



01/18/2023

Coaching to Support Emotional Literacy and Expression

Viewer's Guide

This viewer's guide gives you ideas for emotional literacy and self-regulation practices and strategies you can support your coachee to use with children and families. The reflection questions and activities will help you think about ways to support each coachee's learning about these practices and strategies. There will also be opportunities for you to reflect about your own practice as a coach. Helpful resources can be found in the Resources section of this guide.

Emotional Literacy and Self-Regulation Practices

Pyramid Model Practices



Each episode of Coaching Corner this season will focus on different tiers of the Pyramid Model. The Pyramid Model is a framework of evidence-based practices for promoting young children's healthy social and emotional development. This episode we are focusing on emotional literacy and self-regulation which are tier two targeted social emotional supports.



National Center on

Early Childhood Development, Teaching, and Learning

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Emotional Literacy and Self-Regulation



Emotional literacy is the ability to identify, understand, and respond to emotions in oneself and in others in a healthy way.

Teaching Emotional Literacy

- Recognize emotions
- Label emotions
- Express emotions
- Practice empathy

Self-regulation is the ability to regulate emotions and behaviors in different settings and activities.

Teaching Self-Regulation

- Use co-regulation
- Teach strategies
- Support children to use strategies

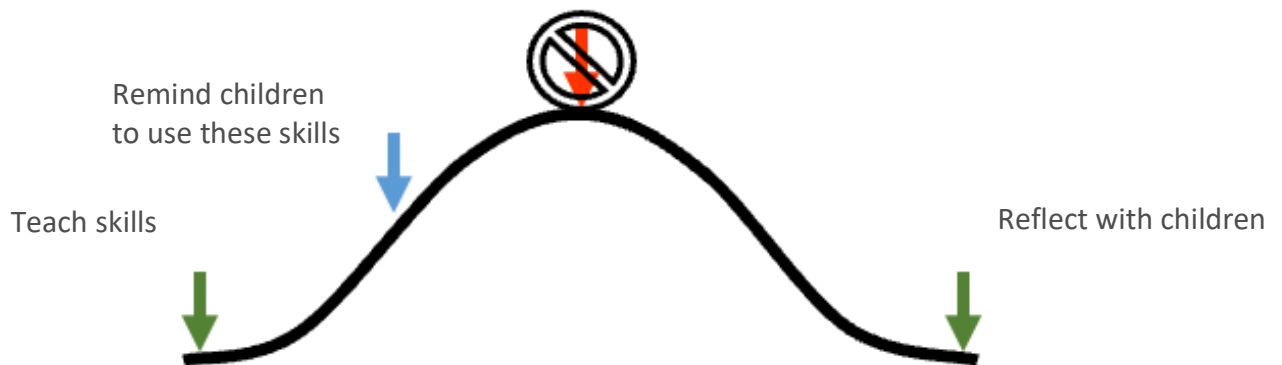


How are your coachees teaching these skills to children?

When to Teach Self-Regulation Strategies

Teach children self-regulation skills and strategies BEFORE they need to use them. Moments of dysregulation are NOT when we should teach children to use these skills. In a state of dysregulation, our brains are working in survival mode, which makes it very challenging to take in new information or learn something new.

This arc below represents heightened emotions with the peak symbolizing dysregulation. The green arrows represent times to teach skills or reflect on use of skills. The blue arrow symbolizes opportunities to remind children or prepare them to use the skills.



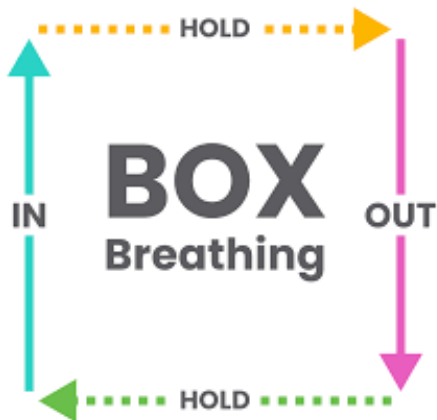
Reminders about WHEN to support coachees to teach self-regulation strategies:

- Embed multiple opportunities throughout the day for children to practice skills when they are calm
- Remind children to use skills, “Remember, if we want something another child has, we can ask for a turn. They might say ‘no.’”
- Provide children opportunities to reflect after they calm down.
 - Did children use skills?
 - What support do they need to use them next time?
 - Involve children in reflection
- Notice if children need more support to use skills and think about how to individualize.
 - Use visuals
 - Re-teach
 - Provide extra support or reminders in a different way
 - Stay close by to offer support

Interview with Mike Browne

What are some strategies you recommend adults use to stay calm when supporting a child that is upset?

What are some strategies you recommend education staff use for self-care outside of the learning environment?



For a video demonstration of how to practice box breathing, follow the link below or share with a coachee!

<https://www.youtube.com/watch?v=tEmt1Znux58>

Focused Observation:

Action Plan Goal:

I will teach children calming strategies to use when they are experiencing strong emotions (e.g., anger, sadness, excitement, anxiety) by teaching breathing techniques and exercises, using calming visuals/materials and prompting children to use them, and supporting them to calm down in the moment.



Observation Notes:

Reflection and Feedback:

Was Kelli implementing her goal? Yes/No

Was she successful? How do you know?

What suggestions do you have for Kelli?

Focus on Equity

Interview with Mike Browne

What are some strategies a coach can support a coachee to use to promote emotional literacy and self-regulation in equitable and inclusive ways?

What are some ways that coaches can support coachees to identify their implicit biases related to emotional literacy and self-regulation and change how they support and respond to children?



Koko's Corner



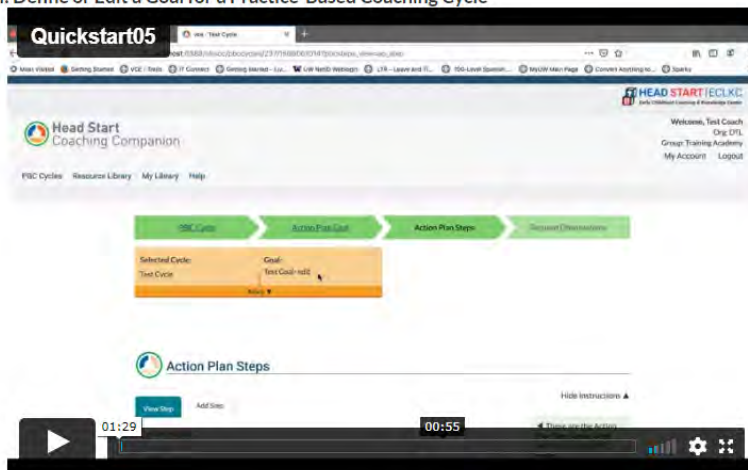
The Head Start Coaching Companion is a video-sharing and coaching-feedback application for early care and education staff and providers. It helps coaches, coachees, and peer-coaching teams work together, even between coach visits or from a distance. Share video files, ask questions, exchange feedback, and develop individualized coaching plans that support quality teaching and positive outcomes for young children.

To login or join the Head Start Coaching Companion click here: <https://eclkc.ohs.acf.hhs.gov/professional-development/head-start-coaching-companion/head-start-coaching-companion>
For more information, contact coachingcompanion@eclkc.info

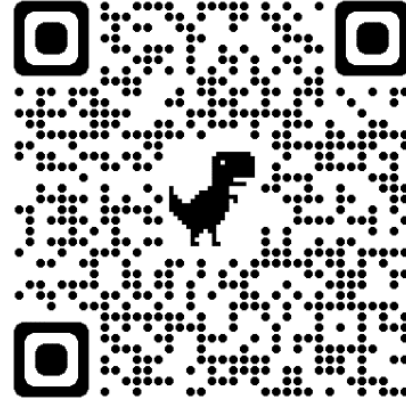
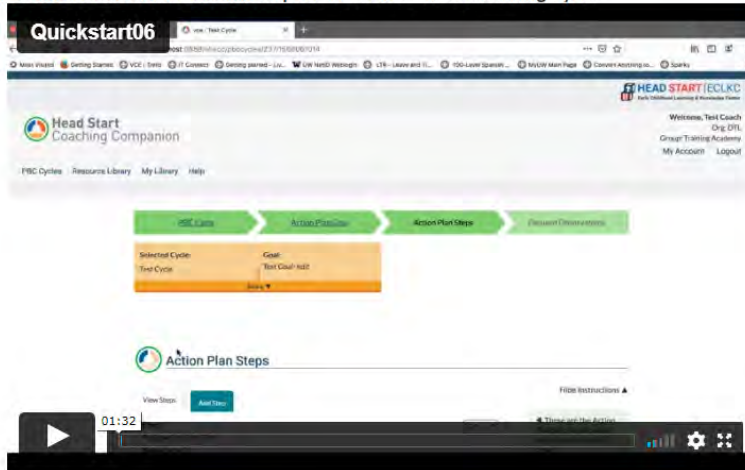
Try it Out!

Instructions: Scan the QR codes below to watch how to create or edit an action plan goal and action steps.

5. Tutorial: Define or Edit a Goal for a Practice-Based Coaching Cycle



6. Tutorial: Define or Edit an Action Plan Step for a Practice-Based Coaching Cycle



What do you want to remember about these videos?

Your thoughts:

The BASICS: Emotional Literacy & Self-Regulation

- B** Behavioral expectations in advance
- A** Attend to and encourage appropriate behavior
- S** Scaffold with cues and prompts
- I** Increase engagement
- C** Create or add challenge
- S** Specific feedback

The BASICS are effective practices coachees can apply no matter what content they are focusing on (e.g., math, literacy, social emotional skills). It is always important to remember the basics. These are a collection of strategies that can be used in any group care setting when interacting with infants, toddlers, and preschoolers. Home visitors can also encourage families to use these practices with their children. During each Coaching Corner, we will focus on two letters of the BASICS and include an action plan to illustrate how a coachee might implement these practices.



Scaffold with cues and prompts to support emotional literacy and self-regulation. Use a variety of emotion words to describe what you notice about a child's emotions and your own emotions. Teach and prompt children to use self-regulation strategies.

What are some ways you can scaffold with cues and prompts for emotional literacy and self-regulation?



Increase engagement using engaging materials and strategies. You can use mirrors to practice different emotions, use puppets to act out self-regulation techniques, label your own emotions, or model how use different self-regulation strategies.

What are some ways you can increase engagement when teaching or practicing emotional literacy and self-regulation?

Helpful Resources

Online Resources

PUSHPLAY DTL On Demand

<https://gateway.on24.com/wcc/eh/2926734/dtl-push-play-on-demand>

Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five (English and Spanish)

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

** <https://eclkc.ohs.acf.hhs.gov/es/marco-interactivo-de-head-start-sobre-los-resultados-del-aprendizaje-temprano-de-los-ninos-desde-el>

Effective Practice Guides: Social and Emotional Development (English and Spanish)

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/relationships-adults>

** <https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/effective-practice-guides/relacion-con-los-adultos>

Classroom Visuals and Supports

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/classroom-visuals-supports>

Circle Time Magazine – Noticing Feelings: Teaching Emotional Literacy and Regulation

<https://cultivatelearning.uw.edu/circle-time-magazine/season-2/episode-3/>

PRISM Practice Implementation Checklist: Respond to Emotions & Teach About Feelings

<https://prism.ku.edu/wp-content/uploads/2020/09/PRISM-Feelings-5-Practice-Implementation-Checklist-REF.pdf>

Teacher’s Guide: Labeling Emotions

https://challengingbehavior.org/wp-content/uploads/2022/09/TG_Labeling_Emotions.pdf

Emotions – How to Help Your Child Understand and Label Emotions (available in Spanish)

<https://challengingbehavior.org/document/emotions-how-to-help-your-child-understand-and-label-emotions/>

Feelings Faces (English and Spanish)

<https://challengingbehavior.org/document/feeling-faces-cards-english-spanish-spanish-intro/>

Feelings Faces: This is how I feel today chart (English and Spanish)

<https://challengingbehavior.org/document/feeling-faces-this-is-how-i-feel-today-chart-and-template-spanish/>

Feelings Faces: Play Dough Mats

<https://challengingbehavior.org/document/feeling-faces-play-dough-mats/>

Introducing the Turtle Technique! (available in Spanish)

<https://challengingbehavior.org/document/introducing-the-turtle-technique/>

The Turtle Technique (available in Spanish)

<https://challengingbehavior.org/document/the-turtle-technique/>

Taking a Break: Using a Calm Down Area at Home (available in Spanish)

<https://challengingbehavior.org/document/taking-a-break-using-a-calm-down-area-at-home/>

Tucker Turtle Takes Time to Tuck and Think (available in Spanish)

<https://challengingbehavior.org/document/tucker-turtle-takes-time-to-tuck-and-think/>

Tucker Turtle Takes Time to Tuck and Think at Home (available in Spanish)

<https://challengingbehavior.org/document/tucker-turtle-takes-time-to-tuck-and-think-at-home/>

Tucker Turtle Song and Finger Play

<https://challengingbehavior.org/document/tucker-turtle-song-and-finger-play/>

Help Us Stay Calm (available in multiple languages)

https://challengingbehavior.org/docs/Stay-Calm_Infographic.pdf

Help Us Calm Down: Strategies for Children (English and Spanish)

<https://challengingbehavior.org/document/help-us-calm-down-strategies-for-children/>

Help Us Stay Calm: Strategies that help you and your child during challenging behavior (available in Spanish)

<https://challengingbehavior.org/document/help-us-stay-calm-strategies-that-help-you-and-your-child-during-challenging-behavior-pdf/>

Self-Regulation Skills: Breathing Strategies (available in Spanish)

<https://challengingbehavior.org/document/self-regulation-skills-breathing-strategies/>

Response Strategies When Families Share Hard Things

<https://challengingbehavior.org/document/response-strategies-when-families-share-hard-things/>

Research Briefs

Self-Regulation Snapshot #1: A Focus on Infants and Toddlers

https://www.acf.hhs.gov/sites/default/files/documents/opre/infantstoddlerssnapshot_accessible_508_compliant_updated.pdf

Self-Regulation Snapshot #2: A Focus on Preschool-Aged Children

https://www.acf.hhs.gov/sites/default/files/documents/opre/preschool_snapshot_accessible_508_compliant_updated.pdf

Tips for Practitioners Working with Families in Home Settings (birth- 5 years old)

https://www.acf.hhs.gov/sites/default/files/documents/opre/tip_sheet_home_accessible_508.pdf

Co-Regulation from Birth Through Young Adulthood: A Practice Brief

<https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/Co-RegulationFromBirthThroughYoungAdulthood.pdf>

Mobile Apps

ELOF2GO Mobile App (available in Spanish)

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elo2go-mobile-app>

ELOF@Home

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>

Text4Teachers (available in Spanish)

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers>

Text4HomeVisitors (available in Spanish)

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>

Ready DLL Mobile App

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/ready-dll-mobile-app>

Online Communities

MyPeers: Practice-Based Coaching Community

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>