



**Parent Toolkit**  
**Second Step**  
**CASEL**  
**Understood**  
**Getting Smart**

# SEL Early Childhood

## KCSD96

- Recognize and label emotions.
- Share feelings in a range of contexts (e.g., speaking, writing, drawing, matching, pointing).
- Follow classroom rules/routines (transitions, preferred/non-preferred tasks, etc.) across settings (e.g., bus, classroom, lunch/recess, specials).
- Recognize acceptable methods to express needs, wants, and feelings.
- Demonstrate ability to sustain attention in a preferred or non-preferred task (more time preferred, less time non-preferred).
- Identify and demonstrate strategies to build positive relationships with others with adult prompting and support (e.g., sharing, positive nonverbal communication, listening, and/or using manners such as *please* and *thank you*)



**Whole body listening**  
**Size of the problem?**  
**Expected behavior/**  
**Unexpected behavior**  
**Basic feeling words:**  
*happy, surprised, sad,*  
*angry, scared, excited,*  
*tired*

- Play family games to increase engagement and attention.
- Encourage your child to perform self-help tasks independently.
- Label your feelings (*happy, sad, mad*). Start to work toward explaining why you feel this way and strategies you use to manage emotions.
- Name emotions of characters in stories, TV shows, and movies. Point out the event that may have made the character feel a specific emotion.
- Model self-talk (*"I'm frustrated. I'm going to take a break."*)
- Problem-solve "unexpected behaviors" while consistently setting boundaries and expectations.



**Vocabulary**

**Strengths**  
**Goals**  
**Growth mindset**  
**Kindness**  
**Responsibility**  
**Respect**  
**Friendship**  
**Choices/Decision**



**Home Connections**