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SELF-ASSESSMENT: A Journey of Change

66TH CONFERENCE ON EXCEPTIONAL CHILDREN

Our Problem

A 3D illustration of a white, stylized human figure standing next to a large, red question mark. The figure appears to be looking at the question mark.

Our Problem...



- Increasing number of children with:
 - social learning delays
 - self-regulation difficulties
- Generalization difficulties from therapy sessions into other environments
- Lack of staff development and understanding of social learning and self-regulation
- A lack of early concept materials for social learning and self-regulation

Our Research



Social Learning

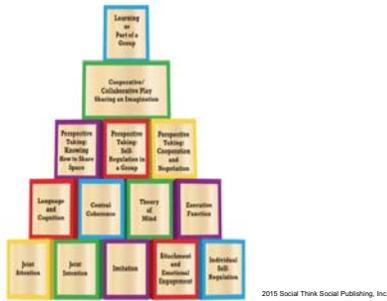


- Observing, imitating and interacting with others
- Human relatedness. To be connected to others. Wanting to connect.
- Allows a child to participate in collaborative play, have flexible thinking
- A lifelong process of learning. Humans are hard-wired for this.
 - By age 5, children have developed the building blocks

Also may be referred to as:

- Social cognition
- Social thinking

Social Learning Building Blocks



Early Concepts of Social Learning

- Joint Attention
- Joint Intention
- Imitation
- Attachment and Emotional Engagement
- Individual Self-regulation



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Self-Regulation



Self-Regulation

- **Self-regulation** is the ability to monitor and control our own behavior, emotions, or thoughts, altering them in accordance with the demands of the situation. (Cook, 2009)
- In many ways, human **self-regulation is like a thermostat**. When a reading passes the threshold, the thermostat changes based off what is needed to remain at the optimal level for the situation. (Derryberry & Reed 1996)

Also may be referred to as:

- self-control
- Self-management
- anger control
- impulse control



Examples: recess, circle time, nap time

Early Concepts of Self-Regulation

Self-regulation includes the ability to: (Bodrova & Leong, 2008)

- Focus one's attention
- Stay on task
- Ignore distractions
- Inhibit impulsivity
- Plan one's actions
- Reflect on one's thinking
- Cooperate and demonstrate empathy to peers
- Take turns
- Follow directions the first time given
- Communicate thoughts and needs verbally or nonverbally

The critical window for self-regulation takes place from birth to age five when children develop the foundational skills for self-regulation with modeling and teaching from adult. (Blair 2002; Galinsky 2010)



Importance of Self-Regulation

Research indicates that:

- Self-regulation is essential for success in school, work, and life. (Galinsky, 2010)
- Intentional self-regulation predicts school success. (Zimmerman 1994)
- Young children who engage in intentional self-regulation learn more and go further in their education. (Blair & Diamond 2008)
- Thinking affects emotions and emotions affect cognitive development. (Blair & Diamond 2008)
- Emotions influence the development of the cognitive functions that contribute to successful self-regulation and thereby to school readiness. (Blair, 2009)
- Many of the behaviors and attributes associated with successful school adjustment are related to self-regulation skills. (Rose Florez, 2011)
- Regulating anxiety and thinking helps children persist in challenging activities, which increases their opportunities to practice the skills required for an activity. (Rose Florez, 2011)



Additional Research



Additional Research...



Therapists attended:

- The Social Thinking Conference: Kari Zweber Palmer
- The Zones of Regulation Conference: Leah Kuypers

Therapists found:

- Their children were missing foundational concepts of both programs
- The Social Thinking and Zone of Regulation teaching tools were not developmentally appropriate for young children (functioning around 24 months)



Social Thinking Curriculum

- **Social Thinking** is a social skills curriculum developed by **Michelle Garcia Winner** to help people develop their social competencies to better connect with others and live happier, more meaningful lives.

Social Thinking = ME + YOU = US

- **Social Thinking:** What we do when interacting with other people: namely, thinking about them.
 - We practice social thinking all day long, in typical social interactions (like conversations) and in a wide variety of other contexts. Essentially, we use social thinking whenever we think about the perspective of another person.
 - It's what keeps us connected to others, share space effectively, think flexibly, and act collaboratively.

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Concepts used from The Social Thinking Curriculum

Our young, identified students often lack the **foundational** skills of joint attention, imitation, and engagement with others to begin to understand the rules of social language.

We used the following core, foundational concepts of the Social Thinking Curriculum:

- The Group Plan
- Body in the Group
- Thinking with your eyes

The Group Plan

- Group Plan...not "MY" plan
- Visual schedule of the activities



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Body in the Group

- Maintaining an appropriate physical space around others
- You are interested and following the plan
- You are ready to learn



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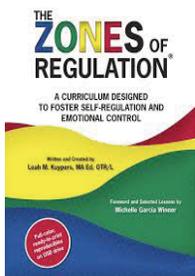
Thinking with your eyes

- There is a purpose for observing others and the world around you
- Eyes are like arrows....or binoculars
- Pointing to what we are looking at
- Suggests what we and others are thinking about



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The Zones of Regulation



The ZONES of Regulation®			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Hungry Scared Wiggling/Hitting Blamed Out of Control

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(Kuypers, 2011)

The Zones of Regulation

- The Zones of Regulation is a systematic, cognitive behavior approach developed by Leah M. Kuypers, MA Ed. OTR/L; Occupational Therapist.
- Teaches self-regulation by categorizing the way we feel and our states of alertness into four concrete zones.
- Teaches students to become more aware of, and independent in:
 - controlling their emotions and impulses
 - managing their sensory needs
 - improving their ability to problem solve conflicts



(Kuypers, 2011)

Concepts used from The Zones

Our young identified students not only lacked the **foundational** skills of joint attention, imitation, and engagement with others but also lacked the **foundational** vocabulary of emotions, the ability to group similar emotions, and the ability to identify their own or others emotions to begin to adjust their level of alertness to participate successfully in learning.

We used the following foundational concepts of The Zones of Regulation:

- The Four Colored Zones
- The Zone Signs
- The Toolbox and Tools

The Four Zones

The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone.

(Kuypers, 2011)

The Zone Signs



The Zones of Regulation uses commonly observed road signs to give a visual representation of each zone.

Blue Zone: The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize.

Green Zone: When given a green light or in the Green Zone, one is "good to go".

Yellow Zone: A yellow sign means be aware or take caution, which applies to the Yellow Zone.

Red Zone: A red light or stop sign means stop, and when one is the Red Zone, this often is the case.

All of the **Zones** are expected at one time or another, the curriculum focuses on teaching students how to manage their **Zones** based on the environment and people around them.

The Toolbox and Tools

Toolbox: A collection of calming and alerting strategies a student can pull from depending on the present need

Tools: A calming or alerting technique that aids the student in self-regulation. Also referred to as a strategy



(Kuypers, 2011).

Foundational Self-Regulation Vocabulary

- Identification of basic emotions
- Imitation of basic emotions
- Categorization of basic emotions



Our Solution



Think Tank



What is Think Tank?

- Weekly individual and group lessons
 - Each lesson incorporated:
 - Early concepts of social learning
 - Early concepts of self-regulation
 - Classroom theme-based materials



Think Tank Participants

Who was included in Think Tank:

- Occupational Therapist
- Speech Language Pathologist
- System level (self-contained) preschool students (8 total)

Other observers:

- Teacher
- Teacher Assistant
- Autism Support Specialist



A Think Tank Child

- Evaluated by a multidisciplinary team using the Transdisciplinary Play-Based Assessment-2 (TPBA-2).
- Overall functioning within the 18-24 month developmental range with significant delays in social cognition, pragmatic language, and self-regulation.
- Eligible for services under the category of Developmental Delay or Autism Spectrum Disorder.



A Sample Profile of a Think Tank Child

Background Information: "Chris" (33 Months): Birth to 3 Transition, attending community day care full time, receiving early intervention services

Overall Cognitive: 22 Months (34% Delay)

Attention: 24 months (27% Delay)
 Memory: 28 months (15% Delay)
 Problem Solving: 24 months (27% Delay)
 Social Cognition: 15 months (55% Delay)
 Complexity of Play: 18 months (55% Delay)

Overall Communication: 17 Months (48% Delay)

Language Comprehension: 18 months (45% Delay)
 Language Production: 18 months (45% Delay)
 Pragmatics: 15 months (55% Delay)

Additional Information: Sensory seeking behaviors, transition difficulties, difficulties sitting for meals and remaining within centers

IEP Goal Areas of a Think Tank Child

- **Follow classroom routines:**
 - Turn in the direction of the speaker
 - Follow routine instructions
 - Transition between activities
 - Relinquish a preferred toy
- **Actively participate in circle time/pre-literacy activities:**
 - Sit as appropriate
 - Turn in the direction of speaker/materials
 - Join/imitate simple motor movements
 - Join in with familiar songs
 - Point to/label key vocabulary

IEP Goal Areas Continued

- **Use classroom tools and materials functionally**
- **Use shared looks with a communication partner for foundational skills:**
 - Look when name is called
 - Look in response to a greeting/closing
 - Look to anticipate an action to re-occur
 - Look to request materials
 - Look to request actions
 - Look to protest
- **Use functional words for requesting materials/actions and for protesting**

Structure of Think Tank:



- Weekly groups
- Scheduled as a center within a system level (self-contained) preschool classroom
- Groups ranged from 1-3 children depending on the level of support needed
- Groups were 15-30 minutes in length

Our Lessons



Overview of Think Tank Lessons:

6 full lessons:

- Used for several consistent weeks
- Used classroom themes determined by the teacher
- Included foundational concepts from both The Social Thinking and Zones of Regulation teaching tools
- Materials were left within the classroom to be used by classroom staff

Think Tank Lesson Breakdown:

- Lessons 1 & 2 Concepts: Social learning
Lessons 3 & 4 Concepts: Emotions in Self and Pictures
Lesson 5 Concepts: The Toolbox and Tools
Lesson 6 Concepts: Emotions in Others



How to Check-Into Think Tank

Group members would check in by:

- Checking classroom schedule which included a Think Tank card
- Transitioning to the group area
- Placing the Think Tank card into a tank
- Finding a seat within the group area



The Group Plan

- Introduction/Greeting
- Activity
- Closing/Goodbye



Lesson 1



Lesson 1: Social Learning

- | | | |
|--|---|--|
| Concepts: | Vocabulary: | Theme: |
| <ul style="list-style-type: none">• Joint Attention• Joint Intention• Imitation• Attachment and Emotional Engagement• Individual Self-Regulation | <ul style="list-style-type: none">• Body in group• Thinking with eyes• Identification of body parts | All About Me <ul style="list-style-type: none">• Body Part Identification- Mat Man |

Mat Man



Lesson 2



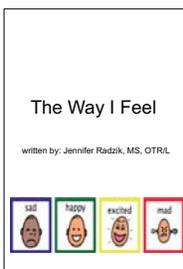
Lesson 2: Social Learning

- | | | |
|---------------------------------------|--|--------------------|
| Concepts: | Vocabulary: | Theme: Farm |
| • Joint Attention | • Body in group | • Body Part |
| • Joint Intention | • Thinking with eyes | Function |
| • Imitation | | – Potato Head |
| • Attachment and Emotional Engagement | • Identification of the function of body parts including heart and brain | – Cow File Folder |
| • Individual Self-Regulation | | – Pig File Folder |

Body Part Functions: Folder Activity



Lesson 3



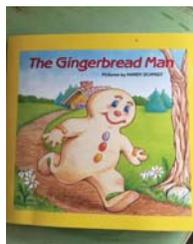
Lesson 3: Emotions in Self

- | | | |
|--|--|---|
| Concepts: | Vocabulary: | Theme: |
| <ul style="list-style-type: none">• Joint Attention• Joint Intention• Imitation• Attachment and Emotional Engagement• Individual Self-Regulation | <ul style="list-style-type: none">• Body in group• Thinking with eyes• Identification:<ul style="list-style-type: none">– emotions: happy, sad, mad, excited• Imitate:<ul style="list-style-type: none">– Emotion labels: happy, sad, mad, excited• Identification:<ul style="list-style-type: none">– color zones | <ul style="list-style-type: none">• Fall/Emotions Book– Happy and Know It– Happy, Sad, Mad, Excited Faces– Pumpkin Faces |

Happy and You Know It



Lesson 4



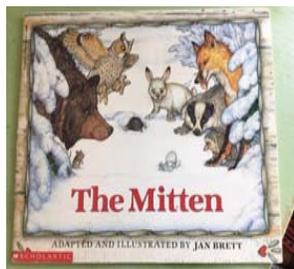
Lesson 4: Emotions in Pictures

- | | | |
|--|--|---|
| Concepts: | Vocabulary: | Theme: |
| <ul style="list-style-type: none">• Joint Attention• Joint Intention• Imitation• Attachment and Emotional Engagement• Individual Self-Regulation | <ul style="list-style-type: none">• Body in group• Thinking with eyes• Identification:<ul style="list-style-type: none">– emotions: happy, sad, mad, excited• Imitate:<ul style="list-style-type: none">– emotion labels: happy, sad, mad, excited, tired, calm• Identification:<ul style="list-style-type: none">– zone colors– emotions match | <ul style="list-style-type: none">• Gingerbread Man• Body and Brain on Track<ul style="list-style-type: none">– Gingerbread Man– Matching colors to emotions of characters in the book |

The Gingerbread Man



Lesson 5



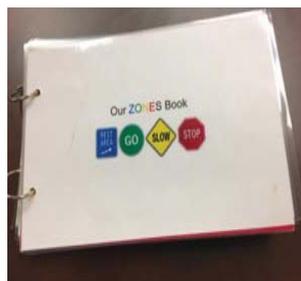
Lesson 5: The Toolbox and Tools

- | | | |
|--|---|---|
| Concepts: | Vocabulary: | Theme: |
| <ul style="list-style-type: none">• Joint Attention• Joint Intention• Imitation• Attachment and Emotional Engagement• Individual Self-Regulation | <ul style="list-style-type: none">• Body in Group• Thinking with eyes• Identification:<ul style="list-style-type: none">– emotions:
frustrated, silly, scared, happy, sad, angry, calm, excited• Imitate:<ul style="list-style-type: none">– emotion labels:
frustrated, silly, scared, happy, sad, angry, calm, excited• Toolbox and tools• Identification:<ul style="list-style-type: none">– zone colors– emotions match | The Mitten <ul style="list-style-type: none">• Toolbox• Tools |

The Toolbox and Tools



Lesson 6: Emotions in Others



Lesson 6: Emotions in Pictures

- | | | |
|--|---|--|
| Concepts: | Vocabulary: | Theme: |
| <ul style="list-style-type: none">• Joint Attention• Joint Intention• Imitation• Attachment and Emotional Engagement• Individual Self-Regulation | <ul style="list-style-type: none">• Body in group• Thinking with eyes• Identification:<ul style="list-style-type: none">– emotions: happy, sad, mad, excited• Imitate:<ul style="list-style-type: none">– Emotion labels: happy, sad, mad, excited• Toolbox and tools• Identification:<ul style="list-style-type: none">– “ready to learn”• Identification:<ul style="list-style-type: none">– zone colors– emotions match | Emotions Book <ul style="list-style-type: none">• Labeling• emotions• Matching zone color• Labeling zone |

Emotions Book



Our Reflection of Think Tank



Did it Work: Pros

- Progress of Think Tank Children:
 - 5/8 kids transitioned to a blended (less restrictive) classroom in less than one IEP year
 - 2/2 kids transitioned to a Regular Ed Kindergarten classroom
 - **All** kids made progress on all IEP goals but specific progress was noted in joint attention skills and overall classroom participation/self-regulation
- Additional school staff (PreK and Elementary) interested in learning how to use both Think Tank and the Social Thinking/ Zones of Regulation programs
- Allowed for these children to begin the formal programs of Social Thinking and Zones of Regulation

Did it work: Cons

- Developing Think Tank took a significant amount of planning time
- Staff not all trained on Think Tank, Social Learning, Zones of Regulation
 - Kids often moved to classrooms not familiar with programs
- Classroom staff buy-in
 - Language and follow through was not always consistent on a daily basis
 - Not all staff members understood the value of social thinking or self-regulation
- New children entered the classroom at the middle to end of year
 - Early skills needed to be retaught in later lessons
 - Lessons needed to be modified for those groups

Questions



Lesson 1: Body Parts

Lesson 1.2: Body Parts **Class Theme = All About Me**

- **Introduction:** Same as Lesson 1.1
- **Activity:** HWT Mat Man:
 - HWT Mat Man: Same as Lesson 1.1
 - **Body Part Identification:** Using Mat Man visual body parts: Each student selects a body part off and puts it into the thought bubble.
 - Students find body part of peers in group. "looking/thinking with their eyes" and "thinking about each body part"
 - Then each student finds body part on self with bean bag.
 - **Song:** Put the bean bag on your eye, on your eye. Put the bean bag on your eye on your eye.
 - Option for "one little finger":
One little finger, one little finger, one little finger tap tap tap
Point your finger up, point your finger down
Put it on your _____ "HEAD"
- **Closing:** Goodbye Song: Same as Lesson 1.1

Lesson 2: Body Part Functions

Lesson 2.1: Body Part Function **Class Theme = All About Me**

- **Introduction:** Hello song with thought bubble continue to place group member picture in thought bubble.
 - Sing: ~ Is ___ here today? Is ___ here today? Clap your hands and ring your bell. ___ is here today. ~
 - jingle bell. One bell..shared
 - Students wear binoculars for "looking with eyes"
- **Activity:** Body Part Function Song:
 - Potato Head presented with all parts in except: **eyes, hands, feet, heart, brain**
 - In a field of 2 in thought bubble, child selects body part named by group member. Have child name body part if possible...
 - **Song:** ~ feeeeeeeling, feeling, hearts are feeling, feeeeeeeling feeling with my heart~ Child puts item on potato head.
- eyes~looking, hands~clapping, feet~stomping, Heart~feeling, brain~thinking.
 - Additional song option: ~ what do we use to stomp? what do we use to stomp? hi ho the dairy oh, what do we use to stomp? Child selects body part from Potato Head and puts it in think tank.
- **Closing:** Goodbye Song: Same as Lesson 1

Lesson 2: Body Part Functions

Lesson 2.2: Body Part Function **Class Theme = Farm**

- **Introduction:** Hello Song with thought bubble, Continue to place group member picture in thought bubble.
 - Sing: ~ Is ___ here today? Is ___ here today? Clap your hands and shake shake shake shake. ___ is here today.~
 - Milk carton with rice, sealed shut...shared
 - Students wear binoculars for "looking with eyes"
- **Activity:** Body Part Function Song:
 - Cow folder with velcroed body parts: Review names of body parts and place them on cow: **eyes, brain, feet, heart, nose, tail**
 - Remove all body parts
 - ID body part: In a field of 2, child chooses body part named and places on cow. Have child name or imitate name of body part. Sing function song.
 - **Song:** ~ ex: feeeeling, feeling, hearts are feeling, feeeeling feeling with my heart-eyes~looking, brain~thinking, tail~wagging, feet~stomping, heart~feeling, nose~ smelling
 - ID function: Review names of body parts and have child name body parts they take off cow. In a field of 2, child chooses body part as function is described. Sing function song. Child places body part on cow.
 - **Song:** ~ what do we use to ___? what do we use to ___? hi ho dairy oh what do we use to ___? Child selects body part and puts it in think tank. eyes~look, brain~think, tails~wag, feet~stomp, heart~feel, nose~smell
- **Closing:** Goodbye Song: Same as Lesson 1

Lesson 2: Body Part Functions

- Lesson 2.3: Body Part Function: Class Theme = Farm**
- **Introduction:** Hello Song with thought bubble. Continue to place group member picture in thought bubble.
 - Same as lesson 2.2
 - **Activity:** Body Part Function Song:
 - Pig folder with velcroed body parts: Review names of body parts and place them on pig:
 - **eyes, brain, feet, heart, nose, tail**
 - ID function of body part: Review function of the body parts with song. In a field of 6, child chooses body part as function is described. Following song, child places body part on pig.
 - Child selects body part and puts it in think tank (on second round of song).
 - Song: ~ what do we use to ____? what do we use to ____? hi ho dairy oh what do we use to ____?
- eyes-look. brain-think. tails-wag. feet-stomp. heart-feel. Nose-smell

- **Closing:** Goodbye Song: Same as Lesson 1

Lesson 3: The Way I Feel

- Lesson 3.1: The Way I Feel Class Theme: Fall/Emotions**
- **Introduction:** Student puts picture in thought bubble. Think about person "looking at the person"
 - Hello Song: Student holds "light up puffy pillow" Using Binoculars for looking at the person.
 - Hello, How is ____? Hello, How is ____? Hello How is ____? How is ____ feeling?
 - Student Identifies on visual how they are feeling today on visual.
 - **Activity:**
 - Book: *The Way I Feel*: Social story about 4 basic emotions (Sad, Happy, Excited, Mad) and 4 Zone Colors with picture match
 - Song: If You're ____ and You Know It
 - Sad-Cry some tears: Boo Hoo
 - Happy-Give a smile
 - Excited-Shout Hooray
 - Mad-Kick your feet

- **Closing:** Goodbye Song: Same as Lesson 1 and 2

Follow-up Activity: Cut and glue on pictures to create individual posters of each zone to send home and one for classroom

Materials Provided:

- Individual small signs (to go home)
- Small emotion pictures

Lesson 3: The Way I Feel

- Lesson 3.2: The Way I Feel Class Theme: Fall/Emotions**
- **Introduction:** Hello Song: Student puts picture in thought bubble. Think about person "looking at the person"
 - Same as lesson 3.1
 - **Activity:**
 - Book: *The Way I Feel* with picture match same as lesson 3.1
 - Song with Pumpkin Face: If You're ____ and You Know It
 - Students pick a mouth matching an emotion and place it on a pumpkin face. Song same as lesson 3.1
 - Students match "zone color" to facial emotion from pumpkin

- **Closing:** Goodbye Song: Same as Lesson 1 and 2

Lesson 5: The Toolbox

Lesson 5.3: Expanding the Toolbox: Individual Toolboxes

- **Introduction:** Say "hello" as students enter group and wait/prompt for student to say hello back to group member and make sure student is "Thinking with their eyes"
 - Song: Student passes heart pillow to each other: *I pass the heart to YOU, pass the heart to YOU, Hi Ho Squeeze OH pass the heart to YOU. STOP!*
 - How does he feel? Students identify how peer in group is feeling. The student choose from emotion pictures and places on the Zone Train. If the student needs a tool the child chooses from the group toolbox.
- **Activity:** Introduction to Individual Toolboxes
 - Each child has an individual toolbox with 3 tools pictured (from previous group toolbox)
 - The Book The Way I Feel is read.
 - Students pull emotion pictures from the book and identify zone color. They decide if a tool is needed.
 - If a tool is needed the child picks a strategy off their individual toolbox and the group practices with each tool.
 - Students place emotions into matching color zone.
 - Emotions: silly, scared, happy, sad, angry, excited, calm
- **Closing:** Goodbye Song: Same as Lesson 1, 2, 3, and 4

Lesson 5: The Toolbox

Lesson 5.4: Expanding the Toolbox: Anger

- **Introduction:** Say "hello" as students enter group and wait/prompt for student to say hello back to group member and make sure student is "Thinking with their eyes"
 - Song: "If you're _____ and you know it, say Hello", "If you're _____ and you know it, say Hello", "If you're friends and you know it and you really want to show it, If you're friends and you know it say "Hello"
- **Activity:** Book: If You're Angry and You Know It (*ANGER*)
 - Change all words "ifs" to "when..."
 - Act out and Identify zone Angry: Stomp feet: act out: What zone are you in?
 - Bang a drum: act out: What zone are you in?
 - "We are so angry. We are in the red zone. We are unsafe and need to STOP and take a break."
 - Identify and practice tools: Adapt book to use tools: walk away...."give yourself a hug"
 - take deep breaths...keep the same
 - tell a friend:
- **Closing:** Goodbye Song: Same as Lesson 1, 2, 3, and 4

Lesson 5: The Toolbox

Lesson 5.5: Expanding the Toolbox: Angry Bunny Classroom Theme: Spring

- **Introduction:** Say "hello" as students enter group and wait/prompt for student to say hello back to group member and make sure student is "Thinking with their eyes"
 - Song: "If you're _____ and you know it, say bunny hop", "If you're _____ and you know it, say bunny hop", "If you're friends and you know it and you really want to show it, If you're friends and you know it say bunny hop"
- **Activity:** Game: Angry Bunny (Jumping Jack)
 - Each child takes a turn pulling a carrot from the "carrot hill."
 - Discuss that the rabbit is mad/angry that his carrots are being taken. Discuss color zone.
 - Choose a tool from their individual toolbox for rabbit to use and practice together
 - When rabbit pops up...discuss excited color zone....pick a tool again as a group.
- **Closing:** Goodbye Song: Same as Lesson 1, 2, 3, and 4

Lesson 6: The Emotions Book

Lesson 6.1: The Emotions Book: labeling emotions in others

- **Introduction:** Song: _____, _____ jump up and down, jump up and down, jump up and down, _____, _____ jump up and down, now sit down. Hello _____
 - Joint looks to others as each child receives and says "hello"
 - Change the action: jump, clap, dance
- **Activity:** Book: Emotions Book
 - _____ zone, _____ zone who do you see? I see _____, looking at me.
 - Child names peer/staff member, labels the emotion and the color zone and places the peers picture in the correct color zone location
 - If child is not in the correct zone we use a tool from their toolbox during group to be "ready to learn" or green zone.
- **Closing:** Goodbye Song: Same as Lesson 1, 2, 3, 4, and 5
