

Section 3

Sharing Special Topic Books with Children

Books are an important part of every early childhood classroom. They support the cognitive development of young children and assist them in developing important motor skills. In addition, books can support teachers as they create a classroom environment that nurtures healthy social/emotional development. Special topic books can be used by teachers to assist children as they cope with real-life situations. This professional development session is designed to enhance the classroom teacher's ability to use books to effectively promote social emotional development in young children. Most of the attendees reported that the training was very valuable, would recommend it to a co-worker, and that new information was presented. We expect this session to meet the following goals:

- Discuss the important role that books can play in the social/emotional development of children
- Explore the concept of emotional literacy and its importance in and outside of the classroom
- Discuss effective strategies for using books to enhance the social/emotional development of young children
- Review several special topics books and identify ways they could be used in the classroom

Audience

This 4-hour session was designed for Head Start classroom teachers who are committed to supporting the social/emotional development of their children through the use of literature. Each training session can effectively accommodate between 25 and 30 teachers.

Room Set Up

The room should be arranged to accommodate a presenter/facilitator at the front of the room. Participant seating will ideally consist of round tables that will accommodate approximately 4-6 people, depending on the size of the group.

Facilitators/Presenters

This professional development experience can be successfully managed by one session facilitator. It is recommended that Head Start agencies select a facilitator with background

² Fuger, K.L et.al. (2008). Strengthening families and fatherhood: Children of fathers in the criminal justice system project: Final evaluation report July 1, 2005 – June 30, 2008. University of Missouri-Kansas City, Institute for Human Development. Kansas City, MO.

in the social/emotional development of children and with experience facilitating small and large group activities.

Supplies/Materials

Name Tags

Paper for Participants

Copies of Handouts for All Participants

Computer, LCD Projector and Screen

Pens and Pencils

The 5 Special Topic Books to distribute to each group:

Words Are Not for Hurting

Hands Are Not for Hitting

The Great Road Race, Berenstain Bears

When I Am Old with You

Visiting Day

Sharing Special Topic Books with Children

Facilitator's Guide Resources Master Handouts

Developed by Strengthening Families and Fatherhood: Children of Fathers in the Criminal Justice System
under an Innovation and Improvement Project grant from the Office of Head Start,
Administration for Children and Families, U.S. Department of Health and Human Services.

Sharing Special Topic Books with Children

Facilitation Outline

(10 min.) **Introductions**
Ask participants to say their name, their agency, their role in the agency and name their favorite children's book.

(10 min.) **Overview of the Head Start Innovation Grant**
(Optional) **Expectations for Participation in the Project Evaluation and Tracking**
(State Office Staff)

(15 min.) **What is a Special Topic Book?**
Children's books are an important part of any early childhood classroom. Through books, children can learn early literacy skills, promote cognitive development (*Facilitator: Ask participants for examples of books that promote cognitive development. Answers may include: Mouse Paint; Inside, Outside, Upside Down; Count!*), work on motor skills (for example, through learning to turn the pages), and enhance social emotional development. When books are shared with an adult, children can associate reading with a pleasurable experience.

There are many, many children's books on the market. Some are good. Some are not so good. Books can open children to a new world but they can also reinforce negative stereotypes. Choosing the right books for any classroom is no small task.

Children's books written about special issues and situations can help young children learn about and cope with the special needs of their family. In addition to providing factual information, stories written specifically for children can help them discuss their fears, feelings and perceptions about the particular issue.

There are many, many books written around special topics and issues. These books can help families and caregivers navigate the wide variety of emotions and situations that affect the lives of young children.

(Activity)
(Slide) Think about some special topic books you have come across either as a parent or in your work setting. With a partner, think of the names of some of these books. What are they? (*Facilitator: Ask participants to list the books they come up with. Then ask them to*

name the problem or issue the book focused on. The third step is to have them list any potential drawbacks or concerns they found with the book. Pairs are then asked to join with another pair and share their information.)

As you may have found in the exercise you just completed, there are many books that can be used to help children navigate difficult and sensitive subjects. I hope you were able to learn of a few new ones through this exercise.

(20 min.) **Why Use Special Topic Books with children?**

(Handout 1) For the rest of this module, we are going to talk about using special topic books with children. We will discuss the benefits and actual strategies that you will be able to implement in your classrooms.

One of the benefits of using children's literature is to promote social emotional development.

(Slide) Social emotional competencies in children are promoted when the adults in their lives build positive relationships with them, design supportive environments, use social and emotional teaching strategies, and utilize individualized intensive interventions. The Center on the Social and Emotional Foundations for Early Learning illustrates the model this way. In early childhood classrooms, the focus should be on promotion and prevention (the first three levels) and moving to individualized interventions only when the bottom of the pyramid is in place.

What are social emotional skills we want our children to possess?
(Facilitator: Ask participants for responses. Charting responses is optional.)

Let's see how our answers compare to what researchers say about what children need in this area of development to be successful.

(Slide) Children will be successful when they:

- Have a sense of confidence and competence
- Have the ability to develop good relationships with peers and adults/make friends/get along with others
- Have the ability to persist at tasks
- Have the ability to follow directions
- Have the ability to identify, understand and communicate own feelings/emotions
- Have the ability to constructively manage strong emotions
- Develop empathy

What happens if children don't have these skills? Think of a child you work with who doesn't have these skills. What have you noticed about these children? *(Facilitator: Answers can include everything from specific challenging behaviors to quiet and withdrawn).*

How do we help children develop these skills? We teach them and model them.

We also help children develop what is called by many, EMOTIONAL LITERACY.

(Slide)
(Handout 2) Emotional literacy is defined as having the ability to identify, understand, and express emotions in a healthy way.

Children who don't learn to use emotional language have a hard time labeling and understanding their own feelings as well as accurately identifying how others feel.

(Slide) Children with a strong foundation in emotional literacy:

- Tolerate frustration better
- Get into fewer fights
- Engage in less destructive behavior
- Are healthier
- Are less lonely
- Are less impulsive
- Are more focused
- Have greater academic achievement

(Activity) In groups of three or four, I'd like for you to write a list of feeling words that you would most want to teach the children you work with. These words can be both positive and negative. In your discussion, be sure you think beyond the basics of happy, sad, mad, etc. An increased vocabulary allows children to make finer discriminations between feelings and helps them to better communicate with others about their feelings. *(Facilitator: Allow about 5 minutes for brainstorming. Ask groups to then report back three feeling words from their lists, trying not to duplicate what the other groups have already reported. Answers can include: disappointed, upset, tired, worried, frustrated, confused, excited, surprised, lonely, hurt, etc.)*

One strategy used to enhance emotional literacy is to use special topic books with children.

(Slide) Books are a great and engaging way to teach about emotions.

(Handout 3) Many books are written explicitly about feelings and contain numerous feeling words. Books can be an easy and fun way to be more “intentional” about supporting children’s social emotional development.

“In times of trauma and stress, books and stories can buttress children’s self-concept, cultivating self-worth and calming the storm.” – Dr. Dale Elizabeth Pehrsson, Oregon State University.

Through the use of storybooks, children can identify with the emotions of the fictional characters. This puts space between them and the full impact of the emotions. In a sense, the characters shield them from those feelings’ full impact.

Stories can form a “safe container,” a place to explore emotions while keeping a comfy distance from them. They are, after all, happening to the book’s character, not to the child.

Couched in metaphor, wrapped in fantasy, fictive emotions can instruct, gently, through example and empathy. “Books can provide a buffer, a psychological distance or safety net for exploring issues that can elicit emotional intensity,” Pehrsson says.

(Slide) “Bibliotherapy, a term used to define the use of special topic books with children, can enhance personal insight, suggest alternatives, diminish isolation, clarify values, stimulate discussion, foster empathy and nurture ethnic identity and pride, according to Pehrsson. It can be applied to an “astounding” range of problems: Aggressiveness, adoption, addiction, grief, depression, nightmares and homelessness are just a few.”
(Source: <http://oregonstate.edu/terra/features/stories-heal.php?page=3>)

(5 min.) **Knowing Your Books**
This project is providing each of your Head Start classrooms with five Special Topic Books. *(Facilitator: Show the books to the group. If books are being distributed, have them each get their copies of the books out to look at.)*

(Slide) The books are:

- Hands Are Not for Hitting
- Visiting Day
- Words Are Not for Hurting
- When I Am Old with You
- The Great Road Race, Berenstain Bears

Each of these books has been reviewed by a panel and by the Office of Head Start as being approved for this project.

All of these books, when used thoughtfully and purposefully with the children in your classrooms, can help children build social emotional competency. Each takes on a different focus and we are going to explore that focus now.

(Activity) **Book Review**

(25 minutes)
(Handout 4) I would like for you to get into groups of five. In your groups, each of you will select one of the books from your set. Please choose a different book so that all five books will be used. Each of you is to read your book and then answer the questions found on the handout, *Check Out a Book*. Please take about 10 minutes to answer your questions individually. Then, you will all get 3 minutes to review your book with your group. You may begin.

Worksheet - Check Out a Book

- Read/review one of the books.
- What is the main theme of the book?
- What special topic does the book represent?
- How does the content promote discussion?
- How does the content facilitate a child's social emotional growth?
- Does the book explore problems that need to be introduced to children?
- What are the pictures that ask for a response from the reader?
- How do the pictures enhance the child's desire to draw or create more related to the story?
- What are two main points you'd like to share about the book with your group?

(25 minutes) **Book Extensions**

I hope that you have a good understanding of the books contained in your book sets after taking part in this activity. It's important that you have an understanding of the purpose and focus of the books before they are shared with the children in your classrooms.

(Video) I'd like to show you a short clip of a classroom where *Hands Are Not for Hitting* is being read. Here you will see a teacher reading the book during a group time. Watch how she involves the children in this extension. (This video comes from The Center on Social and Emotional Foundations for Early Learning website. You can

view and download other examples at <http://www.vanderbilt.edu/csefel/>.)

(Facilitator: Show video clip that is embedded in the power point.)

(Handout 5) On this next worksheet, *Check Out a Book, Step 2*, you will work in your same small group to complete the questions. These questions focus on how the book can be used to support social emotional development. Part of your assignment will be to think of some extensions that can be used in relation to the book. What are other activities that can be done with the book or as an extension of the concepts taught in the book?

(Facilitator: When clip is finished, ask participants to complete the Worksheet as a group. The person, who reviewed the book initially, will ask the questions of the group and they will help provide the answers. The group will take turns to be sure one worksheet is completed for each book in the book set. Allow 20 minutes for this activity.)

Worksheet – Check Out a Book, Step 2

- What are some ways or activities that could extend the learning or concept of this book?
- Discuss how you might use this book to support emotional development during large group/story time.
- Discuss how you might use this book or activities related to this book to support emotional development during other times of the day.
- Discuss how you might use activities related to this book to support emotional development in centers.

(5 Min)

Wrap Up

You are important in the lives of the young children you work with. The relationships you build with the children help form the foundation of their social emotional development. Your classrooms are where children find security as well as stimulating activities and learning experiences. Creating supportive environments and utilizing the materials in it, such as children's books, also help to foster social emotional development in young children.

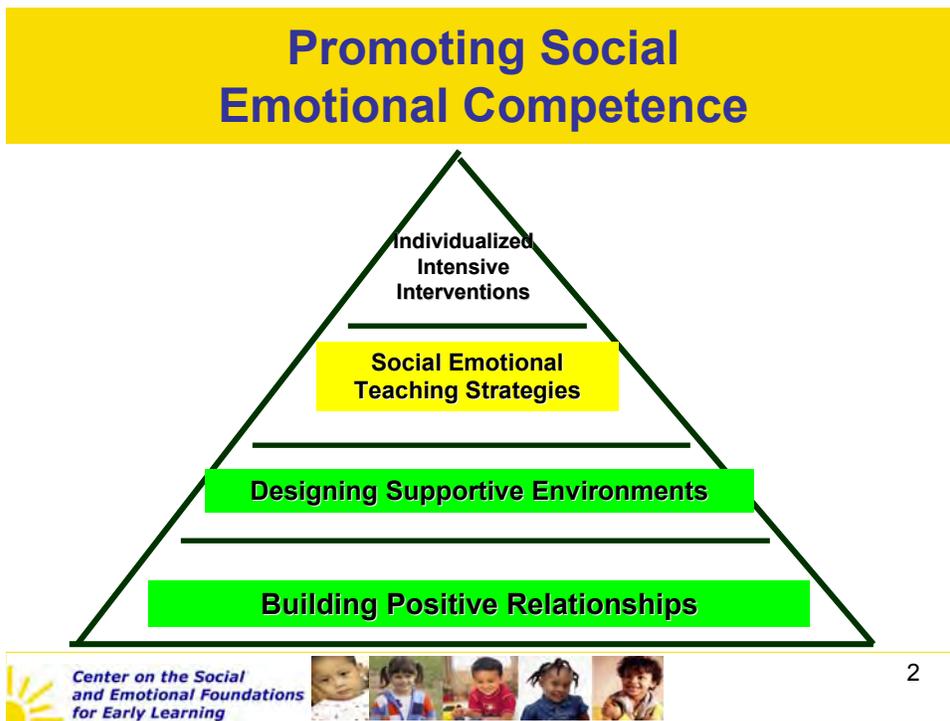
Handout 1

Social Emotional Competencies

Social emotional competencies in children are promoted when the adults in their lives:

- build positive relationships with them,
- design supportive environments,
- use social and emotional teaching strategies
- utilize individualized intensive interventions.

The Center on the Social and Emotional Foundations for Early Learning illustrates the model this way. In early childhood classrooms, the focus should be on promotion and prevention (the first three levels) and moving to individualized interventions only when the bottom of the pyramid is in place.



Handout 2

Sharing Special Topic Books with Children

Emotional Literacy

Emotional literacy is defined as having the ability to identify, understand, and express emotions in a healthy way.

Children with a strong foundation in emotional literacy can:

- Tolerate frustration better
- Get into fewer fights
- Engage in less destructive behavior
- Are healthier
- Are less lonely
- Are less impulsive
- Are more focused
- Have greater academic achievement

Adapted from information found on The Center on the Social and Emotional Foundations for Early Learning website at <http://www.vanderbilt.edu/csefel/modules.html>

Handout 3

Sharing Special Topic Books with Children

“In times of trauma and stress, books and stories can buttress children’s self-concept, cultivating self-worth and calming the storm.”
– Dr. Dale Elizabeth Pehrsson, Oregon State University.

One strategy used to enhance emotional literacy is to use special topic books with children.

- Books are a great and engaging way to teach about emotions.
- Many books are written explicitly about feelings and contain numerous feeling words.
- Books can be an easy and fun way to be more “intentional” about supporting children’s social emotional development.
- Through the use of storybooks, children can identify with the emotions of the fictional characters.
- Stories can form a “safe container,” a place to explore emotions while keeping a comfy distance from them.

Handout 4

Check Out a Book

Read/review one of the books in your set and answer the following questions.

What is the main theme of the book?

What special topic does the book represent?

How does the content promote discussion?

How does the content facilitate a child's social emotional growth?

Does the book explore problems that need to be introduced to children?

What are the pictures that ask for a response from the reader?

How do the pictures enhance the child's desire to draw or create more related to the story?

What are two main points you'd like to share about the book with your group?

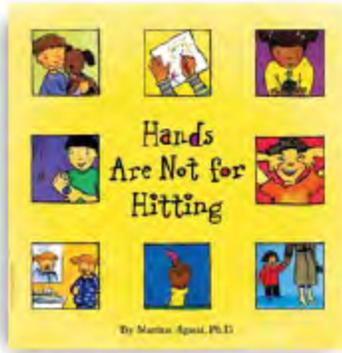
Check Out a Book, Step 2

What are some ways or activities that could extend the learning or concept of this book?

Discuss how you might use this book to support emotional development during large group/story time.

Discuss how you might use this book or activities related to this book to support emotional development during other times of the day.

Discuss how you might use activities related to this book to support emotional development in centers.



Hands Are Not for Hitting

Handout 6

by Martine Agassi

Free Spirit Publishing, Inc.

Hands Are Not for Hitting is a story about alternative actions and activities that children and adults can do with their hands instead of hitting. It teaches correct use of hands in an encouraging way through the use of simple language and descriptive illustrations that makes learning fun. The story helps children understand why they may feel like hitting and offers many ways one can deal with feelings by replacing the use of hitting with alternative skills. Suggested alternatives to hitting are: use of feeling words, ways of letting your feeling out in a non-violent manner, problem-solving, trying to understand how others might feel when you hit, and how to use one's hands appropriately. At the end of the story there are many supplemental ideas for parents and teachers to support the reading of this story and to reinforce children's understanding of using hands in an appropriate manner. This book is available in a simpler board book version for children who are developmentally younger.

Examples of Activities:

While reading the story, demonstrate the suggestions throughout the book: handshaking, clapping, blowing kisses, pointing, etc. Children can practice what we can do with our hands.

While reading the story, have children talk about how they might feel when someone hits them. Help them problem solve by coming up with solutions of what they can do instead of hitting. Write feelings and solutions on a chart.

Give children several scenarios and play a game of "What could you do instead of hitting?" Examples below:

Someone took the car you were playing with. What could you do?

Someone knocked your blocks down. What could you do?

Someone bumped into you in line. What could you do?

You want to be first in line. What could you do?]

Someone picked up your beads and they fell off the string. What could you do?

Use a popsicle stick with "stop" on one side and "go" on the other. Give children a variety of situations and ask them if they should "stop or go". Examples below"

The girl helps her friend pull a wagon.

The boy hits his mom.

The girl rams her trike into the trike in front of her.

The boy hugs her friend.

Have the children make a "helping hands" chain. Trace and cut out multiple hands for each child. Place them in a pocket or baggy that is easily accessible. Catch children using their hands to help others or to be a friend. As you recognize a child's helping hand behavior, have the child get a hand from their pocket and connect it to the class's "helping hand" chain. The hands can be placed on the wall to wrap around

the room, or in the hall to link with a neighboring class. On a regular basis, celebrate how long the helping hand chain is getting!

As a story review, ask the children "What can you do with your hands?" As the children's answer, write or draw a picture to make a class list of "what our hands can do." The children can also demonstrate what their hands can do and you can take photographs of the children in action. The photographs can be added to the class list and posted.

Repetition of the same book allows children a chance to really learn the story – it becomes their story by the end of the week! Repetition helps children feel confident and competent as they become able to talk about the story, predict what will happen next, recognize and understand certain words, talk about their own experiences related to the story, and even make up their own story! Based on this idea, try reading *Hands Are Not for Hitting* every day for several days during the week and emphasize a different concept, word or idea from the book each day. Continue to build on the concept with related activities in small group/center time. An example is included below:

Idea of the Day: How We Use Our Hands to "Talk"

Introduce the concept of the day by having the children think about the many different ways we use our hands to talk. Recall from the story the ways our hands can talk: hands wave hello and goodbye, hands shake when meeting, hands draw and write, they gesture "come here" and they point, clap, count, hug, give high-fives, make a promise... Discuss how we can also talk with our hands using sign language. Demonstrate a few simple signs or show photographs and have the children imitate the signs. Encourage the children to try to use signs throughout the day to request "food", "all done" or "more"



Art: Children can do this activity with a friend. Have paper and crayons/markers available along with scissors, popsicle sticks and tape. Each child makes the sign for "I love you" and places their hand on the paper as the other child traces their hand (tape the paper to the table to stabilize it and make it easier to trace). Children can then decorate their "I live you" sign, cut it out, and glue it to the popsicle stick. Talk to the children about how they can use their "I love you" sign to tell people that they are special. Ask the children how it makes them feel when someone tells them that they love them. The stick can be used in large or small group while singing the "Skinamarinky Dinky Dink" song (see music activity).

Music: Sing and use gestures top the song "Skinamarinky Dinky Dink": Skinamarinky dink, Skinamarinky doo, I love you. Skinamarinky dinky dink, Skinamarinky doo, I love you. I love you in the morning, and in the afternoon. I love you in the evening, and underneath the moon. Skinamarinky dink, Skinamarinky doo...I LOVE YOU (I really mean it), I love you too!

Make-Believe: teach the children how to make shadow puppets. You can build a tent in the classroom and have children go in the tent with flashlights. One child can make a shadow puppet and the other children shine their flashlights on the shadow puppet so that the shadow is displayed on the wall or the side of the tent. Children can take turns making up stories go with their shadow puppets. Discuss how sometimes shadows can be scary and sometimes they are really funny.

Idea of the Day: How We Use Our Hands to Make Music

Introduce the concept of the day by asking children if they remember how our hands can make music. Review in the story the page about playing a song on an instrument like a guitar or drum, snapping, clapping, shaking, and tapping. Have them give it a try! Have the children sit in a circle and choose an instrument to play. Talk about how the music makes them feel. Some music sounds sad or calming, while other music might make you excited or happy. Everyone can sing familiar songs as they play their instruments.

Art: Make drums out of a variety of empty containers with lids. Provide a variety of art materials (paints, papers, glues, glitter, beads, feathers, noodles, rice, etc...) and have children create drums. Compare the differences in the sounds they make. Children can use their hands, sticks, spoons, or dowels as drumsticks. Adapt the drumsticks by adding cotton or cloth to hear the different sounds it makes.

Music/Movement: Take photographs of your special instruments. Place the photographs onto a cube shaped box. Have the instruments and the cube with the instrument choices available in the music area. Children can take turns rolling the cube die to see what instrument to play. Others can join in by dancing or singing or rolling the die to play different instruments.

Science: Give children several objects/items that will produce sounds (conch shells, tuning pitch fork, 2 metal spoons rubber banded together so the spoons are back to back, rubber bands around empty shoe boxes, drums from art project (above), sand paper glued to blocks, etc. Encourage children to explore the different sounds and textures. Make a chart of which objects make loud/soft sounds, etc.

Idea of the Day: How We Use Our Hands to Take Care of Ourselves

Introduce the concept of the day by reviewing the pages of the book that talk about dressing, eating, drinking, washing, combing hair, brushing teeth, turning off the lights at bedtime, buckling up in the car, cleaning up spills, putting on a helmet, putting a band aide on a boo boo, etc... Sing the following song to the tune of "The Farmer in the Dell" and do hand motions:

My hands help me eat. My hands help me eat. My hands help me to eat my food; my hands help me eat.

My hands help me dress. My hands help me dress. My hands put on my clothes and shoes; my hands help me dress.

My hands help me eat. My hands help me eat. My hands help me to eat my food; my hands help me eat.

My hands help me wash. My hands help me wash. My hands help me wash myself; my hands help me wash.

My hands help me comb. My hands help me comb. My hands help me comb my hair; my hands help me comb.

My hands help me brush. My hands help me brush. My hands help me brush my teeth; my hands help me brush.

My hands help me turn out the light. My hands help me turn out the light. My hands help me turn out the light – good night; my hands help me turn out the light.

My hands help me buckle up. My hands help me buckle up. My hands help me buckle up seat belts; my hands help me buckle up.

My hands help me clean my spills. My hands help me clean my spills. My hands help me clean my spills and mess; my hands help me clean my spills.

Make–Believe: Encourage the children to play mommy and daddy and teach a toy baby to take care of himself/herself (washing, dressing, feeding, taking care of boo boos, combing hair, burping, rocking, etc... What would they say to teach their baby? How would they teach their baby? How do they think it makes the baby feel when they teach him to take care of himself?

Water Table: Put water in the water table, either in the classroom or outside on the playground. You might even add bubble bath soap! Children can wash plastic dolls in the “tub”. If you have access to several baby tubs you could also use those instead of the water table. Provide a variety of objects for children to play with: empty shampoo bottles, wash clothes, small bars of soap, rubber duckies or other small bath toys, and small cups for rinsing. Once children have washed their babies, they can dry and dress them. Play can be extended by “reading” a book to their baby and tucking them in bed! Talk about feelings and how they like bath time.

Idea of the Day: How Our Hands Work Together

Introduce the idea for the day by using the activity at the end of the book on page 33—“Cooperating Hands”. The activity stresses how our hands work together as a pair and when one is missing or being used it makes it harder for us to do such things as building blocks and coloring. It also builds on the idea that if you work with a friend, you have more hands to create and build!

Music/Movement: Sing and play “Row Row Row Your Boat” – have each child sit facing another child, sitting feet to feet. Have the children connect hands and rock back and forth while holding hands and singing the song.

Snack: Give children a snack that is not too messy and can be served on a paper plate. Have the children try to eat their snack with their hands behind their back! This one is sure to cause a lot of giggles!

Art: Have the children go to easel painting in pairs. Tie the paint brushes together so that they can create a painting together. Talk about how it makes them feel to try to paint a picture together (happy, silly, frustrated, mad, etc...)

Math: How many hands? Have children measure the size of the objects in the classroom by working in teams to count "how many hands high/long" the object is. How many hands across a door? How many hands across a table? How many hands high is the chair? Record their measurements, then discuss what is the tallest, longest, etc... While the children are measuring objects, talk about all the different ways they are using their hands.

Idea of the Day: How Hands Are Not for Hitting

Introduce the idea of the day by talking about how all week you have talked about all the different ways you can use your hands. Briefly review the activities that the children have done during the week and discuss how it made them feel. Tell them that today you are going to talk about how Hands are NOT for Hitting. Discuss the things you can do with your hands instead of hitting. Write these on chart paper as children generate ideas. Read the story about Tucker Turtle found on the CSEFEL website (Tucker Turtle Takes Time to Tuck and Think). When Tucker is angry, he knows how to stop and tuck into his shell and take three deep breaths. He then thinks, thinks, thinks, and comes up with great ideas about what he can do with his hands instead of hitting. Talk about what it feels like when we are angry. Our heart might beat faster, we might get red in the face, our bodies might get tight, and we might even feel "hot". Discuss how if we do what Tucker did we can calm ourselves down and think of other things to do with our hands. Discuss what it feels like to be calm. Demonstrate taking three deep breaths, cooling off and calming down. Describe how you become looser like a Raggedy Ann doll. Also, point out how you can wiggle your fingers, your breath is smoother, your heart beats slower, your neck and shoulders are loose and you can even smile! Physically demonstrate and have the children practice being both angry and calm.

Art: Make a "Tucker the Turtle Puppet". Using the turtle pattern on the CSEFEL website and paper plates, have children make a puppet. They can paint/decorate the "shells" of their turtle. They can also use the turtles in large or small group to practice the turtle technique.

Make-Believe: Take a large sheet and have children pretend it is a big turtle shell. Have the children go under the shell and practice taking 3 deep breaths before they come out of the shell. Play a game where you give the children a situation, such as Tucker just got hit in the head with a ball – get the children to go under the "shell" take 3 deep breaths and then come out and talk about what Tucker could do instead of hitting. Make a chart that you can leave up as a reminder to the children of all the things you can do instead of hitting!

Extend to Home: Print out the pictures of the turtle technique from the CSEFEL website and have children take the pictures home to color or paint and talk about "Tucker Turtle" with their families. Send a note home to the families telling them about the Turtle technique and suggestions for how they can help their child practice the technique at home.

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We welcome your feedback on *Book Nook*. Please go to the CSEFEL Web site (<http://csefel.uiuc.edu>) or call us at (217) 333-4123 to offer suggestions.

Sharing Special Topic Books with Children PowerPoint Presentation

Slide 1

**Sharing Special Topic Books
with Children**

Head Start Innovation and Improvement Grant
Funded by
The Office of Head Start
Administration for Children Families
U.S. Department of Health and Human Services

Slide 2

Activity

Think about some special topic books you have come across either as a parent or in your work setting.

- With a partner think of the names of some of these books.
- Name the problem or issue the book focused on.
- List any potential drawbacks or concerns.

Sharing Special Topic Books with Children PowerPoint Presentation

Slide 3



Slide 4

- Children will be successful when they:
- Have a sense of confidence and competence
 - Have the ability to develop good relationships with peers and adults/make friends/get along with others
 - Have the ability to persist at tasks
 - Have the ability to follow directions
 - Have the ability to identify, understand and communicate own feelings/emotions
 - Have the ability to constructively manage strong emotions
 - Develop empathy

Sharing Special Topic Books with Children PowerPoint Presentation

Slide 5

Emotional Literacy

Emotional literacy is defined as having the ability to identify, understand, and express emotions in a healthy way.

Slide 6

Children with a strong foundation in emotional literacy:

- Tolerate frustration better
- Get into fewer fights
- Engage in less destructive behavior
- Are healthier
- Are less lonely
- Are less impulsive
- Are more focused
- Have greater academic achievement

Sharing Special Topic Books with Children PowerPoint Presentation

Slide 7

Special Topic Books

"In times of trauma and stress, books and stories can buttress children's self-concept, cultivating self-worth and calming the storm."

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Slide 8

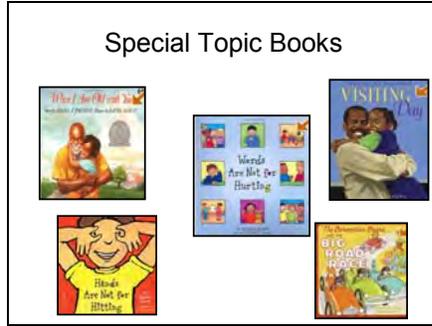
Bibliotherapy

"Bibliotherapy, a term used to define the use of special topic books with children, can enhance personal insight, suggest alternatives, diminish isolation, clarify values, stimulate discussion, foster empathy and nurture ethnic identity and pride, according to Pehrsson. It can be applied to an "astounding" range of problems: Aggressiveness, adoption, addiction, grief, depression, nightmares and homelessness are just a few."

(Source: <http://oregonstate.edu/terra/features/stories-heal.php?page=3>)

Sharing Special Topic Books with Children PowerPoint Presentation

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Sharing Special Topic Books with Children PowerPoint Presentation

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