Handouts
Part One

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Part 1: Promoting Language Development

Promoting Language Development

Practice Activities

To Do:

- **ENGAGE** in child-directed play interactions with 2-3 children and get into their attention spotlight by using descriptive commenting, imitation, practice repetition, and sensory routines, songs and games to enhance communication.
- **PRACTICE** using two different non-verbal signals, gestures, or visual picture prompts with your verbal communication.
- **PROMPT** children’s nonverbal and verbal responses and praise their responses.
- **SET UP** play practices with 2-3 children to promote verbal and nonverbal social communication. (See record sheet.)
- **USE** pre-academic coaching for children with verbal language skills.
- **COMPLETE** Behavior Plan Record Sheet.

To Read:

For teachers: Chapter Four from *Incredible Teachers* book.

For parents: Chapters 1 & 2 from *Incredible Toddlers* book or Chapters 1 & 2 from *Incredible Years* book.
**Part 1: Promoting Language Development**

**BEHAVIOR PLAN RECORD SHEET**

**Promoting Language Development**

<table>
<thead>
<tr>
<th>Child Behavior I want to see less of:</th>
<th>Positive Opposite Language Behavior I want to see more of:</th>
<th>Language Scripts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples: Seth engages in solitary play, no response to peers, no peer social communication. (Does have language skills but doesn’t use them to interact with others.)</td>
<td>Example: Seth plays sitting next to 1-2 children, notices what another peer is doing, initiates social communication to ask for help.</td>
<td>Example: When sitting next to Seth use intentional commenting to help him listen to a peer’s request or notice what another child is doing. Model and prompt social communication he can imitate and use with peers. Praise social language.</td>
</tr>
</tbody>
</table>

**Target Child (nature of language problem):**

**Developmentally Appropriate Language Goal for Child:**

**Language Building Strategies:**

*Getting in your child’s spotlight with verbal and nonverbal language*
### BEHAVIOR PLAN RECORD SHEET

**Promoting Peer Social Communication**

**Instructions:** Record two times you played with two children, what you did, and any reaction or response you noticed in the children.

<table>
<thead>
<tr>
<th>Coaching I want to do more of:</th>
<th>Parent-Child Activities Sample Script:</th>
<th>Child’s Response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Spend more time telling a child what his friend has said or wants and praising them when they share ideas.</td>
<td>Example: We played in the drama kitchen. I imitated their actions and helped one child pay attention when her friend was talking to her by repeating the question.</td>
<td>Example: Amelia answered her friend’s request for pizza and I praised her for listening.</td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

**Spotlight your child’s successes**

Child’s Name: ____________________  
Date: ____________________________
Write two examples of setting up an ABC learning opportunity for a child to practice a target behavior.

<table>
<thead>
<tr>
<th>Setting/Activity/Goal</th>
<th>Antecedent (A)</th>
<th>Behavior (B)</th>
<th>Consequence (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack time, verbal asking</td>
<td>Teacher: Identifies what food child wants</td>
<td>Child: “Crackers please.” (learns to verbally ask for what s/he wants)</td>
<td>Teacher: “Good job, that's a friendly way to ask!” (and makes sure child gets crackers from friend or helps child ask a second time if friend doesn’t respond.)</td>
</tr>
<tr>
<td></td>
<td>Prompts: You can ask your friend, “Animal crackers please.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 1: Promoting Language Development

Try to get face-to-face contact and gain your child’s attention before talking.

Use simple, short words to describe what the child is doing, seeing and experiencing. Limit instructions and questions. Follow the child’s lead.

Wait and pause for the child’s turn to respond with a gesture, or look, or word before speaking and narrating again.

Imitate and repeat your child’s sounds, gestures, behaviors, and words (sound effects such as animal or engine noises help promote sound production).

Try to sustain back and forth verbal interchange as long as your child is interested by reinforcing verbal and nonverbal responses.

If the child is just speaking with one word, start by adding a second word. Keep it simple, slow down, and build repetition.

Combine your words with nonverbal gestures and songs and imitate your child’s words and actions.

Narrate your child’s activities during play times as well as daily routines such as mealtimes, bedtime, getting dressed, hand washing, and following your instructions.

Use visual supports or concrete objects along with words.

Encourage your child to look at you by putting the desired object next to your face and waiting for a response.

Note: You don’t need to focus on describing numbers, letters and colors for children who are just beginning to talk. These can be described once your child can name some basic objects and actions.

Remember: Your child is not deliberately trying to exclude you. S/He just doesn’t know how to communicate yet!
Part 1: Promoting Language Development

Helping Preschool Children with Autism Program Handouts

SPOTLIGHTING

Pre-Academic Coaching for Children with some Language Ability

- Be child-directed and combine descriptive commenting with social interaction experiences.
- Describe the objects, shapes, numbers, letters and colors of things children are playing with; avoid too many questions.
- Listen to the child and imitate or mirror his/her sounds and/or words.
- Talk about positions of objects (e.g., inside, under, beside, next to, behind).
- Describe the child’s actions, body parts, and clothing.
- Use the “one up rule” of adding one word longer than the child’s current word production.
- Prompt the child to communicate by modeling words for him/her to copy.
- Use new and more complex words to expand the child’s vocabulary even if you know (s)he won’t understand at first.
- Chant, sing rhymes and teach the child body movements that go with the words.
- Describe your own actions to a child.
- Describe the child’s actions during everyday activities such as dressing, eating, or putting away toys.
- Match real objects with words and pictures.
- Use “teacher-ese” language, which is words spoken slowly, in a higher pitched, exaggerated, playful voice with enthusiasm and lots of repetition.
- Help children pay attention to the larger group of peers and make sense of their interaction by repeating what another child says (intentional commenting).
- Encourage children to practice telling peers what they want verbally or nonverbally with visual pictures to share ideas.

“Tell your friend, ‘Please come for lunch.’”

Getting in your child’s attention spotlight!
Coaching Children’s Language During Interactive Reading

- Place children in front of you during reading so you have face-to-face contact when possible.
- Use books with hidden objects and flaps and let children choose book.
- Adapt reading to your child’s stage of communication.
- Use physical hand signals, pointing gestures, sign language, and animal sounds when looking at pictures.
- Be animated, exaggerated, and pause between words and offer child a turn.
- Respond immediately to children’s verbalization or gestures.
- Prompt and imitate children’s word use.
- Re-read books the children like many times. Read slowly. Be animated.
- Praise and give positive feedback (“that’s right!”).
- Slide your finger under the picture, words, or letters on the page and show left to right movement. Draw attention by guiding child’s finger under words you read.
- Encourage children to make their own book with pictures and drawings.
- End reading with repetitive “all done” signal.

Getting in your child’s attention spotlight!
Many children on the Autism Spectrum are more responsive to music, even if they don’t react to the sound of your regular voice. Songs can be the first place your child begins to pay attention to you, use words, and join in activities with you. Here are some tips to using music and songs to teach your child about communication.

- Sing songs slowly and repeat often.
- Pair your song words with gestures, large motor movements, and other sensory stimulation such as rocking, jumping, or clapping.
- Choose short songs with a small number of familiar words repeated over and over. For example, sing “row, row, row your boat” and mimic a rowing action.
- Show child what to do by physically guiding him/her through movements.
- Sing face-to-face.
- Adjust number of words and actions in a song to child’s communication level.
- Pause songs and offer your child turns with words and actions.
- Make up songs using your child’s name and other family member’s names.
- Use song picture cards so your child can choose the song to sing.
- Use instruments and props such as a toy drum, tambourine, or harmonica when singing.
- Introduce pretend play into songs. (Example: Use puppets to sing.)
- Remember to say “all done” when the singing is over.
- Remember these old stand by songs: *The Wheels on the Bus Go Round and Round*, *If You’re Happy and You Know It*, *Ring Around the Rosy*, *Old MacDonald Had a Farm*, *Twinkle, Twinkle Little Star*, and *Humpty Dumpty*.

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**Getting in your child’s attention spotlight!**

**Part 1: Promoting Language Development**

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BRAINSTORM/BUZZ

Nonverbal Cues

Write down some nonverbal cues, gestures, and picture cards you can use with children to promote communication.

Goal:
BRAINSTORM/BUZZ

Encouraging Words

Write down some encouraging words and visual prompts you can use with children to strengthen their ongoing language and social communication.

Goal:

I will commit to using more encouraging words/visual prompts ______________ times this week with the following children:
“Descriptive commenting” is a powerful way to strengthen preschool children’s academic readiness. The following is a list of academic concepts and behaviors that can be commented upon when playing with a child. Modulate the number of words and complexity of your language according to the child’s language development. Combine physical gestures with animated language. Remember to keep your language simple, slow down, and build repetition.

### Academic Concepts

<table>
<thead>
<tr>
<th>Academic Concepts</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ colors</td>
<td>• “You have the red car and the yellow truck.” vs. “red car”</td>
</tr>
<tr>
<td>______ number counting</td>
<td>• “There are one, two, three dinosaurs in a row.” (point)</td>
</tr>
<tr>
<td>______ shapes</td>
<td>• “Now the square Lego is stuck to the round Lego.” vs. “square lego”</td>
</tr>
<tr>
<td>______ letters</td>
<td>• “That train is longer than the track.”</td>
</tr>
<tr>
<td>______ sizes (long, short, tall, smaller than, bigger than, etc.)</td>
<td>• “You are putting the tiny bolt in the right circle.”</td>
</tr>
<tr>
<td>______ positions (up, down, beside, next to, on top, behind, etc.)</td>
<td>• “The blue block is next to the yellow square, and the purple triangle is on top of the long red rectangle.”</td>
</tr>
</tbody>
</table>

### Persistence Skills (Preschoolers)

<table>
<thead>
<tr>
<th>Persistence Skills (Preschoolers)</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ working hard</td>
<td>• “You are working so hard on that puzzle and thinking about where that piece will go.”</td>
</tr>
<tr>
<td>______ concentrating, focusing</td>
<td>• “You are so patient and just keep trying all different ways to make the pieces fit together.”</td>
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<tr>
<td>______ persistence, patience</td>
<td>• “You followed directions exactly like I asked you. You really listened.”</td>
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<tr>
<td>______ following teacher’s directions</td>
<td>• “You are thinking hard about how to solve the problem, and coming up with a great solution to make a ship.”</td>
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<tr>
<td>______ problem solving</td>
<td>• “You have figured that out all by yourself.”</td>
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<tr>
<td>______ trying again</td>
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<tr>
<td>______ reading</td>
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<tr>
<td>______ thinking skills</td>
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<tr>
<td>______ listening</td>
<td></td>
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<tr>
<td>______ working hard/best work</td>
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<tr>
<td>______ independence</td>
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<tr>
<td>Reason Child Communicates</td>
<td>Child's Name: ________________________________</td>
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<td>---------------------------</td>
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<tr>
<td></td>
<td>Pulls parent (e.g., arm, sleeve)</td>
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<td></td>
<td>Points/Reacts/Nods</td>
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<td></td>
<td>Doesn't understand/ignores/blank store</td>
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<tr>
<td></td>
<td>Looks at parent</td>
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<tr>
<td></td>
<td>Protest/Refuses/Tantrums</td>
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<tr>
<td></td>
<td>Response to parent offering choices</td>
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<tr>
<td></td>
<td>Wants something from parent (food, toy, help, play etc.)</td>
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<tr>
<td></td>
<td>Wants to continue playing/singing/reading with parent</td>
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<td></td>
<td>Not getting what s/he wants</td>
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<td></td>
<td>Wants to stop activity</td>
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<td></td>
<td>Response to parent one-step direction</td>
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<tr>
<td></td>
<td>Response to parent multi-step direction</td>
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</tbody>
</table>

*“Delayed Echoes” defined as copies from TV shows, common expressions*
<table>
<thead>
<tr>
<th>Reason Child Communicates</th>
<th>Doesn't understand/ignores/blank stare</th>
<th>Looks at child</th>
<th>Protests/Refuses/Tantrums</th>
<th>Pulls child's arm/gestures</th>
<th>Points/Reacts/Nods</th>
<th>Uses visual pictures</th>
<th>Shares/Offer things</th>
<th>Makes sounds</th>
<th>Immed. Echoes/copies</th>
<th>Delayed echoes*</th>
<th>Uses 1-3 words/signs</th>
<th>Whole sentence signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wants something from peers (food, toy, help, play etc.)</td>
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<tr>
<td>Wants to continue playing/reading/singing with peer</td>
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<td>Not getting what s/he wants</td>
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<tr>
<td>Wants to stop activity</td>
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<tr>
<td>Response to peer request</td>
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<tr>
<td>Response to peer initiation</td>
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<tr>
<td>Response to peer greeting</td>
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<tr>
<td>Feelings expression</td>
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</tbody>
</table>

*"Delayed Echoes" defined as copies from TV shows, common expressions
If teachers or parents have access to the program BoardMaker™ or a similar symbol generating program, they can use this to create their own activity boards customized to their child’s particular interests. These boards can be found pre-made from some educational retailers online. Or, they can take pictures of children’s favorite activities and laminate them for use as the child’s personalized communication cards.

Example choice activity cards:

- Friend
- Train
- Bristle Blocks
- Ball
- Bubbles
- Book
- Take a Deep Breath
- Sing Songs
- Crafts
Parents/Teachers may take pictures of child’s favorite healthy foods and laminate them for more personalized communication.

What is your favorite food?

- Apple
- Cereal
- Banana
- Cheese
- Carrots
- Milk
- Grapes
- Crackers
- Cookies

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Parents/Teachers may take pictures of child’s favorite toys and laminate them for more personalized communication.

**What is your favorite toy?**

- Balls
- Toy Cars
- Crayons
- Board Games
- Legos
- Stuffed Animals
- Playdough
- Dolls
- Jump Rope

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Teachers and parents can create their own character cards using characters their children enjoy.

**Who is your favorite character?**

- **Dina Dinosaur**
- **Elsa**
- **Buzz Lightyear**
- **Tiny Turtle**
- **Dora the Explorer**
- **Minions**
- **Mickie and Minnie Mouse**
- **Wally & Molly**
- **Spongebob Squarepants**
Parents/Teachers may take pictures of child’s favorite animals and laminate them for more personalized communication.

**Animal choices for singing “Old MacDonald”**

- Pig
- Cow
- Lamb
- Chicken
- Giraffe
- Monkey
- Cat
- Elephant
- Horse

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If parents have access to the program BoardMaker™ or a similar symbol generating program, they can use this to create their own song choice cards customized to their child’s favorite songs.

For the sample cards, **cut** along the dotted line and then **fold** in the middle to make your own song card with the song title/picture on one side and the lyrics on the other side.

**Sample song cards:**

**Twinkle Twinkle Little Star**

Twinkle, twinkle little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
How I wonder what you are
Twinkle, twinkle little star
Part 1: Promoting Language Development

We're Going On a Bear Hunt

We're going on a bear hunt! We're going on a bear hunt! We're going to catch a big one! We're going to catch a big one!

I'm not afraid! I'm not afraid! Are you? Are you?

Not me! Not me!

Row Your Boat

Row, row, row your boat Gently down the stream Merrily, merrily, merrily, merrily Life is but a dream.

We're going on a bear hunt! We're going on a bear hunt! We're going to catch a big one!

I'm not afraid! I'm not afraid! I'm not afraid! I'm not afraid!

Are you? Are you? Not me! Not me!
Old MacDonald had a farm,
Ee-eye-ee-eye-o!
And on his farm he had a cow,
Ee-eye-ee-eye-o!
With a moo, moo here,
And on his farm he had a cow,
Ee-eye-ee-eye-o!
Old MacDonald had a farm,
Ee-eye-ee-eye-o!
 pig, oink; duck, quack; lion, roar

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**BRAINSTORM/BUZZ**  
*SENSORY LIKES*

Write down your child’s sensory likes in each of the sensory categories listed below.

Child’s Name: _______________________________

<table>
<thead>
<tr>
<th>Sensory Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Auditory</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Visual</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Tactile</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Smell</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Taste/oral (chewing/sucking)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Proprioception (body space/balance/need for movement/stillness)</strong></td>
<td></td>
</tr>
</tbody>
</table>
BRAINSTORM/BUZZ
Sensory Dislikes

Write down your child’s sensory dislikes in each of the sensory categories listed below.

Child’s Name: ________________________________

Auditory

Visual

Tactile

Smell

Taste/oral (chewing/sucking)

Proprioception (body space/balance/need for movement/stillness)
**Handouts**

*Part Two*

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Part Two, Session Two

**Promoting Social Interactions**

**Practice Activities**

**To Do:**

- **USE** Social Peer Coaching during child-directed play with 2-3 children by modeling, describing, prompting and rewarding children’s social behaviors such as turn taking, sharing, waiting, and asking.

- **ENGAGE** in pretend play using puppets or props to practice modeling and prompting appropriate social skills. (Use intentional commenting to promote awareness of peer’s intentions.)

- **SET UP** dramatic play experiences with three selected children to promote social communication interactions, sharing and cooperative play.

- **PRACTICE** using nonverbal visual gestures and picture prompts to promote social coaching. (See handouts.)

- **COMPLETE** Behavior Plan Record Sheet.

**To Read:**

For teachers: Chapter Five from *Incredible Teachers* book.

For parents: Chapter 3 from *Incredible Toddlers* book or Chapter 10 from *Incredible Years* book.
**Behavior Plan Record Sheet**

**Peer Social Coaching**

<table>
<thead>
<tr>
<th>Child’s Name: ____________________</th>
<th>Date: ____________________________</th>
</tr>
</thead>
</table>

Instructions: Record two times you played with 2-3 children, what social coaching you did, and any response you noticed in the children.

**Child social behaviors I want to describe:**

- Example: Looking at adult or peer when child communicates or shares something.

**Parent-child activity and social script:**

- Example: “You are looking at your friend and that is so friendly.” I used picture card of two eyes and smiled as I looked at child.

**Child’s response:**

- Example: Robbie smiled.

<table>
<thead>
<tr>
<th>1.</th>
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<th>1.</th>
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</thead>
<tbody>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
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</table>

Spotlight your child’s successes.
Coaching Children’s Social Peer Interactions

- Model social skills such as offering to share, wait, take turns, asking for help, pointing/gesturing, eye contact and praise.
- Prompt children to ask for help, share, or take a turn; let it go if child does not respond to prompt.
- Encourage pretend play with puppets or action figures to model social skills such as asking to play, offering to help, taking a turn, giving a compliment, and sharing.
- Model the words and nonverbal gestures for the child to say and copy (ex. “my turn” and patting chest to indicate your turn).
- Occasionally prompt child to notice what another child is doing or to help him or her understand what another child said. (Intentional Commenting)
- Imitate, prompt, coach and praise social behaviors whenever you see them.
- Help children accept a peer’s refusal to share by reinforcing their waiting and patience and by distracting them with other interesting activities.
- Use books in interactive ways to talk about social skills and set up practices.
- Use visual prompts and play scripts for children with language delays.
- Give more attention to positive social behaviors than to inappropriate behaviors.
- Help the child understand that when she/he shares or helps, the other child feels happy. This helps the child see connection between social behavior and a peer’s feelings.
- Use brief teacher-directed play scripts with social coaching to help children practice target social behaviors.
Describing, modeling, prompting, and praising children’s friendly behaviors is a powerful way to strengthen children’s social skills. Social skills are the first steps to making close friendships. The following is a list of social skills that you can both model and comment on when playing with your child or when your child is playing with a friend. Use this checklist to practice your social skills coaching. Combine picture prompts with physical gestures when social coaching and reduce the number of words according to child’s communication stage.

### Social/Friendship Skills Examples

<table>
<thead>
<tr>
<th>Skills</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>helping</td>
<td>“That’s so friendly. You are sharing your blocks with your friend and waiting your turn.”</td>
</tr>
<tr>
<td>sharing</td>
<td>“You are both working together and helping each other like a team.”</td>
</tr>
<tr>
<td>teamwork</td>
<td>“That is friendly to look at your friend.”</td>
</tr>
<tr>
<td>using a friendly voice (quiet, polite)</td>
<td>“You listened to your friend’s request and followed his suggestion. That is very friendly.”</td>
</tr>
<tr>
<td>eye contact</td>
<td>“You waited and asked first if you could use that. Your friend listened to you and shared.”</td>
</tr>
<tr>
<td>listening to what a friend says</td>
<td>“You are taking turns. That’s what good friends do for each other.”</td>
</tr>
<tr>
<td>taking turns</td>
<td>“You made a friendly suggestion and your friend is doing what you wanted. That is so friendly.”</td>
</tr>
<tr>
<td>asking</td>
<td>“You pointed to where the red block is to help your friend.”</td>
</tr>
<tr>
<td>trading</td>
<td>“You are helping your friend build his tower.”</td>
</tr>
<tr>
<td>waiting</td>
<td>“You are being cooperative by sharing.”</td>
</tr>
<tr>
<td>responding to a friend’s suggestion</td>
<td>“You worked together to figure out how to put those blocks together. You are good friends.”</td>
</tr>
<tr>
<td>gesturing (e.g., pointing)</td>
<td></td>
</tr>
<tr>
<td>smiling at peer</td>
<td></td>
</tr>
<tr>
<td>using soft, gentle touch</td>
<td></td>
</tr>
<tr>
<td>asking or gesturing to use something a friend has</td>
<td></td>
</tr>
<tr>
<td>cooperating</td>
<td></td>
</tr>
<tr>
<td>including another in play</td>
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</tr>
</tbody>
</table>

### Prompting

- “Your friend is looking for yellow blocks. Do you think you can find her a yellow block?”
  (Praise child if s/he tries to help and/or point to yellow block.)
- “You did that by accident. You can say ‘I am sorry’ to your friend.”

### Modeling Friendly Behavior

- Parents can model waiting, taking turns, helping, and complimenting, which also teaches children these social skills. For example, “I’m going to be your friend and share my block with you.” (Show Sharing picture cue card.)
BRAINSTORM/BUZZ

Social Coaching

Write out the scripts you will use for social coaching. Think about the social behavior you want to describe and then how you will say it and how you will use a picture cue card and gesture along side verbal social coaching.

For example: “For this nonverbal child, I will imitate his sounds and actions or say one word while I show him a picture of the actual object.”

Goal:

I will commit to using social coaching _________ times this week for _________ minutes, with the following children:
**BRAINSTORM/BUZZ**

**Dramatic Play**

Think about a dramatic play experience you could set up either one-on-one with a child using a puppet or with a group of two-three children to help coach their social skills. Write down your ideas.

**One-On-One Puppet Scenarios:**

**Dramatic Play Plan for 3-4 Children:**

**Goal:**
Spotlighting Social Cue Cards

Teachers/Parents can make copies of these pages and cut out the cards (and laminate them!) to use with their children. They can also create their own cards with BoardMaker™ or other images to create their own visual cue cards customized for social goals they have for their children.

APOLOGIZE

ASK

GET PARENT OR TEACHER

GIVE
Spotlighting
Social Cue Cards Continued

HUG

IGNORE

SAY “PLEASE.”

SAY “PLEASE STOP.”
Spotlighting
Social Cue Cards Continued

SHARE

TRADE

WAIT AND TAKE TURNS

EYES ON PERSON TALKING
**Teacher-Child Social Coaching: Child Developmental Level 1**

Teachers and parents can use social coaching in one-on-one interactions with the children to help them start to learn social skills and emotion language before they begin to play with peers. A great deal of the child’s learning will occur by modeling, using descriptive commenting, picture cards and signals which will enhance children’s language skills as well as help them recognize and learn social skills.

<table>
<thead>
<tr>
<th>Social/Friendship Skills</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adult Models:</strong></td>
<td>(Underlined words should be spoken with exaggerated, positive tone.)</td>
</tr>
<tr>
<td>Sharing</td>
<td>“I’m going to be your friend and share my car with you.”</td>
</tr>
<tr>
<td>Offering to Help</td>
<td>“If you want, I can help you with that by holding the bottom while you put another on top.”</td>
</tr>
<tr>
<td>Waiting</td>
<td>“I can use my waiting muscles and wait until you’re finished using that.”</td>
</tr>
<tr>
<td>Suggesting</td>
<td>“Could we build something together?”</td>
</tr>
<tr>
<td>Complimenting</td>
<td>“You are so smart in figuring out how to put that together.”</td>
</tr>
<tr>
<td>Behavior-to-Feelings</td>
<td>“You shared with me. That is so friendly and makes me feel happy.”</td>
</tr>
<tr>
<td></td>
<td>“You helped me figure out how to do that. I feel proud that you could show me that.”</td>
</tr>
<tr>
<td><strong>Adult Prompts:</strong></td>
<td></td>
</tr>
<tr>
<td>Self-Talk</td>
<td>“Hmm, I really wish I could find another piece to fit here.”</td>
</tr>
<tr>
<td></td>
<td>“Hmm, I need another car.”</td>
</tr>
<tr>
<td>Asking for help</td>
<td>“Can you help me find another round piece?”</td>
</tr>
<tr>
<td></td>
<td>“Can you share one of your cars with me?”</td>
</tr>
<tr>
<td><strong>Adult Response:</strong></td>
<td></td>
</tr>
<tr>
<td>Praise child when s/he shares or helps you</td>
<td>“That was so helpful and friendly of you to share with me.”</td>
</tr>
<tr>
<td>Ignore or model acceptance when child does NOT share or help</td>
<td>Continue to use descriptive commenting.</td>
</tr>
<tr>
<td></td>
<td>“I can keep trying to find that round piece.” (model persistence)</td>
</tr>
<tr>
<td></td>
<td>“I can wait until you’re finished playing with the cars.” (model waiting)</td>
</tr>
<tr>
<td></td>
<td>“I know it is hard to give up that car, so I will wait to have a turn later.”</td>
</tr>
<tr>
<td><strong>Puppet or Action-Figure Models:</strong></td>
<td></td>
</tr>
<tr>
<td>Entering Play</td>
<td>“Can I play with you?”</td>
</tr>
<tr>
<td></td>
<td>“That looks like fun. Can I do that with you?”</td>
</tr>
<tr>
<td>Being Socially Friendly</td>
<td>“I’m being friendly. I’d like to play with you.”</td>
</tr>
<tr>
<td>Ignoring Aggression</td>
<td>“I want to play with a friendly person. I think I will find somebody else to play with.”</td>
</tr>
</tbody>
</table>
**Teacher and Parent Social Coaching:**

**Child Developmental Level 2**

**Children in Parallel Play:** Young children start out playing with other children by sitting next to them and engaging in parallel play. In the beginning, they do not initiate interactions with other children or seem to notice they are even there. They may not talk to them or offer an idea or interact with them in any way. Teachers and parents can help promote peer play by prompting children to use social skills or to notice their friends’ activities or moods. Providing children with the actual words for initiating interactions, or modeling social behaviors will be important to begin developing these skills in their repertoire.

<table>
<thead>
<tr>
<th>Social/Friendship Skills</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adult Coaches:</strong></td>
<td></td>
</tr>
<tr>
<td>Asking for what they want</td>
<td>“You can ask your friend for what you want by saying ‘Please can I have the crayon?’”</td>
</tr>
<tr>
<td>Asking for help</td>
<td>“You can ask your friend for help by saying ‘Can you help me?’”</td>
</tr>
<tr>
<td>Asking a friend to wait</td>
<td>“You can tell your friend you are not ready to share yet.”</td>
</tr>
<tr>
<td></td>
<td>If your child responds to your prompt by using his or her words to repeat what you said, praise this polite asking or friendly helping. Simplify number of words according to child’s communication stages.</td>
</tr>
<tr>
<td><strong>Adult Prompting:</strong></td>
<td></td>
</tr>
<tr>
<td>Noticing another child</td>
<td>“Wow, look what a big tower your friend is building.”</td>
</tr>
<tr>
<td></td>
<td>“You are both using green markers.”</td>
</tr>
<tr>
<td>Initiate interaction with another child</td>
<td>“Your friend is looking for small green pieces. Can you find some for him?”</td>
</tr>
<tr>
<td></td>
<td>“Your friend has no cars and you have 8 cars. She looks unhappy. Can you share one of your cars with your friend?”</td>
</tr>
<tr>
<td>To give child a compliment</td>
<td>“Wow! You can tell your friend his tower is cool.”</td>
</tr>
<tr>
<td></td>
<td>If the child does repeat this, you can praise him or her for a friendly compliment. If the child does not respond, continue descriptive commenting.</td>
</tr>
<tr>
<td><strong>Adult Praising:</strong></td>
<td></td>
</tr>
<tr>
<td>Behavior-to-feelings</td>
<td>“You shared with your friend, that is so friendly and makes him feel happy.”</td>
</tr>
<tr>
<td></td>
<td>“You helped your friend figure out how to do that, she looks very pleased with your help.”</td>
</tr>
<tr>
<td>Playing together</td>
<td>“Your friend is enjoying playing with these Legos with you. You look like you are having fun with your friend. You are both very friendly.”</td>
</tr>
<tr>
<td><strong>Puppet or Action-Figure Models:</strong></td>
<td></td>
</tr>
<tr>
<td>Sharing or helping</td>
<td>“Wow! Do you see the tower that Nancy is building?”</td>
</tr>
<tr>
<td></td>
<td>“Can either of you help me find a red block to make this truck?”</td>
</tr>
<tr>
<td></td>
<td>“Could I help you build that house?”</td>
</tr>
<tr>
<td></td>
<td>“Do you think we could ask Freddy if he’ll share his train?”</td>
</tr>
</tbody>
</table>
### Adult-Coaching Skills

<table>
<thead>
<tr>
<th>Social/Friendship Skills</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking in a Friendly voice (polite, quiet)</td>
<td>“You asked your friend so politely for what you wanted and she gave it to you; you are good friends.”</td>
</tr>
<tr>
<td>Giving help to a friend</td>
<td>“You helped your friend find what he was looking for. You are both working together and helping each other like a team.”</td>
</tr>
<tr>
<td>Sharing or trading</td>
<td>“That’s so friendly. You shared your blocks with your friend. Then she traded with you and gave you her car.”</td>
</tr>
<tr>
<td>Asking to enter play</td>
<td>“You asked kindly to play and they seemed happy to have you join in.”</td>
</tr>
<tr>
<td>Giving a compliment</td>
<td>“You gave a compliment to her, that is very friendly.”</td>
</tr>
<tr>
<td>Agreeing with or giving a suggestion</td>
<td>“You accepted your friend’s suggestion. That is so cooperative.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Regulatory Skills</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to what a peer says</td>
<td>“Wow you really listened to your friend’s request and followed his suggestion. That is really friendly.”</td>
</tr>
<tr>
<td>Waiting patiently</td>
<td>“You waited and asked first if you could use that. That shows you have really strong waiting muscles.”</td>
</tr>
<tr>
<td>Taking turns</td>
<td>“You are taking turns. That’s what good friends do for each other.”</td>
</tr>
<tr>
<td>Staying calm</td>
<td>“You were disappointed when she would not let you play with them but you stayed calm and kept trying and finally figured it out. That is really brave.”</td>
</tr>
<tr>
<td>Problem solving</td>
<td>“You both weren’t sure how to make that fit together, but you worked together and figured that out. You are both good problem solvers.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Empathy</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior-to-feelings</td>
<td>“You shared with your friend, that is so friendly and makes her feel happy.”</td>
</tr>
<tr>
<td></td>
<td>“You saw that he was frustrated and helped him put that together. That is very thoughtful to think of your friend’s feelings.”</td>
</tr>
<tr>
<td></td>
<td>“You were both frustrated with that but you stayed calm and kept trying and finally figured it out. That is real teamwork.”</td>
</tr>
<tr>
<td></td>
<td>“You were afraid to ask her to play with you, but you were brave and asked her and she seemed really pleased that you did.”</td>
</tr>
<tr>
<td>Apology/forgiveness</td>
<td>“That was an accident. Do you think you can say you’re sorry?” Or, “Your friend seems really sorry he did that. Can you forgive him?”</td>
</tr>
</tbody>
</table>

### Teacher and Parent Peer Social Coaching: Child Developmental Level 3

**Children Who Initiate Play:** Young children move from parallel play to play where they are initiating interactions with each other. They are motivated to make friends and interested in other children. Depending on their temperament, impulsivity, attention span and knowledge of social skills their interactions may be cooperative or at times conflicting. Some children may withdraw from play because they don’t feel understood and are anxious about being rejected. Teachers and parents can help promote social skills during peer play by modeling, prompting, and coaching them to use specific skills or by praising their beginning efforts.
Part Two, Session Three

Promoting Social Coaching

Practice Activities

To Do:

- **USE** Social Peer Coaching during child-directed play with 2-3 children by modeling, describing, prompting and using picture cards and gestures to encourage children’s social behaviors such as turn taking, sharing, waiting, and asking.

- **ENGAGE** in pretend play using books to practice social skills.

- **SET UP** group cooperative activities with three selected children to promote social communication interactions and cooperative play. (E.g., playdough, art project, game.)

- **TRY** using a teacher–directed visual play script to practice asking, sharing and waiting in joint play for two children.

- **USE** social coaching on the playground or at lunch time.

- **COMPLETE** Behavior Plan Record Sheet.

To Read:

For teachers: Chapter Five from *Incredible Teachers* book.

For parents: Chapter 3 from *Incredible Toddlers* book or Chapter 10 from *Incredible Years* book.
### BEHAVIOR PLAN RECORD SHEET

#### Peer Social Coaching

<table>
<thead>
<tr>
<th>Child behavior I want to see less of:</th>
<th>Positive Opposite Social Behavior I want to see more of:</th>
<th>Social Coaching Scripts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Anna ignores other children’s requests to play or to share a toy, grabs desired toy from others.</td>
<td>Example: Asks verbally or nonverbally for a turn, willing to share in play with one other child, begin to make a friend.</td>
<td>Example: “You are sharing (or asking for a turn), that is so friendly.” “When you used your words to ask, you solved your problem.” I showed Sharing picture card.</td>
</tr>
</tbody>
</table>

#### Developmentally Appropriate Social Goal for Child:

**Get into your child’s Attention Spotlight!**
Part 2: Promoting Social Interactions

Helping Preschool Children with Autism Program Handouts

**SPOTLIGHTING**

 Coaching Children’s Social Peer Interactions

- Prompt child to notice what another child is doing or to help a peer or sibling.
- Help a child understand sharing or helping makes other children happy, so the child can see the connection between their behavior and other’s feelings.
- Praise a child for initiating interactions or noticing what a peer is doing.
- Use social coaching instead of asking questions.
- Model, prompt, coach, and praise child’s friendly behaviors (e.g., sharing, helping, taking turns, being polite, apologizing, giving compliments).
- Use picture cards and gestures to promote social behaviors.

“Your friend is looking for a red block, can you help him?” (Prompt.)

“That’s so friendly. You are sharing your cars and waiting your turn. Your friend looks happy.” (Connect behavior to feeling.)

“You are both helping each other like a team.” (Show Helping card.)

“You waited and asked first if you could use that. Your friend listened to you and shared.” (Connect behaviors to positive outcome.)

“You both worked together to put those blocks together. That was great cooperation.” (Enthusiastic response.)

“You could give your friend a compliment and say, ‘I like your picture.’” (Prompt and model words.)

Getting your child’s attention spotlight on other children!
**SPOTLIGHTING**

**Tips for Using Puppets to Promote Children’s Social and Emotional Development**

Preschool children are working to accomplish the important developmental milestones of learning social and friendship skills including beginning to share, help others, initiate social interactions, listen, and cooperate with peers. They are also working on emotion regulation skills including emotion literacy, self-control over aggressive behaviors, ability to wait and accept limits, and beginning problem solving skills.

One of the ways to promote a preschool child’s social and emotional skills is through the use of puppet play. Puppet play is effective because it helps the teacher/child care provider enter the child’s imaginary world and allows children to experience the feelings of other characters (early empathy development) and learn important social behaviors and conversation skills.

With puppets, dolls, or action figures you can act out stories you are reading with children, make up fantasies, and explore solutions to pretend problems. You may be nervous at first using puppets, but try it out and before long you will experience the joy of entering into a child’s thoughts, feelings and imagination, one of the most intimate places you can be with a child at this age.

**Puppet Scenarios for puppet time with children:**

- **Puppet models greeting child.** For example, “Hi I am Tiny Turtle. What is your name?” When child tells your puppet his/her name, puppet thanks child for being so friendly. *(Modeling friendly social greetings.)*

- **Puppet models interest in child.** For example, “What do you like to do?” When the child tells your puppet his/her interests, puppet also shares his/her own interests. *(Learning how to get to know someone.)* You can also prompt the child to ask the puppet what s/he likes to do. *(Learning how to show interest in someone else.)*

- **Puppet asks for help.** For example, “I can’t get this block to go together, can you help me?” When the child helps your puppet, the puppet compliments his/her helping behavior. *(Learning to ask for help as well as how to help a friend.)*

- **Puppet shares emotions.** For example, “I am embarrassed because I can’t ride my bike. Do you know how to ride a bike?” Ask the child what your puppet is feeling. Encourage or prompt the child to say something to make the puppet feel better. *(Learning to express emotions and think about another person’s emotions.)*

- **Puppet shares something with child.** For example, “I see you looking for green blocks, would you like my green block?” *(Modeling sharing.)* If child takes the puppet’s block, say “I’m happy to help you.” *(Connecting sharing action with emotion.)*

- **Puppet waits for his turn.** For example, “I am going to wait until you finish that game, then can I have a turn?” If child gives your puppet a turn, puppet thanks the child and tells him it makes him feel happy to have such a friend.
• **Puppet uses picture cue cards.** For example, shows “Wait” cue card and says “I am waiting for my turn with the computer.” Or, shows “Asking” cue card and says, “My turn.” Adults using the puppets can also use the “My turn” gesture by patting their chest.

**Note:** If the child does not have the language skills to respond verbally to the puppet, it is still good for the puppet to model the words involved in the social interaction. You can also structure interactions that involve nonverbal responses from the child. “Would you share that with me?” “Would you like to shake the puppet’s hand?” “Can you help me build this tower?” This way, the focus is on the child’s friendly behavioral response to the puppet. You and the puppet can provide the verbal structure. This will support the child’s eventual language development in these social situations.

**Teacher/Child Care Provider Praise:** Teachers can use a silly/different voice for the puppet character and then go out of role as teacher to praise the child for his or her social skills. Teachers can look for opportunities to comment and praise the child for waiting, taking turns, helping, offering a friendly suggestion, asking for help, showing interest or empathy, being gentle and listening well with the puppet.

**Teacher/Child Care Provider Prompts:** In these puppet plays teachers can prompt their children’s appropriate social responses by whispering some ideas for what to say to the puppet. For example, “you can tell the puppet you like to play with trucks.” Or, “you can say please can I have that book?” Don’t worry if the child doesn’t use your suggestion, just move on to something else as compliance is not required. Often times children will copy your suggestion and then you can praise them for such nice asking or sharing.

**Remember:** Keep it simple, have fun, and do not have your puppet model negative behaviors. When reading stories, try using puppets to act out the character’s feelings and communication.
Using Fun Sensory Physical Routines to Motivate Social Interactions

Face-to-face sensory physical routines can motivate children to laugh and have fun interacting for longer periods of time. This means you will have optimized your child’s energy level and increased learning opportunities for more durable social learning. Here are some tips for increasing the fun factor between children.

When a child seems withdrawn, uninterested, unresponsive or bored, use the following techniques to increase their energy and motivation:

• Exaggerate your fun responses and gestures with big smiles, laughter, silly faces, tickles, funny noises and bigger voices with more emotion. Draw attention to your face.

• Play games with several children such as name the hidden object, peek-a-boo, pattycake, finger play, or build a fort.

• Determine the child’s favorite rhythmic song or physical game such as Ring around the Rosy, When You’re Happy and You Know It, or the Chase Me Game. Use song choice cards to help children make choice of song.

• Surprise children occasionally with a variation of routine such as new sound effects, new verse, or new steps. Or, do something unexpected and funny, such as have the cow meow!

• Pause or freeze sensory routine often to prompt children to signal you for what he or she wants next.

• Once you get the signal (verbal or nonverbal), continue the game and then pause again, waiting for another signal.

• Make sure there is back and forth communication throughout movements and you are not simply entertaining children without requiring them to stay connected with you by responding.

Getting in your child’s attention spotlight!
Use the following techniques to avoid overarousing children:

- Pay attention to the children’s arousal level.
- Make the play softer, gentler, and quieter as soon as you notice the children becoming overly aroused.
- Sing calmer songs to help children slow down.
- Freeze the play for taking deep breaths or positive imagery.
- Redirect the play before the children shut down or dysregulate.
- Once the children have calmed down, don’t be afraid to increase your enthusiasm and optimize their energy levels again.

Getting in your child’s attention spotlight!
Building Blocks for Reading With CARE with Preschoolers

Comment and describe objects, colors, numbers, sizes, letters, emotions, and actions of pictures in books. Talk about the pictures in your native language while you point to the pictures, or run your finger under the lines of the words as you read them. Take turns interacting and let the child turn the pages and be the story teller by encouraging and listening to him/her talk about the pictures or retell memorized stories.

Ask open-ended questions and explore books together. Ask questions that show you are interested in the child’s thoughts and ideas. E.g. “What do you think will happen next?” “What’s interesting about this page?” Avoid asking too many questions or your child will think you are testing him. To keep a balance you can intersperse open-ended questions with descriptive comments. E.g. “I see a red car and one, two, three, four trees. Oh, there’s a little mouse. What do you see?” When you do ask questions, don’t “test” your child about facts (e.g., “what color is this?” “what shape is this?”). Questions with right or wrong answers put the child on the spot and may cause anxiety or resistance.

Examples of open ended questions:

“What do you see on this page?” (observing and reporting)
“What’s happening here?” (story telling)
“What is that a picture of?” (promoting academic skills)
“I wonder how she is feeling now?” (exploring feelings)
“What is going to happen next?” (predicting)
Respond and listen attentively with smiles, encouragement, praise and delight for the child’s thinking and responses. Follow the child’s lead and empower his or her confidence.

“Good thinking, that is a tall giraffe.”

“You are really thinking hard about that.”

“Wow, you know a lot about trains.”

Expand on what the child says. You can expand by adding a new or similar word to what the child says or by reminding the child of a personal experience or event in her life that is similar to the story in the book.

“Yes, I agree he is feeling excited, and he might be a little scared as well.”

“Yes, it is horse; it’s also called a mare because it’s female.”

“Yes, that boy is going to the park. Do you remember going to the park with grandma?”

You can also expand by encouraging the child to write his own stories, or dictate stories for you to write down.

“That’s awesome. You are learning your letters and learning to read. You are going to be ready for school!”

You can expand by encouraging the child to problem solve solutions to the story plot and act out their ideas with puppets.

REMEMBER:
• Read in a quiet place.
• Avoid commands and criticisms when children are reading.
• Allow children to reread stories as often as they wish. This is a pre-reading skill and leads to mastery and confidence.
• Read to children often in your native language.
• Offer a variety of books such as folk tales, poems, informational books, fantasy, fables and adventure stories. Let children choose what to read.
• Sing to children at times during reading.
• For language delayed or nonverbal children, keep reading language simple, slow down pace, and repeat words.
Spotlighting
Sample Picture Play Sequence

If parents/teachers have access to the program BoardMaker™ or a similar symbol generating program, they can use this to create their own play sequence boards customized to their child’s particular interests. Another option would be to take photos or cut out specific pictures from magazines!

Car Sequence #1
- Drive Cars
- Race Cars
- Car in tunnel
- Crash cars

Car Sequence #2
- Blocks
- Build tunnel with blocks
- Tunnel with cars in it
- All Done

Baby Play Sequence
- Baby bottle
- Baby blanket
- Rocking
- Baby in Bed

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If parents have access to the program BoardMaker™ or a similar symbol generating program, they can use this to create their own activity boards customized to their child’s particular interests. Or, take photos of the child’s favorite activities and laminate them.

Balloon game
Blow bubbles
Dramatic Play

Go Fish
Hide and Seek
Puppet play

Sing a song
Read a story
Tickle

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Promoting Emotion Literacy and Self-Regulation

Practice Activities

To Do:

• **USE** Emotion Coaching during child-directed play with 2-3 children by modeling, prompting, and describing children’s emotions. Describe more positive emotions than negative. Share your own positive emotions with children.

• **ENGAGE** in pretend play using puppets and/or books to practice emotion language. Help children develop empathy by explaining the character’s different feelings.

• **USE** feeling and self-regulation picture cue cards to teach children emotion vocabulary and self-regulation skills.

• **TEACH** children some emotion regulation strategies (e.g., breathing, counting, using Calm Down Thermometer poster, positive visualization, etc.) by modeling with puppets, discussing with books, or using visual self-regulation cue cards.

• **MODEL** positive self-regulation and calm down strategies.

• **COMPLETE** Behavior Plan Record Sheet.

To Read:

For teachers: Chapters Four & Eleven from *Incredible Teachers* book.

For parents: Chapter Three from *Incredible Toddlers* book or Chapter Nine from *Incredible Years* book.
# Behavior Plan Record Sheet

**Emotion Coaching**

Instructions: Record two times you played with several children, what emotion coaching you did, and the children’s responses.

<table>
<thead>
<tr>
<th>Child emotions I want to describe:</th>
<th>Parent-child activity and emotion script:</th>
<th>Child’s response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Happy smiles, being proud, and noticing another child’s feelings</td>
<td>Example: “See, your friend is happy that you shared with him. You look happy and proud because you are smiling.”</td>
<td>Example: Robbie told me one day he felt happy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
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<thead>
<tr>
<th>1.</th>
<th>2.</th>
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</table>

**Spotlight your child’s feelings**

Child’s Name: ____________________  Date: __________________________
### BEHAVIOR PLAN RECORD SHEET

**Coaching Self-Regulation**

<table>
<thead>
<tr>
<th>Child behaviors</th>
<th>Positive Opposite Emotion</th>
<th>Emotion Coaching Scripts:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I want to see less of:</strong> Examples: Joshua has angry outbursts, is easily frustrated, impatient, often sad. <strong>Target Child (nature of problem):</strong></td>
<td><strong>Behavior I want to see more of:</strong> Example: Learning to take deep breaths, count, or use the thermometer or feeling picture to express feelings. Recognizing when he is calm, happy and patient.</td>
<td><strong>Developmentally Appropriate Emotion Goal for Child:</strong></td>
</tr>
</tbody>
</table>

**Emotion Coaching Strategies (your examples):**

**Example:** “I see you are frustrated but you are staying calm.” Or, “Your friend is happy you shared the truck.” Or, “You took deep breaths to calm down, that is so strong. I am proud of you.”

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**Spotlight your child’s self-regulation skills**

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### BEHAVIOR PLAN RECORD SHEET

**Teaching Emotion Self-Regulation**

<table>
<thead>
<tr>
<th>Use the scenarios in handout or make up your own to teach your child calm down skills:</th>
<th>Record your teaching scenario and how your child responded:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Turtle puppet: “I am sometimes afraid, so I think of my happy place, which is watching my fish. What is your happy place?”</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

**Spotlight your child’s successes**

Child’s Name: ____________________

Date: ____________________________
Emotion Coaching

- Try to understand what the child is feeling and wanting.
- Describe the child’s feelings (don’t ask the child what they are feeling, because they may not have the words to tell you); build emotion vocabulary by naming child’s feelings.
- For children who are nonverbal, use visual pictures of feeling faces to teach feeling words. Children can also use these cue cards to show you how they feel.
- Label more of children’s positive feelings than uncomfortable feelings.
- Model and describe your own positive feelings and calm down strategies.
- Provide physical cuddling when child is frightened, sad or hurt. Stay calm yourself to provide extra reassurance.
- Model emotion words the child can use to express his or her uncomfortable feelings.
- When naming uncomfortable feelings such as frustration or anger, point out and praise coping strategies the child uses such as staying calm or trying again.
- Promote identification of feelings through use of pictures, games and books.
- Use puppets and make-believe play to model emotion language and show how emotions can change and prompt an empathic response.
- Help children understand how others feel by pointing out facial expressions, voice tone, or words.
- When children use a social skill such as sharing or trading, help them see the connection of their behaviors to the other child’s feeling of happiness or excitement.
Coach and praise your child’s self-regulation skills such as staying calm, being patient, trying again, waiting a turn, and using words or gestures when frustrated.

Support your child when (s)he is frustrated, but recognize when the child is too upset to listen and needs space and time to calm down.

Encourage your child’s practice of calm down steps with puppets, books, games, Calm Down Thermometer and Tiny Turtle’s calm down steps.

Model and prompt your child to use words, feeling pictures, or puppets to express his/her needs and feelings (e.g., “Show me the card with the face of how you are feeling.”).

Help your child learn ways to self-regulate such as using a special stuffed animal or blanket, taking deep breaths, saying “I can calm down,” waiting, or solving a problem.

Use picture prompts for verbal or nonverbal children to cue child to wait, take deep breaths, count, think of happy place or take a break.

Model self-regulation skills yourself, such as taking deep breaths, positive self-talk, or taking a break.

Praise children’s use of self-regulation skills.

Help children understand how other children feel and point out facial expressions, voice tone, or words.

“You can think of your happy place.”

“Can you pretend to use Tiny’s secret shell to take deep breaths & calm down?”

“You did a good job using your words to talk about your problem. That’s what friends do.”

“That is so strong to use your waiting muscles.”

“Let’s check the Calm Down Thermometer and get into the blue zone.”

Getting in your child’s attention spotlight!
Calm Down Thermometer

I can do it. I can calm down.

Think “Stop”

Take 3 deep breaths

Stay cool

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**BRAINSTORM/BUZZ**

*Promoting Children’s Self-Regulation*

Think about ways you could promote children’s learning of self-regulation skills. Write down your ideas.

**Goal:**
**BRAINSTORM/BUZZ**

*Emotion Literacy*

Write out all the emotion words you want to encourage with children. Try to have three positive or calming emotion words for every uncomfortable feeling. Combine a coping thought with an uncomfortable feeling.

\[\text{Goal:} \]

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Describing children’s feelings is a powerful way to strengthen their emotion literacy. Once children have emotion language, they can better regulate their own emotions because they can tell you how they feel. The following is a list of emotions that you could comment on when playing with a child. Use this checklist to practice describing a child’s emotions. Combine the verbal emotion words with your facial expressions and use of picture emotions.

### Feelings/Emotion Literacy

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>“That is frustrating, and you are staying calm and trying to do that again.”</td>
</tr>
<tr>
<td>frustrated</td>
<td>“You look proud of that drawing.”</td>
</tr>
<tr>
<td>calm</td>
<td>“You seem confident when reading that story.”</td>
</tr>
<tr>
<td>proud</td>
<td>“You are so patient. Even though it fell down twice, you keep trying to see how you can make it taller. You must feel pleased with yourself for being so patient.”</td>
</tr>
<tr>
<td>excited</td>
<td>“You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you.”</td>
</tr>
<tr>
<td>pleased</td>
<td>“You are so curious. You are trying out every way you think that can go together.”</td>
</tr>
<tr>
<td>sad</td>
<td>“You are forgiving of your friend because you know it was a mistake.”</td>
</tr>
<tr>
<td>helpful</td>
<td></td>
</tr>
<tr>
<td>worried</td>
<td></td>
</tr>
<tr>
<td>confident</td>
<td></td>
</tr>
<tr>
<td>patient</td>
<td></td>
</tr>
<tr>
<td>having fun</td>
<td></td>
</tr>
<tr>
<td>jealous</td>
<td></td>
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<tr>
<td>forgiving</td>
<td></td>
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<tr>
<td>caring</td>
<td></td>
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<tr>
<td>proud</td>
<td></td>
</tr>
<tr>
<td>curious</td>
<td></td>
</tr>
<tr>
<td>angry</td>
<td></td>
</tr>
<tr>
<td>mad</td>
<td></td>
</tr>
<tr>
<td>interested</td>
<td></td>
</tr>
<tr>
<td>embarrassed</td>
<td></td>
</tr>
</tbody>
</table>

### Modeling Feeling Talk and Sharing Feelings

- “I am proud of you for solving that problem.” (Show Proud picture.)
- “I am really having fun playing with you.” (Show Happy picture.)
- “I was nervous it would fall down, but you were careful and patient, and your plan worked.” (Show Nervous picture.)
- “Your friend is so happy that you shared with her.”
Teachers/Parents can make copies of this page and cut out the cards (and laminate them!) to use with their children. They can also create their own cards with BoardMaker™ or other images to create their own visual cue cards customized to their child’s particular self-regulation methods.

**SMELL THE FLOWER**
**BLOW OUT THE CANDLE**

**IGNORE**

"I won’t let them get me angry."

**COUNT DOWN FROM 10**

10
9
8
7
6
5
4
3
2
1

**RELAX**

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Part 3: Promoting Emotion Literacy and Self-Regulation

Spotlighting
Self-Regulation Cue Cards Continued

TAKE A DEEP BREATH

STOP

TAKE A BREAK

THINK OF A HAPPY PLACE

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SPOTLIGHTING

Scenarios for Teaching Children Emotion Self-Regulation Skills

Emotion coaching helps build children’s emotion literacy so they can begin to articulate their feelings to others. This is a foundational step to being able to eventually regulate their own emotions. Once children are starting to recognize and express their feelings, parents can begin to teach them some self-calming strategies. Because children are visual thinkers and love imaginary play, it is effective to use stories, puppets, pictures and practice role plays to help them practice calming thoughts, positive visual images, deep breathing, coping self-talk and using words or gestures to express their feelings and needs.

Here are a few things you can do with your child using the Calm Down Thermometer handout and Tiny Turtle puppet. Each of these scenarios would be done in one 5-minute setting and at different times when your child seems relaxed and interested in some puppet play. Try to keep these scenarios simple, fun and imaginative and follow your child’s lead.

Puppet Scenarios

Tiny Turtle Explains the Calm Down Thermometer

- Tiny Turtle puppet introduces the Calm Down Thermometer and explains how it works. For example, “Hi I am Tiny Turtle. I want to tell you about this amazing feeling thermometer which can measure your feelings.” Your turtle puppet can tell your child he is feeling sad, mad, worried or frustrated. Or on the other hand, happy, calm, relaxed, or proud. While Tiny is telling his feelings, point to the place on the thermometer that shows Tiny’s feeling. (Red or hot for angry versus green for cool or calm.) You can also ask your child to point to the color on the thermometer or move the arrow to the place that represents Tiny’s particular feeling. When your child points to the place on the thermometer you can add to the fun by asking him or her to show you that feeling face.

Tiny Turtle explains How the Thermometer Works

- Tiny Turtle tells your child a story about a time he was stepped on or made fun of and felt hurt or mad. He explains how he took three deep breaths to get back into green. For example, “One time someone made fun of me because I am so slow and I was up here in red feeling mad. I took three deep breaths and practiced smelling a flower and blowing out a candle. Then I came down into blue.”

- Ask your child to practice taking deep breaths with Tiny Turtle and let him or her move the thermometer arrow down from red to green.

- Tiny Turtle asks your child to tell a time he or she felt angry, sad, excited, or safe. (Use a variety of comfortable and uncomfortable feeling words.) For example, Tiny asks, “Have you ever had someone make fun of you? How did that feel?” When your child shares a situation, help him/her move the arrow and then move the arrow down as deep breathing is practiced.

continued next page
• Using the Calm Down Thermometer, Tiny Turtle asks your child what feelings the faces on the thermometer represent. For example, “See these feeling faces on this thermometer, what feelings do you think they are?” When your child names a feeling, praise their understanding and ask them to show you that feeling face.

Tiny Turtle Explains How to Calm Down

• Tiny Turtle explains how he recognizes an uncomfortable feeling and says “stop” and goes into his turtle shell to take deep breaths. For example, “One time someone stepped on my foot, and I was mad, but I said “stop” and went in my turtle shell and took deep breaths like this. Then I felt better.” Ask the child to practice this with Tiny Turtle. The child can imagine he has a magic turtle shell or go under a blanket.

• Tiny Turtle explains how he uses his happy place visualizations when he is in his shell to help him calm down. For example, “When I am nervous I think about a time I learned to ride my bike and felt really proud. Or, when I am afraid or sad I think of my teddy bear and that helps me feel safe.” After Tiny has explained his happy or safe places, he can ask where the child’s happy place is and how the child can use this visualization. This exercise helps the child develop positive imagery of things to think about when they want to calm down.

• Tiny Turtle explains what he says to himself when he is in his shell. For example, “When I am in my shell I say to myself, I can do it, I can calm down and try again.” Ask the child to repeat these words together with Tiny.

• Tiny Turtle asks the child when they could use their Turtle Power (going in shell). Then Tiny asks your child to show you how he/she uses Turtle Power. For example, “What makes you angry? So you are up here in red on the thermometer, how can you get yourself down here in green?” Praise the child for showing you or Tiny how to take deep breaths, think of their happy place, or use positive self-talk.

NOTE: Remember when using Tiny Turtle to follow your child’s lead and ideas and praise his or her willingness to practice taking deep breaths, using happy place memories and positive self-talk. Make these play scenarios fun, imaginative and interactive.
Getting in Your Child’s Attention Spotlight to Promote Social, Emotional, & Language Development

- Pretend & Puppet Play
- Joint Activity & Focused Attention
- Engage in Sensory & Physical Activities
- Social & Emotion Coaching
- Praise & Celebrations
- Verbal Communication & Sign Language
- Nonverbal Gestures
- Limit Setting, Ignore, Redirect, & Distract
- Prompting & Imitating Social Interactions
- Pre-Academic & Persistence Coaching
- coaching

Helping Preschool Children with Autism Program Handouts

Part 3: Promoting Emotion Literacy and Self-Regulation

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