

PBIS Early Learning Webinar

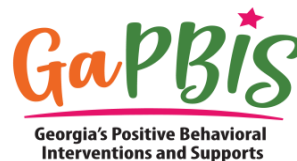
“Learn To Recognize Emotional Distress In Students”

Covid-19 Series



March 24, 2021

Presenters: Allison O'Hara & Brandy Woolridge



Sign-In QR Code



| Instructions | |
|--------------|---|
| Step 1: | Place your cell phone camera over the QR Code on the left. |
| Step 2: | Complete the sign-in information |
| Step 3: | Question #2- Which topic was covered? <i>Click</i> GaDOE/DECAL Early Learning Webinar Training |

Learning Objectives

At the end of this webinar participants will...

- ✓ **Learn about emotional literacy**
- ✓ **Explore the benefits of emotional literacy**
- ✓ **Gain strategies to teach students emotional literacy**
- ✓ **Understand the difference between internalizing and externalizing students' behaviors**
- ✓ **Be able to recognize signs of distress in young children**
- ✓ **Acquire strategies to support students in times of distress**

Morning Check-In

Type one word in the *chat box* to describe how you are feeling ?

Inspired



Frustrated



Overwhelmed



Happy



What is Emotional Literacy?

Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.



Benefits of Emotional Literacy

Children with emotional literacy...

- engage in less destructive behavior
- have greater academic achievement
- tolerate frustration better
- get into fewer fights
- are less impulsive
- are more focused
- are less lonely
- are healthier



Emotional Literacy Process



First ***IDENTIFY***



In order to ***UNDERSTAND***



So that students can ***RESPOND***

Identifying Emotions

In-Person Strategies

Pre-K through 1st Grade



Check-In



Feelings Center

2nd through 5th Grade



Check-In



Feelings Center

Identifying Emotions

Virtual Strategies

Pre-K through 1st Grade

HOW AM I FEELING?
Pick the emoji that best describes how you are feeling right now.

| | | |
|---|---|---------|
| 1 |  | HAPPY |
| 2 |  | SILLY |
| 3 |  | OKAY |
| 4 |  | SAD |
| 5 |  | WORRIED |

Check-In

Feelings Center



2nd through 5th Grade

I'm feeling...

| | | | |
|--|--|--|---|
|  Calm |  Happy |  Silly |  Relaxed |
|  Nervous |  Annoyed |  Sad |  Shy |
|  Surprised |  Hungry |  Angry |  Confused |
|  Sleepy |  Sick |  |  |

Check-In

Feelings Center



Understanding Emotions

In-Person Strategies

Pre-K through 1st Grade

How Angry Feels!

Describe how different parts of your body feel when you get mad, then write three ways you can calm down when you're mad!

My Ears Feel: *red and sore*
~~Red and sore~~

My Face Feels: *tight*

My Belly Feels: ~~sick~~ *sich*

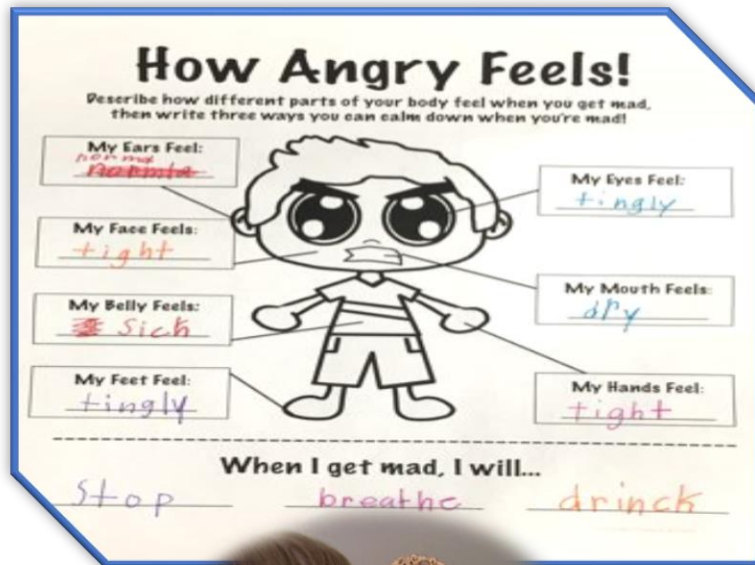
My Feet Feel: *tingly*

My Eyes Feel: *tingly*

My Mouth Feels: *dry*

My Hands Feel: *tight*

When I get mad, I will...
stop breathe drink



2nd through 5th Grade



Understanding Emotions

Virtual Strategies

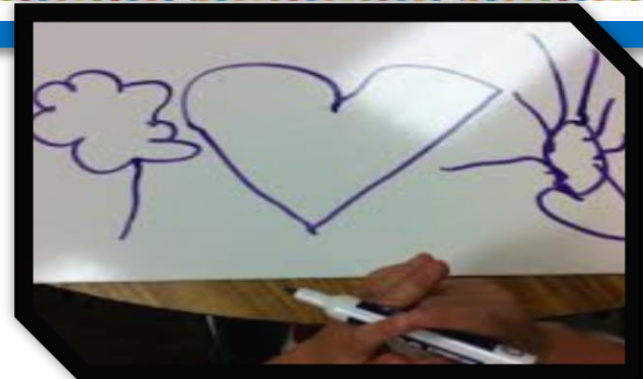
“Guess the Emotion” Scenario Game

You see a classmate get pushed down during recess.

A classmate has asked to join a game and the other kids ignore them.

A classmate has asked to join a game and the other kids tell them no.

A classmate shares that their loved one has passed away.



Responding to Emotions

- Encouraging children to express feelings is a key to *fostering emotional health*.
- No matter how unreasonable a reaction seems, *the child needs the emotion to be accepted*.
- Even adults cannot control emotions – *we can only control our expression*.
- By saying “You’re Okay,” we discourage feelings and *invalidate* the child.

Emotional Literacy Resources

Children's Book List

Being a Friend

A Rainbow of Friends by P.K. Hallinan (Ages 4-8)
Best Friends by Charlotte Laboronne (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 Reif (Ages 3-5)
Gigi and Lulu's Gigantic Right by Pamela Edwards (Ages 3-7)
Hearprints 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 & Audrey Wood (Ages 2-5)
Making Friends by Fred Rogers (Ages 3-5)
Making Friends by Janine Amos (Ages 4-6)
Matthew and Tilly by Rebecca C. Jones (Ages 4-6)
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 3-6)
My Friend and I by Lisa John-Clough (Ages 4-8)
One Lonely Sea Horse by Saxton Freymann & Joost Effers (Ages 4-6)
Perró Grande...Perró Pequeno/Big Dog...Little Dog by P.D. Eastman (Ages 4-6)
The Rainbow Fish by Marcus Pfister (Ages 3-6)
Share and Take Turns by Cheri Meiners (Ages 5-6)
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 John-Clough (Ages 5-6)
Sometimes I Share by Carol Nicklaus (Ages 4-6)
Strawberry Shortcake and the Friendship Party by Monique Z. Stephens (Ages 2-5)
Sunshine & Storm by Elizabeth 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 3-6)
We Are Best Friends by Nikki (Ages 4-7)



The Center on the Social and Emotional
Foundations for Early Learning



Administration for
Children & Families



Office of
Head Start



CHW Care
Bureau

Recognizing Signs of Distress In Students

- Drastic changes in eating or sleeping patterns
- Physical complaints
- Clinginess
- Anger and/or meltdowns
- Resistance to new routines
- Communicating feelings of boredom/sadness
- Regression
- Difficult behaviors



One or two concerning signs may be expected based on degree of life adversity.

Internalizing and Externalizing Students Behavior



Externalizing

Behaviors/actions we can see

For example...

- Yelling
- Cursing
- Ripping paper
- Stomping feet
- Hitting



Internalizing

Thoughts and feelings

For example...

- Insecurity
- Fear/Worry
- Anger
- Sadness
- Anxiety

Looking For Patterns Through Observations

How do I know if student behavior is contextually and developmentally typical? Atypical?

**Is the behavior
unsafe?**

**Is the behavior
frequent?**

**Is the behavior
long lasting?**

**Is the behavior
persistent?**

Strategies To Support Students During Distress

Establish and maintain a supportive, trusting relationship:

DO:

- ✓ Check in consistently
- ✓ Listen non-judgmentally
- ✓ Validate and normalize feelings
- ✓ Make yourself available
- ✓ Communicate observations and concerns to parents/guardians

"It makes sense that you're feeling this way."

"A lot of students feel this way at times"

"I'm here for you if you. We can tackle this together."

Strategies To Support Students During Distress

Teach emotional literacy and regulation skills:

Model feelings
statements



“I’m feeling a bit
frustrated.”

Model coping
strategies



“I’m going to take some
deep breaths.”

Model problem
solving



“Hmm...How can I solve this
problem?”

Model communication of
needs



“Ms. Taylor, can you help me
with this [problem]?”

Resources

- [When I'm Angry- Poster](#)
- [When I'm Angry- Cards](#)
- [Problem Solving Cards](#)
- [My Coping Strategies- Chart](#)
- [How Do You Feel Today- Poster](#)
- [Feelings Memory Game](#)
- [Feelings Matching Activity](#)
- [Feelings Cube](#)
- [Conversations With Me](#)
- [Calming Down with Cali- Poster](#)
- [Breathing Exercises](#)
- [I Can Compliment Myself- Chart](#)
- [Feelings Puppets- Printables](#)

MY COPING STRATEGIES

Name: _____

| | | |
|--|--|--|
| | | |
| | | |

BREATHE DEEPLY **COUNT TO 10** **SING A SONG**

TALK TO AN ADULT **DRAW A PICTURE** **THINK ABOUT YOUR FAVORITE**

BREATHING EXERCISES

BUTTERFLY
Link your thumbs to form your butterfly
Bring your palms together (inhale)
Open them up (exhale)

SEED
Like a seed growing, start small and grow tall (inhale and exhale)

WIND
Make a fist with one hand to hold your flower
Hold your palm up with the other to hold the petals
Smell your flower (inhale)
Blow the petals (exhale)

RAIN
Raise your arms over your head to form a cloud (inhale)
With your fingers, let the rain fall down (exhale)

GREENSBORO BEST PRACTICES TRAINING | SEEDS | Breathe & Savor

Evaluation



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Never Give UP!
Great Things
Take Time!

Thank you! 😊

