

## Needs Assessment 10: Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
	3	2	1	
<b>Promotes identification and labeling of emotions in self and others</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<input type="checkbox"/> Uses photographs, pictures, and posters that portray people in various emotional states				
<input type="checkbox"/> Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children’s feelings				
<input type="checkbox"/> Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words				
<input type="checkbox"/> Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved				
<b>Explores the nature of feelings and the appropriate ways they can be expressed</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<input type="checkbox"/> Teaches that all emotions are okay, but not all expressions are okay				
<input type="checkbox"/> Labels own emotional states and provides an action statement (e.g., I am feeling frustrated so I better take some deep breaths and calm down)				
<input type="checkbox"/> Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm				