DEVELOPING STRATEGIES FOR POSITIVE SOCIAL-EMOTIONAL SUPPORTS

“[Staff] use positive methods of child guidance.”
DEVELOPING STRATEGIES FOR POSITIVE SOCIAL-EMOTIONAL SUPPORTS ASSESSMENT

“[Staff] use positive methods of child guidance.”

Child’s name _____________________________  Teacher’s name __________________ Date initiated________________

Step 1: Gather information

A. Observations
   ___ Classroom staff observe child.  Continue observations until desired outcome occurs.
   ___ Site manager observes classroom
   ___ Healthy living counselor observations

B. Family/child staffing of child (maybe on an unscheduled week) for additional inspirations

C. Family input
   1. Family reaction to Social-Emotional Screen:
      a. Is child’s behavior quite different at home?   yes   no
      b. What could parent share about child’s social and emotional development?

       2. If helpful, obtain the following information:
          a. Social Emotional Questionnaire: ASQ
             3-year-old cutoff: 59  Child’s score: ___  OR  4-year-old cutoff: 70  Child’s score: ___
          b. Family situation.  Have parents fill out “A Stress Test for Children”
             Child’s score ___

Step 2: Meeting

Possible participants—site manager, teacher, healthy living counselor, parent, assistant teacher, family advocate, etc.:    _____________________ _____________________ Date: ___________

a. What do you want to see the child do in classroom?
   (Note: The words ‘don’t’, ‘not,’ ‘no’ or other similar words are absent.)

b. Discuss each of the following:
   1. Observations and parent insights
   2. “Possible Reasons for Child To Be Stressed/Exhibit Behavior Problems”
   3. “Conscious Discipline 90 Strategies” that might be helpful.

c. Develop strategies for providing positive social-emotional supports (attached to this page)

d. Communication
   1. Who will communicate with those not present about this plan?
      a. Parent _____________ b. HL Counselor _____________ c. Assistant teachers (including floater) _____________

       2. Follow up meeting date will be: ______________________________ (a date 2 – 4 weeks from now)

Step 3: Next Steps

a. Begin implementing strategies
b. Parents were contacted on _______________________

c. If requested, Healthy Living Counselor observed on _______________________
d. Forms/observations will be placed in the front pocket of the child’s portfolio, behind the screening forms.

Step 4: Follow-up

___ Successful OR
___ Strategies need to be revised. Meeting scheduled for _________________ (Use copy of this page to document meeting.)
   a. Observe again before meeting.
   b. Include the Healthy Living Counselor
   c. Obtain insights from parents before or during meeting.
   d. Review “Conscious Discipline 90 Strategies” and select additional strategies before meeting.
   e. Request the involvement of your school’s ECSE program.
   f. Talk with your area coordinator.
OBSERVATIONS OF CHILD BY CLASSROOM STAFF

Child’s Name ______________________

---|---|---|
---|---|---|
## OBSERVATIONS OF CLASS BY SITE MANAGER

**Child’s Name ____________________________**

**A. POSITIVE ACTIVITIES OBSERVED**  
Date ___________________________

- Greet child warmly upon arrival.
- Check with parent/person who brought child on how the child’s morning had gone.
- Engage the child in an *I Love You Ritual*.
- Has recently added something that this child had done to the Helpful Board.
- Has recently used the Celebration Chair to recognize an accomplishment of the child.

**Each time the staff notices child in a positive way. Examples:**

**VERBAL**
- Talks to child about what he’s doing.
- Ask questions about her family, pet, likes to do—and listen attentively to answers.
- Ask him to help you or another child with a task.
- Ask her what she would like to do.
- Let him know that you enjoy being with him and are glad that he is in your class.
- Show appreciation for her contributions to the group, her sense of humor or her sensitivity.

**NONVERBAL**
- Gives child a friendly smile, a high-five, a hug, or a cuddle.
- Is his partner or lets him sit on your lap.
- Offers help.
- Takes time to teach her a new skill.
- Readily complies with child’s request, e.g. to let finish his work, or to put work on wall.

*Note whether more than one staff person interacts positively with child.*

**B. NEGATIVE INTERACTION**

**VERBAL**

Each time a staff person says, “Don’t ______.”

Makes a negative comment.

**NONVERBAL**

- Frowns
- Pulls child
A STRESS TEST FOR CHILDREN

Children are stressed by a wide variety of reasons—some positive, others negative. The following scale gives an estimate of the impact of various changes in a child's life within the past year.

Directions:
1. Enter number of points by each item that occurs in a child’s life.
   a. If item occurs twice, double the score.
   b. Change point value if better reflects child’s stress level.
   c. Add items that are missing from this list.
2. Add up the total points for all of the items.

Score
   a. Below 150 points: less than average amount of stress
   b. 151-300 points: may show some symptoms of stress
   c. Above 300 points: strong likelihood he or she will experience a serious change in health and/or behavior.

<table>
<thead>
<tr>
<th>Stress</th>
<th>Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent dies</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Parents divorce</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Parent goes to jail</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Child moves in and out of foster care system</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Parents separate</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Psychiatric disorder of a parent</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Close family member dies</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Parents reduced ability to function due to health problem such as, advanced cancer, MS, alcohol or drug use</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Personal illness or injury that requires extended hospitalization.</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Parent remarries</td>
<td>50</td>
<td></td>
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<tr>
<td>Parent loses job</td>
<td>47</td>
<td></td>
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<tr>
<td>Boyfriend/girlfriend moves in or out</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Financial problems</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Change in health of a family member</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Crowded living conditions (in the United States)</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>School difficulties—gets in trouble often</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Birth of a sibling</td>
<td>39</td>
<td></td>
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<tr>
<td>School readjustment (new teacher or class)</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Gets yelled at a lot</td>
<td>39</td>
<td></td>
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<tr>
<td>Mother becomes pregnant</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Born premature (less than 5 lbs)</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Family member moves in or out</td>
<td>29</td>
<td></td>
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<tr>
<td>Trouble with grandparents</td>
<td>29</td>
<td></td>
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<tr>
<td>Receives or loses a pet</td>
<td>25</td>
<td></td>
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<tr>
<td>Move to a new house</td>
<td>20</td>
<td></td>
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<tr>
<td>Changes to a new school/child care program</td>
<td>20</td>
<td></td>
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<tr>
<td>Changes sleeping habits</td>
<td>18</td>
<td></td>
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<tr>
<td>Born a male</td>
<td>15</td>
<td></td>
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<tr>
<td>Gets immunizations</td>
<td>13</td>
<td></td>
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<tr>
<td>Christmas activities</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
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Child's Score
POSSIBLE REASONS FOR CHILD TO BE STRESSED/EXHIBIT BEHAVIOR PROBLEMS
Develop hypotheses as to the cause(s) of challenging behavior. (Creative Curriculum, p. 161)

Directions: Check some possible reasons for behavior

Internal
___afraid, fearful
___anxious (not knowing who will pick up)
___bored
___curious, concentrating
___security/attachment
___depressed/sad
___shy
___needs attention
___need for independence
___need to be in control of situation (lack of power)
___feelings of inadequacy (“I can’t do it.”)

Home
See “A Stress Test for Children”

Modeling
___aggressive adults/children
___aggressive toys
___aggressive TV

Physiological
___weather affecting child
___hunger
___sleep problems: doesn’t get enough/doesn’t need much
___too hot in room
___clumsy, growth spur
___sleep apnea
___pin worms
___not enough exercise, too much sitting
___reaction to food/medicine/environment (allergy)
___new/different thinking process
___sick, teeth hurt, immunization, etc.
___unable to do (uncoordinated pee muscles, can’t sit still)
___impulsive (vs. reflective) learning style

Disabilities (diagnosed and undiagnosed)
___difficult to understand/doesn’t talk (speech)
___difficulty understanding (language/cognitive)
___problems with motor skills, lack of coordination
___problems hearing/seeing
___hyper/hypo sensitivities: sight, sound, touch, oral, smell, balance/movement

Learning Style (Creative Curriculum, p. 39-41)
___Auditory (listening)
___Visual (looking)
___Kinesthetic (moving)

Environmental
Center
___rules/routines not clear
___another prevents, e.g. teacher said no time now
___trying to be helpful
___another reinforcing/encouraging behavior
___classroom physical arrangement
___not taught how to....perform task, talk another child into doing idea, etc.
___transitions (changes)
___staff or children unfamiliar or uncomfortable with family’s race, culture, sexual orientation, or religion

Other possible reasons: