



Digging Deeper into Emotional Literacy

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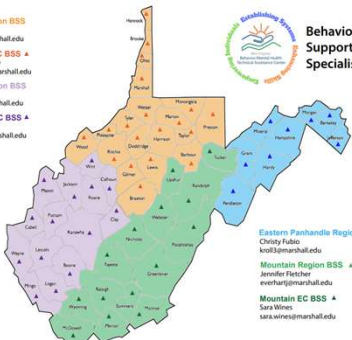
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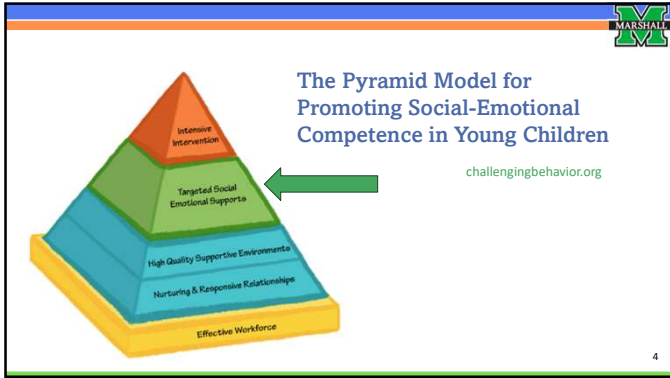
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3



4

Importance of Teaching Social-Emotional Skills

The use of **response strategies** is intended to reduce the likelihood of challenging behavior but **will not be effective** without careful and intentional attention to teaching social skills and emotional competencies.

- Strain, Joseph, Hemmeter, Barton, & Fox (2017)

5

From Preschool to High School

6

When Do We Teach Social-Emotional Skills?

Planning Lessons
(Teaching Skills Ahead of Time)

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How? The Stages of Learning Any New Skill

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Use Positive Descriptive Feedback to Encourage and Acknowledge Skill Use

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9

Opportunities for Children to Reflect

Support children to reflect on interactions with their peers.

"I saw friends sharing toys and using kind words during center time. What was something you saw someone do to be a friend during centers?"



"What happened today when Frances didn't have a chair to sit in for dramatic play?"



10

What Do We Teach?

- Friendship skills
- Emotional literacy
- Self-regulation and anger management
- Problem solving





11

Teaching Emotional Literacy



12


What is Emotional Literacy?

The ability to identify, understand, and respond to emotions in oneself and others in a healthy way:

- to recognize, feel, understand, and tell the difference between complex emotions.
- to express and self-regulate emotions in social situations.


13

13



Children with Strong Emotional Literacy Skills...


- Have greater academic achievement
- Are more focused
- Are healthier
- Are less impulsive
- Have more friends
- Are less lonely
- Tolerate frustration
- Engage in less destructive behavior
- Get in fewer fights



Blair & Raver, 2015; Weissberg et al., 2015

14


14



Reflection on Current Emotional Literacy Teaching Practices

- Check the practices you feel confident in using.
- ★ Star the practices that you want to learn more about using.

Practices	<input checked="" type="checkbox"/> - ★	Notes for Implementation
1. Teach children about emotions and help recognizing emotions using a variety of strategies.		
2. Teach children a range of emotions.		
3. Model and label your own emotions and encourage kids to name emotions.		
4. Have and have conversations with them, body language or words to model children's recognizing and understanding how others might be feeling.		
5. Label children's emotions and encourage kids to label how they feel.		
6. Support children in recognizing that feelings can change or that you can have mixed feelings and feelings.		
7. Understand children's emotional needs based on children's developmental needs.		



15


15

By the End of the Preschool Years ...

Children who have acquired a **strong emotional foundation** have the capacity to:

- anticipate,
- talk about, and
- use their awareness of their own and others' feelings...

to **better manage everyday social interactions.**



Denhan, 1998; Thompson & Lagutta, 2006

16

Teaching Emotional Literacy Skills



17

What Emotions Might We Teach?

List emotions you see children expressing.

Which emotions seem more difficult for children to express?

What emotions would you like to teach children to express?

18

Possible Feeling Words to Teach













- ▶ Affectionate
- ▶ Agreeable
- ▶ Annoyed
- ▶ Awful
- ▶ Bored
- ▶ Brave
- ▶ Calm
- ▶ Capable
- ▶ Caring
- ▶ Cheerful
- ▶ Clumsy
- ▶ Confused
- ▶ Comfortable
- ▶ Cooperative
- ▶ Creative
- ▶ Cruel
- ▶ Curious
- ▶ Depressed
- ▶ Disappointed
- ▶ Disgusted
- ▶ Ecstatic
- ▶ Embarrassed
- ▶ Enjoying
- ▶ Excited
- ▶ Fantastic
- ▶ Fearful
- ▶ Fed-up
- ▶ Free
- ▶ Friendly
- ▶ Frustrated
- ▶ Gentle
- ▶ Generous
- ▶ Gloomy
- ▶ Guilty
- ▶ Ignored
- ▶ Impatient
- ▶ Important
- ▶ Interested
- ▶ Jealous
- ▶ Joyful
- ▶ Lonely
- ▶ Lost
- ▶ Loving
- ▶ Overwhelmed
- ▶ Peaceful
- ▶ Pleasant
- ▶ Proud
- ▶ Relaxed
- ▶ Relieved
- ▶ Safe
- ▶ Satisfied
- ▶ Sensitive
- ▶ Serious
- ▶ Shy
- ▶ Stressed
- ▶ Strong
- ▶ Stubborn
- ▶ Tense
- ▶ Thoughtful
- ▶ Thrilled
- ▶ Troubled
- ▶ Unafraid
- ▶ Uncomfortable
- ▶ Weary
- ▶ Worried

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More than Happy, Sad, or Mad!

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 Affectionate Cariñoso(a)	 Bored Aburrido(a)	 Brave Valiente	 Calm Calmado(a)
 Cheerful Alegre	 Comfortable CÓmodo(a)	 Creative Creativo(a)	 Curious Curioso(a)
 Disappointed Decepcionado(a)	 Disgusted Asqueado(a)	 Excited Emocionado(a)	 Embarrassed Avergonzado(a)

20

20

What to Teach Children About Feelings


- ▶ Specific word(s) for emotions
- ▶ Feelings change
- ▶ You can have more than one feeling about something
- ▶ You can feel differently than someone else about the same thing
- ▶ All feelings are valid—it is what you do with them that counts

21

21

Reflecting on Emotional Literacy and Culturally Responsive Practices

- What feelings are we teaching?
- Gender, racial identity, and cultural stereotypes?
- Do we have internal judgement on certain feelings (anger, anxiousness, etc.)?
- Do our books, visuals, and other materials, portray characters of color and white characters demonstrating a range of emotions?



22

22

Children's Literature



???

<https://challengingbehavior.org/implementation/program-wide/practical-strategies/>

23

23

Teaching About Feelings with a Book in Large Group



24

24

Group Discussion

- What are some strategies that the teacher used to teach emotions?
- How did the children in the video react/respond to the story? Were they engaged?
- What books have you used in similar ways?
- What could this look like in older grades?

25

25

Play Games



Scenarios

- Discuss typical situations that happen when children are together: "How would you feel if this happened to you?"

What does it look like?

- Make a _____ face.
- How does your face look when you feel _____?
- What makes you feel _____?

26

26

Games with Feelings



27

27

Games in Action

28

28

Group Discussion

- What was the teacher trying to accomplish with this strategy or activity? What do you think was successful? What might be improved?
- How did the children in the video react/respond to the strategies for teaching emotional literacy? What did you notice about child engagement?
- What are some ways you might implement the strategies in the video to teach emotions in your classroom?
- What could this look like in older grades?

29

29

How to Model Labeling Emotions

- Model expressions and regulation of both positive AND negative emotions.
- Intentionally plan examples that are about adult behavior (not about or as a response to a child's behavior).

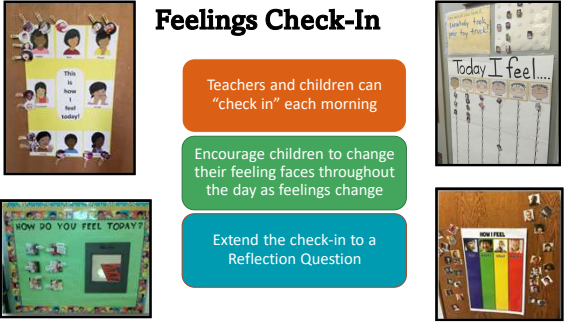
"I am so excited today that we get to go outside, I feel like jumping up and down and shouting. Instead, I will stop and take a deep breath and calm down to get ready to go outside."

"I am frustrated that I can't find the book I want to read, so I can stop, take a deep breath, calm down, and begin to look for my book."

30

30

Feelings Check-In



Teachers and children can "check in" each morning

Encourage children to change their feeling faces throughout the day as feelings change

Extend the check-in to a Reflection Question

31

31

Feelings Check-In



32

32


Group Discussion

- What was the teacher trying to accomplish with this strategy or activity? What do you think was successful? What might be improved?
- How did the children in the video react/respond to the strategies for teaching emotional literacy? What did you notice about child engagement?
- What are some ways you might implement the strategies in the video to teach emotions in your classroom?
- What could this look like in older grades?

33

33

Teachable Moment



34

34

Group Discussion


- What did you like about the practices the teacher used?
- How could the use of these practices be improved?

35

35

What Do Maintenance and Generalization Look Like?

- Children label emotions in self
- Children label emotions in others (peers and adults)
- Children recognize that emotions can change over time
- Children talk about how they feel (or felt) and why



36

36

Taking It Home!

Feeling Faces

Backpack Connection Series

Family Articles

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37

38

38

Reflecting Again on Teaching Practices

Pyramid Model Practice Implementation Checklist (Bilingual Library)	Notes for Implementation
1. Teach children about emotions and how they can be expressed in a variety of ways.	
2. Teach children a range of emotions.	
3. Model and teach how to use emotions and expressions to help others practice.	
4. Model and teach how to use emotions and expressions to help others practice.	
5. Model and teach how to use emotions and expressions to help others practice.	
6. Model and teach how to use emotions and expressions to help others practice.	
7. Model and teach how to use emotions and expressions to help others practice.	
8. Model and teach how to use emotions and expressions to help others practice.	
9. Model and teach how to use emotions and expressions to help others practice.	
10. Model and teach how to use emotions and expressions to help others practice.	

- Pyramid Practices Checklist
- Reflect on today's session
- What practices might you want to strengthen and how?

39

39

Thank you!

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SCAN HERE!

40

40


References



National Center for
Pyramid Model
INNOVATIONS

- NCPMI: Pyramid Model Preschool Module Series “Teaching Social-Emotional Skills”
<https://challengingbehavior.org/training/for-trainers/modules/#preschool>

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41

41