



Innovate Collaborate Inspire

## HELPING YOUR CHILD BE SOCIALLY AND EMOTIONALLY PREPARED FOR KINDERGARTEN

### Social and Emotional Readiness

Through conversations, directly teaching skills, modeling skills, having play dates for your child with other children and playing games together, you can help your child be prepared socially and emotionally for school. There are four main areas to develop: Independence, Social Skills, Understanding and Respecting Authority and Regulating Emotions. Help your child develop the skills listed under each category to prepare him/her for a great Kindergarten year.

#### **INDEPENDENCE** - *Self Care*

- Get dressed after using the restroom
- Zipping, unzipping, button, snap
- Tie shoes
- Take off coat, put on coat
- Put on back pack, take off back pack (empty and full)

#### *Clean up after*

- Playing
- Eating
- Art materials

#### **SOCIAL SKILLS** - *Manners*

- Magic words – please, thank you, excuse me
- Raise your hand
- Wait to be called on
- One person talks at a time

#### *Need to sit and listen quietly for 10 minutes*

- In one area the size of a carpet square
- “on your pockets”
- “crisscross applesauce”

#### **AUTHORITY**

##### *Look the adult in the eye*

- 1,2,3, Eyes on me

##### *Follow instructions*

##### *Listen without interrupting adults and friends*

#### *Restroom Basics*

- Go
- Wipe/Flush
- Wash
- Leave

#### *Open food items*

*Verbalize – use your words for what you need and want.*

*Opportunities to meet and greet unfamiliar adults to the child.*

#### *How to Share*

*Know how to solve conflict with words*

- Hands are not for hitting

#### *Personal space awareness*

#### *Voice Volume*

- Inside/outside voices per activity

*When playing games be a good winner/loser*

#### *Who is in charge?*

- School = principal
- Classroom = teacher
- Home = parents

*Know and follow school rules*

## REGULATE EMOTIONS

Strategies to use:

- *Deep breathing*
  - Smell the pizza and blow out candles (1 breathe per year of age)
- *Visualize*
  - See yourself in your head in your happy or safe place
- *Wiggle and shake so you're loose as a noodle*
- *Look at the other's face to detect how he/she feels*
- *Time out not a bad thing*
  - Use relaxation techniques to calm yourself
- *Know basic feelings – happy, mad, sad, scared*

## SCHOOL LANGUAGE

Here are some frequently used phrases and the desired behaviors expected when spoken:

- Catch a bubble=mouth is closed and quietly holding in the bubble
- On your pockets=sitting flat so back pants pockets are on the floor
- Magic word=please
- Hand on your hip and finger on your lips=students stand in line this way
- Quiet hand=raised hand with NO shouting out
- Zipped and flipped=mouth zipped shut and arms folded on chest
- Crisscross applesauce or sit like a pretzel=sitting on floor with legs bent and crossed
- One, two, three, eyes on me = students reply: one two eyes on you
- Clapping pattern = teacher claps a pattern and students clap it back together which is used to get their attention

## PRAISE PAGE

It is important to positively reinforce good choices and behavior so that your child will continue doing it. Whenever you “catch” him/her doing something positive, tell him/her about it. Praise the steps and attempts your child makes. Here are some examples of not only praise, but modeling feeling talk and sharing feelings:

“I am proud of you for solving that problem”

“I am really having fun playing with you”

“I was nervous it would fall down, but you were careful and patient and your plan worked”

“I see that is frustrating and you are hanging in there calmly and trying again”

“You seem confident when playing Candyland”

“Wow, even though your block tower fell down, you rebuilt it and kept trying. You were patient”

“It is nice of you to accept her apology. You want to treat others how you want to be treated”



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