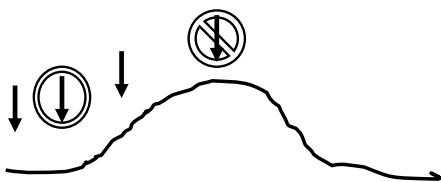


Identifying Teachable Moments



7

Managing Anger & Impulse Control

- ❖ Before children can learn to problem solve, they must learn to control anger and impulse
- ❖ This involves three concepts:
 - ❖ Recognizing anger in oneself and others
 - ❖ Knowing how to calm down
 - ❖ Expressing anger in appropriate ways



Learning to Recognize Anger

- ❖ What are some ways that young children express anger (external expressions)?
- ❖ What are some physiological ways anger is expressed (internal expressions)?



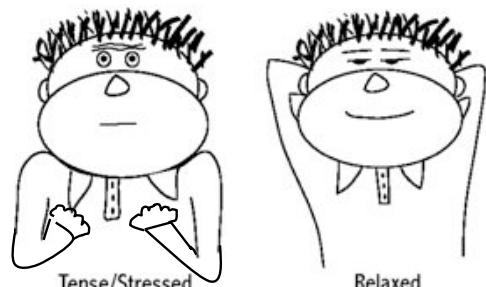
9

Learning to Calm Down

- ❖ Define “calm” and “tense” in developmentally appropriate terms for your classroom.
- ❖ How could you teach these emotional states to children?

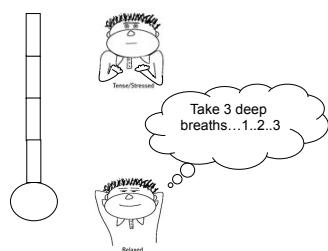


10



11

Relaxation Thermometer



Adapted from Incredible Years Dinosaur School

12

Turtle Technique

13

Solution Kit

Stages of Learning

- **Acquisition** – new skill or concept
- **Fluency** – the ability to immediately use the skill or concept without a prompt
- **Maintenance** – continuing to use the skill or concept over time
- **Generalization** – applying the skill or concept to new situations, people, activities, ideas, and settings

15

Acquisition

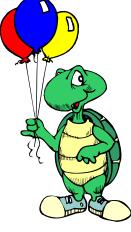


Fluency



Maintenance & Generalization





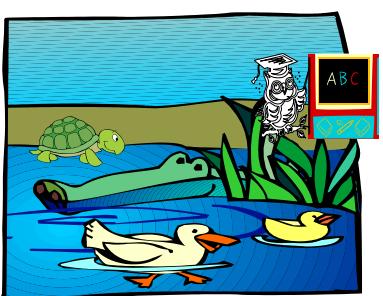
Tucker Turtle
Takes Time to
Tuck and Think

A scripted story to assist with teaching the
"Turtle Technique"
By Rochelle Lantini
March 2005

Created using pictures from Microsoft Clipart® and Seattle, WA: The Incredible Years.

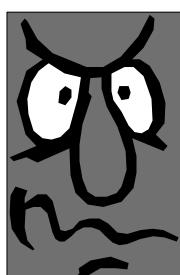
19

Tucker Turtle is a terrific turtle. He likes to play with his friends at Wet Lake School.



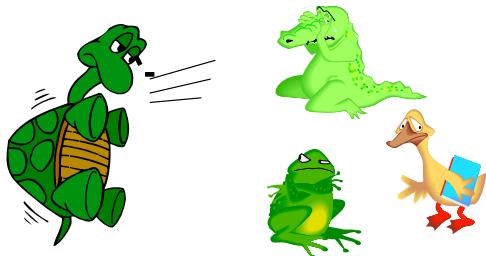
20

But sometimes things happen that can make Tucker really mad.



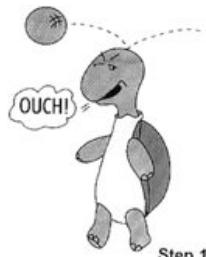
21

When Tucker got mad, he used to hit, kick, or yell at his friends. His friends would get mad or upset when he hit, kicked, or yelled at them.



22

Tucker now knows a new way to "think like a turtle" when he gets mad.



Step 1

23

He can stop and keep his hands, body, and yelling to himself!



Step 2

24

He can tuck inside his shell and take 3 deep breaths to calm down.



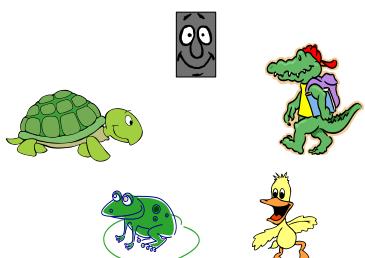
25

Tucker can then think of a solution or a way to make it better.

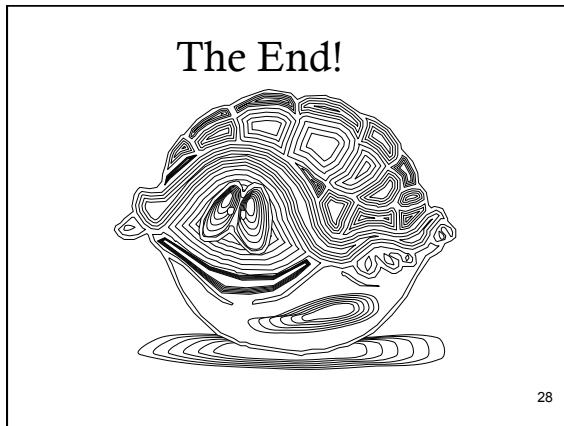


26

Tucker's friends are happy when he plays nicely and keeps his body to himself. Friends also like it when Tucker uses nice words or has a teacher help him when he is upset.



27



♩ Tucker the Turtle Song ♪
 (Sung to "Sally the Camel")

Tucker the Turtle was (pause) angry
 Tucker the Turtle was (pause) angry
 Tucker the Turtle was (pause) angry
 Calm down, Tucker, calm down!

Tucker the Turtle will (pause) stop quick
 Tuck in his shell and (pause) breathe deep
 Three deep breaths he (pause) does take
 Breathe, Tucker, Breathe!

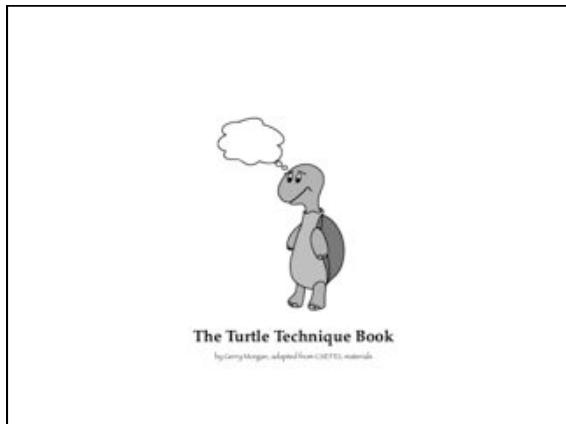
Tucker the Turtle pops (pause) back up
 Tucker the Turtle is (pause) calm now
 He thinks of so-lu-tions
 Hooray, Tucker, Hooray!

By Rochelle Lentini

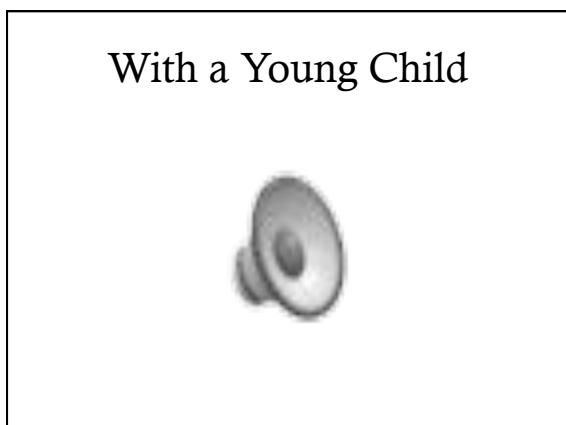
March 2005

Teaching Tools for Young Children: Lentini, R., Vaughn, B.J., & Fox, L. (2005). Teaching Tools for Young Children with Challenging Behavior. University of South Florida.

Created using pictures from Microsoft Clipart® and Webster-Stratton, C. (1991). The Teachers and Children videotape series: Dina dinosaur school. Seattle, WA: The Incredible Years.





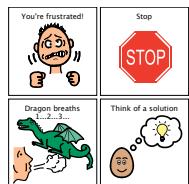


Use Turtle Technique Throughout the Day

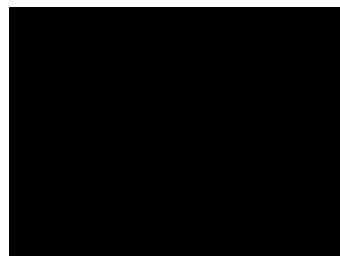


2.7
34

Dragon Steps



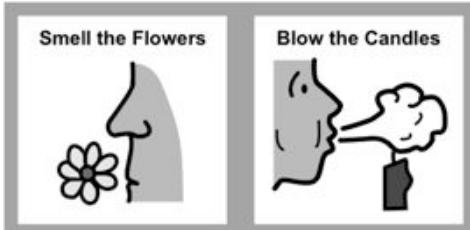
Rocket Breaths



Breathing Ball



Flowers/Candles



Bubbles





Bubbles



Bubble Bear



Balloons



Pinwheel



Icepack



A glass of water



Breath of Peace



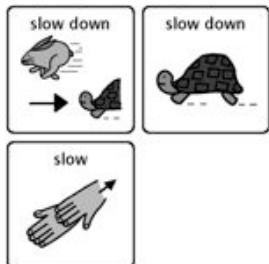
Duck Breathing



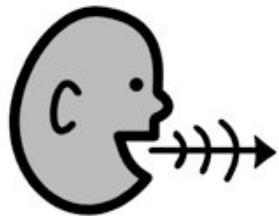
Stop, Slow Down, and Choose



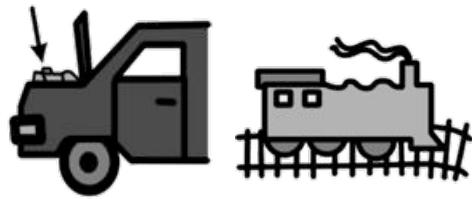
Slow Down: Turtle Talk



Regular Voice



Slow Down Your Engine



Break



2-Sided PEFF



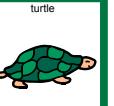
It looks like you're having
some big feelings...

I wonder what you need.	
to breathe	a hug
drink / snack	ask for help

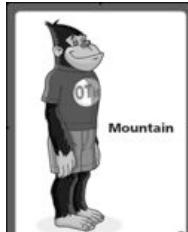
2-Sided PEFF

	 song	 book
It looks like you're having some big feelings...	take a break	make a choice to play
I wonder what you need.		

Help Choices

 go for a walk	 turtle
 stuffed animal	 sit on lap and be held

Yogarilla



“Turtle” Yoga



58

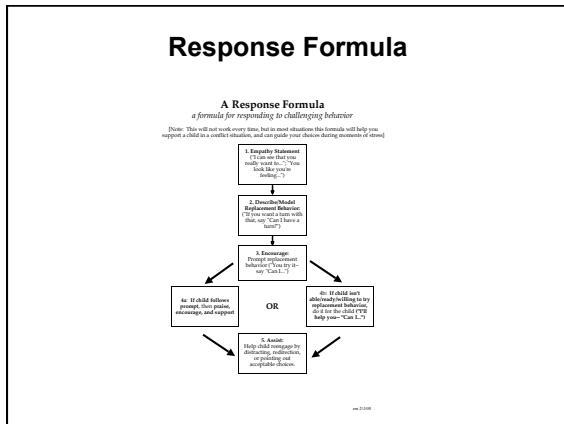
Teaching Impulse Control

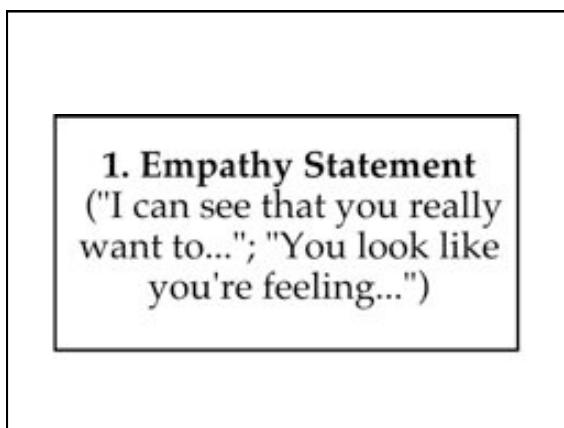
- ❖ First-Then
 - ❖ “I’ll save it for you.”
- ❖ “Not now— maybe later.”
- ❖ “Oh, well— maybe next time.”

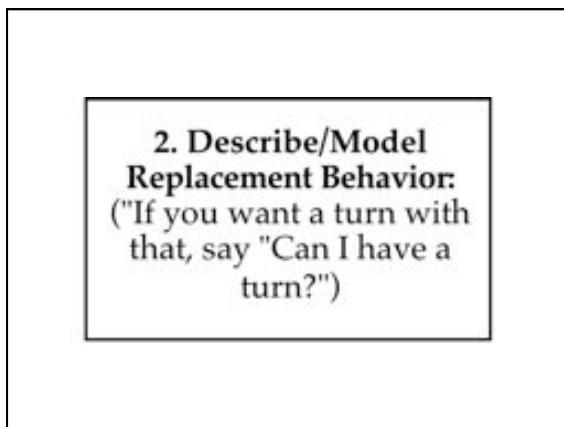


Sensory Systems

- ❖ Visual
- ❖ Auditory
- ❖ Taste
- ❖ Smell
- ❖ Touch
- ❖ Vestibular
- ❖ Proprioception







3. Encourage:
Prompt replacement behavior ("You try it-- say "Can I...")

4a: If child follows prompt, then praise, encourage, and support

OR

4b: If child isn't able/ready/willing to try replacement behavior, do it for the child ("I'll help you-- "Can I...")

5. Assist:
Help child reengage by distracting, redirection, or pointing out acceptable choices.

Practice Opportunities

- ❖ It takes 10 times as many trials to teach a replacement behavior



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