



## **DEVELOPING STRATEGIES FOR POSITIVE SOCIAL-EMOTIONAL SUPPORTS**

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# 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** \_\_\_\_\_

1.

Time	What occurred? Who was involved? Include what happened before problem and what occurred after problem.	Reflection/interpretation (optional)

## OBSERVATIONS OF CLASS BY SITE MANAGER

Child's Name \_\_\_\_\_

<p><b>A. POSITIVE ACTIVITIES OBSERVED</b></p> <p>___ Greet child warmly upon arrival.</p> <p>___ Check with parent/person who brought child on how the child's morning had gone.</p> <p>___ Engage the child in an <i>I Love You Ritual</i>.</p> <p>___ Has recently added something that this child had done to the Helpful Board.</p> <p>___ Has recently used the Celebration Chair to recognize an accomplishment of the child.</p>	<p style="text-align: right;">Date _____</p>
<p><b>Each time the staff notices child in a positive way. Examples:</b></p> <p><b>VERBAL</b></p> <ul style="list-style-type: none"> <li>• Talks to child about what he's doing.</li> <li>• Ask questions about her family, pet, likes to do—and listen attentively to answers.</li> <li>• Ask him to help you or another child with a task.</li> <li>• Ask her what she would like to do.</li> <li>• Let him know that you enjoy being with him and are glad that he is in your class.</li> <li>• Show appreciation for her contributions to the group, her sense of humor or her sensitivity.</li> </ul> <p><b>NONVERBAL</b></p> <ul style="list-style-type: none"> <li>• Gives child a friendly smile, a high-five, a hug, or a cuddle.</li> <li>• Is his partner or lets him sit on your lap.</li> <li>• Offers help.</li> <li>• Takes time to teach her a new skill.</li> <li>• Readily complies with child's request, e.g. to let finish his work, or to put work on wall.</li> </ul> <p><i>Note whether more than one staff person interacts positively with child.</i></p>	
<p><b>B. NEGATIVE INTERACTION</b></p> <p><b>VERBTAL</b></p> <p>Each time a staff person says, "Don't _____."</p> <p>Makes a negative comment.</p> <p><b>NONVERBAL</b></p> <p>Frowns</p> <p>Pulls child</p>	

## 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.

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

## 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.")

### 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

### 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 spurt
- 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

*Other possible reasons:*