

# 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)**

**Classroom Greeting System.** A way to emotionally check-in with children is with a classroom greeting system. This can occur at the beginning of each class, using a greeting board or greeting cards. The board or cards are usually placed on the wall next to the classroom entrance. 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.** This poster can act as a visual reminder when children are trying to express feelings. The child can verbalize how they feel or point to their corresponding emotion picture on the poster.



**Feelings Sign-In.** As part of the morning greeting, this chart can be placed near the entry to the classroom, allowing 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.

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