



Teacher Time

# Problem-Solving and Relationships Skills Birth to Five

February / March 2023



In this issue, you will find:

- Promoting peer relationships
- Teaching problem-solving steps
- Supporting problem-solving in the moment



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National Center on  
Early Childhood Development, Teaching, and Learning



Teacher Time

## ELOF

Central Domains					
	Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perceptual, Motor, and Physical Development
Infant/Toddler Domains	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
Preschooler Domains	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

To learn more about the Head Start Early Learning Outcomes Framework (ELOF), [visit this page on the ECLKC website](#).

## Positive Behavior Support (PBS)

Positive Behavior Support (PBS) is a positive approach to challenging behavior that focuses on building social and emotional skills. PBS recognizes that all behavior communicates a message or need. Once educators understand the meaning of a child's behavior, they can, together with the family, teach the child more effective ways to communicate their needs.

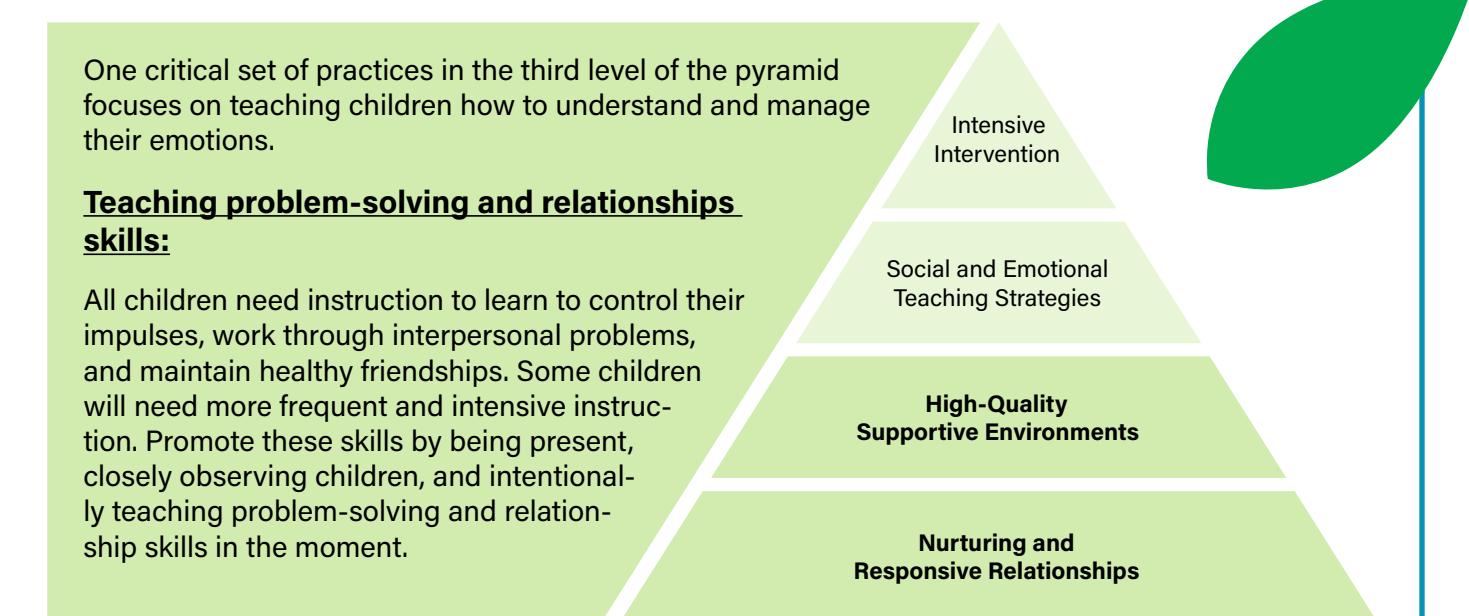
### A Continuum of Support

The Pyramid Model is an established PBS framework for addressing the social and emotional development and challenging behavior of young children. The framework offers a continuum of evidence-based teaching practices that are organized into four levels of support.

One critical set of practices in the third level of the pyramid focuses on teaching children how to understand and manage their emotions.

#### Teaching problem-solving and relationships skills:

All children need instruction to learn to control their impulses, work through interpersonal problems, and maintain healthy friendships. Some children will need more frequent and intensive instruction. Promote these skills by being present, closely observing children, and intentionally teaching problem-solving and relationship skills in the moment.



Adapted from Fox, L., Dunlap, G., Hemmeter, M., Joseph, G. E., & Strain, P. S. (2003). The teaching pyramid: A model for supporting social competence and preventing challenging behavior in young children. *Young Children*, 58(4), 48-52.

# It's All About You

Caring for and educating young children is physically and emotionally demanding work. By practicing mindfulness strategies and caring for yourself, you can increase feelings of ease and satisfaction. These positive emotions improve your ability to face daily stressors—such as challenging behaviors—with more empathy, patience, and intention. The good news is that people can start practicing and cultivating mindfulness at any time.

## Supporting Our Ability to Be Present and Observe with Less Judgment

Our ability to support children with problem-solving and relationship skills starts with our ability to center ourselves, noticing and observing what's actually happening with as little judgment as possible, softening to what is. From here, we can help young children work through challenges with peers from a more grounded, soft, and objective place, calmly naming what we see happening. Before we can support the children in our care with problem-solving and relationship skills, it's important to find ways to regulate our own feelings throughout the day.

Taking a minute to do a body scan to notice what's happening in our bodies, softening in the moment, we can slow down and center ourselves at any point throughout the day. This practice supports our own well-being first, enabling us to hold a non-judgmental space and respond intentionally to children's cues, behaviors, and communications as we support them in building healthy relationships with each other.



Cut it out and post in your learning environment!

### Activity: Body Scan

Start seated in a chair or lying down with your back flat against the ground.

- Bring your attention to your body.
- Close your eyes if that's comfortable.
- As you exhale, relax and notice your feet or body on the floor or seat.
- Notice your back against the chair or floor.
- Bring your attention into your stomach area. If it feels tight, let it soften.
- Notice your hands, arms, or shoulders. Let them be soft.
- Let your jaw and facial muscles be soft.
- Notice your whole body present.



# Highlights and Key Ideas (Across All Ages)

Problem-solving, self-regulation, empathy, and perspective-taking are key to building positive peer interactions and friendships. Educators help children learn the skills necessary to develop healthy peer relationships and find ways to deal with social conflicts.

## Promote Healthy Relationships

Healthy relationships are supported by empathy, respect and the ability to relate with others. Relationship skills include sharing, helping, cooperating, comforting, making suggestions in play, celebrating each other, and understanding when it's time to make a repair. Educators can model these skills and create developmentally appropriate opportunities for practice throughout the day.



## Teach Problem-solving Steps

Conflicts happen often in early childhood environments where children are still learning to manage their emotions and behavior. Children are focused on their own needs and tend to see problems only from their point of view. Educators can model and teach children how to negotiate solutions that work for everyone using these problem-solving steps:

- What is the problem?
- What are some solutions?
- Try it out.
- How did the solution work?

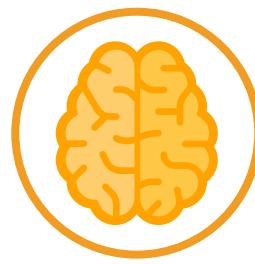


## Support Problem-Solving in the Moment

Problem-solving is hard work! Educators can help children use the problem-solving steps in the moment by:

- Anticipating social conflicts before they happen.
- Being close.
- Providing support.
- Encouraging children to generate multiple solutions.
- Celebrating success.





## Neuroscience Nook

Research tells us that the early years are foundational for brain development. Adults play an important role in supporting healthy brain development, connections, and architecture. In Neuroscience Nook we will connect this research to everyday practices.

### Brain Development & Relationship Skills

The prefrontal cortex begins to develop early in life. This area of the brain is responsible for "executive functioning skills" which are essential for developing strong and healthy relationships.

Executive Functioning Skills include:

- Flexible thinking.
- Problem-solving.
- Paying attention and focusing on a task.
- Remembering rules and procedures.
- The ability to control impulses.

We can help young children start to develop these critical relationship building and problem-solving skills through responsive caregiving and effective teaching practices that are responsive to an individual child's needs.

**Making Connections:** Look back at the last two viewer's guides, *Building Relationships with Children Birth to Five* and *Emotional Literacy with Children Birth to Five*, to see more about the importance of nurturing and responsive relationships on the developing brain.

See [Building the Brain: Supporting Children's Early Brain Development](#) on the ECLKC website to learn more!



Cut it out and post it somewhere for your continual reflection!

### Focus on Equity

The value that we place on peer relationships and how we build and maintain them are influenced by our family culture, community, and experiences. Sometimes subtle biases can interfere with our ability to approach conflict between children with an open mind and help them solve problems in a way that is respectful and fair to all children involved. Uncovering these biases takes time and reflection.

- What value do you place on peer relationships?
- How do you expect peers to act with each other?
- How do you feel about conflict?
- Do you listen openly to all children when there is a problem?
- Is there a child that you are more likely to make negative assumptions about when a problem involves that child?

Tip: Ask a friend, colleague, or coach to video record you during a time of day when there tends to be more conflict between children. Watch the video and notice how you respond and interact with each child involved in the conflicts. Does every child receive the support and instruction that they need?

## Small Change, Big Impact

Children vary in their learning characteristics and how they engage with the people and materials in their learning environments. These small changes—also known as curriculum modifications—are made based on a child's individual needs to help promote their engagement and participation. When children's engagement is increased, they have more opportunities to learn! Some children might need more highly individualized teaching to help them learn. Making curriculum modifications based on a child's individual learning needs can be a great place to start to support engagement.

### Social Stories

Social Stories are a type of visual support that uses both text and images to help a child navigate a new or challenging social situation. A social story highlights and clearly describes, to a child, the most important aspects of that social situation. Social stories, also referred to as social narratives or scripted stories, effectively teach many types of new skills and behaviors to children as young as two years old and children with many different learning characteristics and learning abilities.

**Jugando con los amigos**

Mi nombre es: \_\_\_\_\_ y tengo \_\_\_\_\_ años. Voy al preescolar en el: \_\_\_\_\_.

Hay muchos juguetes y niños para jugar en la escuela. Durante el recreo puedo elegir dónde quiero jugar. Algunos de mis lugares preferidos para jugar son: \_\_\_\_\_ y \_\_\_\_\_.

Durante el recreo a veces es BUENO jugar solo, pero es también un buen momento para jugar con los amigos.

Para jugar con un amigo que puedo mirar alrededor de la sala y encontrar un niño para jugar.

Puedo mirar cuidadosamente lo que está haciendo mi amigo. Entonces puedo encontrar un juguete igual y hacer lo mismo que mi amigo.

Puedo también pedir que mi amigo juegue algo diferente conmigo diciendo "quieres jugar con los bloques?". Si mi amigo dice que "sí", podemos ir a jugar! Si mi amigo dice "no, gracias" puedo buscar a otro amigo para preguntarle.

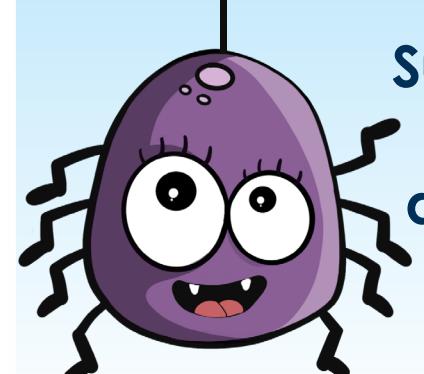
¡Es divertido jugar con los amigos!

Find more social stories in English and Spanish on the [ECLKC](#).

**Suri Spider Selects a Solution**

By Chelsea T. Morris,  
Carlie Sandefur, Cristina  
Alicot, and Lise Fox

Suri Spider designed by  
Cristina Zaldívar dla Properly Posted



ChallengingBehavior.org  
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ECLKC.org  
Florida Department of Education  
University of South Florida  
Early Learning Center  
Florida Department of Education  
NCPMI

You can access [this social story](#) from the National Center for Pyramid Model Innovations. The PDF includes a template, solution kit visual cards, tips, and questions to ask the children.

# Small Change, Big Impact

## Environmental Supports

When thinking about curriculum modifications, consider environmental supports. Modifications may include making physical adjustments by changing the space, managing materials and supplies, and adding visual cues. To learn more about environmental support, check out this [15-minute In-service Suite](#).

**CURRICULUM MODIFICATIONS:**  
Small changes to ongoing classroom activities or materials to increase a child's participation  
Environmental support is one of the eight types of curriculum modifications.

**ENVIRONMENTAL SUPPORT**

**PHYSICAL ADJUSTMENTS**

- Change the location of materials, centers, or activities
- Add, take away, or vary materials
- Use visuals (like charts, pictures, or drawings)
- Define clear boundaries

**SOCIAL ADJUSTMENTS**

- Carefully choose peer pairs and groupings
- Select materials to motivate shared play
- Design activities to promote social interactions

**TEMPORAL ADJUSTMENTS**

- Modify schedules
- Adjust the amount of time spent on activities or routines

### Solution Kit

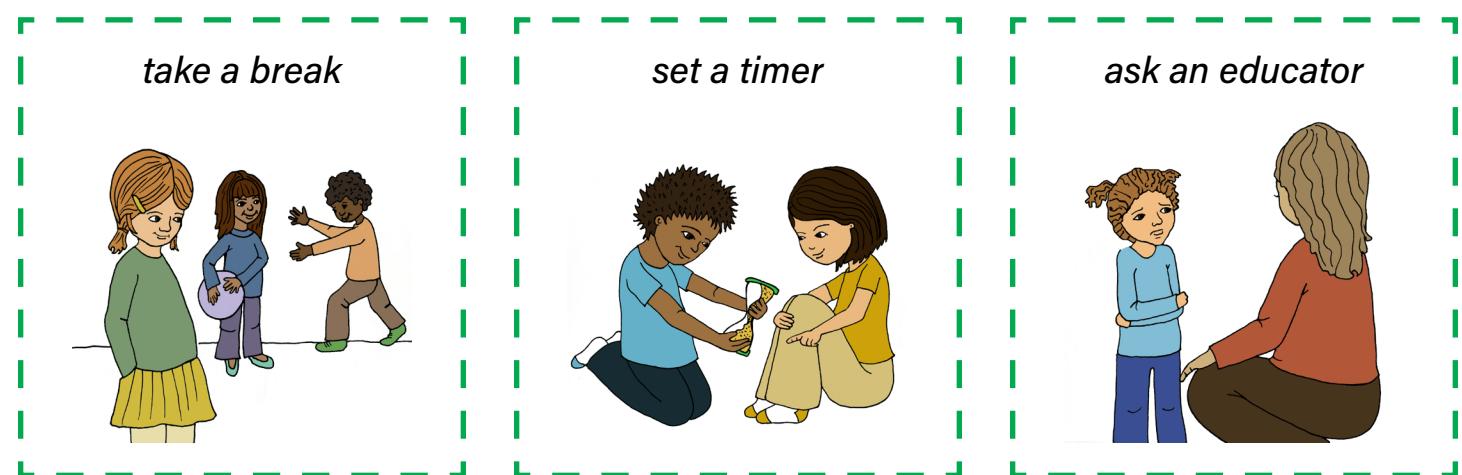
Make a "Solution Kit" that includes pictures of prosocial skills and behaviors that children can use to solve a social problem. All children can use this kit to help them generate multiple solutions and persist when a solution doesn't work. Use your own photos or drawings, or download free pictures from the ECLKC website [here](#).

### Social Skill Visuals

- |                     |  |
|---------------------|--|
| Wait                | Take a break   |
| Take turns          | Talk to an educator  |
| Make another choice | Tucker Turtle social story ( <a href="#">find the PDF here</a> from NCPMI) |
| Play together       |  |



Cut these out and add them to your learning environment!



# Understanding Developmental Stages

A strong understanding of each child's developmental ability allows educators to plan appropriate learning opportunities and offer support at the child's level of need.



### INFANTS — Early On

Children at an early stage of development are ready to learn how to:

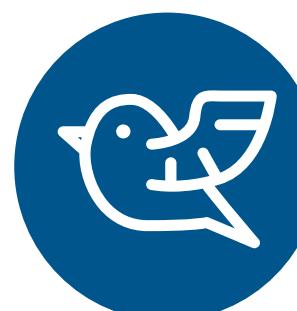
- Engage in simple back-and-forth interactions with other children and adults.
- Notice other children in distress.
- Begin to understand that adults are there to support all children.



### TODDLERS — Emerging Skills

Children who are at an emerging stage of social and emotional development are ready to learn how to:

- Play next to another child with similar materials, mimic other children's play, practice sharing, and taking turns.
- Show empathy and try to comfort children in distress.
- Make decisions and practice problem-solving with other children, with adult help.



### PRESCHOOLERS — Increasing Mastery

Children who are increasing their mastery of social skills and emotional development are ready to learn how to:

- Engage in cooperative play with other children, such as suggesting something to do together, including others' ideas, and following mutually agreed upon rules.
- Develop friendships with one or two preferred other children.
- Recognize and describe social problems and suggest effective solutions.





## Put It Into Practice

Infants show interest in other children. They look attentively at other children, touch them and look concerned when another child is crying. Educators can help infants build awareness of other children and encourage peer interactions.

**Putting these strategies into practice helps infants learn to:**

- Engage in simple back-and-forth interactions with other children.
- Notice other children in distress.
- Begin to understand that adults are there to support all children.

### Promoting Friendship Skills

- Use materials that encourage infants to interact with each other.
- Use materials that two or more infants can use at the same time.
- Talk about what infants are doing to help them build awareness of each other.

### Add Your Ideas Here:

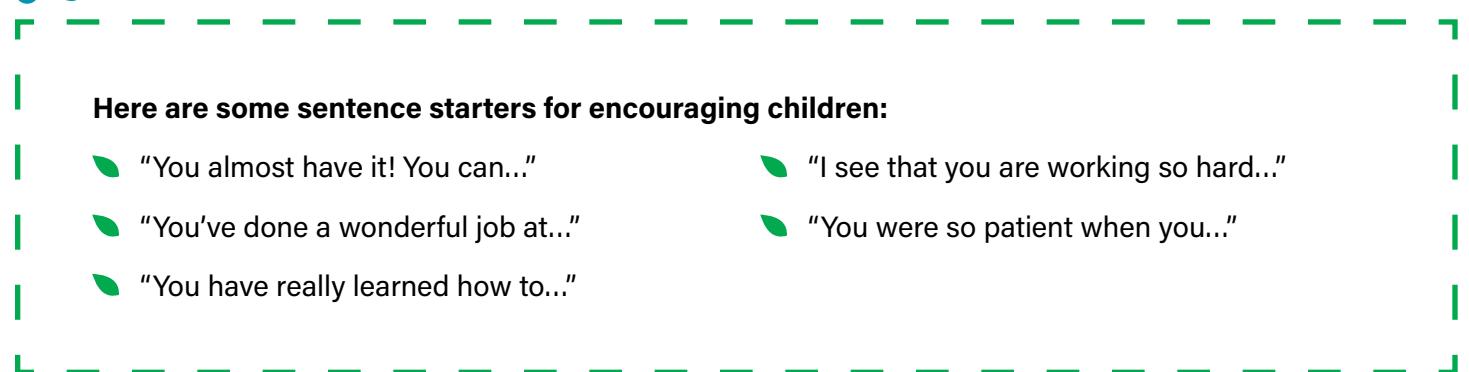
### Practice Problem-Solving

- Be aware of infant verbal and nonverbal cues.
- Provide comfort and support to help the infant calm down.
- Describe the problem and identify some solutions.
- Model and provide support for positive interactions.
- Encourage children for their effort.

### Add Your Ideas Here:



Cut these out for reference in your learning environment!



## Try It Out

Try out these BASICS strategies to promote friendship and social problem-solving skills with infants.

### B.A.S.I.C.S.

**B**ehavioral expectations in advance; **A**ttend to and encourage positive behavior; **S**ccaffold with cues and prompts; **I**ncrease engagement; **C**reate or add challenge; **S**pecific feedback

The BASICS is a collection of strategies that can be used in any setting interacting with infants and toddlers. In this season's *Teacher Time*, we will focus on two letters of the BASICS for each episode. We hope that you will join us for all this season's webinars or access them on PushPlay so that you can get the BASICS of Positive Behavior Supports!



### Create or add challenge

Carefully select toys and materials for the learning environment that support taking turns, waiting, and learning how to share. Like a ball run, car track, or stacking rings where only one toy can be placed on the track or stacker at a time.

Play waiting games with the materials and routines already in the learning environment. Such as waiting to go down the slide or through the tunnel.

### Add Your Ideas Here



### Specific feedback

Provide specific feedback when you see an infant problem-solving and engaging with peers. Narrate what you see the infant doing and how you will support their problem-solving and relationships skills.

- "Look, Nora is watching you. I think she wants to play too!"
- "Solomon had that toy. Let's give it back and I'll find one for you."
- "Amal is crying. You are watching him. Let's see if he would like the soft penguin to cuddle."

### Add Your Ideas Here

# Talk About It

## The BookCASE

Check out these books about problem-solving skills and peer relationships.

- Blocks by Irene Dickson
- Mine, Mine, Mine, Yours by Kimberly Gee
- The Last Marshmallow by Grace Lin
- Kindness Make Us Strong by Sophie Beer

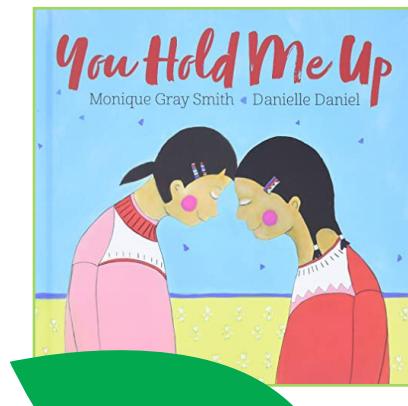


Pictured above: Monique Gray Smith, author of *You Hold Me Up*



Pictured above: Danielle Daniel, illustrator of *You Hold Me Up*

Please note: Your local library may have these titles and suggestions about other books on this topic!



## Making the CASE

*You Hold Me Up* by Monique Gray Smith (author) and Danielle Daniel (illustrator)

**Connection** - This book shows simple things people can do for one another to feel connected and respected within healthy relationships. It connects to the ELOF Relationships with Other Children sub-domain of the Social and Emotional Development domain. During infancy, adults lay the foundation for peer relationship skills by engaging in and modeling respect and connection.

**Advanced vocabulary** - The book features relationship-focused words such as learn, comfort, respect, and share. These are great examples of words to use while going about daily routines with infants. For example, when a child is upset saying something like, "I am comforting you," or when you see one child hand something to another commenting, "you are sharing."

**Support active engagement** - The illustrations in this book show various activities that aren't directly mentioned in the text. As children show interest in the illustrations, describe what the characters in the illustrations are doing, such as cooking together or sharing an apple.

**Extend the learning** - This book mentions that when we sing together we hold each other up. Infants love music; it's a great way to build early verbal skills and a wonderful way to bond with one another. Brainstorm with other educators and families the ways you can hold one another up and then try to implement some of those practices into the learning environment.



Putting these strategies into practice helps toddlers learn to:

- Play next to another child with similar materials, mimic other children's play, and practice sharing and taking turns.
- Show empathy and try to comfort children in distress.
- Make decisions and practice problem-solving with other children, with adult help.

## Promote Friendship Skills

Practice turn-taking and sharing.

Provide guidance to help toddlers play together.

Encourage toddlers to help each other and do things together.

**Add Your Notes Here**

## Teach Problem-Solving

Describe what you see the problem might be.

Offer a solution. Explain why it's important.

Help them try out the solution.

Encourage toddlers to talk about how well the solution worked.

**Add Your Notes Here**

## Support Problem-Solving in the Moment

Observe closely—scan the environment often to see if there are conflicts.

Move close and help the toddler choose a preferred coping strategy.

Describe steps for solving problems.

Generate solutions together.

Encourage children for their effort.

**Add Your Notes Here**

## Try It Out

Try these BASICS strategies to promote friendship and social problem-solving skills with toddlers.

### B.A.S.I.C.S.

**B**ehavioral expectations in advance; **A**ttend to and encourage positive behavior; **S**ccaffold with cues and prompts; **I**ncrease engagement; **C**reate or add challenge; **S**pecific feedback

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#### Create or add challenge

Carefully select toys and materials for the learning environment that support taking turns, waiting, and learning how to share. Consider a ball run, car track, or stacking rings where only one toy can be placed on the track or stacker at a time.

Play waiting games with the materials and routines already in the learning environment, such as waiting to go down the slide or through the tunnel.

Sing a song while children wait to wash hands or a greeting song in the morning where the children have to wait until they hear their name to get up and dance.

#### Add Your Notes Here



#### Specific feedback

Provide specific feedback when you see toddlers problem-solving and engaging with peers. Narrate what you see the toddler doing and how you will support their problem-solving and relationships skills.

- 👉 "You knocked into Lucas because you were running and didn't see him. Let's see if he is ok."
- 👉 "You're helping me put Nattie's coat on."
- 👉 "I see that you two are frustrated and have a problem. Let's go get our solution kit for some ideas."

#### Add Your Notes Here

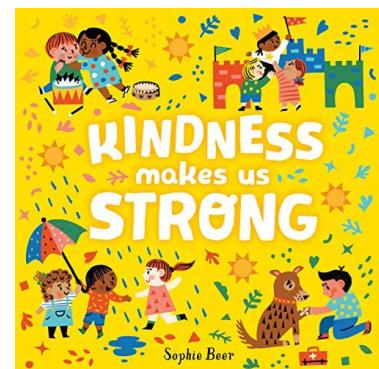
## Talk About It

### The BookCASE

Check out these books about problem-solving and peer relationships.

- 👉 *Blocks* by Irene Dickson
- 👉 *Mine, Mine, Mine, Yours* by Kimberly Gee
- 👉 *The Last Marshmallow* by Grace Lin
- 👉 *You Hold Me Up* by Monique Gray Smith (Author) and Danielle Daniel (Illustrator)

Please note: your local library may have these titles and suggestions about other books on this topic!



[Watch the author, Sophie Beer, read the story aloud.](#)



Pictured above: Sophie Beer, author and illustrator of *Kindness Makes Us Strong*

### Making the CASE

*Kindness Makes Us Strong* by Sophie Beer

**C**onnection – This large format board book uses simple sentences and colorful illustrations to show children involved in kind interactions with their peers. It connects to the ELOF Relationships with Other Children sub-domain of the Social and Emotional Development domain.

**A**dvanced vocabulary – This book includes advanced vocabulary words such as patient, cheering, sharing, offering, comfort, and strong. Offer toddlers examples of what this looks like, helping them understand how these words are actions that they can do throughout their day. For instance, on the playground, encourage children to cheer one another on when they are racing.



**S**upport active engagement – The illustrations in this book show the characters in various activities that aren't directly mentioned in the text. As children show interest in the illustrations, describe what the people are doing, such as playing at the park or painting in the learning environment. The page with "kindness is being patient" has five little ducks; you can count them together and then sing the Five Little Ducks song! The last page shows many of the children seen throughout the story; encourage children to look back through the book and find the characters.

**E**xtend the learning – Set up a small group activity, such as a sensory bin or water table, where children work closely together and may need to share materials. Play along with them and be sure to add words about how children share, take turns, and show kindness to one another.



## Put It Into Practice

At this stage of development, preschoolers are increasingly aware of others' thoughts and feelings. They can listen to what other children want and talk about the best way to do things together. They are capable of complex social behaviors such as empathy, cooperation, and compromise. They readily accept rules that help people get along.

### Putting these strategies into practice helps preschoolers learn to:

- Engage in cooperative play with other children, such as suggesting something to do together, including others' ideas, and following mutually agreed upon rules.
- Develop friendships with one or two preferred other children.
- Recognize and describe social problems and suggest effective solutions.

### Promote Relationship Skills

Help children make a plan about what and how they will play together.  
Provide suggestions for initiating an interaction with other children.  
Encourage children to consider others' ideas.

[Add Your Notes Here](#)

### Teach Problem-Solving

Help children identify what the problem is.  
Invite children to generate and evaluate multiple solutions.  
Help children select the best solution and try it out.  
Guide children in evaluating how the solution worked.

[Add Your Notes Here](#)

### Support Problem-Solving in the Moment

Anticipate social conflicts before they happen.  
Be close and help children manage their feelings.  
Provide support and reminders of the problem-solving steps.  
Encourage children to generate and evaluate multiple solutions.  
Celebrate success.

[Add Your Notes Here](#)

## Try It Out

Try these BASICS strategies to promote friendship and social problem-solving skills with preschool children.

### B.A.S.I.C.S.

**B**ehavioral expectations in advance; **A**ttend to and encourage positive behavior; **S**ccaffold with cues and prompts; **I**ncrease engagement; **C**reate or add challenge; **S**pecific feedback

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### Create or add challenge

[Add Your Notes Here](#)

**F**riendship kit: Make a "Friendship Kit" that includes items children can use to comfort a friend and visual supports that teach friendship skills.

#### Possible Items for Friendship Kit

- Pack of tissues: Offer a tissue if a friend is crying.
- Small soft toy: Help a friend soothe with a cuddly toy.
- Silly disguise glasses: Put these on to make a friend smile.
- Pack of band-aids: Give a band-aid if a friend is hurt.
- Sheet of stickers: Put a sticker on a friend's hand to help a friend feel better.

Check out these Friendship Kit and Build Social Skills [visual supports](#) on ECLKC.



### Specific feedback

[Add Your Notes Here](#)

Provide specific feedback; narrate what you see the child doing when solving problems and building relationships.

- "I can see you're being a helpful friend and working with Isaiah to get his mat set up for nap time."
- "I hear you all would like a turn on the tire swing. Let's try using the sand timer to make sure everyone gets a turn."
- "I can see that you are both feeling frustrated. Let's go get the friendship kit to find some ideas of how you can help each other."

# Talk About It

## The BookCASE

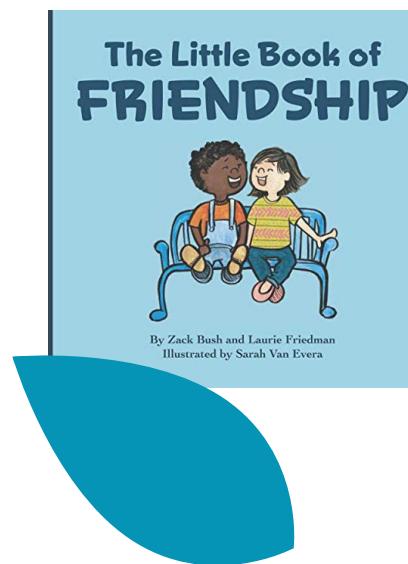
Check out these books about emotions and self- and co-regulation.

- *The Little Book of Friendship* by Zack Bush and Laurie Friedman
- *Luli and the Language of Tea* by Andrea Want
- *Amy Wu and the Warm Welcome* by Kat Zhang
- *I Forgive Alex: A Simple Story about Understanding* by Kerascoet (wordless)

Please note: Your local library may have these titles or suggestions about other books on this topic!



Pictured above (top-left-right): Sarah Van Evera (illustrator), Laurie Friedman (author), and Zack Bush (author) of *The Little Book of Friendship*



**Support active engagement** – The illustrations in this book show the characters in various activities that aren't directly mentioned in the text. As children show interest in the illustrations, describe what the characters are doing, such as cooking together or sharing an apple.

**Extend the learning** – The book describes friendship as a garden that needs attentive care to bloom. You can extend the learning by supporting children to plant a "friendship garden," nurturing it, and watching it bloom together! You can also take photos of children engaging in activities they like to do with their friends. Display the photos in the learning environment at children's eye level or create a photo album that children can look at when they may be missing a friend or need support engaging with other children.

# Resources

## Head Start Early Learning Outcomes Framework

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

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

## Social and Emotional Development Effective Practice Guides

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/social-emotional-development>

## Pyramid Model Overview

<https://challengingbehavior.cbc.usf.edu/Pyramid/overview/index.html>

## Classroom Visuals & Supports

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

## 15-minute In-service Suites: Environmental Support

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/environmental-support>

## 15-minute In-service Suites: Problem Solving in the Moment

<https://eclkc.ohs.acf.hhs.gov/video/problem-solving-moment>

## Problem-Solving in Real-Life Situation

[https://www.youtube.com/watch?v=Pr7vZ\\_4T5fl](https://www.youtube.com/watch?v=Pr7vZ_4T5fl)

## Solution Tool Kit: Classroom Edition

[https://challengingbehavior.org/docs/SocialEmotionalSkills\\_solution-kit\\_cue-cards.pdf](https://challengingbehavior.org/docs/SocialEmotionalSkills_solution-kit_cue-cards.pdf)

## Solution Tool Kit: Home Edition

<https://challengingbehavior.org/document/solution-kit-home-edition/>

## Problem Solving Steps- Wrist Cards

<https://challengingbehavior.org/document/problem-solving-steps-wrist-cards/>

## Social Emotional Teaching Strategies, Practice, Implementation Checklist

[https://challengingbehavior.org/docs/Implementation\\_practice\\_social.pdf](https://challengingbehavior.org/docs/Implementation_practice_social.pdf)

## Suri Spiders Selects a Solution: Scripted Story

<https://challengingbehavior.org/document/suri-spider-selects-a-solution/>

## We Can Be Problem Solvers at Home: Scripted Story

[https://challengingbehavior.org/docs/ProblemSolving\\_Story\\_Home\\_EN.pdf](https://challengingbehavior.org/docs/ProblemSolving_Story_Home_EN.pdf)

## Teacher Time Series: Can We Be Friends? Peer Interactions and Your Curriculum

Infants and Toddlers: <https://eclkc.ohs.acf.hhs.gov/curriculum/teacher-time-series/can-we-be-friends-peer-interactions-your-curriculum>

Preschool: <https://eclkc.ohs.acf.hhs.gov/curriculum/teacher-time-series/can-we-be-friends-peer-interactions-your-curriculum-0>

## Teacher Time Series: It's a Big Problem! Teaching Children Problem-Solving Skills

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/its-big-problem-teaching-children-problem-solving-skills>

## The Adult's Role in Supporting Peer Relationships

<https://eclkc.ohs.acf.hhs.gov/video/adults-role-supporting-peer-relationships>

## Supporting Early Brain Development: Building the Brain

<https://eclkc.ohs.acf.hhs.gov/publication/supporting-early-brain-development-building-brain>

## Child Development: Brain Building

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/child-development-brain-building>

# See your ideas in the next issue!

We'd love to hear about how you're using these practices in your learning environment. Please post your ideas in the *Teacher Time* community on MyPeers!

If you're not already a member of MyPeers, we invite you to join! Check out this ECLKC webpage to find out more about MyPeers: <https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-social-network-early-childhood-professionals>

## Add Additional Notes Here