

	<h3>Social-Emotional Strategies</h3> <ol style="list-style-type: none"> 1. Manages feelings 2. Follows limits and expectations 3. Takes care of own needs appropriately
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- Uses clear, simple language to communicate which behaviors are acceptable, e.g. say, “Close the door gently”.
- Establish and practice consistent routines.
- Acknowledge when the child shows self-discipline, e.g., say, “You wanted to rush off from the table, but you waited until everyone was finished eating dinner.”
- Use simple, clear language and facial expressions to communicate acceptable behaviors.
- State rules positively rather than negatively. Tell what behavior is expected, e.g., say, “Walk when you are inside,” instead of saying, “Don’t run”.
- Give the child alternate ways to express his/her anger, e.g., tell the child, “If you feel angry, tell us. Say ‘I’m angry!’ That way we can help you”.
- Set clear, reasonable, age-appropriate expectations that the child can understand. When children may not behave in acceptable ways, assess whether the adult expectation is appropriate for the given situation. Respond by consistently structuring consequences that are related to the behavior, e.g., have the child help clean-up dumped paint instead of using time-out.
- Model taking deep breathes, counting to five, or doing relaxation exercises when situations are stressful. With older children, engage them in doing relaxation exercises with you.
- Explain the reasons for the rules, and help children understand why particular behaviors are not acceptable, e.g., “You may have only two cookies. If you eat too many, you won’t be hungry when it’s time for dinner.”
- Use gestures and other visual cues while telling children the rule or limit.
- Respond positively and firmly when a child’s behavior is challenging. To support a child when trying to reinforce positive behavior, observe, develop a plan of action, implement and evaluate the plan.
- Provide opportunities for the child to help create the rules for the home.
- Describe what you are doing during caregiving routines, so the child can learn the sequence of actions to care for themselves.
- Provide opportunities to engage in extended, make-believe play in which the child can act out strong emotions.
- Provide picture and word cues to assist the child as he/she participates in self-care tasks, e.g., use a recipe for making a snack or post images of the steps for brushing teeth.
- Discuss photos of people showing various emotions. Encourage the child to create stories about the source of the person’s feelings. Guide them to come up with appropriate ways the person might respond to the situation.
- Provide kid-safe cleaning materials such as sponges and dust pans so children can assist with meaningful classroom cleaning.
- Create individual calendars and have the child record their healthy behaviors during the week; e.g. exercise, healthy eating, etc. Review at the end of the week and determine which habits need more attention.
- Allow plenty of time to let the child take responsibility for self-care routines.
- Provide a variety of self-care materials for the child to accomplish tasks, e.g., When zipping a jacket, connect the two sides, and then ask the child to pull the slider to connect the teeth to complete the zipping process.

	Social-Emotional Strategies Continue.....
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- When appropriate, involve children in simple household tasks, cracking eggs, hanging clothes, pouring beverages, and setting the table.
- Help children move from saying, “I’m scared” to “I feel scared”.
- Help children view mistakes as opportunities to learn.
- Foster a climate of caring and cooperation. Set a tone that fosters kindness, helpfulness, tolerance, responsibility, and respect. Model a caring attitude with heartfelt compassion.
- Be aware of your own emotional state. Show and tell children how to manage strong feelings and unexpected emotions. Take deep breaths, enjoy composure walks, and/or model these composure techniques so children understand the feelings that prompted your behavior, thus allowing them to use similar strategies when their strong emotions arise.
- Prepare children for unexpected change, e.g., if a special event is cancelled. Be clear, concise, and direct about substitute plans in hopes of decreasing stress. The unknown, unfamiliar, and unforeseen can promote distress and anxiety.
- Create a quiet space at home for children to use when they need some time and space in order to deal proactively with strong feelings. This area will foster their ability to calm down and regain composure in order to maintain control when upset, angry, or frustrated.
- Offer ongoing opportunities for children to emotionally reflect on their day via drawing, journaling, visualization or imagery, or other self-reflective activities.
- Listen empathetically to children when they share their concerns, worries, fears, and other emotional thoughts. Feeling heard can reduce stress and help children learn to internally work through strong feelings.