

# Supporting Your Child's Social and Emotional Development



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# What is Your Story?

## Impact of the Pandemic:

- family members/health
- job/finances
- isolation/loneliness
- fear/worry
- mental health

## Distance Learning

- young children/special needs
- maintaining your job/monitoring children
- children may experience distress over DL/Zoom
- children with behavioral/emotional challenges
- lack of extracurricular activities/social interaction
- 24/7 with children/family

## Challenges:

California Wildfires/Natural Disasters

Political landscape

Social Justice

Mass shootings/school shootings/terrorism

Screens/phones/social media

Caregiver of parents

Cost of Living in Bay Area

Illness, marital challenges, move, loss, exhaustion  
etc.

# Give Yourself Credit

Quick to identify Faults/Failures

Self Compassion and Self Care

What are you doing well?

You are doing many things well!

Invisible Parenting Work

Unseen, small parenting moments

Great power in these unseen, invisible parenting moments

Sense of Humor/Laughter

Realistic Expectations

No such thing as perfect parenting

Acknowledge mistakes/forgive self

“Fake it Till We Make It”

Believe it can get better

Glass Half Full

# The Power of Showing Up

Predictor of Healthy Development: Secure Attachment with one person

Dan Siegel and Tina Payne Bryson

## The Four S's

### Safe:

We can not always insulate a child from injury/illness but we can give a child a sense of safe harbor. It does not mean over protection or not setting boundaries.

“Not Perfect but Present.” T. Payne Bryson

### Seen:

Pay attention to emotions (both positive and negative). Strive to determine what is happening beneath behavior.

### Soothed:

Soothing is not providing a life of ease; it is about teaching your child how to cope when life gets hard, showing that you will be there with them along the way.

You will not suffer alone.

### Secure:

When a child knows they can count on you, time and again, to provide safety, focus on seeing them and soothe in times of need, they will trust in a feeling of secure attachment.

# Parent - Child Connection

## Acknowledge/Validate Feelings

“That sounds hard”

“Looks like you are feeling overwhelmed”

“You have a lot you need to do”

## Active Listening

I hear you saying...

Looks like...

Sounds like...

I see...

## State what you observe...

“I see an angry face and angry body”

Offer play time - hang out time together

Uninterrupted (15 minutes)

## Engage in play and laughter

Seek out activities you can do together that promote pretend play, silliness, rough housing, playfulness.

## Practice Calm Down Strategies Together

-Breath work

-Yoga

-Exercise

-Stretching/Brain Breaks

-Spending Time In Happy Place

-Art/Crafts/Journal

-Participate in preferred interests

-Read together

# Kimochis Check-In

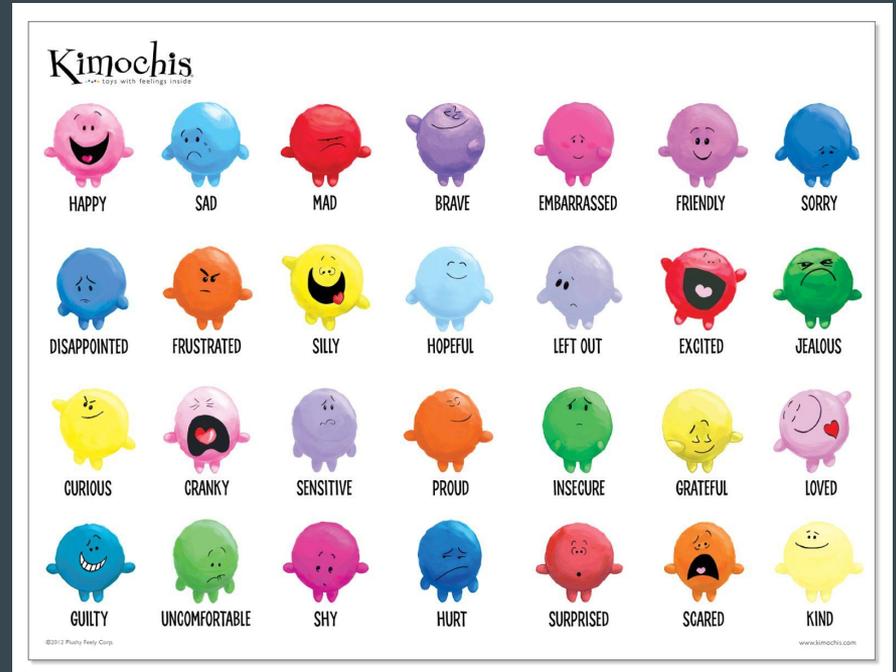
“When you can name it, you can tame it.”  
- Dan Siegel

Ask, “What feelings do you have in your body?”

Listen

Opens opportunities for conversation, “Do you want to share your sad story?”

Watch this short [Kimochis check-in video](#) with Sam Hodge, Psychologist at Burton Valley’s Early Intervention Program, and her son



\*Click on the Kimochi picture to open a downloadable poster for home.

# 5 Point Scale and Feelings Thermometer

Help children to identify the size of their emotions and identify calm down tools that help them lower the temperature and/or move down the 5 point scale.

Resources for Home Use:

[More information about the 5 point scale and blanks/samples.](#)

How to make a [feelings thermometer](#) and a blank one for you and your child to use at home.

Blank [three and five point scales](#)

\*[Dan Siegel's flipped lid visual video](#) for you and your children to watch together.

| Feelings Chart |  |   |
|----------------|--|---|
|                | How I feel   | What I can do   |
| 5              | <br>I need some help!       | <ul style="list-style-type: none"><li><input type="checkbox"/> Ask to go visit Mrs. Holland</li><li><input type="checkbox"/> Ask to take a break/use therapy</li><li><input type="checkbox"/> Hold on to Luke Skywalker (if he is here)</li><li><input type="checkbox"/> Take 4 or 5 deep breaths</li></ul>                               |
| 4              | <br>I'm really upset.       | <ul style="list-style-type: none"><li><input type="checkbox"/> Ask to go visit Mrs. Holland</li><li><input type="checkbox"/> Ask to take a break/use therapy</li><li><input type="checkbox"/> Hold on to Luke Skywalker (if he is here)</li><li><input type="checkbox"/> Take 4 or 5 deep breaths</li></ul>                               |
| 3              | <br>I've got a problem.     | <ul style="list-style-type: none"><li><input type="checkbox"/> Let a teacher know that you have a problem and need some help</li><li><input type="checkbox"/> Play with your squishy thing</li><li><input type="checkbox"/> Hold on to Luke Skywalker (if he is here)</li><li><input type="checkbox"/> Take 4 or 5 deep breaths</li></ul> |
| 2              | <br>Things are pretty good. | <ul style="list-style-type: none"><li><input type="checkbox"/> Play with my squishy thing</li><li><input type="checkbox"/> Think of my favorite things</li><li><input type="checkbox"/> Say "I'm going to be O.K." to yourself!</li><li><input type="checkbox"/> Take 3 or 4 deep breaths</li></ul>                                       |
| 1              | <br>Feeling Great!          | <ul style="list-style-type: none"><li><input type="checkbox"/> Enjoy the feeling!</li><li><input type="checkbox"/> Have fun</li></ul>   |

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5

== Big Problem



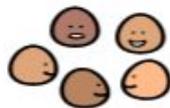
- ~ Impacts many people (more than 10)
- ~ Not a quick, clear solution to begin right away
- ~ Lasts a long time - maybe many weeks or months
- ~ The solution, or recovery, takes groups of people to solve (more than 4 people)
- ~ Danger or harm may be involved

4

== Pretty Big Problem

3

== Medium Problem



- ~ Impact a few, or a small group of people (3-9 people)
- ~ Need to brainstorm & talk about solutions - decide which one is best. Another person usually helps decide the best solution.
- ~ Lasts a medium time - maybe a few hours or days
- ~ No physical danger - maybe uncomfortable emotions



2

== Small Problem



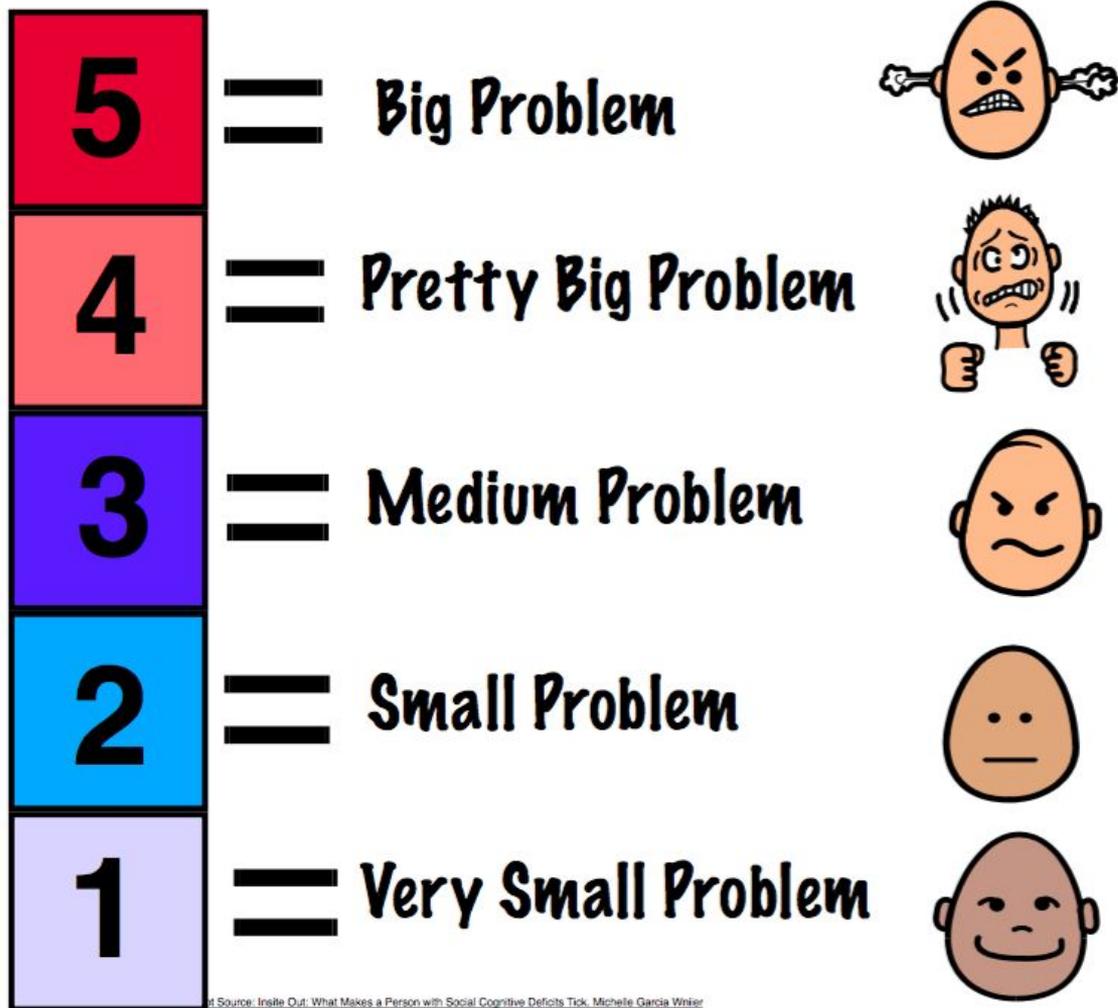
- ~ Impacts 1-2 people
- ~ Usually a quick, clear solution right away
- ~ Lasts a very short time - a few minutes up to one hour
- ~ You can solve the problem and calm yourself
- ~ No danger involved
- ~ This is a problem that many people just IGNORE or fix right away



1

== Very Small Problem





# Ideas to Encourage Children to Express Their Thoughts/Feelings

## Writing/Drawing in a Journal

Use notebook/blank journal or a premade journal:

My Feelings Journal [available at Lakeshore](#)

[Big Life Journal for Kids](#)

[Grateful Together Journal by Vicky Perreault](#)

Create a shared journal with your child

## Questions/Prompts

### [Conversation Starters](#)

Let's Talk conversation starters [available at Lakeshore](#)

Grab and Write Social and Emotional Prompts

- Grades K-2 [available at Lakeshore](#)
- Grades 3-5 [available at Lakeshore](#)

## Incomplete sentences

Ask child to complete the sentence...

- I feel sad when...
- I don't like it when...
- I wish I could...

Highs and Lows of the day

## Role Play

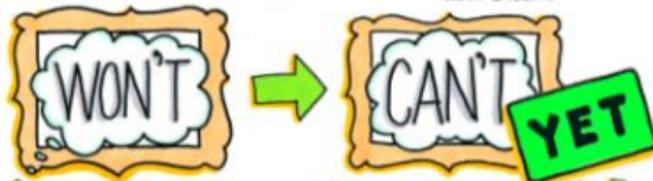
Act out stressful situations

Practice using "I" messages

Practice using calm down tools

# REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"  
~ ROSS GREENE



"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"  
~ Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"... finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

@kwlens62

# Kids Do Well if They Can

- Behavior communicates to us that the child is having trouble with meeting a certain expectation
- If they aren't doing well what is getting in their way? (lagging skills)
- Grey thinking
- Hindsight
- It takes skills to maintain your composure in the midst of frustration



# Collaborative Problem Solving- From Dr. Ross Greene

1. Identify times of the day where expectations are consistently not met
2. Choose 1-3 problems to solve at a time
3. Not done in the heat of the moment
4. Done proactively
5. Solutions need to be mutually beneficial

[Lives in the balance website](#)

\*

# Collaborative Problem Solving- Step 1 Empathy

- If you don't know what's getting in the way of your child meeting the expectations then you can't work together to solve the problem. This will lead to uninformed solutions
- Gathering information from your child primarily about what's hard for him or her about meeting a particular expectation
- Use the phrase "I've noticed that.... you've been having difficulties with X. What's up?"
  - Example: "I've noticed you've been having difficulty getting off the Xbox to come to dinner, what's up?"
- You'll most likely have to probe for more information (\*drill)

# Collaborative Problem Solving- Step 2 & Step 3

## Step 2- Define Concerns

- Adult enters his or her concerns
  - Example: I'm concerned because your dinner will get cold or I'm concerned you will get cavities

## Step 3- Invitation Step

- Parent and child work together to solve the problem
- Needs to meet 2 criteria:
  - 1. Realistic- (not the pie in the sky or wishful thinking) both parties can truly do what they are saying they are going to do
  - 2. Mutually satisfactory- the solution truthfully addresses the concerns of both parties. If it's not realistic or mutually satisfactory then the problem will most likely stay unsolved
- Say, "I wonder if.... we might be able to help make sure you..."
- Ask your child: "Do you have any ideas?"



The goal of the Empathy Step is to gather information from the child about his/her concern or perspective on the unsolved problem you're discussing (preferably proactively). For many adults, this is the most difficult part of Plan B, as they often find that they are unsure of what to ask next. So here's a brief summary of different strategies for "drilling" for information:

## REFLECTIVE LISTENING AND CLARIFYING STATEMENTS

Reflective listening basically involves **mirroring what a child has said** and then encouraging him/her to provide additional information by saying one of the following:

- "How so?"
- "I don't quite understand"
- "I'm confused"
- "Can you say more about that?"
- "What do you mean?"

Reflective listening is your "default" drilling strategy...if you aren't sure of which strategy to use or what to say next, use this strategy.

## ASKING ABOUT THE WHO, WHAT, WHERE/WHEN OF THE UNSOLVED PROBLEM

### EXAMPLES:

- "Who was making fun of your clothes?"
- "What's getting the way of completing the science project?"
- "Where is Eddie bossing you around?"

## ASKING ABOUT WHY THE PROBLEM OCCURS UNDER SOME CONDITIONS AND NOT OTHERS

**EXAMPLE:** "You seem to be doing really well in your work group in math...but not so well in your work group in social studies...what's getting in the way in social studies?"

## ASKING THE CHILD WHAT S/HE'S THINKING IN THE MIDST OF THE UNSOLVED PROBLEM

Notice, this is different than asking the child what s/he is feeling, which doesn't usually provide much information about the child's concern or perspective on an unsolved problem.

**EXAMPLE:** "What were you thinking when Mrs. Thompson told the class to get to work on the science quiz?"

## BREAKING THE PROBLEM DOWN INTO ITS COMPONENT PARTS

**EXAMPLE:** "So writing the answers to the questions on the science quiz is hard for you...but you're not sure why. Let's think about the different parts of answering questions on the science quiz. First, you have to understand what the question is asking. Is that part hard for you? Next, you need to think of the answer to the question. Is that part hard? Next, you have to remember the answer long enough to write it down. Are you having trouble with that part?"

# What to do in the moment

- This is crisis mode- not problem solving time
- Stay calm
- Prevent harm to people and property
- Label what is happening
- Limit your language
- Later make a plan

Later, make a plan:

- a. Invite child to help plan
- b. When you start getting revved up what would help you calm down?
- c. Where's a calm place to go?
- d. What activities calm you down?
- e. It's ok to be mad/angry/frustrated, but it's not ok to be mean or hurt someone. What would help you remember?
- f. What do you think we should do next time if you throw something in the living room again?

# How to Teach Your Kids to Apologize/Repair connections

## Give it Time

Helps with cool down  
Gives them time to process

## Help Them Understand Their Emotions

Use questions to help them understand their emotions

“What were you feeling when...”

“How do you think it made your brother feel when you...”

Label the emotions you saw

## I message... Model using “I” messages

I feel... when...

Bug/wish (it bugs me when...and I wish you....)

## Don't Make it About Punishment

Pair an apology with an act of kindness

## Teach Them to Forgive

Help the wronged party provide closure if possible

## Walk the Walk

Model Model Model

If you never apologize, they won't either

## Everyone Makes Mistakes

Mistakes makes our brain grow stronger

Second chance family

# Read Stories that Support Social/Emotional Learning-TK-5

Authors: \*Check YouTube for read alouds

Julia Cook Several SEL topics  
[www.juliacookonline.com](http://www.juliacookonline.com)

Steve Herman How to Train Your Dragon...  
[www.mydragonbooks.com](http://www.mydragonbooks.com)

Gabi Garcia Mindfulness/Compassion  
[www.gabigarciabooks.com](http://www.gabigarciabooks.com)

Trudy Ludwig Friendship Topics  
[www.trudyludwig.com](http://www.trudyludwig.com)

Susan Verde Compassion/Empathy  
[www.susanverde.com](http://www.susanverde.com)

Cheri Meiners Several SEL topics  
[www.cherimeiners.net](http://www.cherimeiners.net)

Diane Alber Little Spot stories  
[www.dianealber.com](http://www.dianealber.com)

William Mulcahy Anger/Frustration

Adir Levy Problem Solving  
[www.whatshoulddannydo.com](http://www.whatshoulddannydo.com)

Bryan Smith Executive Function

Lori Lite Relaxation Techniques  
[www.stressfreekids.com](http://www.stressfreekids.com)

# Books/Workbooks That Support Social/Emotional Learning-6th-8th

Ross Greene

[The Adventures of Stretch More](#)

Transforming Stress for Teens - book

[www.heartmath.com](http://www.heartmath.com)

Stress Reduction Card Deck for Teens

Gina Biegel

Mindfulness for Teen Anxiety

Christopher Willard

Don't Sweat the Small Stuff for Teens

Richard Carlson

Positively Teen

Nicola Morgan

What To Do When You Worry Too Much

What To Do When Your Temper Flares

Dawn Huebner

Stress Can Really Get on Your Nerves

T. Romain E. Verdick

Mindfulness for Teens in 10 Minutes a Day

Jennie Marie Battistin

# Talking about Current Topics

COVID-19 and Distance Learning, Police Brutality, Protests, Riots, Anti-Racism Action, Dry Lightning and Wildfires, National Conventions, the Upcoming National Election, etc.

## [District Parent Education Website](#)

General information to help parents with distance learning and current challenges.

## **Parenting Books**

The Power of Showing Up     Dan Siegel  
Parenting Outside the Lines     Meghan Leahy  
Present Moment Parenting     Tina Feigal  
Raising Emotional Intelligent Children  
John Gottman

Parent education is planned to be ongoing in the district this school year. In addition, past parent education trainings can be found here: [District Parent Education Committee](#)

*Children's Books - Check YouTube for read alouds K-5*

Not Forever But For Now     By Heather Malley  
Little Spot Learns Online     By Diane Alber  
What is Social Distancing?     By Lindsey Luckey  
Billie and The Brilliant Bubble     By Tara Travieso  
Teach Your Dragon About Diversity     By S.Herman  
Kindness is My Superpower     By Alicia Ortego

Middle School:  
This Book is Anti Racist and Journal  
Tiffany Jewel

# Gratitude Everyday

Our minds readily go to the negative experiences. It takes active effort to remember the positives each day.

As a family, or individually, name three things you're thankful for each day at the end of the day. Incorporate it into the dinner or bedtime routine.

