Managing Powerful Emotions: A Framework for Preschool Environments

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Agenda

**Theoretical Foundations**

- Social & Emotional Development Characteristics
- Delays that Lead to Powerful Emotions
- POLL!
- Interventions Must Connect to Existing Practices

**Interventions**

- Managing Powerful Emotions Framework
- Managing Powerful Emotions Sequence
- Examples for Preschool Environments
- Progress Monitoring Systems
- Partnering with Families
- Resources
- Thoughts, Questions, & Take-aways
Theoretical Foundations & Overview
Theoretical Foundations

- Ecological systems
- Attachment
- Behaviorism
- Cognitive Developmental
Social & Emotional Development Characteristics

- Confidence
- Self-Regulation
- Curiosity
- Communication
- Relatedness
What powerful emotions do you see in our classrooms?
Delays that lead to Powerful Emotions

Social & Emotional delays

Social & Emotional Wellness

Challenging behaviors

Limited language skills

Anxiety

Delayed play skills with peers

Field Examples
Interventions Must Connect to Existing Practices

DEC Recommended Practices

Universal Design for Learning
Interventions
Managing Powerful Emotions – Big Picture

Child, peers & adults

- Managing Powerful Emotions
- Regulation
- Reaction
- Recovery
Managing Powerful Emotions Framework

Embedded throughout the day

- Individualized (Child-Focused)
- Small Group/Center Time (Embedded)
- Large Group/Circle Time (Universal)

Model

Role Play

Reinforce
Examples for Preschool Environments
Expressing Emotions & Self-Regulation

Identify child’s feelings (give them the words)
Model emotions by using exaggerated facial expression
Talk about emotions in different situations
During book reading, label emotions in pictures
Social Stories

http://carolgraysocialstories.com/social-stories/
Expressing Emotions & Self-Regulation

Provide a consistent routine

Assure that child’s feelings are OK

Model coping strategies

Help children figure out how to calm self

Reinforce desirable behaviors

http://headstartinclusion.org/teacher-tools#dragon
Dragon Brain

Head Start Center for Inclusion
Something makes the boy & girl angry.
The boy & girl get angry.
The boy & girl get Dragon Brain.

The boy & girl remember “Flower & Candle” breathing.
Smell the flower. Blow out candle.
Dragon calms down and is ready to play
Positive communication skills with peers

Empathy & sense of self

http://csefel.vanderbilt.edu/resources/strategies.html#scriptedstories
I Can Be a SUPER FRIEND!

Created for Tab by Lisa Grant & Rochelle Lentini
2002
Super Friends use:

- Use nice talking,
- Gentle hands and feet,
- Look with their eyes,
- Listen with their ears,
- Take turns with toys,
- Go with the flow.
Verbal and non-verbal turn-taking

Intentional opportunities to play with other children

Model interactions with other people, puppets, and/or dolls

http://headstartinclusion.org/teacher-tools#visual
Friendship Kit
Curiosity & Confidence

Flexibility in transitions

Talk about what’s coming next

Give warnings & choices

Use transition toys/objects

Playdough & Block Thinking

Being flexible in play
Playdough is soft and Blocks are Hard
Sometimes I get frustrated when I can’t play at the center I want.
Be flexible!
Use your “playdough” thinking.

Ask nicely.
Wait 5 minutes.
Make a new choice.
Ask a teacher for help
### Progress Monitoring Systems

#### Example—Teaching Strategies GOLD

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<tr>
<td><strong>1. Regulates own emotions and behaviors</strong></td>
<td><strong>2. Establishes and sustains positive relationships</strong></td>
<td><strong>3. Participates cooperatively and constructively during group situations</strong></td>
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<tr>
<td>a. Manages feelings</td>
<td>a. Forms relationships with adults</td>
<td>a. Balances needs and rights of self and others</td>
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<tr>
<td>b. Follows Limits and expectations</td>
<td>b. Responds to emotional cues</td>
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<td>b. Solves Social Problems</td>
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<td>c. Takes care of own needs appropriately</td>
<td>c. Interacts with peers</td>
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<td>d. Makes friends</td>
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Partnering with Families

- Build relationships
- 2-way communication
- Promote capacity
- Foster welcoming environments
Resources

- Head Start Center for Inclusion [http://depts.washington.edu/hscenter/]
- Center on Social and Emotional Foundations for Early Learning [http://csefel.vanderbilt.edu/]
- The Colorado Center for Social Emotional Competence and Inclusion [http://www.pyramidplus.org/]
- Technical Assistance Center on Social Emotional Intervention [http://challengingbehavior.fmhi.usf.edu/]
- Center for Early Childhood Mental Health Consultation [https://www.ecmhc.org/]
- Zero to Three [https://www.zerotothree.org/]
- Division for Early Childhood [http://www.dec-sped.org/]
- Center on the Developing Child, Harvard University [https://developingchild.harvard.edu/]
- National Association for the Education of Young Children (NAEYC) [https://www.naeyc.org/]
- Collaborative for Academic, Social, and Emotional Learning (CASEL) [https://casel.org/]
Thoughts, Questions, & Take-aways

1. Importance of Social-Emotional Learning (SEL) on development
2. This is not an add-on—this can be embedded in all we do
3. Big picture framework that is intentional
4. Plan for the whole year to build upon skills
5. Use the framework and existing evidence-based practices to individualize for your students
Thank you!

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