



# KEEPING IN TOUCH

WINTER 2015

## PARTICIPATING AGENCIES:

Aisling Discoveries Child & Family Centre, Child Care Consultation

Boys & Girls Club of East Scarborough, Special Needs Services

The Etobicoke Children's Centre, Special Needs Consultation

Holland Bloorview Kids Rehabilitation Hospital, Community Outreach Service

Humber College, Child Care Consultation Services

Toronto Children's Services, Special Services Unit

WoodGreen Community Services

## Inside this issue:

*Child Guidance & The Registered Early Childhood Educator* ..... 1

*Word Search-Supporting Positive Behaviour* ..... 1

*Time In: An Approach to Building a Cooperative Relationship with Children* . 2

*Guidance: The Social/Emotional Factor* ..... 4

*Our Life is Full of Sensory Experiences* ..... 5

*How do I contribute to Behaviour? Questions to Consider* ..... 7

*Ask an RT* ..... 8

*TOOL: Self Care Maintenance Plan* ..... 9

*Professional Development* 10

*Resources* ..... 11

## CHILD GUIDANCE & THE REGISTERED EARLY CHILDHOOD EDUCATOR

Guidance is the way we provide information and direction to children and should be clear, direct, and consistent. As educators we must keep in mind child development, as well as individual needs, when setting limits so the child is motivated and encouraged. Our goal is not only to decrease challenging behaviours, but to also promote skill development and build self esteem.

*Shondel Shaw, Special Needs Consultant ~ Boys & Girls Club of East Scarborough*

## WORD SEARCH - SUPPORTING POSITIVE BEHAVIOURS

F	S	S	C	U	P	F	B	S	V	O	P
J	D	E	F	E	H	T	T	E	Y	D	L
M	M	N	O	V	M	W	N	C	E	O	A
E	E	G	Q	I	X	E	E	N	G	D	Y
A	S	A	X	T	G	E	T	E	A	L	C
N	I	G	B	I	P	C	S	U	R	I	H
I	A	I	R	S	A	L	I	Q	U	U	O
N	R	N	R	O	I	E	S	E	O	I	I
G	P	G	V	P	Q	A	N	S	C	J	C
F	A	R	I	T	P	R	O	N	N	D	E
U	S	E	O	J	S	L	C	O	E	C	S
L	F	B	L	A	Z	F	A	C	D	P	N

Provide **choices**

Give **clear** directions

Use logical and natural **consequences**

Be **consistent**

Program plans are **engaging** and **meaningful** to the child

Participate in **play**

Be **positive**

Use **praise**

*Contributed by Janet Scott, Resource Consultant ~ WoodGreen Community Services*

## TIME IN: AN APPROACH TO BUILDING A COOPERATIVE RELATIONSHIP WITH CHILDREN



As children grow and move through the stages of developmental milestones, they are natural explorers of their environments. Part of this exploration includes making mistakes, demonstrating determination, testing limits and demonstrating impulsive behaviours. Children are constantly growing and learning and need the support of the adults in their lives (RECE's, parents, guardians) to guide their way.

Children thrive when they are provided with opportunities to be curious, inquisitive and creative. They learn to be cooperative when they are respected, involved, and listened to. As Registered Early Childhood Educators, sometimes we need to take a step back and re-evaluate our approach when intervening to support children having difficulty with emotionally regulating in challenging situations.



When you observe undesired behaviour, or “misbehaviour”, from a child, ask yourself what is it that you want them to do. *Do you want them to stop doing something? Do you want them to learn to problem solve? Do you want them to self-regulate in a safe manner?*

Through our modeling and guidance as Registered Early Childhood Educators, we can demonstrate and share information and resources to support parents in altering their disciplinary strategies. We can educate parents, caregivers and other professionals working with children to use the “Time In” approach as opposed to “time out”. *Time In* is a more effective and appropriate strategy to implement when supporting children through their angry, frustrated and upset emotions as well as aggressive behaviours.



*Time In* is implemented by designating a quiet, comfortable area that is to be used for calming and regulating emotions, regrouping and child-directed down time. It's a place where comfort is available (i.e. pillows), and company too, if requested through both verbal and non-verbal actions (i.e. a child reaching to hug a caregiver). Children are provided with the opportunity to engage in comforting, soothing and appropriate play.

A *Time In* area is implemented in the following way: a child becomes upset and re-direction doesn't work, or, they have demonstrated unsafe behaviours such as physically injuring a peer or adult. A caregiver can suggest the designated *Time In* area and offer to go with them. They can sit together and read, work on a puzzle, squeeze playdough or cuddle with a doll. When the child has calmed down, the incident that took place beforehand is discussed. The discussion will include acknowledging the emotions the child was experiencing and discussing appropriate problem solving strategies for the next time a similar situation may occur. When the child feels ready, they can rejoin their peers.



### ***Time In Breakdown***

- “**Time In**” is **not** “**time out**”; it is not to be used as a punishment, but rather a break from a certain situation.
- “Time In” supports the *disregulated* child who appears to be over stimulated by the environment and needs a break. It’s a space that can make a child’s world seem smaller, so they feel safer, and have the help they need to regulate.
- “Time In” is designed to help a child calm and regulate so that he/she can express their needs (or wants) appropriately.
- “Time In” is a place where comfort is available if requested (both through verbal and non-verbal cues).
- “Time In” teaches children to learn more about self-control. They are learning vital skills that they will be able to use for a lifetime.
- “Time In” allows a child the opportunity to play quietly with a quiet toy or activity.
- The adult stays in close proximity to the child.
- “Time In” should be a reasonable length of time. The child may be able to verbally tell you when they are ready to re-join their peers in play, or your observations of the child can be cues to you that they are ready (i.e. the child slows down their breathing and their body appears relaxed).

**\*As with any strategy or approach, always keep in mind the developmental age of a child.  
Be careful of expecting behaviour that is beyond their developmental capability.\***

Sources:

Positive Discipline Resource Center. *Time In – An Alternative to Time Out*. Retrieved September 30, 2015.  
<http://joanneaz.2.tripod.com/positivedisciplinresourcecenter/id26.html>.

Jean Illsley Clarke. 1999. *Time-In: When Time-Out Doesn't Work*. Parenting Press Inc., Seattle, Washington.

To read more about these ideas:

[http://www.positivediscipline.com/articles/Time\\_Out\\_for\\_Children.html](http://www.positivediscipline.com/articles/Time_Out_for_Children.html)

[http://www.naturalchild.com/guest/peter\\_haiman.html](http://www.naturalchild.com/guest/peter_haiman.html)

<https://www.childcareexchange.com/catalog/product/time-out-best-strategy-or-easiest-responding-to-challenging-behaviors-in-the-classroom/5022153/>

*Contributed by Diana Sansalone, Resource Consultant ~ Holland Bloorview Kids Rehabilitation Hospital*

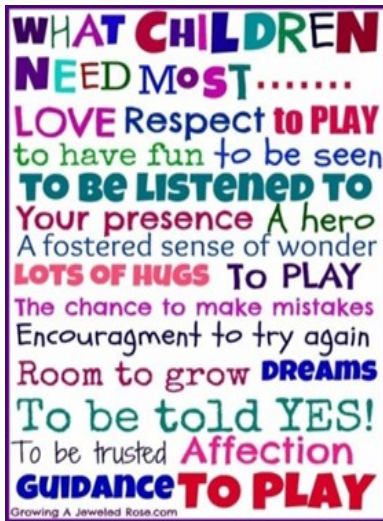
Where did we ever get the crazy idea that in order to make children do better, first we have to make them feel worse?

Think of the last time you felt humiliated or treated unfairly.

Did you feel like cooperating or doing better?

~ Jane Nelson ~

## GUIDANCE - THE SOCIAL/EMOTIONAL FACTOR



“A positive learning climate in a school for young children is a composite of many things. It is an attitude that respects children. It is a place where children receive guidance and encouragement from the responsible adults around them. It is an environment where children can experiment and try out new ideas without fear or failure. It is an atmosphere that builds children’s self-confidence so they dare to take risks. It is an environment that nurtures a love of learning.”

Carol Hillman. (1989). *Creating a Learning Climate for the Early Childhood Years*. Fastback Series.

Retrieved from

[http://quotes.dictionary.com/A\\_positive\\_learning\\_climate\\_in\\_a\\_school\\_for](http://quotes.dictionary.com/A_positive_learning_climate_in_a_school_for)

Carol B. Hillman, motivated the creation of the acronym **GUIDANCE** to prompt how responsive educators guide young children’s behaviour. The words are thoughts and opinions of a cross section of individuals who interact with children and are always challenging themselves to ensure a positive learning environment. Of equal importance the thoughts and opinions are reflections of the individual’s role, culture, religious belief, socio-economic status and other factors.

**G**ive Choices  
**U**nconditional Love  
**I**nstill Positive Values  
**D**evelop Relationships  
**A**llow Freedom Within Limits  
**N**urture Appropriate Expression of Feelings  
**C**elebrate Effort  
**E**ncourage Exploration

Consequently, the thoughts and opinions are a reassurance of the individual’s desires to empower the children to reach their full potential as they interact with their peers. Thus it is my hope that the following information from the Government of Manitoba’s *Best Practices for Guiding Children’s Behaviour*, will further enhance the creation of warm, safe and nurturing environments.

STRATEGY	PRACTICE
Seek many opportunities to <b>interact</b> with each child and give <b>individual attention</b> .	Snuggle up and read a book together; ask questions and begin a conversation with a quiet child; join in active play with an energetic child.
<b>Role play</b> examples of appropriate behaviours to teach children how to succeed in social interactions.	Give children scenarios such as “What if you want a toy that someone else is using?” Discuss possibilities and help children try out their ideas. For example: “May I use that puzzle when you’re done?”
<b>Read books about feelings</b> and discuss them with children.	“Look at her face in this picture, she seems happy. Do you remember feeling this way? What happened to make you feel this way?”
<b>Use words you want the children to use</b> to model appropriate social behaviours.	Ask: “May I play with you?” before you join children in their play.
<b>Watch closely</b> for positive behaviours and tell children when their language and behaviour is appropriate. Make positive comments more often than negative ones.	“I noticed you zip up your friend’s jacket. That helped her get ready for outdoor play sooner. Thank you.”
Be specific with feedback when giving attention, so children understand what behaviour is appropriate.	Try: “The two of you were so helpful working together to bring chairs to the table.” instead of “Good job.”
Help children <b>develop a short list of basic rules</b> to follow during daily interactions and activities.	Ask: “How should we care for ourselves, our friends and our toys?”
<b>Post the list of rules</b> with pictures to illustrate them, where children can see them easily.	Include photos of the children showing respect for themselves, for others and for toys.

[www.gov.mb.ca/fs/childcare/pubs/behaviourguidancestrategies\\_web.pdf](http://www.gov.mb.ca/fs/childcare/pubs/behaviourguidancestrategies_web.pdf)

*Contributed by Faye Dundas, Early Childhood Consultant ~ Humber Child Care Consultation Services*

## OUR LIFE IS FULL OF SENSORY EXPERIENCES

Sensory process (or sensory integration) is the way in which the central nervous system of the body receives messages from the senses of the body and uses that information to act in appropriate motor or behavioural responses.



Our life is full of sensory experience. We all respond to sensory information. We touch, move, see, hear, taste and smell.



We are aware of, or are subconsciously aware of, where we are and how we interact with the environment. When we manage to interpret sensory information with ease, it impacts on our behaviour at a subconscious level.

Sometimes we seek sensory input to make us feel better (e.g. a cuddle). Sometimes we retreat from sensory information if it makes us feel overwhelmed (e.g. very loud noises).



By thinking and planning positive sensory experiences we can help understand how to best manage situations some children find over/underwhelming. Avoiding a disliked or upsetting sensory experience may help the child with the sensory issue calm down and be able to take part in daily tasks.

It is important to recognize that difficulties interpreting sensory information can have an impact on how we feel, how we think and how we behave or respond. We constantly have to make responses to sensory input from within our bodies (internal) and from the environment (external).

Children differ in their ability to process and respond to information from the environment while engaging in activities. For example, one child may have difficulty sitting still during group time; another may move little during free play outside. They react in different ways because they integrate the information obtained through their senses from the environment differently. Most children process their daily experiences and regulate their responses with ease. But when a child is consistently having difficulty maintaining a level emotional state or engaging appropriately in activities, the child may be over stimulated (environment provides more stimulation than the child can handle through sensory integration) or under stimulated (environment does not provide enough stimulation for the child). Staff can use an understanding of sensory processing to meet the child's unique needs.

For children with sensory issues, the world may not be a place that always makes sense. Their difficulties processing sensory information may even make the world a frightening place. They often respond by trying to control what's happening. They would much prefer an environment that's very predictable and consistent from day to day.

Sensory issues may disrupt the child's ability to adequately interpret the meaning of sensations and make accurate sense of, and respond appropriately to, the environment. As a result, they often feel confused, disorganized, frustrated, unsure, and helpless to get their needs met. This may cause them to become withdrawn, aggressive, volatile, or difficult. Such behaviour commonly gets misinterpreted as deliberate misbehaviour, naughtiness, manipulation, or not trying hard enough.



**To identify possible sensory impacts on behaviour we need to:**

- ◆ Observe the behaviour
- ◆ Look at the possible effects of the child's various senses
- ◆ Look at possible build up of different sensory information over time e.g. full day of school
- ◆ Have a picture of individual's sensory preferences and sensitivities
- ◆ Introduce sensory items or approaches that calm to help the situation
- ◆ Modify the approach with new understanding

**Try these sensory accommodations to support more successful behaviour:**

- ◆ Empower and encourage the child, avoid rescuing when the child is struggling (i.e., "hang in there", "you can do this", "you're ok" and "way to go")
- ◆ Use positive praise and rewards when the child tries his best, attempts something new, does something independently, initiates a project, asks for help, follows the rules, or accomplishes something even if the outcome is not exactly what it should be
- ◆ Be specific with constructive criticism; make positive statements about what the child DID accomplish then make suggestions or ways to improve
- ◆ Be clear, concise and/or elicit suggestions from the child on what is missing or how to improve next time
- ◆ Validate them, their efforts, choices and feelings no matter what!
- ◆ Establish firm, clear rules with appropriate consequences if the child breaks them ~ follow through!
- ◆ Talk through a task/problem with the child if they are struggling
- ◆ Be aware of the signs that a child is starting to lose control; be proactive in dealing with the issues BEFORE the child has a meltdown
- ◆ Teach children about personal space and enforce staying within those boundaries and keeping their hands to themselves
- ◆ Help the child generate ideas, problem solve, make choices or think creatively
- ◆ Use alternative approaches (through the senses) to alert, calm, and stabilize the nervous system

**With help, these children can learn . . .**

- ✓ what their own bodies need
- ✓ to appropriately seek out or avoid certain sensory stimuli
- ✓ to begin to feel more in control
- ✓ to improve their self-esteem
- ✓ to disrupt the class less
- ✓ to be able to focus and learn better, and
- ✓ to begin to master their environment.



All children need this to develop properly!

*Contributed by Lisa Iozzo, Resource Educator ~ South District Special Services Unit Children's Services*

## HOW DO I CONTRIBUTE TO BEHAVIOUR? QUESTIONS TO CONSIDER

Mary DiCaro, a trainer, coach, and motivational speaker, offers these questions for consideration when wondering “How Do I Contribute to Behaviour?” These are excellent ideas to explore in your interactions with children, families, and colleagues. So the next time you are encountering behaviour, ask yourself -

- ◆ How am I contributing to the situation?
- ◆ Are my emotions and/ or thoughts about the situation helping me or hurting me?
- ◆ What am I telling myself?
- ◆ Why do I feel uncomfortable with the interaction/ situation?
- ◆ What do I resent about the interaction/ situation?
- ◆ What other information do I need?
- ◆ Are there other ways of looking at the situation?
- ◆ Am I demonstrating a personal bias in how I'm responding to the situation?
- ◆ Am I “awfulizing?”
- ◆ Am I taking this too seriously? Too personally?
- ◆ Am I unrealistically demanding success? Approval? Control? Protection? Certainty? Comfort? Fairness? My way?
- ◆ What responsibility can I take for improving the situation?
- ◆ What are my options?
- ◆ What can I do to improve the situation?
- ◆ Can I change the behaviour/ trigger directly or do I need to change my thinking or feelings first?
- ◆ What obstacles may be preventing me from choosing to take control?
- ◆ Are there other possible explanations?

*Contributed by Nicole Burke, Child Care Consultant ~ Aisling Discoveries Child & Family Centre*



## ASK AN RT

Every day Resource Consultants receive questions about behaviour. Here is one of the challenging situations an RECE has shared. Please remember prior to implementing any new behavioural strategy always ensure it is in accordance with your centre's Behavioural Management Policy and approved by your supervisor.

An RECE working with a group of preschoolers shared her concerns as to the lack of positive interactions between the children during the playroom routine. She has observed that most of the children are engaged in parallel play. Attempts made to initiate play are often negative and physical in nature. Structuring the play opportunities based on the children's interests and organizing some interactive activities has not seemed to have an impact.

Promoting strong social relationships between preschoolers can be challenging. However, supporting the shift from parallel to interactive experiences can assist children in feeling more comfortable in initiating and sustaining play with their peers and as a result reduce the amount of behavioural issues during playroom routine. Spend some time on specific activities that will assist the children in getting to learn more about their peers. Help them become aware of their peers, likes and dislikes, strengths and things they want to work on. It is amazing how little they know about each other even though they spend the majority of their day together.

Once you have strengthened their relationships, focus on the play skills. Remember that play involves three important steps: **entering play**, **sustaining play** and **exiting play**. Concentrate on building the children's capacity to enter play first. Until this skill is achieved, it is difficult to develop sustainable functional and positive play experiences. Increase their awareness of their body when they enter a play area; how fast are you moving, and is there room in the area? Ensure they have a job or a role; what are you going to do? Once they master entering, shift your focus to the next aspect of play. It's a process, but the positive results you will notice will be worth all the effort.

### TRY SOME OF THESE RELATIONSHIP BUILDING ACTIVITIES

- Take a picture of the children in your class. Cut them out into individual cards. Using emergent curriculum guidelines, post the interests of the group for that week or the activity centres available. Have the children put their picture beside their item of interest. This provides a visual for the children. Encourage them to pick a friend whose picture is beside theirs to play with.
- Have a basket or bag filled with activities preschoolers like to do. Each activity must have a corresponding number 1-6. Using a large dice, allow each child to roll and pick a card that matches the number. Have the child find a peer that likes that activity too. If dressing up as a princess is on a card, make sure that the costumes are available in the drama centre. This game can be done with the whole group or one or two children each day. It can easily be used indoors or outdoors.
- Provide each child with a strip of construction paper. Have the child find someone who: has the same eye colour, who: has a sister, who: can ride a two wheeler, whose: mom is a teacher, etc. Try and think of as many different things as you can. Once the child has found a peer they can join their strips together to form a chain. Add to the chain each day and watch it grow as the children learn about things they have in common.



This section is dedicated to all of you who have questions. Feel free to send your questions to [denisepalermo@etobicokechildren.com](mailto:denisepalermo@etobicokechildren.com). The Keeping In Touch Newsletter Committee will review your questions and attempt to provide you with information and ideas. In order to protect the sender no names or child care centres will be mentioned.



## TOOL: SELF CARE MAINTENANCE PLAN

A “Self Care Maintenance Plan” refers to the activities that you have identified as important to your well-being and that you have committed to engage in on a regular basis to take care of yourself. There is no “one-size-fits-all” self-care plan, but there are some general principles that will help you manage your self care:

- ✓ Take care of your physical health
- ✓ Manage your stress and reduce it where possible
- ✓ Honour your emotional and spiritual needs
- ✓ Nurture your relationships
- ✓ Find balance in your personal and work life



Here are some examples of steps to guide you with this process:

### **How do you cope now?**

Identify what you do now to manage stress in your life and assess if they are working for you.

### **Make a commitment to yourself**

Preparing a plan is important; it identifies your goals and the strategies to achieve them. However your success in implementing your plan is ultimately based on the level of genuine commitment you make to your own self care.

### **Share your intentions**

Once you have developed your plan and made your commitment, share it with others.

### **Follow your plan**

Implement your plan and keep track of how you are doing.

This article can be found in its entirety at

[http://www.community.nsw.gov.au/docswr/assets/main/lib100056/tool\\_h\\_self\\_care\\_maintenance\\_plan.pdf](http://www.community.nsw.gov.au/docswr/assets/main/lib100056/tool_h_self_care_maintenance_plan.pdf).

On this website you will also find handy worksheets and additional tools to support you with building your own Self Care Maintenance Plan.

Source:

Adapted by Shirley Reiser, LCSW and Lisa D. Butler, PhD from materials provided by Sandra A. Lopez, LCSW, ACSW, University of Houston, Graduate School of Social Work

*Contributed by Nicole Livingstone, Intensive Resource Worker ~ Aisling Discoveries Child & Family Centre*



## LOOKING FOR PROFESSIONAL DEVELOPMENT OPPORTUNITIES?

You'll find a wide variety of professional development opportunities on the Every Child Belongs City Wide Training website. The winter 2015 calendar is available online at [www.citywidetraining.ca](http://www.citywidetraining.ca).

Click on the **Training Calendar** link located on the left side under the photos.

Click on the **Full Training Calendar** link to view all the training sessions that are being offered **or** click on the particular stream geared to your professional role, for example **Registered ECE, Cooks, Supervisors**, etc.

To find out more about a specific workshop, click on the workshop title.

To register for a session click on the "register" button. Complete all the required information and click the "submit" button to finalize the registration. You will receive automatic confirmation of the registration via e-mail so be sure to enter your e-mail address correctly.

Payment information is on the website. We accept Visa, MasterCard or business cheques. Online credit card payment is currently not available

Please note that registration for some sessions is taken directly with the agency offering the session. Therefore the "register" button won't be available for online registration. In this case you will be required to follow the contact provided for that particular session.

### GET AUTOMATIC P.D.ALERTS!!!

You can now receive automatic Every Child Belongs City Wide Training P.D. alerts via e-mail. Simply go to [www.citywidetraining.ca](http://www.citywidetraining.ca). On the right side of the home page is a feature titled **Receive Our Updates**. Click the sign up button and enter your information. Once you click the submit button a confirmation and permission e-mail will be sent to you. Open this e-mail and confirm your subscription. You can unsubscribe at any time.



*Joanne Tuck, Training Coordinator ~ Every Child Belongs - City Wide Training*

CENTENNIAL  
COLLEGE  
IN  
1911

**It's Back - Save the Date!!!**

Centennial College's Early Childhood Resource Consultant Conference

**"Inclusion Has No Boundaries"**

Saturday, April 11, 2015

8:15 a.m. - 12:00 p.m.

Watch for the flyer in your e-mail soon!



## WEBSITES

The following websites have lots of interesting ideas and resources:

City Wide Training Calendar ~

[www.citywidetraining.ca](http://www.citywidetraining.ca)

Connectability ~

[www.connectability.ca](http://www.connectability.ca)

College of ECE ~

[www.college-ece.ca](http://www.college-ece.ca)

Earlychildhood News ~

[www.earlychildhoodnews.com](http://www.earlychildhoodnews.com)

How Does Learning Happen? ~

[www.edu.gov.on.ca/childcare/](http://www.edu.gov.on.ca/childcare/)

[EducatorsEn.pdf](#)

Gerrard Resource Centre -

Ryerson University ~

[www.ryerson.ca/ecs/grc/](http://www.ryerson.ca/ecs/grc/)



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## RESOURCES

All the suggested Resources for Educators in this edition of Keeping In Touch are available in the Special Needs Resource Library at the Boys & Girls Club of East Scarborough.

To make an appointment to check out the library contact the Special Needs Services team at 416-281-0262 x 203/204. Or to view a complete library inventory go to [www.esbgc.org/special-needs-services/](http://www.esbgc.org/special-needs-services/).

### FOR ADULTS

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