

NM PUBLIC SCHOOL PRESCHOOL LABELING EMOTIONS

Young children experience a range of emotions and often times exhibit challenging behavior because they do not know how to express their emotions. Recognition of emotions is a very important skill that young children are in the process of learning.

This is the first step toward self-regulation or management of feelings and emotional responses. It is important for teachers to intentionally teach, model, comment, and provide individualized support to children around labeling emotions (Hemmeter, Fox, & Snyder, 2014).

(EI 18.1 Self Control; 20.1 Cooperative Play; 20.2 Social Problem Solving; 21.2 Guidance & Support)

A way to emotionally check-in with children is with a **Classroom Greeting System**. This can occur at the beginning of each class with a greeting board or cards. The board or cards are usually placed on the wall next to the entry to the classroom. The teacher stands next to the door and greets each child as they enter. The child taps on the card that signals how they want to greet the teacher with options such as, “high five”, “hug”, or “shake hands”.



An **Emotions Poster** can act as a visual reminder when children are trying to express feelings. The child can verbalize how they feel or point to the appropriate emotion picture on poster.



As part of the morning greeting, a **Feelings Sign-In** can be placed near the entry to the classroom. This chart allows children to attach their own name/picture card in the column that expresses how they are feeling.

This can be used as a conversation starter throughout the day

References:

Center on the Social and Emotional Foundations for Early Learning. (n.d.). Retrieved from <http://csefel.vanderbilt.edu/>

Hemmeter, M., Fox, L. & Snyder, P. (2014). *Teaching pyramid observation tool for preschool classrooms manual, research edition*. Baltimore, Maryland: Brookes Publishing Co.

PED. (2020). New Mexico Early Learning Guidelines.