

SE17

All Interest Areas

Objective 1

Regulates own emotions and behaviors

a. Manages feelings

Related Objectives: 2b, 3b, 8a, 9a, 10a, 10b

Supporting Children to Use Their Words

What You Do

Materials: none

Background: Telling children to “use their words” is not enough guidance for children with limited language or who are experiencing strong emotions. These children may be unable to articulate what they want to say. Coaching children on the words to use in these situations helps them practice the important skill of being able explain their feelings, wants, and needs.

- 1. Notice when children are experiencing strong emotions, e.g., frustration, anger, excitement, sadness, and elation.**
- 2. Move close to the child and position yourself at the child’s level.**
- 3. If necessary, stop a child from being physically aggressive.**
“I cannot let you hurt anyone’s body. It is my job to keep everyone safe at school,” said the teacher, holding Issac’s hands.
- 4. Coach the child on how to express his feelings, wants, and needs appropriately.**

Additional Ideas

Pair this social-emotional guidance strategy with the strategies explained in SE04, “Actively Listening to Children,” e.g., “You feel angry because James took the zebra you were using in your zoo. What can you say to James to let him know how you feel?”

Multilingual Learners

- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.
- When multilingual learners try to participate by saying a single word, respond by integrating that word into a short conversation.
- Provide a feelings chart where children can see facial expressions that demonstrate various emotions.
- Provide children with a sentence starter to help express their emotions: “You can say ‘I feel frustrated’ or ‘I feel angry.’”

Including All Children

- Stay with the child as he uses “his words” to explain his feelings to another child.
- Suggest simple language for the child to use. Show her how to get another child’s attention before she speaks.
- After talking with the child, record “her words” into a communication device.

Questions to Guide Your Observations

- If upset, how long did it take the child to calm himself? (1a)
- How did the child respond to the coaching? (2b)
- What feeling words, if any, did the child use to express his emotions? (9a)

Teaching Sequence

YELLOW	<p>Coach the child by providing the words he should use to express himself in a situation that triggers strong emotions. Say the words and then ask him to try saying them.</p> <p>“I see you grabbing for the cup and stomping your feet. You can ask for help to reach it. Say, ‘May I have the cup, please?’ Now you try.”</p>
GREEN	<p>“I noticed you watching Abraham playing with the dump truck. It looks like you would like to play with the truck, too. Ask, ‘May I play, too, Abraham?’”</p> <p>“I know you are very excited to see Ms. Korie. Instead of swinging your arms around, which could hurt Ms. Korie’s body, you can say, ‘Ms. Korie! I am so excited to see you!’”</p>
GREEN	<p>Coach the child by asking specific questions to help her identify how to express herself appropriately.</p>
BLUE	
PURPLE	

