



# HELPING SPECIAL NEEDS AND AT-RISK STUDENTS IN KINDERGARTEN

## A TEACHER'S TOOLKIT

Resources related to:

### COMPETENCY 2 TO AFFIRM HIS/HER PERSONALITY

## What do I know about emotional development?



Beady, Janice (2013). **Observing development of the young child** (8th ed.). Toronto : Pearson.

*This practical text presents Beady's unique system of observing and recording child development using **The Child Development Checklist**. This system is based on a progression of children's skill development in six major areas: emotional, social, physical, cognitive, language, and creative.*



McGrath, Kim (2013). **The Emotional Development of the Preschool Child - A Quick Reference Guide** .

Retrieved June 26, 2017 from

<http://www.learnquebec.ca/documents/20181/99909/C1-DevelopmentalQuickReference.pdf>



Emotions

Retrieved September 29, 2014 from

<http://www.child-encyclopedia.com/emotions>

*From the Encyclopedia on Early Childhood Education. Emotional learning begins at a very young age, as children discover a wide range of emotions, and evolves as they grow. This topic aims to provide a better understanding of the key stages of emotional development, its impacts, interrelated skills, and the factors that influence emotional competence.*



**Emotional Development in Childhood**

Retrieved September 29, 2014 from

<http://www.child-encyclopedia.com/emotions/according-experts/emotional-development-childhood>

*In this document you'll find markers of emotional development and a list of skills indicative of emotional competence.*



Poole, Carla, Miller, Susan A., Booth Church, Ellen. **Reassuring Routines and Rituals**.

Retrieved April 6, 2015 from

<https://www.scholastic.com/teachers/articles/teaching-content/reassuring-routines-and-rituals>

*From infancy on, children count on rituals and routines to offer comfort and security.*



### **Aggression .(2012)**

Retrieved September 29, 2014 from

<http://www.child-encyclopedia.com/aggression>

*This topic aims to provide a better understanding of aggressive behaviour in young children, its normal course of development, when parents or caregivers should be concerned, and what policies, programs and interventions can be implemented to reduce its long-term incidence.*



### **Why play-fighting can be good for children? (2012)**

Retrieved February 24, 2015 from

<http://www.child-encyclopedia.com/aggression/introduction/why-play-fighting-can-be-good-children>

*Studies show that play-fighting, like all forms of playing, is an important source of learning for young children.*



### **Gartrell, Dan. (2005) The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms .** Washington, NAEYC Books. Available at

<http://www.naeyc.org/store/node/250>

*The book describes developmentally appropriate guidance in the encouraging classroom. With this approach, teachers think beyond the kind of conventional classroom discipline that aims merely to keep children in line. The author shows teachers how to help children develop lifelong skills such as mutual acceptance and cooperation, creative and peaceful problem-solving strategies, and acceptable ways to express difficult emotions. Includes a special chapter on guidance with boys.*



### **Gartrell, Dan (2008 – 2014). Guidance Matters .**

Retrieved October 7, 2014 from

<http://www.naeyc.org/yc/columns/guidance>

*Web site on emotional development related topics seen through the lens of Dan Gartrell's approach to Guidance. For example:*

*Fostering Resilience: Teaching Social-Emotional Skills,*

*From Rules to Guidelines: Moving to the Positive*

*Aggression, the Prequel: Preventing the Need*

*Children Who Have Serious Conflicts—Part 1: Reactive Aggression*

*Etc.*

## **What do I know about self-regulation?**



### **Executive functions (2013).**

Retrieved February 24, 2015 from

<http://www.child-encyclopedia.com/executive-functions>

*Executive functions are the cognitive abilities needed to control our thoughts, emotions and*

actions. This topic aims to increase understanding about how these functions develop, their role and their impact on a person's social, emotional and intellectual life, from early childhood to adulthood.



### **How Kids Use Executive Functions to Learn**

Retrieved January 10, 2016 from

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/how-kids-use-executive-functions-to-learn>

*Executive functions are skills everyone uses to organise and act on information. The pages look at 8 areas or skills that are involved: impulse control, emotional control, flexible thinking, working memory, self-monitoring, planning and prioritizing, task initiation and organization.*



### **Canadian Self-Regulation Initiative.**

Retrieved June 27, 2017 from

<http://www.self-regulation.ca>

*A site dedicated to promoting and teaching about self-regulation in the classroom and in the home.*



### **Dr. Shanker, Stuart (2011). TEDxYMCAAcademy - Self Regulation and Learning .**

Retrieved October 16, 2014 from

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

*Dr Stuart Shanker speaks about the nature of self-regulation; the experiences that promote the development of self-regulation and the factors that can impede its development; and what teachers can do to enhance the self-regulation of each and every child in their classroom.*



### **Dr. Shanker, Stuart. (2012) Calm, Alert, and Learning: Classroom Strategies for Self-Regulation . Pearson Education.**

*Recent research tells us that one of the keys to student success is self-regulation - the ability to monitor and modify emotions, to focus or shift attention, to control impulses, to tolerate frustration or delay gratification. This book looks at how a child's ability to self-regulate can be improved.*



### **MacDonald, Barry. (2013). Channel Boisterous Energy at Recess**

Retrieved 20 February 2015 from

[http://www.mentoringboys.com/newsletter/2013/Sept2013\\_BoysAtRecess.pdf](http://www.mentoringboys.com/newsletter/2013/Sept2013_BoysAtRecess.pdf)

*Barry MacDonald talks about the importance of channelling boys' boisterous energy and teaching them how to regulate their emotions on a daily basis instead of attempting to restrict their physicality.*

## **Intervention Resources**



### **Fluppy.**

Retrieved October 16, 2014 from  
<http://www.cpeq.net/>

*The Fluppy program promotes the cognitive, emotional and behavioural components of social competence and includes universal and selective interventions. The universal component takes place in the classroom and is aimed at improving social, problem-solving and self-control skills. The selective components is aimed at students with disruptive behaviour and involves applying an intervention plan with the teacher, home visiting, academic intervention and support for friendship development. En français seulement au Centre de Psycho Éducation du Québec.*

## Use of appropriate means to meet his/her needs



### **English Language Learners in Kindergarten. LEARN.**

Retrieved October 7, 2014 from  
<http://www.learnquebec.ca/esl>



Carlson, Frances M. (2011) **Big Body Play: Why Boisterous, Vigorous, and Very Physical Play Is Essential for Children's Development and Learning** . Washington: NAYC Books.

Available at <http://www.naeyc.org/store/node/17218>



Carlson, Frances M. (July 2011) **Rough Play: One of the Most Challenging Behaviours** . Young Children, 18-25. National Association for the Education of Young Children (NAEYC).

Retrieved October 7, 2014 from

<http://bit.ly/ZQjID4>

*Drawing from evidence-based practice and the latest research, the article describes what constitutes Big Body Play or Rough and Tumble play, addresses some of the misconceptions there are about it, why it's important and how to support it. It explains the multitude of benefits of big body play for young children's social-emotional, cognitive, and physical development. Also learn how to organize the physical environment, set rules and policies, and supervise the play.*

### **Practical Ideas and Suggestions**



Nadeau, M. (2011) **40 jeux de relaxation. Méthode Rejoue: Pour enfant de 5 à 12 ans** . (4e édition). Montréal : Éditions Québecor.

*The author proposes a series of simple relaxation techniques that she presents to the children as "games". They can be used in a variety of circumstances and work very well as transition activities.*

### **Children's books**



Band, Molly (2004). **When Sophie Gets Angry -- Really, Really Angry**. Scholastic, Inc.

*Follows young Sophie, who gets so angry, she wants to smash the world to smithereens. She finds a way to cope with her emotions in a way that is universal.*



Cain, Jana (2000). **The way I feel**. Seattle: Parenting Press.

*Feelings come and feelings go. I never know what they'll be. Silly or angry, happy or sad- They're all a part of me! A delightful, word book of feelings that explain the world out there, as well as the world within.*



Emberkley, Ed (1997). **Glad Monster, Sad Monster: A Book About Feelings**. Little, Brown Books for Young Readers - Hachette Book Group.

*Sometimes it's hard to tell someone that you are sad or happy, lonely or glad. This joyful and useful book enables children and adults to discuss feelings in an easy and nonthreatening way. By using the various masks that fold out from almost every page, everyone will find it easier to talk about the things that are making them glad or sad.*



Litwin, Eric (2013). **Pete the Cat and His Magic Sunglasses**. New-York: Harper Collins Publisher

*Pete the Cat wakes up feeling grumpy—nothing seems to be going his way. But with the help of some rockin' magic sunglasses from Grumpy Toad, Pete learns that a good mood has been inside him all along.*



Bender, Rebecca (2010). **Giraffe and Bird**, Toronto: Dancing Cat Books.

*It's true that getting along can be difficult, but Giraffe and Bird don't even try. A funny and slightly tender story of two enemies who eventually realize they are much better off together.*



Katz, Karen (2002). **No Biting!** Penguin Group (USA) Inc.

*Your little one will love learning to say NO to hitting- and biting and pushing and kicking and spitting- and YES to nice manners!*



Parr, Todd (2009). **The Feelings Book**. Little, Brown Books for Young Readers - Hachette Book Group.

*The Feelings Book vibrantly illustrates the wide range of moods we all experience. Todd Parr's pays special attention to the ever-changing, sometimes nonsensical emotions that we all feel. Targeted to young children first beginning to read, this book will inspire kids to discuss their multitude of feelings in a kid-friendly, accessible format, told through Parr's trademark bold, bright colors and silly scenes.*



Dr. Seuss (1996). **My Many Colored Days**. New-York: Random House Children's Books

*A lesser known Seuss classic about different emotions. Each day is given a color, based on emotion, presented in classic Seuss rhyme.*



Spelman, Cornelia Maude (2000). **When I Feel Angry**. Park Ridge: Whitman, Albert & Company

*Education about how to identify and handle our emotions (especially those that are unpleasant or frightening) is as important as other kinds of learning. In The Way I Feel Books, therapist Cornelia Maude Spelman uses simple and reassuring language to help young children understand and manage their feelings and relate successfully to others.*



Urban, L. (2012). **Mouse Was Mad**. Scholastic. Inc.

*The story of an angry mouse stomping through the forest trying to find the right way to be mad.*



Viorst, Judith (1987). **Alexander and the Terrible, Horrible, No Good, Very Bad Day**. (2nd Ed.) Atheneum Books for Young Readers

*From the time he wakes up until he goes to bed, Alexander gets the bad shake of the day, enough that he wishes to move to Australia.*

## Appropriate expression of his/her tastes, interests, ideas, feelings and emotions



Roe, Victoria (2003) , **The Selectively Mute Child in School**, SMIRA - SELECTIVE MUTISM INFORMATION & RESEARCH ASSOCIATION

<http://www.learnquebec.ca/documents/20181/99909/SelectiveMutism-in-School.pdf/>

*What can teachers do when dealing with a child who chooses not to speak in school: do's and don'ts*



Sluckin, Alice (1999), **Shy and Selectively Mute Children of Nursery Age: Guidelines for Nurseries and Playgroups**, SMIRA - SELECTIVE MUTISM INFORMATION & RESEARCH ASSOCIATION

<http://www.learnquebec.ca/documents/20181/99909/SelectiveMutism-Guidelines.pdf/>

*Most of these guidelines apply to preschool Education as well.*



Saggers, (2013), **Transferring Speech to the Classroom and Working towards Generalisation within the School Environment.**, SMIRA - SELECTIVE MUTISM INFORMATION & RESEARCH ASSOCIATION

<http://www.learnquebec.ca/documents/20181/99909/SelectiveMutism-Strategies.pdf/>

*This document contains lots of ideas and suggestions on how to plan and deliver an intervention which promotes generalisation within the school environment. It is authored by a parent. Not all suggestions apply to preschool.*



### **Selective Mutism.**

Retrieved September 29, 2014 from

<https://www.asha.org/public/speech/disorders/SelectiveMutism/>

*From the American Speech-Language-Hearing Association, an information page on Selective Mutism: what it is; sign and symptoms; how it is diagnosed; how to help a child with selective mutism.*

## **Demonstration of autonomy in games, activities, projects and everyday life in the class**



MacDonald, Barry. (2013). **Supporting boys to become organised.**

Retrieved 20 February 2015 from

[http://www.mentoringboys.com/newsletter/2013/Feb2013\\_Organization.pdf](http://www.mentoringboys.com/newsletter/2013/Feb2013_Organization.pdf)

*Barry MacDonald examines the difficulties some boys have with non-cognitive skills such as organization. Connecting learning, work habits and motivation, he examines ways in which teachers and parents can help their students learn the skills required to find their way to structure their environment.*

## **Various manifestations of emotional security (setting challenges for himself/herself, speaking up)**



Gartrell, Dan. (2005) **The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms.** Washington, NAYC Books.

Available at <http://www.naeyc.org/store/node/250>



Gartrell, Dan (2008 – 2014). **Guidance Matters.**

Retrieved October 7, 2014 from

<http://www.naeyc.org/yc/columns/guidance>



Sterling, Alice, Miller, Susan A., Booth Church, Ellen. **Ages & Stages: What Makes Children Anxious.**

Retrieved November 14, 2014 from

<http://www.scholastic.com/teachers/article/ages-stages-what-makes-children-anxious>



Greenspan, Stanley I. MD. **Working With Children Who Have Anxiety Disorders.**

Retrieved March 3, 2015 from

<http://www.scholastic.com/teachers/article/working-children-who-have-anxiety-disorders>

*An anxious child faces many challenges at once, and sometimes other factors may intensify the anxiety.*

### **Children's books**



Cook, Julia (2008). **My Mouth is a Volcano!** National Center For Youth Issues.  
Available at [http://catalog.ncyi.org/products/story\\_books/1155232514](http://catalog.ncyi.org/products/story_books/1155232514)

*Louis always interrupts! All of his thoughts are very important to him and when he has something to say, his words rumble and grumble in his tummy, they wiggle and jiggle on his tongue, and press firmly against his teeth, right before he ERUPTS (or interrupts). His mouth is a volcano! But when others begin to interrupt Louis, he learns how to respectfully wait for his turn to talk. Told from Louis' perspective, this story takes an empathetic approach to the habit of interrupting and teaches children a witty technique to help them manage their rambunctious thoughts and words. This book is the first in the series Best ME I Can Be! to teach children social skills.*



Litwin, Eric (2014). **Pete the Cat Saves Christmas.** New-York: Harper Collins Publisher

*Despite Pete's ongoing anxieties about being too small for the job, there aren't any hiccups along the way, making for a gently off-kilter but fairly straightforward.*