



# Providing Positive Feedback and Encouragement

## Verbal Encouragement

- ▶ "You are working so hard on..."
- ▶ "You must feel proud of yourself for..."
- ▶ "Thank you for helping me..."
- ▶ "What a great listener you are, you..."
- ▶ "Great job remembering to..."
- ▶ "That's a cool way to..."
- ▶ "Way to go! You \_\_\_\_\_ all by yourself!"
- ▶ "You almost have it! You can..."
- ▶ "You are being a helper when you..."
- ▶ "Your brother/sister looks so happy when you..."
- ▶ "You are really growing up because you..."
- ▶ "You were so patient when you..."
- ▶ "That's a great idea! Look at you..."
- ▶ "Excellent job using your problem solving to..."
- ▶ "WOW!! What a fabulous job you've done of..."



## Nonverbal encouragement also works! Try...

- ▶ Giving a hug
- ▶ A thumbs up or wink
- ▶ Clapping
- ▶ Using a special hand shake
- ▶ Smiling
- ▶ Imitating gestures, words or sounds
- ▶ A happy dance

## Favorites to Try...

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# Some Starters for Giving Positive Feedback and Encouragement

- 😊 "You must feel proud of yourself for..."
- 😊 "You've done a wonderful job at..."
- 😊 "You have really learned how to..."
- 😊 "See how \_\_\_\_ has improved in..."
- 😊 "You have worked so hard..."
- 😊 "You do a dynamite job of..."
- 😊 "Excellent idea for..."
- 😊 "Brilliant thinking for..."
- 😊 "That's a cool way to ..."
- 😊 "Look how well s/he did at..."
- 😊 "That's a resourceful way of..."
- 😊 "You are a real problem solver for..."
- 😊 "You've really grown up because you..."
- 😊 "Give me an EXTRA HUGE high five for..."
- 😊 "You are being so respectful when you..."
- 😊 "You are creating some amazing things..."
- 😊 "WOW!! What a fabulous job you've done of..."
- 😊 "Class, I have an announcement! Let's all give a hip, hip hooray to \_\_\_\_ for \_\_\_\_"
- 😊 "Look at all these terrific listeners! I know you are ready to listen because I see all eyes on me."



## Your favorites here...

😊 \_\_\_\_\_

😊 \_\_\_\_\_

😊 \_\_\_\_\_

😊 \_\_\_\_\_



NCPMI

# Proporcionando comentarios positivos y motivación

## Motivación verbal

- ▶ «Estás trabajando tan duro en...».
- ▶ «Te debes sentir orgulloso de tí mismo por...»
- ▶ «Gracias por ayudarme a...».
- ▶ «Eres muy bueno escuchando, tú...».
- ▶ «Buen trabajo al recordarte de...».
- ▶ «Esa es una manera genial de...».
- ▶ «¡Muy bien! ¡Tú \_\_\_\_ por tu cuenta».
- ▶ «¡Ya casi lo tienes! Tú puedes...».
- ▶ «Estás siendo un ayudante cuando...».
- ▶ «Tu hermano/hermana se ve tan feliz cuando...».
- ▶ «De verdad estás creciendo porque...».
- ▶ «Fuiste tan paciente cuando...».
- ▶ «¡Esa es una gran idea! Me has impresionado...».
- ▶ «Hiciste un excelente trabajo al usar tu resolución de problemas para...».
- ▶ «¡¡WOW!! Hiciste un trabajo fantástico con...».



¡La motivación no verbal también funciona! Prueba...

- ▶ Dar un abrazo
- ▶ Pulgares para arriba o guiñar el ojo
- ▶ Aplaudir
- ▶ Usar un apretón de manos especial
- ▶ Sonreír
- ▶ Imitar gestos, palabras o sonidos
- ▶ Un baile feliz

## Favoritos para probar...

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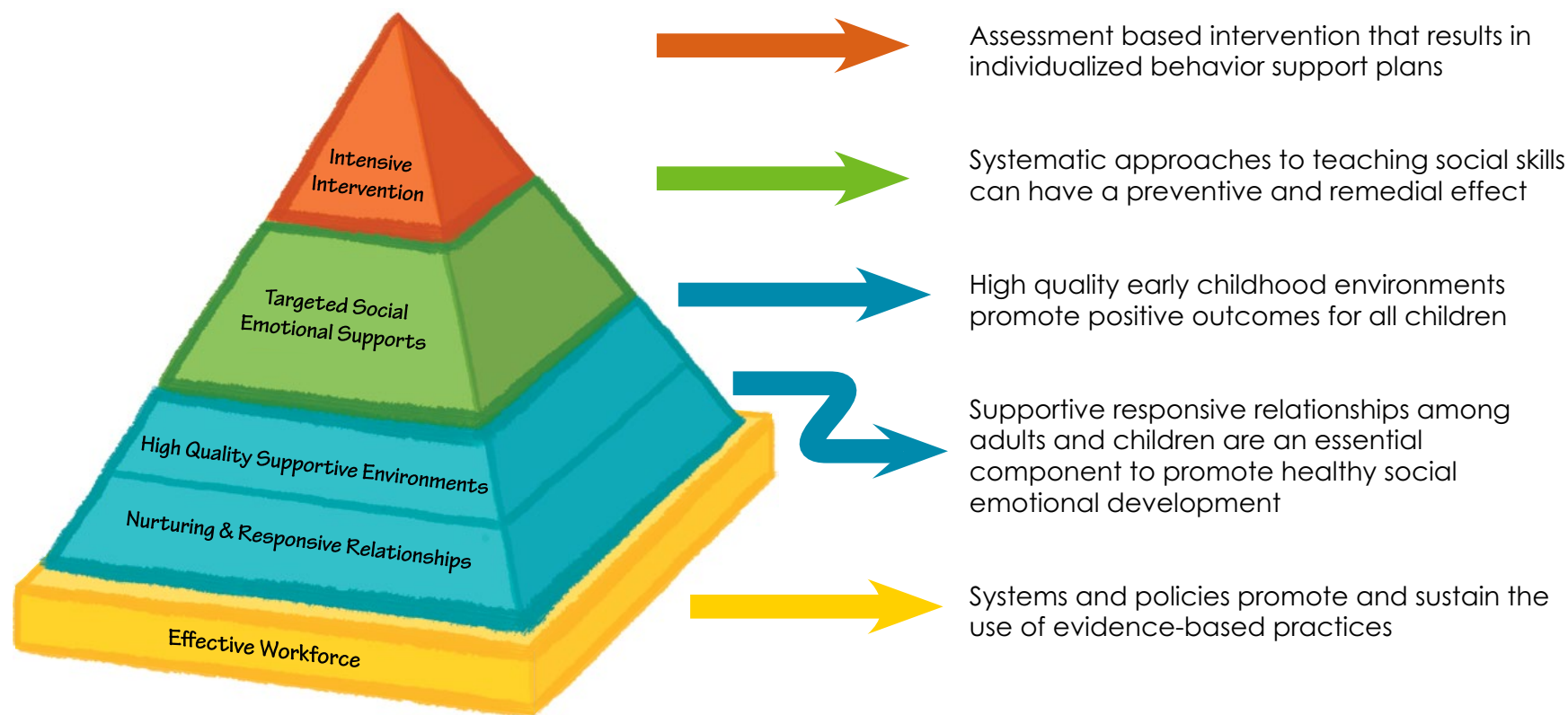
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# Pyramid Model

## for Promoting Social Emotional Competence in Infants and Young Children



# Challenges and Solutions for Teaching Problem-Solving Skills



**“My children can’t seem to make it through the problem-solving process without creating more problems!”**



**Consider whether children have some skills that support problem solving!**

1. Can children locate and “read” familiar resources (e.g., classroom schedule, expectations)?
2. What social and emotional skills do children already use?

## Social and Emotional Skills

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Get an adult’s attention</li> <li>• Get a peer’s attention</li> <li>• Ask for help</li> <li>• Give an object to a peer</li> <li>• Request an object from a peer</li> <li>• Label own emotions</li> </ul> | <ul style="list-style-type: none"> <li>• Calm down when experiencing strong emotions</li> <li>• Give a play idea</li> <li>• Engage in a peer’s play idea</li> <li>• Disagree with a peer</li> <li>• Respond appropriately to others’ emotions</li> <li>• Give a compliment</li> </ul> |
|---|---|



**“We don’t have enough ‘problems’ for the children to get enough practice.”**



**“Problematize” everything!**

1. Frequently label classroom situations as “problems” in a positive tone
2. Descriptively model the problem-solving steps in context
3. Support children to use the steps to solve those problems (with a few initial solutions from the solution kit or without solution cards)
4. Give descriptive feedback to children engaging in the problem-solving steps

## Problems Between Two or More Children

## Problems for an Individual Child

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Two children want a toy</li> <li>• Peer in a child’s spot a circle time</li> <li>• One pair of scissors for three children at small group</li> <li>• Not enough chairs at small group</li> <li>• Peer knocks over a child’s tower</li> <li>• Group of children cannot agree on a play idea</li> <li>• Peer paints on a child’s picture</li> </ul> | <ul style="list-style-type: none"> <li>• Child wants to go to a full center</li> <li>• Difficulty putting shoes on after nap</li> <li>• Child wants a peer to play with</li> <li>• Child wants a red marker, but none are out</li> <li>• Child says she misses her family member and wants to go home</li> <li>• Peer is making noise that bothers a child</li> </ul> |
|--|---|



**“We seem to have the same problems that keep happening, and none of the solutions really fit.”**



**Add more solutions to the kit!**

1. Can children locate and “read” familiar resources (e.g., classroom schedule, expectations)?
2. What social and emotional skills do children already use?

- Give a play idea
- Ask for a hug
- Ask for help
- Find another friend to play with

- Make a new choice
- Take a break
- Say, “maybe next time...”
- \_\_\_\_\_



**“My children give up on problem solving.” or “I keep getting interrupted while trying to help children solve a problem!”**



**Make problem-solving process *efficient* for children!**

1. Efficient = effective and quick
2. Eliminate distractions by prompting other teacher(s) to be the point person for other children
3. Have a peer get the problem-solving steps or solutions visuals for child(ren) if in another part of the room
4. Give more supportive prompts if children get stuck on a step

#### Supportive Prompts

- “It looks like you are having a hard time with your shoes. Should we try to solve this problem?”
- “What if we tried \_\_\_\_\_?”
- “We could try ‘say, please’ or ‘wait and take turns.’”
- “You picked ‘ask nicely.’ You could say, ‘can I have a turn?’”





**“My children know where the solution kit is but they don’t use the solutions!” or “My children always say ‘share’ for the solution to their problem.”**



**Teach the solution kit with the steps!**

1. The solution kit is a tool to help children with Step 2 of the problem-solving process; it cannot stand on its own without the steps
2. Teach children to locate and “read” the solutions in the environment
3. Pick solutions that make sense for the classroom context
  - a. What solutions do children already use?
  - b. What language do you find yourself using frequently?
4. Once some initial solutions have been taught, introduce new solutions one at a time by explaining, demonstrating, and having children practice the solutions that make sense for that solution

#### Suggested Initial Solutions

- Get a teacher
- Trade
- Wait and take turns
- Give a toy (share)

#### Suggested Solutions to be Taught Later

- Say, “please”
- Ignore (look away and say nothing)
- Ask nicely
- Say, “please stop”
- Play together
- Get a timer



**“There aren’t enough teachers to go around to help children solve problems all day!”**



**Use group activities to highlight problem solving!**

1. Note problem situations that occur in the classroom and solve them together
2. Engage children in reflection about their use of problem solving
3. Read books and pause to have children engage in problem-solving steps for characters

# The Pyramid Model

for Promoting Social-Emotional Competence  
in Infants and Young Children



An effective workforce  
supports the Pyramid Model



ChallengingBehavior.org