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“If a child doesn’ t know how to read, we *teach*.  
 If a child doesn’ t know how to swim, we *teach*.  
 If a child doesn’ t know how to multiply, we *teach*.  
 If a child doesn’ t know how to drive, we *teach*.  
 If a child doesn’ t know how to behave,  
 we..... *.....teach?* *.....punish?*  
 Why can’ t we finish the last sentence as automatically as  
 we do the others?”  
*Tom Herner (NASDE President ) Counterpoint 1998, p.2)*

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**Equating Behavior and Social Skills**  
 If a child doesn’ t know how to behave:  
 If a child doesn’ t know how to problem solve,  
 If a child doesn’ t know how to play with others,  
 If a child doesn’ t know how to self-regulate,  
 If a child doesn’ t know how to express emotions,  
 If a child doesn’ t know how to communicate,  
 we..... *.....teach?* *.....punish?*

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### Identifying Teachable Moments

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### 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

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### 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)?

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## Learning to Calm Down

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



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Tense/Stressed



Relaxed

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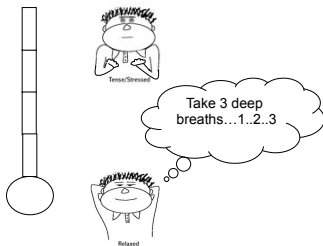
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## Relaxation Thermometer



Adapted from Incredible Years Dinosaur School

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### Turtle Technique

**Recognize that you feel angry.**

**"Think" Stop.**

**Go into shell. Take 3 deep breathes. And think calm, coping thoughts.**

**Come out of shell when calm and think of a solution.**

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### Solution Kit

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### 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

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### Acquisition



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### Fluency



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### Maintenance & Generalization



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**Tucker Turtle  
Takes Time to  
Tuck and Think**

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

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

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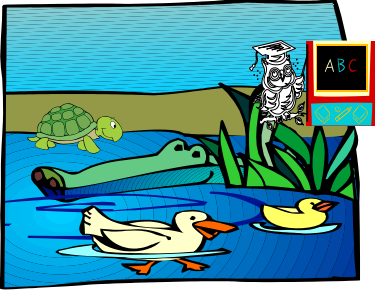
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Tucker Turtle is a terrific turtle. He likes to play with his friends at Wet Lake School.



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But sometimes things happen that can make Tucker really mad.



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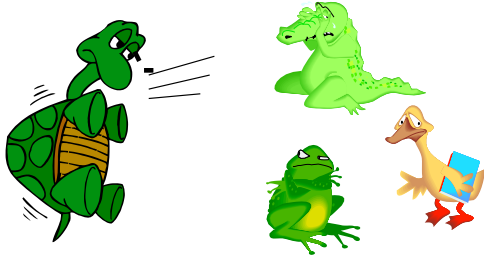
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When Tucker got mad, he used to hit, kick, or yell at his friends. His friends would get mad or upset when he hit, kicked, or yelled at them.



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



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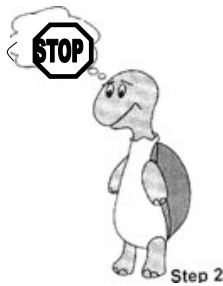
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He can stop and keep his hands, body, and yelling to himself!



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



Step 3

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



Step 4

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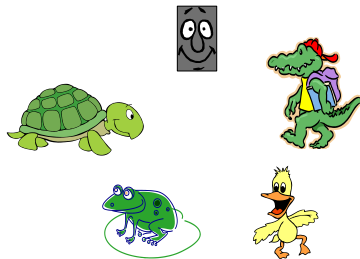
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Tucker's friends are happy when he plays nicely and keeps his body to himself. Friends also like it when Tucker uses nice words or has a teacher help him when he is upset.



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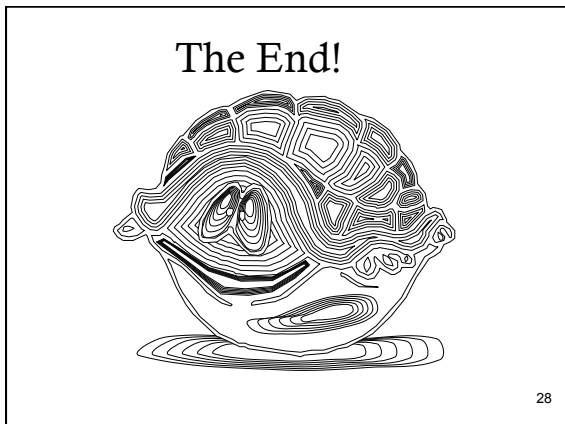
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**Tucker the Turtle Song**
  
 (Sung to "Sally the Camel")

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!

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**Tucker Turtle:  
The Song**

© 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. (1997). The teachers and children ideastape series. One district school. Seattle, WA. The Inouebie Years.

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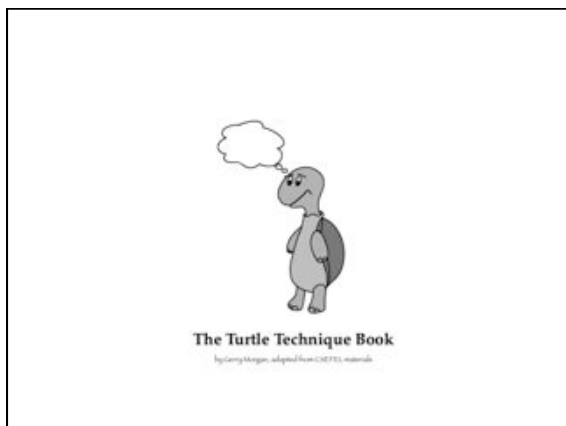
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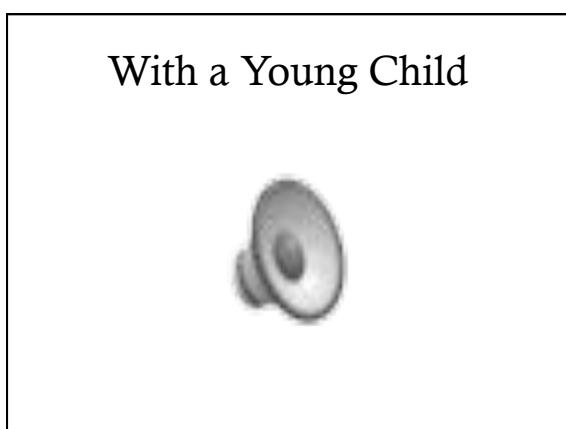
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### Use Turtle Technique Throughout the Day



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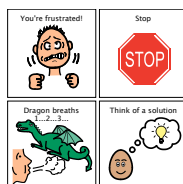
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### Dragon Steps



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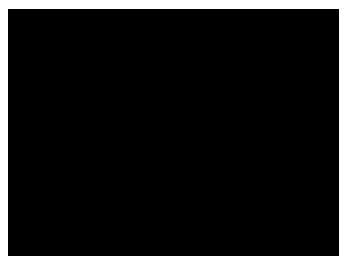
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### Rocket Breaths



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### Breathing Ball



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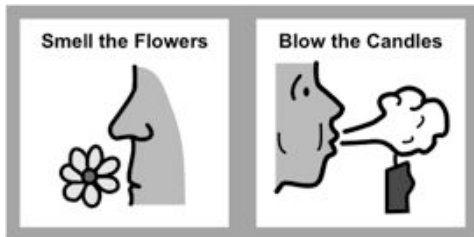
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### Flowers/Candles



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### Bubbles



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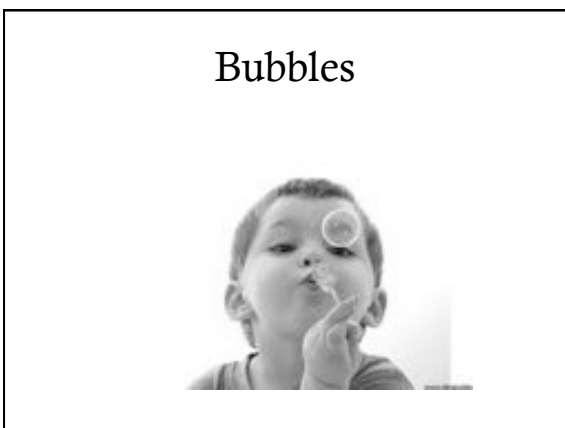
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Balloons



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Pinwheel



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Icepack



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A glass of water



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Breath of Peace



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Duck Breathing



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Stop, Slow Down, and Choose

1	Stop	
2	Slow Down	
3	Choose	

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


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Slow Down: Turtle Talk

 slow down	 slow down
 slow	

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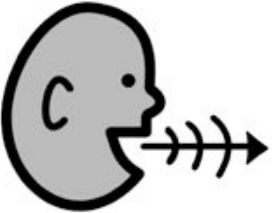
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Regular Voice



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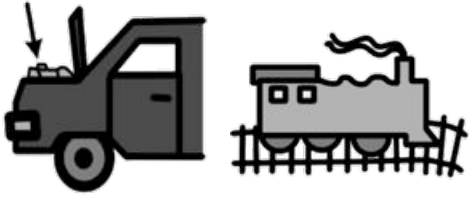
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### Slow Down Your Engine



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### Break



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### 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

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### 2-Sided PEFF

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

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### Help Choices

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

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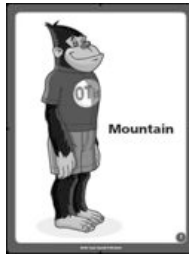
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### Yogarilla



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## “Turtle” Yoga



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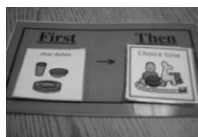
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## Teaching Impulse Control

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



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## Sensory Systems

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

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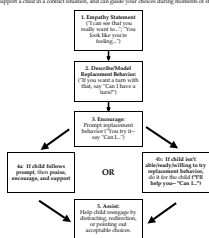
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## Response Formula

### A Response Formula

a formula for responding to challenging behavior

Note: This will not work every time, but in most situations this formula will help you support a child in a conflict situation, and can guide your choice during moments of stress.




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**1. Empathy Statement**  
 ("I can see that you really  
 want to..."; "You look like  
 you're feeling...")

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**2. Describe/Model  
 Replacement Behavior:**  
 ("If you want a turn with  
 that, say "Can I have a  
 turn?"")

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

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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...")

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

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## Practice Oppoprtunities

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



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## Contact Information

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[gerryskids.com](http://gerryskids.com)

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