

	<b>Social-Emotional Strategies</b>
	<ol style="list-style-type: none"> <li>5. Balances needs and rights of self and others</li> <li>6. Solves social problems</li> <li>7. Engages in conversations</li> <li>8. Uses social rules of language</li> </ol>

- Explain conflicts to children when they take place, describing people's feelings and the reasons for those feelings.
- Allow the child the chance to work out difficulties for themselves, but be prepared to offer support, if needed.
- Coach the child to use assertive (not aggressive) language, e.g., say, "Sally, you tell him, 'It's my turn now'".
- As a family, develop work and play-related skills, to assume responsibility, and to cooperate.
- Give opportunities to help out at home, e.g., setting the table, assist in looking for a family member's missing shoe.
- Help the child learn about cooperation by providing ample time, materials, and opportunities to engage and play and arrange other cooperative activities with multiple children.
- Use positive strategies to guide the child's behavior and to help them learn how to cooperate with others. Encourage cooperative interactions by suggesting turn-taking and sharing and by modeling cooperation.
- Use role-play, games, and books to help practice conflict resolution. When a conflict does arise, help the child think about the sequence of events that led to it. Guide the child through the problem-solving process and help them experiment with possible solutions.
- Teach the steps involved in resolving conflicts:
  - 1) Identify and model how to state the problem, e.g., say, "Your sister wants to watch T.V., but you're watching it right now".
  - 2) Brainstorm solutions. Discuss possible solutions with those involved. Accept all ideas as possibilities.
  - 3) Evaluate solutions. Use open-ended prompts to help children predict outcomes, e.g., say, "I wonder what would happen if..."
  - 4) Help the child choose and try a solution.
  - 5) Help the child evaluate the outcome. Discuss what worked and what did not. Encourage the child to try other solutions, if necessary.
- Encourage the child to watch for and record, through drawings or writings, the cooperative acts of others. Keep them in a special place, e.g. "a kindness jar". Before the day is over, read the children's notes aloud
- Coach the child as needed about taking turns and sharing.
- Help children work in pairs (they work/play best when in pairs).
- Value social-emotional learning as much as you value the acquisition of cognitive skills. Weave social-emotional learning into your daily, family interactions.
- Notice your child's positive, kind, helpful, and respectful actions and interactions. Give specific feedback. e.g., say, "You gave Sasha a pencil so she could finish her work" instead of "Good job". Detailed information helps the students learn what they did specifically that was helpful so they can begin to internalize and then repeat these actions.
- Model that making mistakes can offer opportunities to learn something truly new.
- Regularly hold family meetings so that the child can collaboratively discuss and contribute to decisions that impact the family. Encourage children to focus on solutions.
- Plan cooperative learning activities that encourage the family to work together.
- Plan specific experiences where the child will be encouraged to talk and use their communication skills.
- Provide many opportunities for the child to hear and use language. Engage in frequent conversations with each child.
- Provide interesting experiences for the child to discuss.

	<b>Social-Emotional Strategies Continue.....</b>
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- Try to maintain conversations with the child for extended exchanges. Listen carefully to what the child is saying. Respond with related comments and open-ended questions that keep the conversation going. Try to get the child to tell you more about the topic.
- Encourage the use of social words in context e.g., “please” and “thank you”.
- Pose a “table topic” for the family to discuss. Have each member of the family share by taking turns in a clockwise/ counterclockwise pattern.
- Have the child talk about a book or an event. After sharing his/her thoughts, have the child ask for a family member’s opinion.
- Create family rules about how to have great discussions. Start the conversation by asking, “What could we do to make sure that as a family we have a productive discussion that includes everyone's ideas?”
- Have the child talk about something they know how to do (tie a shoe, make a sandwich, wash the car).
- Teach the child how to introduce themselves to someone when they meet someone new.