

Pyramid Model Goes to Kindergarten Training, Day 2 Targeting Skill Instruction

1. What is a common social-emotional challenge you see in your classroom for more than one student?
 - Only playing or working by oneself
 - Tattling
 - Limited cooperation on group tasks
 - "You're not my friend" / "You can't come to my birthday party"
 - Excluding peers
 - Laughing at others' mistakes or problems
 - Yelling when upset
 - Fighting over materials
 - Arguing over who goes first
 - Other: _____
2. Describe when this behavior most often occurs. When does it happen and with whom?
3. What is your best guess as to what this behavior is communicating? Mark all that apply.
 - I need space
 - I don't understand
 - I feel left out or hurt
 - I want you to stop
 - I disagree with you
 - I have big feelings (e.g., scared, frustrated, overwhelmed)
 - I need help with my problem
 - I am having a hard time
 - Other: _____
4. What skill(s) could you teach students to do instead that would help them participate in the activity more successfully?
 - Peer interaction (e.g., get attention, invite to play, ask for help)
 - Emotional literacy (e.g., name emotions)
 - Self-regulation (e.g., express emotions, calm down)
 - Empathy (e.g., respond to others' emotions)
 - Problem solving steps (e.g., identify problem, generate solutions, try it out or try again)
 - Solutions to problems (e.g., trade, use kind words, ignore)

5. Considering materials, teaching strategies, activities and routines in your day, and available adults, when and how will you...

Teach the skill(s)?	
Provide practice opportunities for the skill(s)?	
Reinforce the skill(s)?	