

## Supporting Children’s Behavior

This book guides children to identify various physical sensations, connect them with strong emotions, and practice using calm down techniques. Note: This book has multiple pages and may be a little long for some children. You may want to choose a few pages to discuss at a time.

CORE SKILL OBJECTIVES	INTENTIONAL TEACHING PRACTICES	
	Children will:	Teachers will:
<b>REGULATE</b> 	<ul style="list-style-type: none"> <li>◆ Exhibit a range of strategies for managing emotions</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use Calm-Down Techniques</li> </ul>

**TEACHING TIP**

When children have strong emotions, they have little control over themselves, and they may demonstrate some behaviors you find challenging. But this is NOT the time to discuss problems/solutions, or teach a skill. It’s a time to connect and help them calm down., As part of your daily routine, show children how to pay attention to their bodies’ sensations to understand their emotions and to practice using calm-down strategies. This helps children recognize their feelings and figure out how to respond *before* a challenging situation occurs. You can also help children reflect on their feelings and actions *after* they’ve calmed down. When you prepare children while they are calm, they can better draw on those tools when they are upset or overly excited.

### 1. INTRODUCE

- ◆ “Did you know our bodies send us messages about how we’re feeling? Today we’re going to read *Listening to my Body*. It’s going to show us how to use our bodies’ messages to understand our emotions and to calm down.

### 2. READ THE BOOK

- ◆ Pause occasionally to talk about the sensations and emotions the character identifies in the book.
- ◆ Model and discuss how children can use them to know when and how they need to calm down.

Use Calm-Down Techniques 		
<p><b>Read:</b> “Let’s practice...How did that feel?”</p> <p><b>Comment:</b> “My hands feel ticklish when I trace the lines on my palms. I feel really silly when I’m tickled. It makes me wiggle and giggle.”</p> <p><b>Model:</b> “I have a hard time reading when I feel silly. I need to take a deep breath (model) before I keep reading. Breathing in and out (<i>model</i>) can help your body get calm.”</p>	<p><b>Read:</b> “I decided to put the puzzle on a table...”</p> <p><b>Comment:</b> “The boy listened to his body and his emotions. Calming down helped him make safe choices.”</p> <p><b>Model:</b> “Let’s practice blowing ‘horse lips’ to help us calm down, so we can make safe choices too.”</p>	<p><b>Read:</b> “Who is an adult who helps you?”</p> <p><b>Comment:</b> “The boy didn’t know that he was tired and hungry. His teacher helped him listen to his body and emotions. She helped him make a plan to feel better.”</p> <p><b>Model:</b> “I can help you understand what your body is telling you even when you’re not sure. I am here to help you calm down.”</p>

### 3. REVIEW

- ◆ “Today we talked about the messages our bodies send that can help us understand our feelings. We can listen to those messages to know when we need to calm down. We can take deep breaths by ourselves or ask a teacher for help. What other things can we do to calm down?”

### 4. KEEP IT GOING

- ◆ When you see a child’s emotions escalate, acknowledge the sensations they may be feeling (i.e., racing heart, tense muscles) and gently guide them to take deep breaths using a technique they’re already familiar with. Do not teach a new breathing technique at this time. Acknowledge how their body relaxes as they calm down. When they’re completely calm, reflect on the situation and make a plan to solve the problem.