

Practice Implementation Checklist: Respond to Emotions & Teach About Feelings
Place a star next to the items you feel are a strength for you.
Then, check any of the boxes that apply.

I would like to...

Responsive to children's	Learn more	Do this more	Do in other	Do this in better
expressions of emotions &	about this	often	routines or	ways
teaches about feelings			differently	
Understand and provide labels for				
children's feelings				
Ask questions or expand on children's				
emotions				
Teach children to recognize other's				
emotions by pointing out peers' feeling				
to them				
Use activities to teach about feelings				
and feeling words				
Label my own emotions in response to				
real-life classroom situations				
Use real-life classroom situations to				
identify toddlers' feelings when they				
have conflicts or are frustrated				
Use real-life classroom situations to help				
toddlers problem-solve				

My Notes:		



Books for Teaching About Feelings Create opportunities with books to engage with children on emotions.

*	
Infant & Toddler Books	
Hug Jez Alborough	A book celebrating the pleasure of giving and receiving good hugs through a monkey and his animal friends.
Baby Faces Margaret Miller	Perfect for early childhood development, happy babies, laughing babies, silly babies and crying babies are found on the pages of this board book.
Global Babies The Global Fund for Children	From Guatemala to Bhutan, colorful photo embrace our global diversity and give glimpses into the daily life and traditions from around the world.
I am Happy: A Touch and Feel Book of Feelings Steve Light	This brightly colored and tactile novelty book showcases collage illustrations with real pieces of material for young children to touch and feel.
My First Taggies Book: If You're Happy and You Know It Will Grace	A fun song in a unique board book format with applique on the cover and colorful ribbon tags perfect for little hands.
Oh, David! David Shannon	Oh, David! What have you done now?! Whether it's time to get dressed or go to sleep, this youngster can always find a way to make a little trouble. But no matter what David does, his mother truly loves him.
Toddler Books	
Llama Llama Series Anna Dewdney	These best-selling picture books feature preschooler Llama Llama who experiences adventures through rhyming text, gentle humor, and familiar situations.
M. Marsa Calarrad Davis	Using a spectrum of vibrant solars and a manageria of animals, this unique

Toddler Books	
Llama Llama Series Anna Dewdney	These best-selling picture books feature preschooler Llama Llama who experiences adventures through rhyming text, gentle humor, and familiar situations.
My Many Colored Days Dr. Seuss	Using a spectrum of vibrant colors and a menagerie of animals, this unique book provides a range of human moods and emotions and wonderful way for parents and adults to talk to children about feelings.
The Feelings Book Todd Parr	Targeted to young children, this book will inspire kids to discuss their multitude of feelings in a kid-friendly, accessible format.
Lots of Feelings Shelley Rotner	In this expressive photo-essay, simple text and photographs introduce basic emotions – happy, grumpy, thoughtful, and more – and how people show them.
When I am/Cuando Estoy Gladys Rosa-Mendoza	Let children discover the joy and excitement of dual language learning through the world of emotions in English and Spanish.
Duck & Goose, How are you Feeling? Tad Hills	This charming board book uses simple text and colorful illustrations to help preschoolers identify familiar feelings like happy, sad, scared, and proud.



Using Books to Support Emotional Literacy Directions: With your small group, pick a book to read & then discuss the questions.

Name of Book:	
What feelings/emotions are discussed in the book?	
How would you use this book with infants and toddlers to support emotional literacy?	



11/11

PRISM Training Series: Teaching About Feelings

Pyramid Resources for Infant-Toddler Social Emotional Development University of Kansas

Adapted from:

The Center on the Social and Emotional Foundations for Early Learning Vanderbilt University

These materials were supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A170118 to University of Kansas. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education. You may reproduce these materials for training and information purposes.

Learner Objectives

- Learn about emotional literacy and why it is important
- Identify strategies teachers can use to help identify and name emotions
- Learn how you can use real-life situations to teach about feelings

1

2

Agenda

- Setting the Stage
- What is Emotional Literacy?
- How does Emotional Literacy develop?
- Strategies to Develop Emotional Literacy in Infants and Toddlers
- Establishing developmentally appropriate expectations
- Wrap-up and Reflection

Our Learning Environment

What can the trainer do to facilitate a safe learning environment?

How can other training participants help make the training environment conducive to your learning?

What are some agreements we can make?

3

4

Possible Shared Agreements

- Confidentiality
- Take Care of Yourself and Others
- Demonstrate Respect
- Right to Pass and Take Risks
- Assume Positive Intent
- Recognize We Are All Learning

How Caregivers Promote Healthy Social Emotional Development

Support social-emotional learning for all infants and toddlers

Help infants and toddlers learn to identify and name feelings and emotions

Use real-life situations to teach about emotions and problem-solve

6

5

CSEFEL Definition of Social Emotional Development

The developing capacity of the child from birth through five...

- · to form close and secure relationships;
- experience, regulate, and express emotions in socially and culturally appropriate ways; and
- explore the environment and learn;
- all in the context of family, community, and culture.

Adapted from ZERO TO THREE, 2001

The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children

Few Children
Children
Assessment based intervention that results in individualized behavior support plans

Children
At-Risk

At-Risk

High Quality
Supportive Environments

Nurturing & Responsive
Relationships

Systematic approaches to teaching social skills can have a preventative and remedial effect

High quality early childrood environments promote positive outcomes for all children

Supportive responsive relationships among adults & children is an essential component to promote healthy social emotional development

Systems and policies promote & sustain the use of evidence-based practices

7

What is Emotional Literacy?

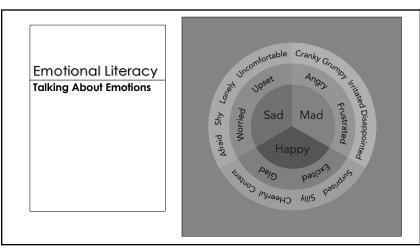
Emotional Literacy is the capacity to:

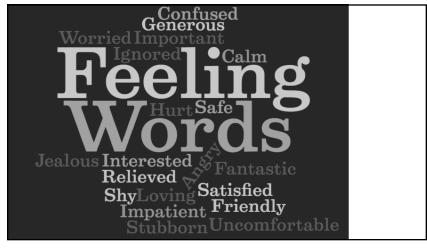
- · Identify and name our emotions
- Understand and express emotions in a healthy way
- Recognize, name, and understand emotions in others

Adapted with permission, Cradling Literacy, 2007

10

Emotional Literacy
How does emotional literacy develop?





11 12

PRISM Feelings Handout 1

9

3

Strategies to Develop **Emotional Literacy**

Talk about the Use questions Verbally **Assist infants** acknowledge & toddlers fact that about feelings and label feelings can to see if & with emotions change how a child regulating expressed by their emotions responds children in care



13 14

Strategies to Develop Emotional Literacy in Infants and Toddlers

Find opportunities in group settings to talk about feelings:

- Stay close & support children when they experience difficulties with peers & need adult support Show positive feelings for both children in conflict
- · Let children know through your calm approach that conflict is to be expected and that it can be resolved with help

Video: Staying Close to Provide Support to Peer Interactions

What did the careaiver

do to help these children deal with this challenging interaction? How can this teacher follow-up and teach about feelings and emotions in this scenario.

or other similar types of scenarios?



15 16

5

Strategies to Develop Emotional Literacy

Choose books, music, finger plays with a rich vocabulary of feeling words

Use puppetry or felt board stories that retell common social experiences & emphasize feeling vocabulary and conflict resolution

Read stories about characters that children can identify with who express a range of feelings



17

Strategies to Develop Emotional Literacy

Model Positive Relationships:

- Between other caregivers in the care setting
- With other children
- With parents



Using Books to Support Emotional Literacy: Activity

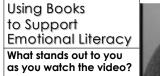
Select a book to

share with your group
Talk about how you
would use the book in
your classroom
As a group, list feeling
words in the book or

feeling words you would use to enhance the book



19





Practice **Implementation** Checklist

Handout 5

Reflect on strategies you use to teach about emotions

Think about what you do now, how you might like to change or improve those practices, or use those practices in new or different ways.

Turnleistand and provide labels for children's feelings. And questions or expand on children's emotions in feelings. And questions or expand on children's emotions by portifing out pear's feeling. To a strike to treat about feeling and feeling words. Label my own emotions in response to real feeling words. Label my own emotions in response to real feeling words. Label my own emotions in response to learning the feelings and feeling words. Label my own emotions in response to learning the feelings when they have conflicts or are furtharded. Use real-life classroom situations to lidentify toddiers' feelings when they have conflicts or are furtharded. Use real-life classroom situations to help toddiers problem-solve	expressions of emotions & teaches about feelings	about this	often	routines or differently	
emotions	Understand and provide labels for				
emotions by porning out peers' feeling to them Use activities to teach about feelings and feeling words. Label my own emotions in response to resilfs disassom situations Use real-life disassom situations to identify bodies? Feelings when they have conflicts or are flustrated Use real-life disassom situations to help toddies problem-situations.					
and feeling words Label my own emotions in response to real-life classroom situations Use real-life classroom situations to identify toudiers feelings when they have conflicts or are furstated Use real-life classroom situations to help todders problems refusated Use real-life classroom situations to help todders problems-robbe	emotions by pointing out peers' feeling to them				
real-life classroom situations Use real-life classroom situations to identify toddiers feelings when they have conflicts or are furstanted Use real-file classroom situations to help toddiers problems have been been been been been been been be					
identify toddlers' feelings when they have conflicts or are frustrated Use real-life classroom situations to help toddlers problem-solve					
toddlers problem-solve	identify toddlers' feelings when they				
My Notes:					
	My Notes:				

21 22

Reflection



What questions do you have about the material we discussed?

What insights, if any, do you have about your own practices, the children, and/or their families?

What strategies did you see or hear that might be useful in your role and work?

Messages to Take Home

Emotional literacy involves:

- Identifying and naming emotions in ourselves and others Understanding and expressing emotions in a healthy way

Emotional literacy in very young children is a result of having supportive relationships with adults

The language we use it an important element of emotional literacy

Specific strategies to develop emotional literacy include:

- Using Adult/child relationships to expand child's awareness Finding opportunities in group settings
- Using enriching language tools
- · Modeling positive relationships

23 24