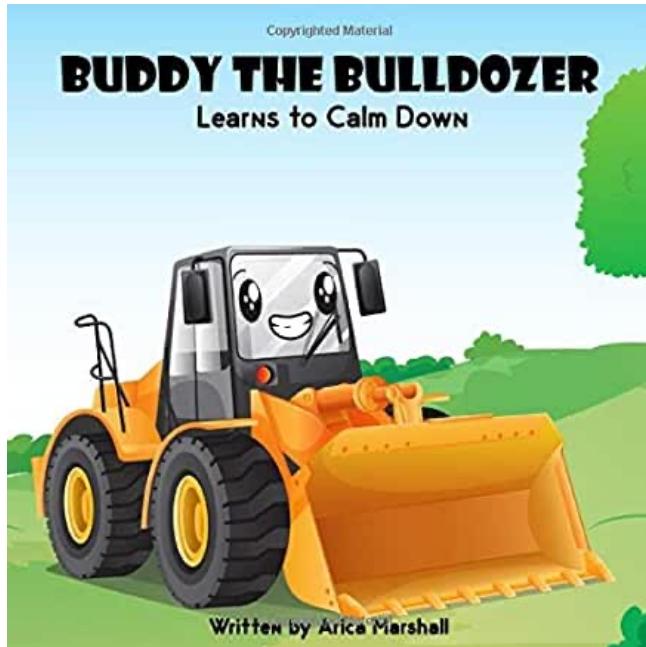


Step 4: Come out when you are calm and think of a solution.

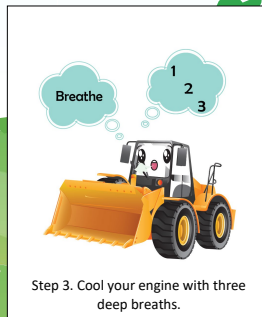


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Cool your engine!



Steps to Calm Down



Problem Solving Steps



Cozy Corners or Calming Areas



Regulation Station

Tucker Turtle Book

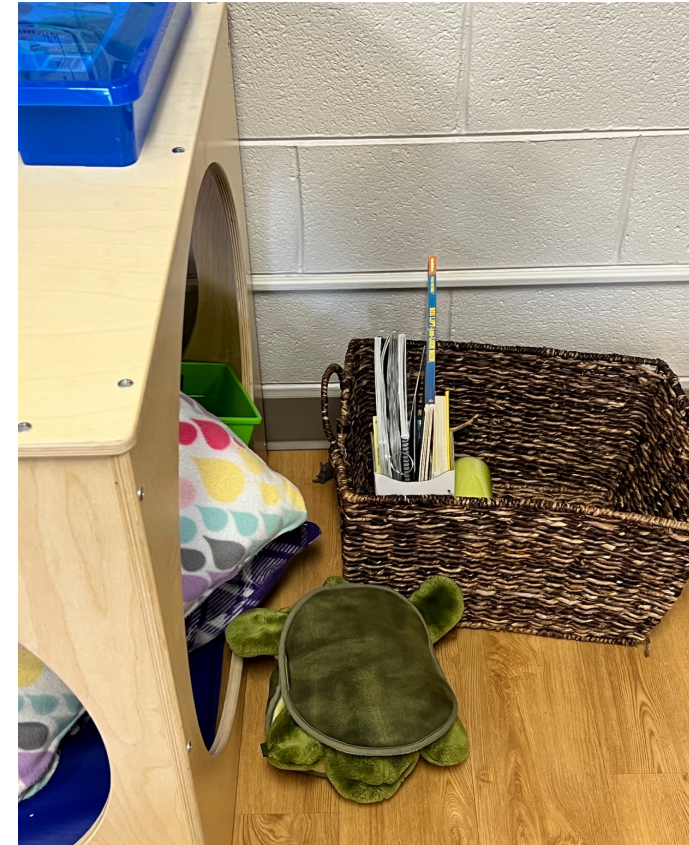
Puppets

Books with calming ideas

Squishy toys

Soft toys

Breathing toys & visuals



When I am mad....



I can...

Blow Bubbles



Do Wall Pushups



Count to Ten



Don't forget about problem solving!

Home Version

Wait and take turns 	Get a timer 	Share
Play together 	Say, "Please, stop." 	Ask for help
Ask for a hug 	Use kind words 	Take a break
Ask nicely 	Ignore 	



We Can Be Problem Solvers!

By Rochelle Lentini, Rachel Anderson, & Anne Wimmer

ChallengingBehavior.org

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Wait and take turns 	Get a timer 	Share
Say, "Will you play with me?" 	Say, "Please, stop." 	Ask for help
Ask for a hug 	Use kind words 	Take a break

National Center for Pyramid Model Innovations

Build a habit of positive descriptive feedback!





Backpack Connection Series

About This Series

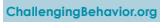
The Backpack Connection Series was created by TACSI to provide a way for teachers and parents/caregivers to work together to help young children develop social-emotional skills and reduce challenging behavior. Teachers may choose to send a handout home to each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model

The Pyramid Model is a framework that provides programs with guidance on how to promote social-emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social-emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit ChallengingBehavior.org.

More Information

More information and resources on this and other topics are available on our website, ChallengingBehavior.org.



How to Use Positive Language to Improve Your Child's Behavior

Brooke Brogie, Aynon Jhon y Jill Giacomini

"Stop it!" "Don't do that!" As a parent, you might find yourself using these words and phrases more often when your child begins to make his own choices. Now, stop for a moment and consider how the conversation might feel if you couldn't use these words? What if, rather than telling your child what he can do, you instead chose words to tell him what he can't do? While this shift in language might seem small, it actually provides a powerful positive change to the tone of the conversation. When you focus on using positive language with your child, you will likely find that he has fewer tantrums, whines less and overall experiences fewer challenging behaviors.

How can such a small change make such a big difference? While it is obvious to adults, young children are not able to make the logical connection that you are not to do something, what they actually should do is the opposite. For example, the direction, "Don't climb on the counter" can be very confusing to a child. However, "Please keep your feet on the floor" tells the child exactly what the expectation is and how he can change what he is doing. Using positive language also empowers a child to make an appropriate choice on his own, which can boost his self-esteem. When you are specific to your directions by telling your child exactly what he can do and when it is easier for him to comply and he is more likely to cooperate with the request.

Try This at Home

Replace "Don't" with "Do." Tell your child what he can do. If you see her eating the leaves of a plant, rather than saying "Don't eat that!" you could say, "Gross! Are you eating grass or play dough? Which one do you want to eat?" It is more likely that your child will make an appropriate choice when you help her to understand exactly what appropriate options are available.

Offer a choice. When you provide your child with a choice of things that he can do, wear or go, he is more likely to select one of the options and have less offense because it makes him feel like he is in control. This strategy also works for you as a parent because you approve of either choice.



you may watch a TV show." Give your child time to think. Sometimes, you may feel frustrated when your child does not respond quickly to requests and feel tempted to use demands and raise your voice. When that happens, remember that your child is learning language and how to use it. She needs time to think about what you said and how she is going to respond. It can take her several seconds, or even minutes, longer than you expect for her to process the information. If you remain calm and patiently repeat the statement again, you will see fewer challenging behaviors and enjoy more quality time with your child.

Help your child to remember

Children are easily distracted. Sometimes your child may need you to help him remember what you asked him to do in order to do it. "Remember" statements are very useful in these situations. For example, imagine you have asked your child to put on his shoes so that he can go outside, and he comes over to you without his shoes on and is trying to go outside. You can say, "Remember you need to put your shoes on before you can go outside." Stating the information as a simple fact, rather than a command, gives him the information he needs to make the right choice on his own without feeling like he is making him feel like he has failed.

Practice at School

Teachers use positive language at school to help children become more confident and independent. When teachers tell children what they can do, children begin to manage themselves, classroom behavior, and relationships with peers by themselves. For example, a child who is throwing sand on the playground can be shown that, instead, she can use a shovel to put the sand in a bucket. The teacher might say, "If you want to play with the sand, you can fill this bucket. Would you like a blue bucket or this red one?" In this way, the teacher honors the child's interest, but directs to a more appropriate play choice.

Resources for Families

Help Us Stay Calm

Strategies that help you and your child during challenging behavior

Stay Calm | Reflect | Re-Connect

When your child is engaged in challenging behavior or experiencing anger, stress, sadness or frustration, it is important to stay calm. If you express your anger and frustration, it might result in more challenging behavior from your child. Remaining calm will provide the safety and support your child needs as they learn how to calm themselves.

Step 1: Calm Yourself

- Count until calm
- Connect with a friend
- Think something positive or fun about your child
- Take some water or a snack
- Take deep breaths
- Ask for help

Help Us Calm Down

Strategies for Children

I can...

- take deep breaths
- count
- go for a walk
- take a drink
- take a break
- listen to music
- draw a picture
- swing
- rock
- read a book
- hug a favorite toy
- do a puzzle

Try these strategies with your child! The more you use a calming strategy with your child, the more likely they are to use the strategy when experiencing anger, stress, sadness, or frustration.

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Additional resources at ChallengingBehavior.org/implementation/Family.html

Taking a Break: Using a Calm Down Area at Home

A calm down area provides a child a place to calm down and take a break. It is one strategy that might be used when children are feeling anxious, stressed, or overwhelmed. Families can help children learn how to take a break from activities or interactions that are challenging to them. Just like adults, young children might react to stress, frustration, and disappointment by becoming angry, shouting, refusing help from adults, or engaging in other challenging behaviors. Adults might use helpful strategies such as self-talk, deep breathing, or taking a break when they are feeling the need to take a break and calm down. The calm down area provides children with a place to let go of strong emotions and begin to feel calm and ready to engage with others again.

Getting Started

The calm down area or calm down spot does not need to require a lot of space. It might be a chair that your child prefers, a group of toys that your child likes that are in a bedroom, or an area where you place a basket of calming toys. The only requirement is that it is an area that is quiet, away from interactions with others, and soothing for the child.

When you create your calm down area, think of things that your child already uses to calm down. They might be stuffed animals, a favorite pillow, a purple, squishy toy, or books. Put those in the calm down spot.

Show your child that you have created a calm down area and let your child know that they can use the area when they need to "feel better." You might explain to your child that sometimes you go to a calm down spot that helps you feel better (e.g., "When I am feeling frustrated with my work, sometimes I lay down on the couch,").

Encourage your child to play with what you have put in the spot. You might add a visual that helps the child take deep breaths (e.g., a social story like "Tucker the Turtle...") that might help your child calm down.

Encourage your child to get familiar with the calm down area when they are calm. This will give them a chance to explore the items in the calm down area and figure out what is most soothing and calming.

When you think your child might benefit from the calm down area, remind your child that they can go to the calm down area to feel better or guide your child to it (e.g., "I am going to help you go to your calm down spot so you can feel better.").

Teaching Your Child About Feelings

from Birth to Age 2

Does This Sound Familiar?

18 month (6 months) and his sister Kareema (20 months) have arrived at his grandmother's house for the day. Even though this has been the morning routine for a few months now, Damon cries and cries when his mother leaves. He is almost inconsolable, and it takes a great amount of time and comforting for him to calm down. Meanwhile, Kareema is pulling on her Grammy's arm. She wants to play with her doll stroller but it is in the closet and she can't turn the knob. She is not happy about waiting for her grandmother's attention. Kareema owns her little brother, stamps her feet, and pulls on the doorknob with all her might.

The Focus

Young children experience many of the same emotions adults do. Children can feel angry, jealous, excited, sad, silly, frustrated, happy, and worried. The difference is that very young children—ages birth to 3—often lack the self-control and language skills to express their strong feelings in ways that adults find acceptable. Instead, babies and toddlers communicate strong emotions through their sounds and actions. For example, Damon cried to show how difficult it was saying good-bye to his mother. Big Sister Kareema used her body—swatting, stamping, and yanking—to show her frustration with waiting and her desire for the doll stroller.

What would you do if this happened in your home? Would you be feeling a little frustrated with one or maybe even both children? Or would you be able to hang on to that little piece of calm inside yourself and find the strength to soothe both your little ones?

The Center on the Social and Emotional Foundations for Early Learning | Vanderbilt University | vanderbilt.edu/cefel/

The Center on the Social and Emotional Foundations for Early Learning

National Center for Pyramid Model Innovations



“And there will be times when things don’t go just right. We will make some mistakes indeed, try as we might. But mistakes are okay, mistakes help us grow. They help us to learn and to know what we know!”

- Rachel Robertson, Bright Horizons

Any Questions?

Contact Me

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Questions?

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