

## *Refrigerator Notes and Handouts Social and Emotion Coaching*



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# *Social and Emotional Coaching*



## **HOME ACTIVITIES FOR THE WEEK**



### *To Do:*

- **PLAY** with your child one-on-one using social, emotion and persistence coaching
- **ENGAGE** in some pretend imaginary play with your child
- **CALL** your buddy to share experiences with coaching play



### *To Read:*

Chapter 4, *Emotion Coaching*, in **The Incredible Years** book.

*Handout 3A*

# *Social And Emotional Coaching*



## **HOME ACTIVITIES FOR THE WEEK**



### *To Do:*

- **PLAY** with your child and another child (sibling or peer) using social and emotion coaching
- **TRY** using coaching in other settings such as the grocery store or at a playground, or at mealtimes, or bath time
- **KEEP TRACK** of the way you praise your child (see Praise Record Sheet)
- **CALL** your buddy to share experiences with social coaching



### *To Read:*

Chapter 12, *Emotional Regulation*, in **The Incredible Years** book.

# Refrigerator Notes

## Facilitating Children's Emotion Learning: Parents as "Emotion Coaches"



Describing children's feelings is a powerful way to strengthen your child's emotional literacy. Once children have emotion language, they will be able to better regulate their own emotions because they can tell you how they feel. The following is a list of emotions that can be commented upon when playing with a child. Use this checklist to practice describing your child's emotions.

Feelings/Emotional Literacy	Examples
<input type="checkbox"/> happy <input type="checkbox"/> frustrated <input type="checkbox"/> calm <input type="checkbox"/> proud <input type="checkbox"/> excited <input type="checkbox"/> pleased <input type="checkbox"/> sad <input type="checkbox"/> helpful <input type="checkbox"/> worried <input type="checkbox"/> confident <input type="checkbox"/> patient <input type="checkbox"/> having fun <input type="checkbox"/> jealous <input type="checkbox"/> forgiving <input type="checkbox"/> caring <input type="checkbox"/> curious <input type="checkbox"/> angry <input type="checkbox"/> mad <input type="checkbox"/> interested <input type="checkbox"/> embarrassed	<ul style="list-style-type: none"> <li>• "That is frustrating, and you are staying calm and trying to do that again."</li> <li>• "You look proud of that drawing."</li> <li>• "You seem confident when reading that story."</li> <li>• "You are so patient. Even though it fell down twice, you just keep trying to see how you can make it taller. You must feel pleased with yourself for being so patient."</li> <li>• "You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you."</li> <li>• "You are so curious. You are trying out every way you think that can go together."</li> <li>• "You are forgiving of your friend because you know it was a mistake."</li> </ul>

### Modeling Feeling Talk and Sharing Feelings

- "I am proud of you for solving that problem."
- "I am really having fun playing with you."
- "I was nervous it would fall down, but you were careful and patient, and your plan worked."

# Refrigerator Notes

## Facilitating Children's Social Learning: Parents as "Social Skills Coaches"



Describing and prompting children's friendly behaviors is a powerful way to strengthen children's social skills. Social skills are the first steps to making lasting friendships. The following is a list of social skills that you can comment on when playing with a child or when a child is playing with a friend. Use this checklist to practice your social skills coaching.

<b>Feelings/Emotional Literacy</b>	<b>Examples</b>
<input type="checkbox"/> helping <input type="checkbox"/> sharing <input type="checkbox"/> teamwork <input type="checkbox"/> using a friendly voice (quiet, polite)	<ul style="list-style-type: none"> <li>• "That's so friendly. You are sharing your blocks with your friend and waiting your turn."</li> <li>• "You are both working together and helping each other like a team."</li> </ul>
<input type="checkbox"/> listening to what a friends says <input type="checkbox"/> taking turns <input type="checkbox"/> asking <input type="checkbox"/> trading <input type="checkbox"/> waiting	<ul style="list-style-type: none"> <li>• "You listened to your friend's request and followed his suggestion. That is very friendly."</li> <li>• "You waited and asked first if you could use that. Your friend listened to you and shared."</li> <li>• "You are taking turns. That's what good friends do for each other."</li> </ul>
<input type="checkbox"/> agreeing with a friend's suggestion <input type="checkbox"/> making a suggestion <input type="checkbox"/> giving a compliment <input type="checkbox"/> using soft, gentle touch <input type="checkbox"/> asking permission to use something a friend has <input type="checkbox"/> problem solving <input type="checkbox"/> cooperating <input type="checkbox"/> being generous <input type="checkbox"/> including others <input type="checkbox"/> apologizing	<ul style="list-style-type: none"> <li>• "You made a friendly suggestion and your friend is doing what you suggested. That is so friendly."</li> <li>• "You are helping your friend build his tower."</li> <li>• "You are being cooperative by sharing."</li> <li>• "You both solved the problem of how to put those blocks together. That was a great solution."</li> </ul>

### **Prompting**

- "Look at what your friend has made. Do you think you can give him a compliment?" (praise child if s/he tries to give a compliment)
- "You did that by accident. Do you think you can say you are sorry to your friend?"

### **Modeling Friendly Behavior**

- Parents can model waiting, taking turns, helping, and complimenting, which also teach children these social skills.

## REFRIGERATOR NOTES

### Promoting Your Child's Self-Regulations Skills



- Try to understand what your child is feeling and wanting
- Describe your child's feelings (don't ask him what he is feeling because he is unlikely to have the words to tell you)
- Label your child's positive feelings more often than his negative feelings
- Praise your child for self-regulation skills such as staying calm, trying again when frustrated, waiting a turn, and using words
- Support your child when he is frustrated
- Model and give your child the words to use to express his needs (e.g., "you can ask her for the truck")
- Help your child learn ways to self-regulate such as taking a deep breath
- Model feeling language yourself. For example, "I am proud of you," or "I'm having fun playing with you."

## **REFRIGERATOR NOTES**

### **PROMOTING YOUR CHILD'S SOCIAL COMPETENCE**

- During play model social skills for your child such as offering to share, wait, give a compliment and take turns, ask for help and agree to wait.
- Prompt your child to ask for help, or take a turn, or share something, or give a compliment and then praise if it occurs. Don't make an issue out of it if your child does not respond to your prompt.
- Praise your child any time s/he offers to share with you or help you.
- Participate in pretend play by taking your doll or action figure and using them to model skills such as asking to play, offering to help, taking a turn, giving a compliment, calming down with a deep breath and waiting.
- Model and prompt your child with a suggestion of the appropriate words to use.
- Help your child notice what another child is doing and to help them in some way.
- Help your child understand that when s/he shared the other person felt happy. (i.e., connect child's actions to another's feelings)





## **REFRIGERATOR NOTES**

### **COACHING YOUR CHILD'S SOCIAL SKILLS**

#### **One-on-One Parent-Child**

- During play, model social skills for your child such as offering to share, waiting, giving a compliment, taking turns, asking for help or saying sorry. Label or describe your own behavior so that your child notices.
- Prompt your child to ask for help, take a turn, share something, or give a compliment and then use labeled praise if your child responds. Let it go if your child does not respond to your prompt.
- Praise your child any time he offers to share with you, help you, take turns, or wait.
- Participate in pretend and make-believe play with your child by using a doll, action figure, or puppet to model skills such as asking to play, offering to help, taking a turn, giving a compliment, apologizing, calming down with a deep breath, waiting for a turn or making a polite suggestion.
- Model and prompt children with limited language by providing a suggestion of the appropriate words to use. Keep it simple.
- Try to give enough help so children are successful but not so much help that you take over.

#### **Peer Social Coaching**

- Occasionally prompt your child to notice what another child is doing or to help him or her in some way.
- Help your child understand that when she shared or helped or waited her turn, the other person felt pleased so she can see the connection between her social behavior and another's feelings and how this leads to friendship.
- Encourage play dates with friends. If playing with friends is hard for your child, start with short playtimes and support their play through coaching.
- Coach, encourage and praise children's friendly social behaviors; avoid criticism.
- Use descriptive comments and social coaching instead of asking questions.
- When coaching siblings, remember to balance the developmental needs of each child.
- Model, prompt, coach, and praise children's friendly behaviors yourself or with the use of puppets when playing with several children (e.g., sharing, helping, taking turns, being polite, waiting, complimenting, apologizing).
- If one child is having more social difficulty sharing or taking turns, give your attention to coaching the child who is more cooperative.
- Laugh and have fun.
- Use social coaching at other times than play such as mealtimes, cooking together, bath times, grocery store visits, or any family activities that require cooperation. Remember to be realistic about what is developmentally appropriate for you unique child

## **REFRIGERATOR NOTES**

### **COACHING YOUR CHILD'S EMOTIONAL LITERACY**

- Listen and try to understand what your child is feeling and wanting.
- Describe your child's feelings (young children may not have the words to tell you and older children will enjoy the validation that you noticed).
- Share the message that any feeling is okay, but some responses (like hurting someone) are not.
- Label your child's positive feelings more often than his uncomfortable or unhappy feelings.
- When naming uncomfortable feelings such as frustration, anger, sadness, or anxiety, point out or suggest a coping strategy: "You look frustrated, but you are staying calm and trying again."
- Praise your child's brain muscle self-regulation skills such as staying calm, being patient, trying again when frustrated, waiting a turn, and using words to express feelings.
- Support your child when he is unhappy, but recognize when he is too upset to listen and just needs space to calm down.
- Model and, as needed, give your child the words to use to express her feelings (e.g., "you can tell her you are unhappy she broke your tower").
- Link positive feelings to appropriate use of social skills.
- Use puppets to model and prompt feeling language.
- Praise and encourage your child when he stays calm in a frustrating situation.
- Cuddle and soothe your child when she is hurt or frightened. Stay calm yourself to provide extra reassurance.
- Model appropriate expression of feeling yourself

## **REFRIGERATOR NOTES**

### **MAKING MEALTIMES ENJOYABLE**

- Set up a predictable routine for mealtimes
- Try to make mealtimes a relaxed and a fun time for your child
- Don't expect your child to sit for a long time at the table
- Once your meal time has ended, avoid giving your child unhealthy snacks between meals
- Minimize distractions during mealtimes by turning off TV or taking the phone off the hook
- Provide your child with a choice of foods to allow for independent decision making
- Introduce one new food at a time in a small amount; for example, offer the new food along with your child's favorites
- Try to offer a meal with at least one food choice you know your child likes
- Offer child-size portions—which is much smaller than adult portions
- Resist the urge to offer sugary foods or your child will learn to prefer these foods over others
- Don't expect your child to like a whole lot of foods—let your child make his own decisions on the food he chooses to eat. Forcing your child to eat will only make your child more stubborn and less open to new foods in the future.
- Ignore complaints about food and refusals to eat and praise what your child does eat.
- Compliment others at the table who are eating and using polite manners.



## Coaching Children in Cooperative Play With Peers

Join children and their friends when they are playing and “coach” them in good play skills by noticing and commenting on their cooperative efforts. For example:

Making Suggestions: “Wow, that was a helpful suggestion to your friend.”

Expressing Positive Feelings: “That’s a friendly way to show how you are feeling.”

Waiting: “Super! You waited your turn and let him go first, even when you wanted to be first.”

Asking Permission: “That’s very friendly to ask him if he wants to do that first.”

Complimenting: “What a friendly compliment. I can see she feels good about that.”

Taking Turns: “You let her take a turn—how very helpful.”

Sharing: “You are both doing it together. I can see you are team players.”

Agreement: “You agreed with her suggestion—what a friendly thing to do.”

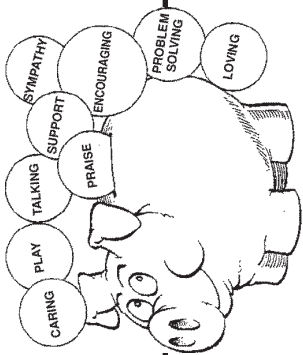
Using Soft Touch: “You are using gentle and soft touch with him. That is friendly.”

Asking for Help: “Wow! You asked him to help you—that is what good friends do for each other.”

Caring: “I can see you really care about her ideas and point of view. You’re a thoughtful person.”

Problem-Solving: “You both worked out that problem in a calm way. It looks like it feels good for both of you.”

Being Polite: “You were so polite in the way you asked her to wait—that’s very friendly.”



Home Activities

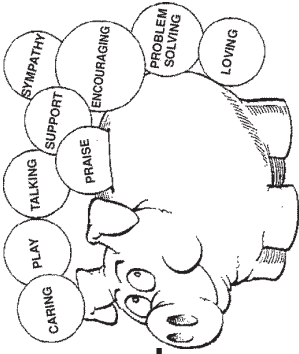


## RECORD SHEET: PLAY TIMES

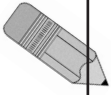
Remember to Build Up Your Bank Account

Record times you spent playing with your child, what you did, and any reaction you noticed in yourself or your child.

Date	Time Spent	Activity	Child's Response	Parent's Reaction



Home Activities



**RECORD SHEET: PRAISE**

Date	Time	Number of Praises and Examples of Praise Statements	Types of Child Behaviors Praised	Child's Response

Remember to Build Up Your Bank Account

## Parents Promoting Emotional and Social Competence in Young Children



### Parent-Child Social Coaching: Child Developmental Level 1

**Parent-Child Play:** Parents can use social coaching in one-on-one interactions with their children to help them learn social skills and emotional language before they begin to play with peers. A great deal of your child's learning will occur by modeling and by descriptive commenting, which will enhance your child's language skills as well as help them recognize and learn social skills.

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

## Parents Promoting Emotional and Social Competence in Young Children



### Parent-Child 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. Parents can help promote peer play by prompting their children to use social skills or to notice their friends' activities or moods. Providing children with the actual words for interactions, or modeling social behaviors will be important since children may not yet have these skills in their repertoire.

Social/Friendship Skills	Examples
<p><b>Parent Coaches:</b></p> <p>Asking for What They Want</p> <p>Asking for Help</p> <p>Asking a Friend to Wait</p>	<p>"You can ask your friend for what you want by saying, 'Please can I have the crayon?'"</p> <p>"You can ask your friend for help by saying 'Can you help me?'"</p> <p>"You can tell your friend you are not ready to share yet."</p> <p>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.</p>
<p><b>Parent Prompting:</b></p> <p>Noticing Other Child</p> <p>Initiate Interaction With Other Child</p> <p>To Give Child a Compliment</p> <p><b>Parent Praising:</b></p> <p>Behavior-to-Feelings</p> <p>Playing Together</p>	<p>"Wow, look what a big tower your friend is building."</p> <p>"You are both using green markers."</p> <p>"Your friend is looking for small green pieces. Can you find some for him?"</p> <p>"Your friend has not cars and you have 8 cars. He looks unhappy. Can you share one of your cars with your friend?"</p> <p>"Wow! You can tell your friend his tower is cool."</p> <p>If you child does repeat this, you can praise him or her for a friendly compliment.</p> <p>If your child does not respond, continue descriptive commenting.</p> <p>"You shared with your friend, that is so friendly and makes her feel happy."</p> <p>"You helped your friend figure out how to do that, she looks very pleased with your help."</p> <p>"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."</p>
<p><b>Puppet or Action-Figure Models:</b></p> <p>Sharing or Helping</p>	<p>"Wow! Do you see the tower that Nancy is building?"</p> <p>"Can either of you help me find a red block to make this truck?"</p> <p>"Could I help you build that house?"</p> <p>"Do you think we could ask Freddy if he'll share his train?"</p>



## Parents Promoting Emotional and Social Competence in Young Children



### Child-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 conflictual. Parents can help promote social skills during peer play by prompting and coaching them to use skills or by praising and giving attention to social skills.

Parent-Coached Skills	Examples
<b>Social/Friendship Skills:</b> Asking in a Friendly Voice (polite, quiet) Giving Help to Friend Sharing or Trading Asking to Enter Play Giving a Compliment Agreeing with or giving a Suggestion	"You asked your friend so politely for what you wanted and s/he gave it to you, you are good friends." "You helped your friend find what s/he was looking for. You are both working together and helping each other like a team." "That's so friendly. You shared your blocks with your friend. Then she traded with you and gave you her car. " "You asked kindly to play and they seemed happy to have you join in?" "You gave a compliment to her, that is very friendly." "You accepted your friend's suggestion. That is so cooperative."
<b>Self-Regulatory Skills:</b> Listening to What a Peer Says Waiting Patiently Taking Turns Staying Calm Problem Solving	"Wow you really listened to your friend's request and followed his suggestion. That is really friendly." "You waited and asked first if you could use that. That shows you have really strong waiting muscles. " "You are taking turns. That's what good friends do for each other" "You were disappointed when s/he would let you play with them but you stayed calm and asked someone else to play. That is really brave." "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."
<b>Empathy:</b> Behavior-to-Feelings Apology/Forgiveness	"You shared with your friend, that is so friendly and makes her feel happy." "You saw that she was frustrated and helped her put that together. That is very thoughtful to think of your friend's feelings" "You were both frustrated with that but you stayed calm and kept trying and finally figured it out. That is real teamwork." "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." "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?"

