

# secondSTEP

Social-Emotional Skills for Early Learning



## Using the *Second Step: Social-Emotional Skills for Early Learning* and Devereux Early Childhood Assessment (DECA-P2) Preschool Programs Together

The *Second Step* and DECA Preschool programs are both used nationwide to help strengthen the social-emotional skills of young children. Together they provide an excellent means to assess, build, and strengthen children's social skills, protective factors, and resilience. The attached alignment chart shows how the concepts taught in the *Second Step* Weekly Themes link to assessment (DECA-P2), protective factors, and strategies for the classroom.

### What Is the *Second Step* Program?

The *Second Step* early learning program teaches skills to build self-regulation and social-emotional competence, both important for kindergarten readiness and school and life success. Children learn and practice vital skills for listening and paying attention, having empathy, managing emotions, building friendships, and solving problems with others. The *Second Step* program is designed to reduce behavior problems, improve classroom climate by building feelings of inclusiveness and respect, and increase children's sense of confidence and responsibility. The program includes Weekly Themes with daily short learning activities, visual aids, puppets, songs, and online training.



### What Is the DECA Preschool Program?

Based on resilience theory, the DECA Preschool Program is a five-step system for assessing children's skills, planning for instruction, and evaluating progress. Central to the DECA Program is the Devereux Early Childhood Assessment for Preschoolers, Second Edition (DECA-P2), a standardized measure of initiative, self-regulation, and attachment/relationships—three within-child protective factors that serve as building blocks for social-emotional skill development, school readiness, and resilience. The accompanying

*Promoting Resilience in Preschoolers: A Strategy Guide for Early Childhood Professionals* (2012), and *Classroom Strategies Guide* (1999) contain strategies to aid teachers in strengthening children's protective factors. An additional resource, *Promoting Resilience For Now and Forever: A Guide for Families*, offers families clear explanations of the protective factors and strategies to build social skills at home.

### Using the Programs Together

The benefit for educators in using the *Second Step* and DECA Preschool programs together is the ability to focus on the *Second Step* goals of increasing school readiness and building social-emotional skills while emphasizing the DECA philosophy of protective-factor strengthening and resilience building.

Educators can use information from the DECA Program to help identify which children are strong in the three main DECA protective factors: initiative, self-regulation, and attachment/relationships. Then they can use *Second Step* Weekly Themes to help build strengths in these protective factors and other social-emotional skill areas. In addition, educators can use the social-emotional skill-building strategies offered in the DECA classroom and parent guides to support *Second Step* skills and concepts, and the *Second Step* focus on social-emotional skills to further enhance DECA strategies.

**Note:** To accommodate DECA Preschool Program users who are using the 1999 Classroom Strategies Guide, as well as those using the new *Promoting Resilience in Preschoolers*, both teacher resources have been included in this alignment chart.

## Second Step Unit I: Skills for Learning

The goal of this unit is to build skills that help children learn. Children learn to listen, focus attention, use self-talk, and be assertive.

<b>Second Step Weekly Theme overview</b>	<b>DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme</b>	<b>Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme</b>
<p><b>Week 1—Welcoming</b></p> <p>Children learn to welcome someone new to class. They play the first Brain Builder game, which helps develop their attention, memory, and inhibitory control.</p>	<p><b>Attachment/Relationships, Self-Regulation, and Initiative</b></p> <p>Children build trust when they interact with caring, responsive, and helpful people in the world. They need a secure base to help them feel attached, establish trust, and feel safe enough to explore and learn new things.</p>	<p>DECA's <i>Classroom Strategies to Promote Children's Social and Emotional Development</i> (CSG) gives suggestions for helping children build a trusting relationship with a caring adult. (CSG, p. 93)</p> <p>Families need to be welcomed in addition to new children. "Create opportunities for families to meet and form relationships with one another" is a strategy with many tips for welcoming the whole family. (<i>Promoting Resilience in Preschoolers</i> (PRP), p. 194–195)</p>
<p><b>Week 2—Listening</b></p> <p>Children learn the Listening Rules. Following these rules helps everyone learn.</p>	<p><b>Self-Regulation</b></p> <p>Children are more likely to follow the rules when they help set them. When there are just a few rules, it's easier for children to remember what they are supposed to do. They feel competent and in control of their actions.</p>	<p>A strategy for establishing rules is outlined with tips for the teacher to involve the children in the rule-making process. (CSG, p. 93)</p> <p>"Rule Reminders" provides suggestions for making rules together with the children, using songs to reinforce the rules, and more. (PRP, p. 226)</p>
<p><b>Week 3—Focusing Attention</b></p> <p>Children learn that they need their eyes, ears, and brain to focus their attention. They learn how to make and use an "attent-o-scope" by cupping their hands around their eyes to help them focus.</p>	<p><b>Attachment/Relationships and Self-Regulation</b></p> <p>Children can gain a sense of community and belonging by participating in small groups. It is easier for them to develop trusting relationships with teachers, pay attention, share ideas, and listen to and respect each other in small groups.</p>	<p>Suggestions are given to help children develop the skills to participate in small groups. (CSG, p. 79)</p> <p>The "Focused Small Groups" strategy shows how to create these groups and covers the benefits of promoting interests and learning for all children. (PRP, p. 216)</p>

## Second Step Unit I: Skills for Learning (continued)

The goal of this unit is to build skills that help children learn. Children learn to listen, focus attention, use self-talk, and be assertive.

<b>Second Step Weekly Theme overview</b>	<b>DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme</b>	<b>Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme</b>
<p><b>Week 4—Self-Talk</b></p> <p>Children learn that self-talk means talking to themselves in a quiet voice or inside their heads. They use self-talk to help them focus on what they need to do.</p>	<p><b>Attachment/Relationships and Self-Regulation</b></p> <p>Most children can learn to monitor their time and avoid frustration if they know change is coming. They can finish what they are doing, put away materials, and prepare for the next event. Some children worry and feel insecure when they don't remember what happens next.</p>	<p>Suggestions are given to help children develop the skills to handle transitions. (CSG, p. 72)</p> <p>The “Self-Talk” strategy includes how-tos and some specific songs for teaching self-talk to children. (PRP, p. 227)</p>
<p><b>Week 5—Following Directions</b></p> <p>Children learn how to repeat directions to help themselves remember them.</p>	<p><b>Self-Regulation and Initiative</b></p> <p>Small-group activities help children develop many skills. They learn to follow directions, share, take turns, try different strategies, cooperate with others, solve problems, make decisions, and trust adults and peers.</p>	<p>Ideas are given for how to support children as they learn to follow directions in a group setting. (CSG, p. 79)</p>
<p><b>Week 6—Asking for What You Need or Want</b></p> <p>Children learn to ask for what they need or want by facing the person whose help they want and using a strong, respectful voice.</p>	<p><b>Self-Regulation and Initiative</b></p> <p>When children do things for themselves, they feel powerful and competent. These feelings build self-esteem and help children develop the self-confidence to take on challenges and build new skills and knowledge.</p>	<p>Strategies are offered for supporting the development of children's independence and competence. (CSG, p. 94)</p> <p>“Support children's growing independence by recognizing each child's strengths, efforts, and accomplishments” is a detailed strategy in the teacher's guide. (PRP, p. 140)</p>

## Second Step Unit 2: Empathy

The goals of this unit are to help children identify and understand feelings and be kind to others. Children learn to identify and understand their own and others' feelings, begin to see things from perspectives other than their own, and show care and concern for others.

<p><b>Second Step Weekly Theme overview</b></p>	<p><b>DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme</b></p>	<p><b>Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme</b></p>
<p><b>Week 7—Identifying Feelings</b></p> <p>Children learn to tell how other people are feeling by looking for clues on their faces and bodies. They learn the feelings happy and sad.</p>	<p><b>Attachment/Relationships, Self-Regulation, and Initiative</b></p> <p>Learning to recognize and name feelings helps children develop trust, gain self-control, learn to problem solve, and grow in confidence as they play with others.</p>	<p>Suggestions are offered to educators and parents for providing materials that allow children to explore and express their feelings. (CSG, p. 59)</p> <p>FLIP IT® is a strategy that begins with “Identifying Feelings” and helps children learn to problem-solve when faced with challenges. (PRP, p. 215)</p>
<p><b>Week 8—More Feelings</b></p> <p>Children learn to tell how someone is feeling by focusing on what is happening. They learn the feelings surprised and scared.</p>	<p><b>Attachment/Relationships, Self-Regulation, and Initiative</b></p> <p>Young children tend to view events and experiences from their own perspectives, so they find it difficult to see other points of view. Adults can help them learn to understand their own feelings and express them in acceptable ways. With maturity and experience, children become more aware of other people’s feelings and better able to interact positively with others.</p>	<p>Ideas are offered to help children understand their own and others’ feelings. (CSG, p. 94)</p> <p>Materials and games that encourage expression of feelings are listed, along with how to implement and/or use them. (PRP, p.120)</p>
<p><b>Week 9—Identifying Anger</b></p> <p>Children learn to tell when others are angry by looking for clues on their faces or bodies. They learn that everyone feels angry sometimes, but it is not okay to be mean or hurt others when angry.</p>	<p><b>Attachment/Relationships and Self-Regulation</b></p> <p>Children need to learn the words used to name feelings so they can understand and express their emotions and communicate needs and desires.</p>	<p>Ideas are offered to help children name feelings and develop the language skills they need express their emotions. (CSG, p. 84)</p> <p>Anger can be displayed externally, while other times it may be an internalizing behavior. Ideas for helping children work through both externalizing and internalizing behaviors, such as aggression and biting, or crying and hiding, are included in the teacher’s guide. (PRP, p. 261–285)</p>

## Second Step Unit 2: Empathy (continued)

The goals of this unit are to help children identify and understand feelings and be kind to others. Children learn to identify and understand their own and others' feelings, begin to see things from perspectives other than their own, and show care and concern for others.

<b>Second Step Weekly Theme overview</b>	<b>DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme</b>	<b>Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme</b>
<p><b>Week 10—Same or Different Feelings</b></p> <p>Children learn that people can have the same or different feelings about the same thing.</p>	<p><b>Attachment/Relationships, Self-Regulation, and Initiative:</b></p> <p>Children's self-concept comes from defining who they are and what makes them similar to and different from other people. An accurate self-concept leads a child to build skills, competence, and self-esteem.</p>	<p>Items are recommended for the learning environment that support children's development of a sense of self, helping them define what makes them similar to and different from other people. (CSG, p. 58)</p> <p>"Perspective-Taking" is a detailed strategy that helps children try to see things from others' points of view. (PRP, p. 221)</p>
<p><b>Week 11—Accidents</b></p> <p>Children learn what an accident is and what to say and do when something happens by accident.</p>	<p><b>Self-Regulation and Initiative:</b></p> <p>It is important for children to understand the difference between an intentional and unintentional incident that may lead to the same negative result, such as a child getting hurt. Children gain independence, self-control, and confidence when they learn to recognize problems on their own and begin the problem-solving process. Children can learn to analyze a situation and respond appropriately to the intention of the behavior.</p>	<p>Strategies are offered to teach children problem-solving skills and encourage them to use their skills to resolve conflicts. (CSG, p. 84)</p> <p>Activities that help children learn about social skills and emotions (emotion games, feelings posters, conflict resolution steps) are provided. (PRP, p. 165–167)</p>
<p><b>Week 12—Caring and Helping</b></p> <p>Children learn how to say something kind and do helpful things for others to show they care about their feelings.</p>	<p><b>Attachment/Relationships, Self-Regulation, and Initiative:</b></p> <p>Children build trust when they experience caring, responsive, and helpful people in the world. As children learn about ways to be helpful, they begin to develop more control over how they help care for themselves and others.</p>	<p>Suggestions for building trusting, caring relationships are offered. (CSG, p. 79)</p> <p>"Modeling" is an important strategy teachers can use to show how we care for others and help others when needed. (PRP, p. 221)</p>

## Second Step Unit 3: Emotion Management

The goal of this unit is to help children recognize how they are feeling and calm down strong feelings. Children learn to understand strong feelings, recognize how they are feeling, and calm down.

<p><b>Second Step Weekly Theme overview</b></p>	<p><b>DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme</b></p>	<p><b>Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme</b></p>
<p><b>Week 13—We Feel Feelings in Our Bodies</b></p> <p>Children learn to focus attention on their bodies to recognize how they are feeling. They learn that talking to a grown-up helps when they feel worried.</p>	<p><b>Attachment/Relationships and Self-Regulation</b></p> <p>As children learn about their feelings and the expression of those feelings within their own bodies, they begin to develop self-regulation skills. Self-regulation skills are essential as children adapt and adjust their expressions, emotions, and energy levels in accordance with the ever-changing world in which they learn and play.</p>	<p>Games are suggested that help children cooperate and self-regulate, in turn helping children recognize and express emotions at the same time. (CSG, p. 83)</p> <p>“Maintaining realistic expectations for each child’s behavior based on his development” is one way teachers can help children recognize feelings and when to seek help from adults. More ideas based on observing children closely are offered in the teacher’s guide. (PRP, p. 141–142)</p>
<p><b>Week 14—Strong Feelings</b></p> <p>Children learn to put their hands on their tummies and say “Stop” to start calming down strong feelings. They learn that when they’re trying to do something difficult, they might feel frustrated.</p>	<p><b>Self-Regulation:</b> Every child is an individual with unique skills, interests, and needs. Children vary in their ability to use self-control, and thus the positive guidance approach a teacher would take in helping them deal with their feelings would be different with each child and in each situation.</p>	<p>Positive guidance strategies are offered to fit the child and the situation. (CSG, p. 95)</p> <p>“Social Stories” is one strategy outlined in the teacher’s guide. This helps children see themselves in a simple story, successfully working through a problem or strong emotion. (PRP, p. 228)</p>
<p><b>Week 15—Naming Feelings</b></p> <p>Children learn that naming their feelings helps them calm down. They learn that talking to a grown-up helps when they have strong feelings.</p>	<p><b>Attachment/Relationships and Self-Regulation:</b> When a caring adult takes the time to get on a child’s level and really listen to what the child’s words and body language are saying, the child will come to experience a stronger sense of trust, knowing that the adult cares about his or her feelings.</p>	<p>Suggestions are offered for identifying and empathizing with a child’s point of view. (CSG, p. 113)</p> <p>“Exposing children to new feelings words, and using books and songs to further these concepts” are some of the tips for naming feelings offered in the teacher’s guide. (PRP, p. 168–169)</p>

## Second Step Unit 3: Emotion Management (continued)

The goal of this unit is to help children recognize how they are feeling and calm down strong feelings. Children learn to understand strong feelings, recognize how they are feeling, and calm down.

<b>Second Step Weekly Theme overview</b>	<b>DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme</b>	<b>Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme</b>
<p><b>Week 16—Managing Disappointment</b></p> <p>Children learn how to belly breathe to calm down. They learn that when they don't get what they want, they might feel disappointed.</p>	<p><b>Attachment/Relationships, Self-Regulation, and Initiative:</b> Children can learn to calm themselves by using relaxation techniques. When they are more in control of how they express their feelings, they are better able to connect with peers and adults.</p>	<p>Relaxation techniques are provided for the group as a whole and for individual children. (CSG, p. 81)</p> <p>When a teacher “displays respect, warmth, and interest in all children,” children learn they are cared for and listened to. More ideas on listening warmly and closely to children are offered in the teacher’s guide. (PRP, p. 139)</p>
<p><b>Week 17—Managing Anger</b></p> <p>Children learn how to relax their bodies and calm down when angry. They learn that it is okay to feel angry, but it is not okay to do something hurtful when angry.</p>	<p><b>Self-Regulation:</b> Children who display aggression often have come to use this strategy when they feel nothing else can help them meet their need. Learning a more appropriate way to express anger and frustration will help children feel more in control and feel better about themselves.</p>	<p>The CSG offers a six-step process to identify and work through aggression, including useful information to help prevent aggression and help other children deal with it when it does occur. (CSG, p. 142–146)</p> <p>“Self-Soothing” provides tips and suggestions for activities and materials to help children manage anger and other strong emotions. (PRP, p. 227)</p>
<p><b>Week 18—Managing Waiting</b></p> <p>When they have to wait, children will be able to apply calming-down strategies down and identify and apply coping skills.</p>	<p><b>Self-Regulation and Initiative:</b> Transition times are often challenging for children who lack strong protective factors. As children learn to delay gratification and cooperate with others while maintaining a respectful and safe learning environment, their protective factors and social interactions are strengthened as well.</p>	<p>Suggestions are offered for involving children in transition and waiting times to keep them actively engaged while they are also learning to delay gratification. (CSG, p. 71)</p> <p>“Managing Energy Level and Behavior in Positive Ways” is a strategy with 15 specific ideas for teachers. (PRP, D9)</p>

## Second Step Unit 4: Friendship Skills and Problem Solving

The goals of this unit are to help children learn to solve problems in safe ways and to build skills that help them make and keep friends. Children learn to calm down before trying to solve problems, use two problem-solving steps, and ways to make and keep friends.

<b>Second Step Weekly Theme overview</b>	<b>DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme</b>	<b>Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme</b>
<p><b>Week 19—Fair Ways to Play</b> Children learn three Fair Ways to Play: play together, trade, and take turns.</p>	<p><b>Attachment/Relationships and Initiative:</b> Children have fun and gain a sense of belonging when they play and work together. They can enjoy doing things they couldn't do alone or work together to achieve a common goal.</p>	<p>Activities and experiences that encourage cooperation are listed. (CSG, p. 82)</p> <p>Ideas for “getting along with others” are offered in the tips section of the teacher’s guide. (PRP, D6)</p>
<p><b>Week 20—Having Fun with Friends</b> Children learn to choose to have fun with their friends using the Fair Ways to Play instead of insisting on getting their own way.</p>	<p><b>Attachment/Relationships, Self-Regulation, and Initiative:</b> Children learn to cooperate when using materials that are more fun when used by two or more people. During group play, children learn to make friends, handle frustration, and listen to and respect each other.</p>	<p>Providing materials that promote cooperation and group play will create more opportunities to observe children and help them learn the skills needed to play together fairly. (CSG, p. 59)</p> <p>“Strengthening Peer (Child-Child) Connections” is one way to help children learn to have fun together. Fifteen specific tips are offered in the teacher’s guide. (PRP, D12)</p>
<p><b>Week 21—Inviting to Play</b> Children learn how to invite others to play. Knowing how to invite others helps everyone feel included.</p>	<p><b>Attachment/Relationships, Self-Regulation, and Initiative:</b> Children are learning an important and difficult task—to balance their own needs with those of the group. They need lots of practice to learn how to negotiate, cooperate, and get along with others.</p>	<p>Strategies are offered to help children with the skills and behaviors used to play and learn with others. (CSG, p. 92)</p> <p>Ideas for “Providing opportunities that promote cooperation and problem solving” are provided in the teacher’s guide. (PRP, p. 159)</p>



## Second Step Unit 4: Friendship Skills and Problem Solving (continued)

The goals of this unit are to help children learn to solve problems in safe ways and to build skills that help them make and keep friends. Children learn to calm down before trying to solve problems, use two problem-solving steps, and ways to make and keep friends.

<b>Second Step Weekly Theme overview</b>	<b>DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme</b>	<b>Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme</b>
<p><b>Week 22—Joining In with Play</b> Children learn how to join others in play which helps them make friends.</p>	<p><b>Attachment/Relationships, Self-Regulation, and Initiative:</b> Initiating activities allows children to learn patience, handle frustrations, and sometimes even cope with rejection. Children gain a sense of self as separate from others by playing alone at times and inviting others to play at other times. Children use thinking and social skills to plan and carry out ideas.</p>	<p>Tips are offered to help encourage children to initiate their own activities, alone or with others. (CSG, p. 81)</p> <p>Fifteen specific tips for taking initiative and beginning play or joining in with others are offered in the teacher’s strategy guide. (PRP, D2)</p>
<p><b>Week 23—Saying the Problem</b> Children learn to calm down before trying to solve a problem. Then they learn how to use words to describe the problem.</p>	<p><b>Attachment/Relationships, Self-Regulation, and Initiative:</b> Teachers should dedicate sufficient time to teaching children problem-solving skills they can use now and in the future. Children gain confidence when they learn to solve problems on their own.</p>	<p>A problem-solving process is outlined on page 85 of the CSG. The steps are in line with the basic steps identified in the <i>Second Step</i> program. (CSG, p. 85)</p> <p>A five-step process beginning with “help all involved calm down” and ending with individual follow-up, as needed, is included in the teacher’s guide. (PRP, p. 218)</p>

## Second Step Unit 4: Friendship Skills and Problem Solving (continued)

The goals of this unit are to help children learn to solve problems in safe ways and to build skills that help them make and keep friends. Children learn to calm down before trying to solve problems, use two problem-solving steps, and ways to make and keep friends.

<b>Second Step Weekly Theme overview</b>	<b>DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme</b>	<b>Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme</b>
<p><b>Week 24—Thinking of Solutions</b> Children learn to think of lots of safe ideas for solving problems.</p>	<p><b>Attachment/Relationships and Initiative</b> The teacher and the children should be equal partners in the problem-solving process. During problem-solving time, the teacher listens to the child’s perspective first, and then offers his or her own ideas about what the child has suggested. This strategy helps children learn to use logic and reasoning to discuss and address social-emotional concerns. The one-on-one time with the teacher supports attachment.</p>	<p>Problem-solving time is outlined in the CSG, along with a role-play of how this might work with an individual child. (CSG, p. 112)</p>
<p><b>Week 25—Speaking Up Assertively</b> Children learn to speak up when someone is treating them in a mean or unsafe way or when they are trying to solve problems.</p>	<p><b>Attachment/Relationships and Self-Regulation:</b> When children begin using inappropriate language, gestures, or touch, they usually do not know their meanings. Until someone tells them so, they do not know that society considers certain words or actions unacceptable. This information is best provided by a trusted adult in a caring, firm tone. Children need to learn more appropriate ways to communicate needs or express feelings. Children who are targets of these behaviors need to know how to speak up for themselves as well.</p>	<p>In the CSG, teachers can find useful suggestions for dealing with name-calling and other inappropriate behaviors in the classroom. (CSG, p. 150–154)</p> <p>The teacher’s guide offers many tips for building language skills, specifically for feelings, rules, and problem solving. (PRP, p. 168–169)</p>

## Second Step Unit 5: Transitioning to Kindergarten

The goals for this unit are to review the skills children have learned in the *Second Step* program and help children understand that these skills will help them in kindergarten. Children think back to what they've learned in the program and think ahead to how these skills will help them become better learners, handle new situations, and get along better with others in kindergarten.

<b>Second Step Weekly Theme overview</b>	<b>DECA-P2 protective factors that will be strengthened through this Second Step Weekly Theme</b>	<b>Sample DECA Preschool Program strategy to help enhance this Second Step Weekly Theme</b>
<p><b>Week 26—Learning in Kindergarten</b></p> <p>Children review the Listening Rules and Skills for Learning. They think ahead to how these skills will help them be better learners in kindergarten.</p>	<p><b>Self-Regulation and Initiative</b></p> <p>When children can wait their turn to participate and volunteer to share information at appropriate times, they help contribute to a respectful tone in the classroom community.</p>	<p>Ideas are given for how to support children in learning to cooperate with others in a group setting. (CSG, p. 79)</p> <p>Rules and guidelines connected to respect and listening help set the stage for school success. Ideas for how to establish and reinforce rules are detailed. (PRP, p. 147)</p>
<p><b>Week 27—Riding the Kindergarten Bus</b></p> <p>Children review skills for identifying and calming down strong feelings in the context of thinking ahead to riding the bus to kindergarten.</p>	<p><b>Attachment/Relationships and Self-Regulation</b></p> <p>Children can learn to calm themselves down. When they are more in control of their expression of feelings, they are better able to connect with peers and adults.</p>	<p>Relaxation techniques are provided for the group as a whole and for individual children. (CSG, p. 81)</p> <p>Planning for smooth transitions throughout the year and helping children learn to transition and cope with change will help them be successful in new kindergarten endeavors. Ideas are offered in the teacher's guide for planning smooth transitions. (PRP, p. 95)</p>
<p><b>Week 28—Making New Friends in Kindergarten</b></p> <p>Children review friendship skills and problem solving and think about how these skills will help them make new friends in kindergarten.</p>	<p><b>Attachment/Relationships and Initiative</b></p> <p>Children have fun and gain a sense of belonging when they play and work together. They can enjoy doing things they couldn't do alone or work together to achieve a common goal.</p>	<p>Activities and experiences that encourage cooperation are listed. (CSG, p. 82)</p> <p>Dramatic play, role playing, and other creative ways to explore making and keeping friends are included in the teacher's guide. (PRP, p. 163)</p>

## References

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