



TOOLS FOR SUCCESS

LESSON 3



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Tools for Success

Lesson Three

- A. Positive Thinking Tools for Kids
- B. Pledges (HOME, I Can Family Pledge, I Can Affirmations)
- C. Using Planned Ignoring and Attending
- D. Examples of Behaviors Worthy of Praise
- E. Words of Praise and Encouragement
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- N. Helping Your Child Learn Appropriate Ways To Express Feelings
- O. How Are You Feeling?

[You have permission to print out copies of the attached documents for use within your immediate family. You do not have permission to print or send through any means of electronic transmission to anyone outside your family.]

Positive Thinking Tools for Kids

Practice Positive Thinking

Practice positive thinking each day for two minutes. Choose two phrases from below or make up your own. Breathe in silently saying one phrase; breathe out saying a different one..

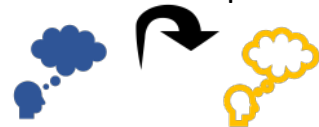
- I am good.
- I am kind.
- I am enough.
- I am smart.
- I am important.
- I am worthy.
- I learn from my challenges.
- I am gentle with myself.
- I am creative.
- I am loved.



Flip Your Negative Thoughts

When you notice negative thoughts, flip them around with these steps:

1. Take a deep breath.
2. Think to yourself “Stop & Relax”
3. Say something positive like “I can handle this.” or “I am strong.”



Grow Your Gratitude



Feeling grateful is at the root of joy and positive thinking. Each night before you go to sleep, think of three things you are grateful for. Challenge yourself to make one of these things something new that happened today. What are you grateful for today?

1. _____
2. _____
3. _____

HOME

Helper Attitude. Always look for ways to help. When Asked to help out, be cheerful. Get your responsibilities done on time.

Own Your Own Stuff. Admit your mistakes. Use “I Messages,” not “You Messages.”

Mind Your Own Business. Respect everyone. Give people quiet time when they Don't be a tattletale.

Enjoy Your Family. Have fun. Give compliments.

I Can Family Pledge

I pledge to myself and my family that I will:

Have an “I Can” attitude
Be helpful to others
Say positive things to others
Do my best at everything I try
Stop and think before I do things
Honestly share my thoughts and feelings
Stay positive when things don't go my way
Say this pledge to myself every day!

I Can Affirmations

I CAN <i>ask questions when I need help.</i>	ICAN <i>be positive at all times.</i>
I CAN <i>be helpful to others.</i>	I CAN <i>say NO to things that are wrong.</i>
I CAN <i>be a good listener.</i>	I CAN <i>be a good follower.</i>
I CAN <i>set a good example for others.</i>	I CAN <i>try my best always.</i>
I CAN <i>learn something new each day.</i>	I CAN <i>have fun & feel good about life.</i>

Using Planned Ignoring and Attending

Attending:

1. Always attend to the behavior that you want to increase.
2. Be specific when using praise so that the child knows the positive behavior she or he did.
3. Make eye contact and smile when attending to a behavior.
4. Use a pleasant voice when attending to a behavior.

Planned Ignoring

1. Never ignore a dangerous behavior (i.e., possibility of an injury or other serious complication).
2. Ignore the same behavior consistently.
3. To ignore the behavior, actively avoid eye contact and turn away from the child.
4. The behavior may initially get worse, which is common.
5. Remember why you are ignoring, so that you won't feel guilty and stop prematurely.

Examples of Behaviors Worthy of Praise

Sitting still.

Staying at the table.

Sitting up like a big girl/boy.

Artistic (good at drawing).

Helping you.

Playing gently or carefully with toys.

Accepting help from you.

Being patient.

Having a good imagination.

Doing something by himself/herself.

Trying hard.

Doing a good job.

Letting you play with him/her.

Having good ideas.

Putting toys away.

Sharing toys.

Knowing something (ABC's colors, etc.)

Playing quietly.

Good manners (using please/thank you)

Good building.

Paying attention.

Talking with a normal voice.

Listening carefully.

Working very carefully.

Taking turns.

Looking at you when you talk.

Following directions.

Waiting for their turn.

Helping you with your blocks, legos, etc.

Using "please" when asking for something.

Putting toys away.

Playing with toys correctly.

Waiting for you to finish talking.

Saying "Thank you."

Asking politely for what they want.

Cleaning up after they're done playing.

Minding.

Being persistent.



Words of Praise And Encouragement

I love you	You're great	Great job	Terrific
Thanks so much	Super work	Outstanding	I'm so proud of you
Fabulous	Perfect	You're getting there	Wonderful
You make me happy	You're special	Lean on me	Thanks for helping
You can do it	Excellent	You're super	Great smile
That's a great idea	You're the best	Way to go	Good for you
You're delightful	You did it	Right on	Great
Thanks for sharing	Looks good	Marvelous	I trust you
You're getting better	Fantastic	You deserve a star	You've improved
Very good	I'm impressed	Exceptional	You're an Angel
You're fun	Thanks for caring	You're a big help	You're very responsible
You're a real pal	You're a super listener	You're a joy	You're tops
You're considerate	Nice work	You're a gem	Dynamite
Hurray for you	I listen to you	You're on your way	You've made progress
You're neat	You're a champ	Beautiful	Great imagination
You'll get it	Keep up the good work	You're very brave	You're special
Good sport	Sounds great	You've got what it takes	Your number one
How clever	How thoughtful	How original	You're on the mark
You're a real friend	You are the greatest	I've got faith in you	Keep trying
Much better	Well done	I support you	Thanks for being honest
You're great	How artistic	What careful work	Exceptional
Very nice of you	I like you	That's neat	Great try
You've got it now	Wonderful imagination	You're right	You're sweet
Great answer	You've got heart	Delightful idea	You deserve a kiss
You brighten my day	Super job	You're so smart	What a great kid

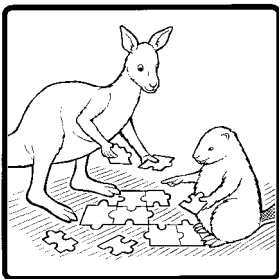
Child Care plus+

+ Children Can Use Problem Solving

Instead of planning to intervene the next time a young child asks for your help with a problem, introduce children to an effective way to handle their own challenges by teaching a problem-solving approach. Understanding the **process** of problem-solving is more important than being given a solution, because children can learn to use this strategy not only in the immediate situation but in many others.

Actively teaching and guiding children to use problem-solving promotes the development of social skills and helps children develop independence. The early childhood environment provides many opportunities to teach problem-solving.

Problem-solving is a key part of any approach to guiding behavior in group programs and includes five key steps:



- Step 1: Identify the problem.
- Step 2: Brainstorm solutions.
- Step 3: Choose one solution.
- Step 4: Try the solution.
- Step 5: Decide if the solution worked.

As you help children learn to use these steps, keep the following suggestions in mind:

- Take advantage of teachable moments to model problem-solving with parents, staff members, and the children.
- Make up stories to illustrate one or more of the steps or use puppets to reenact a problem-solving incident that happened recently using the steps in sequence.
- Use the problem-solving steps for group projects (like planning a field trip or creating an elaborate project) to provide an opportunity for children to learn the process. You can even use problem-solving in response to an immediate problem affecting all of the children, such as when it starts raining while the children are outside playing.
- In social situations, focus primarily on behavior, not feelings. Even when one child is expressing that his feelings were hurt by being called a name, it is still the hurtful

action (calling a name) that is the focus of the problem-solving.

- As you teach problem-solving skills, use the words of the steps consistently, perhaps by putting let's or it's time to in front of the words of the step, such as let's name the problem or it's time to choose a solution. Children are going to repeat whatever phrases you use as they learn to use this approach with each other.
 - Use neutral phrases to respond to children's solutions (there's one idea; what else could you do?). If your response is judgmental (that's a wonderful idea!), you limit the brainstorming process; children may think the "best" idea has already been found and they may continue to see you as the person in charge of deciding what they should do.
 - Whether they are using problem-solving to decide how to make boats float or fairly share a popular toy, be sure the children are actively engaged in each step of the process. Rather than suggesting solutions yourself, have the children generate ideas to try.
- Problem-solving takes time to learn—both in terms of the process and children's developmental stages. When you teach children this strategy, they are learning an important lifelong skill. They will need frequent opportunities to practice and your gentle assistance as they learn. Because the long-term goal is to teach children to use problem-solving as an effective way to handle problems, it is worth whatever time it takes. Before long, children in your group will say to one another, we have a problem, rather than resorting to physical aggression or running to "tell the teacher." + SAM

+ In This Issue	
+ In Focus	+ Putting It Into Practice
+ Try It Out	+ Question
+ Connecting with Families	+ Resource Review

+ IN FOCUS

The five steps in the process of solving a problem can be too many steps for some young children. Very young children, children who have difficulty following complicated directions, or children whose attention tends to wander may need extra help in identifying each step. To give children more information, use short phrases, hand signals, and gestures to distinguish each step.

STEP	SAY	DO
Identify the problem.	A problem!	Hold out your hand - palm up and open.
Brainstorm solutions.	What can we do?	Tap your palm with one finger.
Choose one solution	Choose one.	Hold up one finger.
Try the solution.	Do it.	Move hands around and around at your sides (like wheels moving forward).
Decide if it worked.	Did it work?	Use a questioning expression; hold out both hands as if to say, well?

+ SAM

+ TRY IT OUT

Puppets and cut-out characters can be effectively used to help children learn problem-solving skills. Here is a list of suggestions to help you create this activity.

- Find or make two puppets or characters. You can even use stuffed animals, if you prefer.
- Give them names (do not use names of children in your program), so you and the children can relate future situations to the puppets. For example, "remember what Tony puppet did when he and Katy puppet brainstormed? They got a lot of ideas for solving their problem first."
- Decide the problem; for example, there are only 3 chairs at the snack table and 4 children want to sit there, or Tony wants the red paint that Katy is using. Use a familiar or recent situation, if appropriate.
- Develop the story of solving the problem. You may wish to introduce all the steps one day, and then focus on one step at a time as you help children follow the steps as problems naturally arise.
- After children begin using the steps, use the puppets to positively reinforce their efforts (Tony is doing the same thing we did when we could not find the rabbit food this morning) and/or review a step that children seem to find difficult or skip.
- Leave the puppets out where the children can reenact the story and you can observe their understanding.
- Use the puppets to walk children through the steps during an actual problem-solving episode. + SLM

+ CONNECTING WITH FAMILIES

Problem-solving is an effective tool for adults, too. As you look at strengthening your partnership with families, a problem-solving approach can help you develop and maintain collaborative interactions that foster a sense of teamwork. Your shift to a problem-solving approach with families can begin with enrollment. For example, once you have shared information about your program and the parent has helped you learn about their child's strengths, interests, and needs, it can be tempting to jump right in to tell the parent how enrollment will proceed. However, if you let the parent know that you would like to "put your heads together" for a few minutes to come up with ideas to create a smooth transition for their child, you will have the opportunity to learn even more about their child AND set the stage for future teamwork when needs or problems arise.

A problem-solving approach means that you meet with parents to work together on an ongoing basis to brainstorm program improvement ideas or to resolve specific issues when differences of opinion arise or when a child is experiencing an ongoing challenge. It means approaching parent meetings with good information about what is currently happening in your program, but also with an open mind for gathering more ideas from parents and trying new ideas. A problem-solving approach builds on the joint commitment of parents and providers to work together to best meet the needs of the child and provides the added bonus of modeling an effective strategy that parents can use with their children at home, too. + SHW

+ PUTTING IT INTO PRACTICE

If you have never used this problem-solving approach, you may be wondering how it would look in actual practice with young children in a child care program. Let's walk together through each of the steps using a couple of real-life examples. Notice all the ways the teacher/provider lets the children direct the process.

Using Problem-Solving - Example #1:

As Georgia takes the children outside after nap time, they discover that the cover has blown off the sandbox and is caught high in the bushes at the edge of the playground. All the children gather around to see what has happened. Georgia's first thought is to tell the children she'll get it down later and send them off to play. Her second thought is that this situation is a perfect opportunity to engage the children in problem-solving about how to retrieve the cover safely (and also about how to keep it from blowing off again).

1. As the children begin to identify the problem as "the cover blew off the sandbox," Georgia gently guides them to recognize that the real problem is getting the cover out of the bushes. How can they get it down, they wonder?
2. The children gather around Georgia as she invites their solutions. How can they get it down, they wonder? Oh, the ideas that begin to emerge! "Throw rocks at it and knock it down!" "Let's throw balls at it." "Get a long stick and lift it off the bushes." "Get a ladder."
3. Eventually they choose to have Georgia climb up on the step stool, lift the cover down, and hand it to children standing near the step stool. There is a lengthy discussion about where to put the step stool and who is best to help Georgia (how many children, and did they have to be especially tall or strong).
4. Of course, they tried it, and had fun in the process.
5. They all agreed that it worked. There was a good deal of excitement as the children talked about their accomplishment!

Using Problem-Solving - Example #2:

Janee sees two children pulling on the same puzzle; she waits to see if they can handle the problem themselves.

It appears that their anger is rising. She approaches the two children calmly, kneels down to their level, and says, "This doesn't look safe. I think we have a problem."

- Janee helps the children **name the problem**. Janee asks each child, "What is the problem?" She selects one child to start while assuring the other that he will also have a turn to speak. She models statements for the children when necessary—"You both want the same puzzle."
- Janee encourages the children to **brainstorm solutions**. She provides models only until children can begin generating ideas on their own. "You could do the puzzle together. One of you could get a new puzzle." As children begin suggesting their own possible solutions, she accepts each idea calmly, "That is one idea. What else?" Sometimes the solutions generated by children can get a bit silly. Janee accepts these ideas, too—she knows that children's attempts to use humor can help diffuse potentially unpleasant situations.
- Janee allows the children to **choose one solution**. Again, she gradually fades out her assistance as children develop these skills. She respects whatever choice the children make, providing it fits within the program rules.
- Janee allows the children to **try it** to see if their solution will work. She has observed that a solution that appears unlikely to succeed may, in fact, work when she lets the children try it without judgment. She sees her role as the facilitator of children's attempts not the director of their behavior.
- Janee helps the children **decide if it worked**. She does this by asking questions or sharing her observations. She is ready to repeat the entire process if the solution does not solve the problem to each child's satisfaction.

Problem-solving is learned over time, so be patient with yourself and with the children. Your long-term goal is to teach children to use problem-solving as an effective way to handle problems. + SLM

+ QUESTION

QUESTION: I work with toddlers. Aren't they too young to learn problem-solving?

ANSWER: If these young toddlers are old enough to have problems, they are old enough to learn to solve them! Naturally, because they are so young, you will need to be actively involved in helping the children through the five steps to solving problems. For very young children, each step is slightly abbreviated and the adult is a more active guide through the process. For example, instead of generating a list of possible solutions, you might encourage the child to try a different way, combining steps three and four. Think of some of the typical "problems" children of this age face: trying to figure out how a toy works, grabbing toys from one another, not knowing how to climb onto a couch. In each of these challenges, it would be better to walk the child through a process to get to a solution rather than simply telling the child what to do. The magic happens when you fully engage the child in the process of solving the problem. Let's take the example of not being able to climb up onto the couch. As the teacher, you first state what you see. You're having trouble finding a way to climb onto the couch. (Step 1). Let's see if you can try a different way. (Step 2). You could try using your other foot. Oops, didn't work. What if you tried standing on the stool? Here, I'll help you try. (Step 3 & 4). It worked! You solved the problem and now you are on the couch! (Step 5). As children get older and have more experience solving problems, they can take a

more active role. The most important thing to remember at this stage is that you are introducing the child to an approach that will become an important lifelong skill. Keep the child interested by helping out a bit more, but try hard to keep the child actively engaged in each step of the process. +
SAM

+ RESOURCE REVIEW

Meeting the Challenge: Effective Strategies for Challenging Behaviors in Early Childhood Environments by B. Kaiser and J.S. Rasminsky is available from NAEYC for \$7.00. Published by the Canadian Child Care Federation, this book offers easily understandable ideas and strategies proven to benefit every child in the early childhood setting and to work for children with the most challenging behaviors. To order, contact NAEYC at www.naeyc.org or at 1-800-242-2460, ext. 2001 (order #300).

CHILD CARE plus+ is designed to support inclusion of children with disabilities in early childhood settings by supporting child care providers, parents, and community service providers including social workers, therapists, physicians, teachers, and administrators. CHILD CARE plus+ is published quarterly. Subscription price is \$ 8.00 per year (four issues). Contents may be reproduced without permission; please include reference.

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Brainstorm

Idea for a Goal



What would need to do to reach this goal?

What help will you need?

How long do you think it will take?

Why do want to do this?

NAME:



Family Problem Solving Contract

Date: _____ Name: _____

The Problem: _____

How often it happens: _____ When it happens: _____

Where it happens: _____

What happens: _____

Solution:

Instead, I will: _____

Instead, parent(s) will: _____

When I use the solution, I will: _____

When I have used the solution for: _____

I Will receive: _____

Agreed to by:



Things I Can Do When I Am Bored

Things I can do outside:

Toys I can play with:

Books I would like to read:

Art and other creative projects:

My favorite videos or music:

Other Ideas:

Reward Ideas for Kids and Teens

Rewards can be used as positive reinforcement for modifying negative behaviors. Rewards that are selected by the child are usually the most powerful. Also, a variety of reward possibilities helps to keep a child motivated over a long period of time. Rewards can be privileges, things or activities with parents. Be sure rewards don't become a substitute for words of praise and encouragement; rewards are most meaningful when given along with positive words and a touch from parents. Check out these suggestions your child will love!

Home Reward Possibilities for Preschoolers

- ❖ Going to the park
- ❖ Listening to a bedtime story
- ❖ Playing with friends
- ❖ Playing on a swing set
- ❖ Spending the night with friends or grandparents
- ❖ Playing games
- ❖ Going out for ice cream
- ❖ Finger painting
- ❖ Computer time
- ❖ Staying up an hour later

Home Reward Possibilities for Elementary School Children

- ❖ Taking time off from chores
- ❖ Going to a ball game
- ❖ Camping in the backyard
- ❖ Ordering pizza
- ❖ Choosing a special breakfast
- ❖ Eating out
- ❖ Planning a day's activities
- ❖ Sleeping in a different place in the house
- ❖ Taking a trip to the park
- ❖ Selecting something special for dinner

Home Reward Possibilities for Teenagers

- ❖ Having dating privileges
- ❖ Having friends over
- ❖ Taking dancing or music lessons
- ❖ Making a trip alone
- ❖ Taking the car to school for a day
- ❖ Having car privileges
- ❖ Getting to stay out late
- ❖ Getting to sleep in late on the weekend
- ❖ Going to a concert with friends
- ❖ Having their own cell phone





Communication Obstacles and Alternatives (Skills)



Obstacle	Skill/Alternative
Talking through a third person	Talking directly to another person
Accusing, blaming, defensive statements	Making I statements (I feel ____ when ____ happens)
Putting down, zapping, shaming	Accepting responsibility, I-statements
Overgeneralizing, catastrophizing, making rigid statements ("never listens")	Qualifying, making tentative statements, accurate quantitative statements
Lecturing, preaching, moralizing	Making brief, explicit problem statements (I would like_____)
Talking in a sarcastic tone of voice	Taking in a neutral tone of voice
Failing to make eye contact	Looking at the person with whom you are talking
Fidgeting, moving restlessly, or gesturing when being spoken to	Sitting in a relaxed fashion, excusing self for being restless
Mind reading, stating the other's opinion	Reflecting, paraphrasing, validating
Getting off topic	Catching self and returning to the problem as defined
Demanding, commanding, ordering	Suggesting alternative solutions
Dwelling on the past, war stories	Sticking to the present and future
Monopolizing the conversation, repetition	Taking turns making brief statements
Using big words, intellectualizing	Speaking in simple, clear language
Threatening or trying to manipulate	Suggesting alternative solutions
Teasing, humoring, discounting	Reflecting, validating
Calling people names, swearing	Using appropriate words to express criticism
Remaining silent, ignoring, not responding	Reflecting, validating
Yelling, talking in loud voice Arguing over minor matters	Using an indoor or soft voice
Arguing over minor matters	Picking your battles

Adapted from: Robin, A. L., & Foster, S. L. (1989). Negotiating Parent-Adolescent Conflict: A Behavioral-Family Systems Approach. New York, NY: Guilford Press.

Parents Help to Encourage Social Success at Home, Too!

By Audrey Prince, M.Ed.

Parents are fundamental contributors to their child's success. As many educators acknowledge, parents are a child's first teachers. A home environment that promotes academic and social success should not be undervalued. Many parents work to improve a child's academic success by making sure the child completes all homework, studies for tests, and develops creative projects. But parents also have opportunities to help improve a child's social success. Below are suggestions for teaching social skills that parents can practice with their children at home.

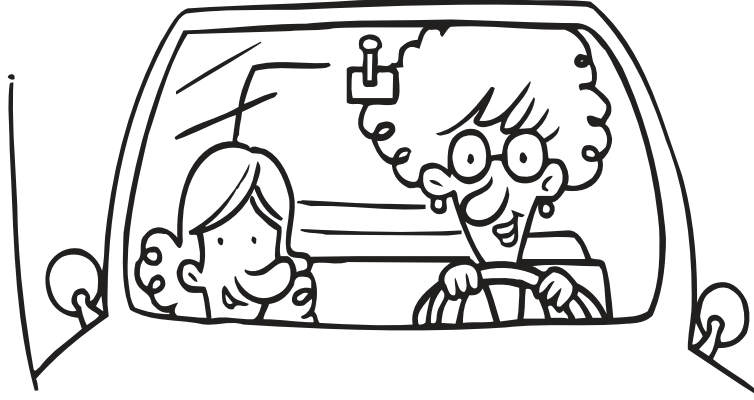


Steps for Teaching Social Skills at Home

1. Discuss the Need for Social Skills- Children need to understand that social skills are important. Share with your child that adults use social skills in their workplaces and community. Talk about/point out experiences that you or your child may have had or observed when social skills were necessary. Brainstorm and come up with a list of social skills that you and your child can work on throughout the year. Below is a list of suggested social skills to work on at home with your child.

List of Suggested Social Skills

- taking turns
- helping others
- praising
- sharing materials
- asking for help
- using quiet voices
- participating
- staying on task
- saying kind things
- using people's names
- celebrating success
- sharing ideas
- organizing materials
- paraphrasing
- following directions
- resolving conflicts
- active listening
- accepting differences
- communicating clearly
- waiting patiently



2. Work on One Social Skill at a Time- When working with your child on social skills, focus on just one skill at a time. You may want to select one skill to focus on each week. Create a chart to list the skill for that week and record how the child is doing. Use a simple system such as happy face, neutral face, and sad face to show progress.

3. Talk About the Social Skill- Help your child identify what appropriate behavior looks and sounds like. For example, praising looks like a thumbs up, clapping, or smiling. Praising sounds like, "*Terrific!*" "*I knew you could do it!*" "*You're so smart!*" or "*Way to go!*" Make a list with your child of "looks like" and "sounds like" behaviors and post it next to your chart for recording the target behavior and the progress your child makes in demonstrating appropriate behavior.

4. Practice the Social Skill- After discussing what a particular social skill looks and sounds like, provide an immediate opportunity for your child to practice the appropriate social skill behavior (looks like and sounds like). Act out a scenario with your child in which he/she must use appropriate behaviors to respond in a social situation.

5. Pause, Reflect, and Review- At the end of each day, take the time to pause, reflect, and review your child's use of social skills that day. You may want to encourage your child to keep a journal to write down thoughts about the day. If your child is not yet writing, you can keep a journal together, in which you write the entries. Help your child celebrate his/her social skills successes—if you make it a big deal, your child will, too.

Parents can engage their children in these types of activities anytime during the day. Think about using time in the car or at the dinner table to discuss social skills. As parents, emphasizing the necessity of social skills is one of the most important things you can do to help your child succeed in school—but more importantly, in life.

HELPING YOUR CHILD LEARN APPROPRIATE WAYS TO EXPRESS FEELINGS

Actively listen - catch your child expressing feelings and demonstrate your interest in listening through encouraging remarks, body language, silent listening and eye contact.

Help your child express and label feelings - encourage the expression of feelings with open ended questions. Example: How did you feel when that happened?

Praise - praise your child's appropriate expression of feelings
Example: Your child says, "I'm angry at my friend." Instead of: hitting his/her friend.

Homework: More feelings activities to try with your child.

Role plays - act out scenes that allow your child to practice expressing his/her feelings. See sample role plays on the next page.

During role plays, children are likely to demonstrate more and less appropriate ways of expressing feelings. Offer a great deal of specific, enthusiastic praise when your child demonstrates effective ways of expressing feelings. When your child suggests ineffective ways of expressing negative emotions (e.g. using bad language or doing something destructive), actively ignore this or briefly ask the child how that would make the other person feel and then quickly move on to another role play using a more effective way of expressing the same negative feeling

(e.g. talking it out or writing about the problem). Parents can end role plays with negative feelings with a question like: Now, what can you do to help yourself feel better?"

Sample role plays:

Below are examples of role plays that you can use. If you like, you may come up with your own ideas for role plays.

MAD: Parent sets up the role play saying something like:
"Pretend that I'm your friend and you want to watch your favorite TV show and I won't let you. What's a good way to let me know you are mad?"
Or for older children,
"Pretend I am your friend and I spread a rumor about you at school. What's a good way to let me know you are mad?" Child will give some response and parent should finish the role play by responding the way another child might. Parent should praise the child for appropriate expression of feelings.

EXCITED: Parent sets up the role play saying something like:
"Pretend that you are feeling very excited because it is your birthday. What is a good way to let me know how excited you are?" Child will give some response and parent should finish role play by sharing in the child's excitement. Parent should praise the child for appropriate expression of excitement.

SAD: Parent sets up the role play saying something like: "Pretend that you are feeling sad because a friend is angry at you and you wanted to talk to me about it, but I wasn't home from work yet. What can you do?" Child will give some response and parent can encourage the child to draw or write about what happened and share it with them later. Then the parent continues the role play saying : "Pretend that I just came home and you are going to tell me about what happened. "Hi, how was your day?" Allow the child to tell the parent about what happened. Parent praises the child for sharing his/her feelings.

ANGER: Parent sets up the role play saying something like: "Let's pretend that you are asking me to have a friend over and you feel angry when I say no. Let's practice some good ways to let me know you are angry." Child: "Mom, can I have a friend over?" Parent: "Not right now." Allow child to continue and help child express anger appropriately (e.g. "Mom, that makes me angry because I'm bored and I really want my friend to come over"). Parent should offer some response that acknowledges the child's anger and praises him/her for sharing his/her feelings (e.g. "I'm sorry that you are angry, but your friend can't come today. Maybe she can come another day. I'm very glad you shared your feelings about this with me.") Parent could also help child identify other feelings he/she may have in addition to anger (e.g. disappointment, loneliness) and encourage child to talk about those feelings as well.

How are you feeling?



Happy



Joyful



Content



Silly



Sad



Angry



Scared



Worried



Confused



Surprised



Hurt



Embarrassed