

<http://prekteachandplay.com/2016sel>



# REMEDIES FOR PROMOTING CHILDREN'S SOCIAL- EMOTIONAL HEALTH AND WELL-BEING

*Dr. Kristie Pretti-Frontczak*

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## REMEDY 1: SELF-AWARENESS

RECOGNIZE & UNDERSTAND YOUR  
EMOTIONS

CAPITALIZE UPON YOUR STRENGTHS

RECOGNIZE YOUR BIASES,  
EMOTIONAL  
TRIGGERS, & LIMITATIONS

HOW SELF AWARE ARE YOU?

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# Self Awareness Strategies

- Aim for conscious control
- Feelings aren't actions
- Notice feelings...then act
- Label feelings
- Share the power
- Share decision-making
- Create choice

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Compromise

## REMEDY 2: SELF-REGULATION

ABILITY TO ADAPT AND MANAGE CHANGE

ABILITY TO UNDERSTAND THE BEST RESPONSE FOR THE SITUATION

ABILITY TO CONTROL EMOTIONAL REACTIONS IN ORDER TO RESPOND IN PRODUCTIVE AND AUTHENTIC WAYS

WHEN ARE YOU MOST ABLE TO SELF-REGULATE?

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# Self-Regulation Strategies

- Focus and Self-Control
- Making Connections
- Move it or lose it
- Power Packs™

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## Find the Checklist for Supporting Children's Focus and Self—Control

By yourself or with others, rate how often you create opportunities for children to practice each skill on the checklist.

Identify any skills that are unclear.

Add other skills you feel are directly related to a child's ability to focus and demonstrate self-control

Search the Internet (e.g., kprettif on Pinterest) for ideas to create additional opportunities

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**Be alert and orient**

**Ignore distractions**

**Get info by attending**

**What's relevant?**

**Remember/Recall**

**Pretend play**

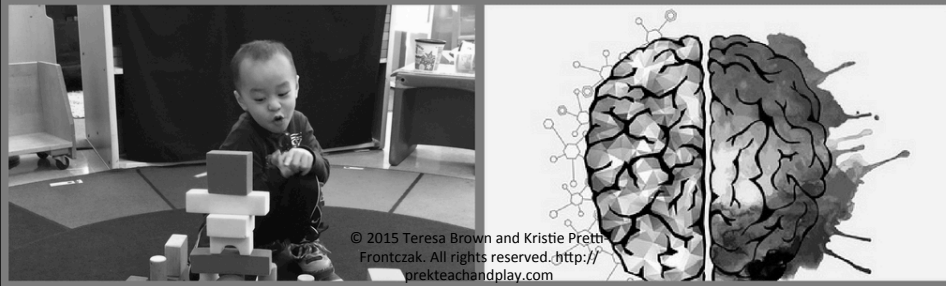
**Plan, Do, review**

**Stop, Think, Act**

## Making Connections

sorting, categorizing information, same/different, figuring out how things relate, finding and making connections from concrete to unusual or abstract, combining and recombining

- Review skills related to making connections (blank matrix)
- Review the partially completed embedding matrix
- Can you see how ELOs were created?
- Using the examples, definitions, etc. can you create 6 more ELOs?



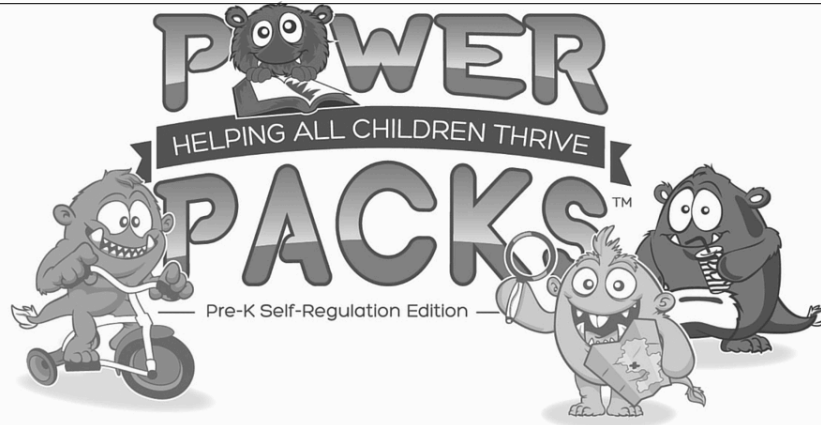
- **Read/listen** to this blog: <http://prekteachandplay.com/accelerate-learning-get-moving/>
- **Discuss** key messages and your own thoughts and reactions (journal if you are working alone)
- **Explore** the additional resources provided.

# MOVE IT OR LOSE IT!

<http://prekteachandplay.com/accelerate-learning-get-moving/>

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- Download the Power Packs App (see link below)
- Read through the text in the About link within the app
- Explore the four categories and the three levels



<http://prekteachandplay.com/powerpacks>

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Looking for a paper version? Go to <http://prekteachandplay.com/podcast7/> and enter your email where prompted. You'll receive it immediately.

Ask, "How might a friend feel when there aren't enough toys / materials for everyone?"

Building / Level 3 / Questions 27

Say, "I'm going to play detective and first look for clues, then I'm going to write down the clues in my notebook."

Experiencing / Level 3 / Self-talk 138



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### REMEDY 3: SOCIAL AWARENESS

ABILITY TO CONSIDER WHAT OTHERS WANT/NEED AND THEN TO TAKE ACTION TO MEET THOSE NEEDS

ABILITY TO DEMONSTRATE EMPATHY

ABILITY TO ENGAGE IN ACTIVE LISTENING AND EFFECTIVE COMMUNICATION SKILLS TO MEET THE NEEDS OF OTHERS.

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**WOULD OTHERS SAY YOU ARE EMPATHETIC?** COMPANY.COM

### What can you do to help address the word gap?

Talk often and meaningfully!!! All verbal communication from adults, including teachers, is important for children's vocabulary and language learning.

This said, as it relates specifically to vocabulary, children require both implicit and EXPLICIT instruction.

Here is a list of eight evidence-based **explicit** vocabulary instructional strategies:

1. Questioning (word label/use)
2. Questioning (word meaning)
3. Modeling (word label/use)
4. Modeling (word meaning)
5. Directing/telling
6. Prompting/fill in the blank
7. Providing definition
8. Correcting

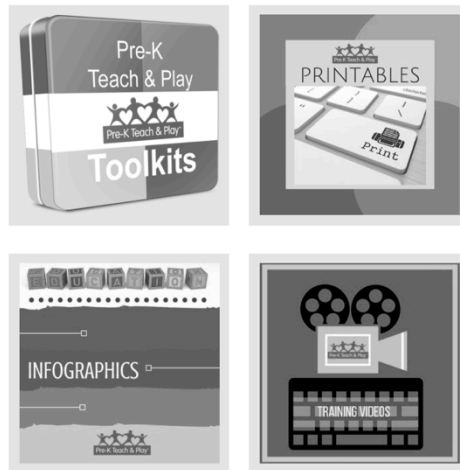


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# Explicit Vocabulary Matrix

<p>WORD: _____</p> <p><b>Strategy (teacher action): Define word meaning</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p>WORD: _____</p> <p><b>Strategy (teacher action): Explain to children when to use</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<p>WORD: _____</p> <p><b>Strategy (teacher action): Model word meaning/use</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p>WORD: _____</p> <p><b>Strategy (teacher action): Ask questions about word meaning/use</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

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