




Helping Children with Social & Emotional Disabilities

Supporting young children with social and emotional disabilities can be challenging. Typically, children with social and emotional disabilities require consistent schedules and routines, as well as dependable, caring relationships with others. Transitions and changes in routine can be upsetting to these children, and they may need more time and additional warning to handle these shifts in activity and fluctuations in routine. In addition, young children with social and emotional disabilities may have difficulties managing their emotions and interacting with adults and peers. Adults' role is to guide and support these children as they learn how to play with their peers and manage their anger and frustration (Copple & Bredekamp 2009; PED, 2019; Specific ideas, 2015).

Provide Guidance & Support	Adapt Learning Activities	Guide Transitions				
<ul style="list-style-type: none"> Post a visual daily schedule at the eye-level of the children. Consistently follow and refer to the posted schedule. Demonstrate how to play with materials. Model how to enter play. Watch for and document all aggressive behavior; use the documentation to identify behavior patterns. Teach children problem-solving skills. Help children to plan an activity. Provide a cozy, quiet place, so a child can take a break when needed. 	<ul style="list-style-type: none"> Provide activities that will help the child feel capable. Build on child's interests. Present new activities when the children are more calm and in control. Keep group activities short to match the children's attention spans. Seat the child near you and away from distractions during group activities and story time. Offer an appropriate number of choices in materials; too many choices may overwhelm them. <div data-bbox="768 1105 1010 1268" style="border: 1px solid purple; padding: 5px; display: inline-block;"> <p>Choice Board</p>  </div> <div data-bbox="1056 1105 1335 1268" style="border: 1px solid purple; padding: 5px; display: inline-block; margin-left: 20px;"> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>First</td> <td>Then</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table> </div>	First	Then			<ul style="list-style-type: none"> Give warnings prior to transitions. Assign a specific task to the child during the transition, such as asking them to pick up the blue crayons. Keep children engaged during waiting periods through songs, finger-plays, guessing games, and other activities. 
First	Then					

References:

Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs: Serving children from birth through 8*. Washington, D.C.: National Association for the Education of Young Children.

PED. (2019). New Mexico Early Learning Guidelines.

Specific ideas for child care providers to help children with social and emotional disabilities. (2015). Retrieved from <https://articles.extension.org/pages/61260/specific-ideas-for-child-care-providers-to-help-children-with-social-and-emotional-disabilities>