

Handouts Emotional Regulation, Social Skills and Problem Solving



NOTE: Download these handouts on our website,
www.incredibleyears.com/resources/gi/teacher-program/

Visit the website for updates to these handouts, and for editable versions that can be sent electronically and completed prior to the next workshop.

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Teacher Workshop Six

Suggested Activities for the Month

TO DO

- Continue to refine behavior plans. Do Transition Plans for five of your students who are the most aggressive, inattentive, or impulsive. See transition plan forms and start filling these in.
- Practice social skills and problem solving teaching with students in a small group circle time, or, use Wally Detective Book with students.
- Look for opportunities to label children's feelings (e.g., happy, excited, sad, calm, etc.) and connect them to their behavior.
- Call your buddy and share your approach to teaching children problem solving.

TO READ

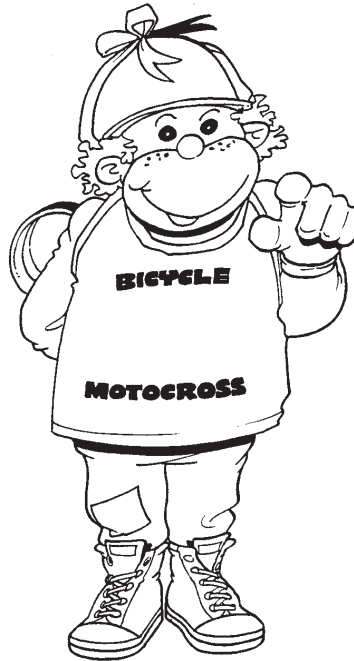
Chapters Eleven, Twelve and Thirteen from *Incredible Teachers* book.

Have the puppets introduce a problem for the students to solve (e.g., being teased, being left out, feeling afraid, wanting to play with someone, etc.).



BLACKBOARD NOTES

TEACHING CHILDREN TO PROBLEM SOLVE



What is the best solution ?

- Use games, puppets, and stories to present hypothetical problem situations for students to practice the problem solving steps.
- Help children clearly define the problem and to recognize the feelings involved.
- For preschool children, focus on generating many solutions.
- For primary grade students, focus on helping them think through the consequences of different solutions or choices made.
- Be positive, creative and humorous when thinking of possible solutions.
- Help children anticipate what they will do next when a solution doesn't work.
- Model effective problem solving in your interactions with students.
- Put visual pictures of solutions on the classroom walls.
- Remember it is the process of learning how to think about conflict that is critical, rather than getting the correct answers.



POSSIBLE SOLUTIONS FOR CHILDREN TO USE

Yell at him.*

Wait awhile.

Laugh at him.*

Look sad or cry.

Ignore him;
walk away

Play somewhere else

Take it.*

Hit him.*

Tell her not to be mad.

Ask him.

Say please.

Do something fun.

Trade something.

Apologize.

Get help from your
parent or teacher.

Talk about your feelings

Beg him.

Offer to share.

Get another one.

Take turns.

Flip a coin.

Admit mistake.

Calm down first.

Tell the truth.

Give compliment.

Be a good sport.

Say "no."

Stop your anger.

Be brave.

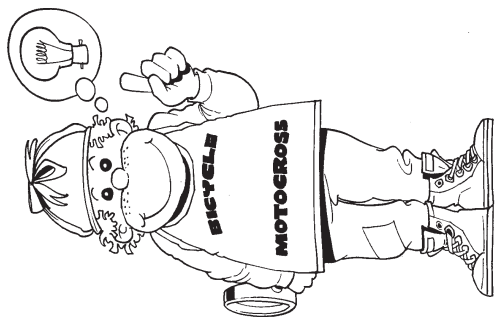
Forgive.

*These are inappropriate solutions. Encourage children to think of consequences and to make another choice with a better consequence.

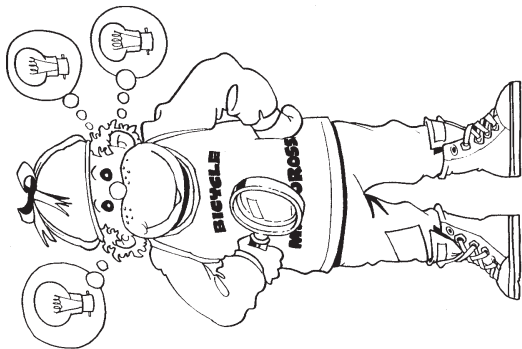
Wally's Problem-Solving Steps



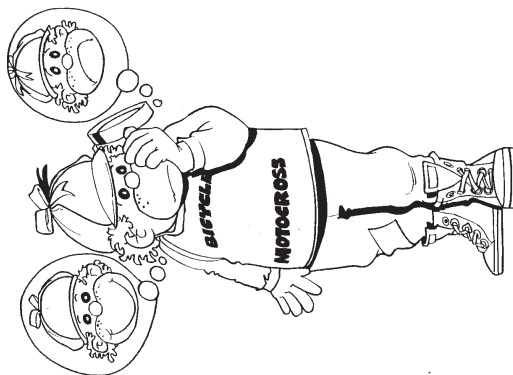
1 What is my problem?



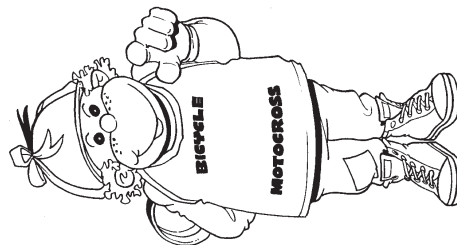
2 What is a solution?



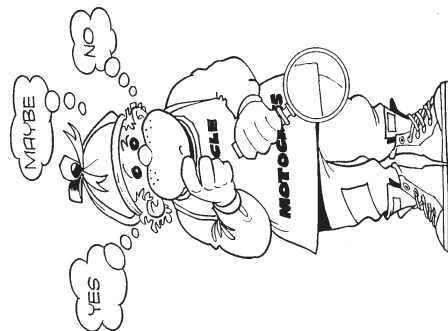
3 What are some other solutions?



4 What happens next? (consequences)



5 What is the best solution?

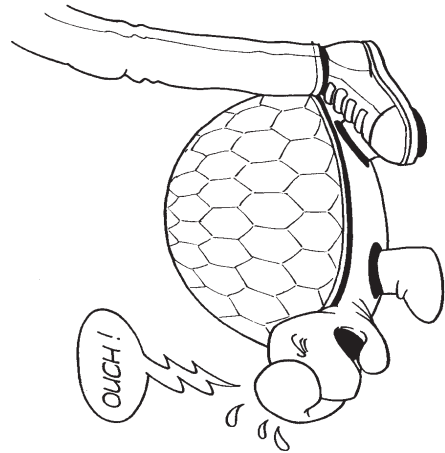


6 Can I use the plan?

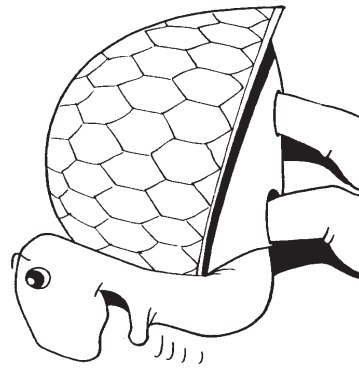


7 How did I do?

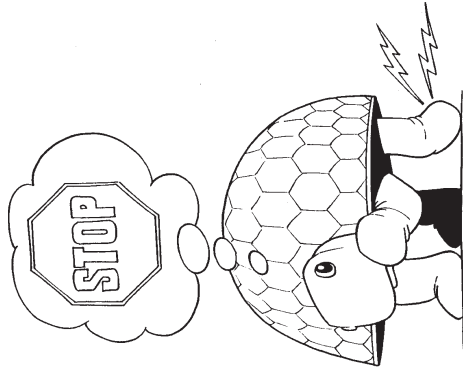
Tiny's Anger Management Steps



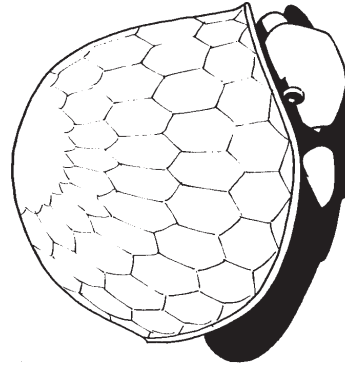
1



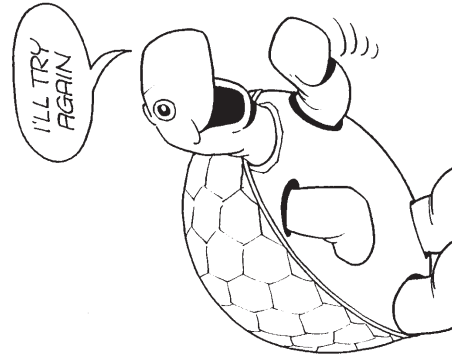
3 Take a slow breath



2 Think STOP



4 Withdrawing into shell



5

Strengthening Prosocial Skills & Problem Solving Workshop #6 Behavior Plan



Example of Behavior Plan: Jenny, Grade 1

Step #1:	Step #3:	Step #8:	Step #9:
<p><i>Negative Classroom Behaviors</i></p> <p>Poking, Touching</p> <p>Speaks without raising hand</p> <p>Talks while directions are given</p> <p>Off-task, daydreaming</p>	<p><i>Desired Positive Opposite Behaviors</i></p> <p>Keep hands to own body</p> <p>Raise a quiet hand</p> <p>Listen quietly when directions are given</p> <p>Pay attention & concentrate</p>	<p><i>Individual Teaching</i></p> <p>Practice quiet hand up and sitting with hands to self</p> <p>Use cue cards to signal listening skill</p> <p>Praising child when focusing on task & listening & persistence coaching</p> <p>Use persistence coaching during small group work times</p>	<p><i>Circle Time Teaching</i></p> <p>Wally talks about his difficulty remembering to put up quiet hand & listening</p> <p>Children talk about solutions and practice them</p>

Behavior Plan For: _____

Step #1:	Step #3:	Step #8:	Step #9:
<p><i>Negative classroom behaviors</i></p> <p>1.</p> <p>2.</p>	<p><i>Desired Behaviors</i></p>	<p><i>Individual Teaching</i></p>	<p><i>Circle Time Teaching</i></p>

See Behavior Plan Workshop #3 for Steps #4-7.

Strengthening Prosocial Skills & Problem Solving Workshop #6 Behavior Plan



Example of Behavior Plan: Mark, Grade 1

Step #1:	Step #3:	Step #8:	Step #9:
Negative Classroom Behaviors Pushing, hitting peers Easily frustrated & angry Doesn't follow teacher directions Rejected by other children	Desired Positive Opposite Behaviors Use words to express feelings Use a calm down strategy Complies with teacher directions Uses friendly behavior (help, share)	Individual Teaching Praise for staying calm when frustrated Rehearsal of calm down strategies Hand stamp for following directions Praises children who play with him Promote his reputation as friendly Emotion and social coaching Use "I can help" and "I'm good at sharing" stickers for this behavior when it occurs	Circle Time Teaching Calm down strategies (deep breaths, use Tiny Turtle shell, think happy thoughts) Practice role plays for sharing, helping and teamwork skills Teacher and practice problem-solving steps (Wally) Teach and practice problem-solving steps (Wally) using problem-solving cue cards

Behavior Plan For: _____

Step #1:	Step #3:	Step #8:	Step #9:
Negative classroom behaviors	Desired Positive Opposite Behaviors	Individual Teaching	Circle Time Teaching
1.			
2.			

See Behavior Plan Workshop #3 for Steps #4-7.

Strengthening Prosocial Skills & Problem Solving Workshop #6 Behavior Plan



Behavior Plan for: _____

Step #1: <i>Negative Classroom Behaviors</i>	Step #3: <i>Desired Behaviors</i>	Step #8: <i>Individual Teaching</i>	Step #9: <i>Circle Time Teaching</i>

See Behavior Plan Workshop #3 for Steps #4-7.



Brainstorm/Buzz—Promoting a Sense of Responsibility



Break up into small groups or buzz pairs to share ways teachers promote responsibility in their students.

Goal:

Brainstorm/Buzz—Changing Students’ Negative Reputations

Break out into small groups or buzz pairs to share ways you, as a teacher, can change a student’s negative reputation into a more positive reputation



Goal:



Brainstorm/Buzz—Promoting Children’s Self-Regulation



Pair up with your buddy to share ways to promote children’s learning of self-regulation skills.

Goal:

Brainstorm/Buzz–Emotional Literacy

Write out all the emotional words you want to encourage with your students. Try to have three positive or calming emotions words for every negative one. Combine a coping thought with a negative feeling.



Goal:



Brainstorm/Buzz–Social Coaching

Write out the scripts you will use for social coaching. Think about the social behavior you want to describe and then how you will say it.



Goal:



Teacher-Child Social Coaching: Child Developmental Level 1

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

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



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



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. Teachers 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.

Teacher-Coached Skills	Examples
Social/Friendship Skills: <ul style="list-style-type: none"> ❖ 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 	<p>"You asked your friend so politely for what you wanted and s/he gave it to you, you are good friends."</p> <p>"You helped your friend find what s/he was looking for. You are both working together and helping each other like a team."</p> <p>"That's so friendly. You shared your blocks with your friend. Then she traded with you and gave you her car. "</p> <p>"You asked kindly to play and they seemed happy to have you join in?"</p> <p>"You gave a compliment to her, that is very friendly."</p> <p>"You accepted your friend's suggestion. That is so cooperative."</p>
Self-Regulatory Skills: <ul style="list-style-type: none"> ❖ Listening to What a Peer Says ❖ Waiting Patiently ❖ Taking Turns ❖ Staying Calm ❖ Problem Solving 	<p>"Wow you really listened to your friend's request and followed his suggestion. That is really friendly."</p> <p>"You waited and asked first if you could use that. That shows you have really strong waiting muscles. "</p> <p>"You are taking turns. That's what good friends do for each other"</p> <p>"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."</p> <p>"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."</p>
Empathy: <ul style="list-style-type: none"> ❖ Behavior-to-Feelings ❖ Apology/Forgiveness 	<p>"You shared with your friend, that is so friendly and makes her feel happy."</p> <p>"You saw that she was frustrated and helped her put that together. That is very thoughtful to think of your friend's feelings"</p> <p>"You were both frustrated with that but you stayed calm and kept trying and finally figured it out. That is real teamwork.</p> <p>"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."</p> <p>"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?"</p>

Facilitating Children's Academic Learning: Teachers as "Academic Coaches"



"Descriptive commenting" is a powerful way to strengthen children's social skills, emotional literacy, and academic skills. The following is a list of academic concepts and behaviors that can be commented upon when playing with a child. Use this checklist to practice describing academic concepts.

Academic Skills	Examples
<ul style="list-style-type: none"> _____ colors _____ number counting _____ shapes 	<ul style="list-style-type: none"> ● "You have the red car and the yellow truck." ● "There are one, two, three dinosaurs in a row." ● "Now the square Lego is stuck to the round Lego."
<ul style="list-style-type: none"> _____ sizes (long, short, tall, smaller than, bigger than, etc.) _____ positions (up, down, beside, next to, on top, behind, etc.) 	<ul style="list-style-type: none"> ● "That train is longer than the track." ● "You are putting the tiny bolt in the right circle." ● "The blue block is next to the yellow square, and the purple triangle is on top of the long red rectangle."
<ul style="list-style-type: none"> _____ working hard _____ concentrating, focusing _____ persistence, patience 	<ul style="list-style-type: none"> ● "You are working so hard on that puzzle and thinking about where that piece will go." ● "You are so patient and just keep trying all different ways to make that piece fit together."
<ul style="list-style-type: none"> _____ following parent's directions _____ problem solving _____ trying again _____ reading _____ thinking skills _____ listening _____ working hard/ best work _____ independence 	<ul style="list-style-type: none"> ● "You followed directions exactly like I asked you. You really listened." ● "You are thinking hard about how to solve the problem and coming up with a great solution to make a ship." ● "You have figured that out all by yourself."

Facilitating Children's Emotion Learning: Teachers as "Emotion Coaches"



Describing children's feelings is a powerful way to strengthen a 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 a child's emotions.

Feelings/Emotional Literacy	Examples
<p>_____ happy</p> <p>_____ frustrated</p> <p>_____ calm</p> <p>_____ proud</p> <p>_____ excited</p> <p>_____ pleased</p> <p>_____ sad</p> <p>_____ helpful</p> <p>_____ worried</p> <p>_____ confident</p> <p>_____ patient</p> <p>_____ having fun</p> <p>_____ jealous</p> <p>_____ forgiving</p> <p>_____ caring</p> <p>_____ curious</p> <p>_____ angry</p> <p>_____ mad</p> <p>_____ interested</p> <p>_____ embarrassed</p>	<ul style="list-style-type: none"> ● "That is frustrating, and you are staying calm and trying to do that again." ● "You look proud of that drawing." ● "You seem confident when reading that story." ● "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." ● "You look like you are having fun playing with your friend, and he looks like he enjoys doing this with you." ● "You are so curious. You are trying out every way you think that can go together." ● "You are forgiving of your friend because you know it was a mistake."

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."

Facilitating Children's Social Learning: Teachers 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.

Social/Friendship Skills	Examples
<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"> ● "That's so friendly. You are sharing your blocks with your friend and waiting your turn." ● "You are both working together and helping each other like a team."
<input type="checkbox"/> listening to what a friend says <input type="checkbox"/> taking turns <input type="checkbox"/> asking <input type="checkbox"/> trading <input type="checkbox"/> waiting	<ul style="list-style-type: none"> ● "You listened to your friend's request and followed his suggestion. That is very friendly." ● "You waited and asked first if you could use that. Your friend listened to you and shared." ● "You are taking turns. That's what good friends do for each other."
<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"> ● "You made a friendly suggestion and your friend is doing what you suggested. That is so friendly." ● "You are helping your friend build his tower." ● "You are being cooperative by sharing." ● "You both solved the problem of how to put those blocks together. That was a great solution."

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

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

Sample Circle Time Lesson Script: Problem Solving Using the Wally Book

Teacher: Boys and girls, today I have a special book that can help us learn to solve problems we may have at school. I am going to share a picture and I want you to look for clues that Wally and his friend are having a problem. Can you see anything on their faces that tells you they are having trouble?



(Picture from *Wally's Detective Book for Solving Problems at School*)

Child: He looks mad.

Teacher: Wow! You are really looking carefully. Does anyone notice something on his face that tells you the boy with the red hair looks mad?

Child: His mouth looks mean. His eyebrows are pointy.

Teacher: Put your thumbs up if you agree. How about Wally? How is he feeling?

Child: He looks sad. He has no smile.

Teacher: Sounds like Wally and his friend are mad and sad. Those are feelings that let you know you are having a problem. Let me tell you what is going on in this picture. Bid Red here has been using the computer for a long, long time. Wally really wants a turn. What can Wally do?

Child: He can ask him for a turn.

Child: He can wait.

Child: He can find another toy.

Teacher: Okay, let's act that out. Charles and Tanisha I'd like you to show the class what that looks like. Charles, Tanisha is holding this car and you'd like to play with it. When we say ready, set, action you are going to ask for it. Tanisha, when Charles asks, you are going to share the car with him.

Teacher acting as Charles: Can I have the toy?

Teacher acting as Tanisha: Okay. (She hands toy to Charles.)

Teacher: Solutions that are fair and safe are thumbs up solutions! Put your thumbs up if you think asking is a fair solution. Looks like you all agree. Let's act out another one of your great ideas. Gina, you said wait. Let's see what that looks like.

(Children continue to act out solutions, such as wait, do something else, ask again, do together.)

Teacher-to-Parent Communication Form

Problem Solving

At school the children are learning about how to problem solve when they are upset, so they can make the best choice. You can help your child learn to problem solve with books, puppets and by talking with them before they get too dysregulated. Here are 3 steps your children are learning.



Step One: How do I feel?

Step Two: What is the problem?

Step Three: What are some solutions?

PRACTICE: You can practice these at home by talking about a problem and thinking about possible solutions (e.g., waiting, sharing, taking turns, helping, taking a deep breath, doing something else). Then it can be fun to practice these solutions with puppets.

MODEL: It will help your child if you model ways that you calm down when you have a problem in order to think about solutions to your problems. For example, you might tell them “I am feeling frustrated right now because I can’t find my keys. I’m going to take a deep breath, and think about solutions. One solution is to look in my car. Another solution is to ask for help.”



Ask your child to show you how s/he can be a “detective” and solve a problem.

Record on the *Parent-to-Teacher Communication Form* your experience practicing helping your child come up with solutions to problems. Your child will get special detective stickers for solving a problem or for drawing a picture of a solution!



Incredible Children!

Parent-to-Teacher Communication Form

Problem Solving

Child's Name: _____

Record on this form your experience practicing helping your child come up with solutions to problems. Your child will get special detective stickers for solving a problem or for drawing a picture of a solution! Here is an example of a problem, or you can choose your own. "Let's pretend that your friend is on the swing and you want a turn."

How would you feel?

What solution could you use?



Incredible Children!



The Incredible Years®
Teacher Classroom Management Self-Reflection Inventory
Emotional Regulation, Social Skills and Problem-Solving Training

Date: _____ **Teacher Name:** _____

Teachers learn extensively from self-reflection regarding their classroom management and the teaching strategies they are using that are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this Inventory to think about your strengths and limitations and determine your goals.

1 – Never 3 – Occasionally 5 - Consistently

Emotional Regulation, Social and Problem Solving Skills	
1. I use emotional coaching and specifically self-regulation emotions such as patience, persistence, trying hard, sticking with it, concentrating, staying calm, waiting for a turn, and using words to express feelings.	1 2 3 4 5
2. I model self-regulation strategies such as taking deep breaths, using positive self-talk, using anger thermometer, thinking of happy place, positive forecasting, and Tiny's calm down strategies.	1 2 3 4 5
3. I prompt children to take deep breaths and use self talk such as "I can do it, I can calm down."	1 2 3 4 5
4. I promote identification of feelings in self and others through the use of photographs, posters and games (bingo) that portray people in various emotional states.	
5. I help children understand how peers feel by pointing out facial expressions, voice tone, body language or words.	1 2 3 4 5
6. I teach specific emotional literacy words by labeling feelings or positive feelings responses of others when children share, trade, wait or help them (i.e., help children see the connection between their social skills and others feelings).	1 2 3 4 5
7. I model appropriate feelings language by modeling emotional expression throughout the day (e.g., "I am getting frustrated now, but I can calm myself down by taking a deep breath or using my turtle technique.").	1 2 3 4 5
8. I provide opportunities for children to practice social skills and ways to solve problems.	1 2 3 4 5

9. I teach specific social skills in circle time or individually with children such as practicing asking, apologizing, taking turns, waiting, helping, sharing, using words, and teamwork.	1 2 3 4 5
10. I praise and give attention to social skills with social coaching language throughout the day.	1 2 3 4 5
11. I teach specific problem solving steps by helping them follow the sequence of : 1) Identify the problem feeling, 2) define the problem, 3) think of solutions, 4) ask what would happen next? 5) evaluate the best choice, and 6) choose the best solution to try out.	1 2 3 4 5
12. I use books and stories of problem solving scenarios to practice the problem solving steps and solutions.	1 2 3 4 5
13. I encourage children’s cooperative behavior by giving them classroom jobs, encouraging them to help each other and giving them choices.	1 2 3 4 5
14. I use puppets, pretend games, imaginary stories and drama activities to set up problem scenarios and children practice solving the problems by acting out their solutions.	1 2 3 4 5
15. I use the Teacher-to-Parent Communication Home Activities letter to encourage parents to help their children problem solve when they are upset at home.	1 2 3 4 5
16. For parents of children with emotional regulation difficulties I meet with them to share the problem solving strategies and how to use emotion coaching methods.	1 2 3 4 5
Future Goals Regarding Emotional, Social, and Problem-Solving Strategies I Will Use	