Helpful Ways to Talk About Feelings

Size
When your child shares an upset feeling, ask them to show you with their body if the feeling is small, medium, or big. Use your arms and hands to communicate each size as you speak it. For example, “Are you a little mad, medium-sized mad, or really, really big mad?” When we talk about the size of feelings, we are helping our children learn that feelings:

• Come in different intensities
• Come and go
• Can be made smaller or more manageable when we learn what to say and do to make things better

Practice
Use the word “practice” frequently as you practice your own communication and guide your child to practice their communication. For example, you might talk about your own communication by saying something like, “I am going to practice my patience so I can make sure to handle this situation with kindness.” Or you might coach your child by saying, “Practice using your Talking Voice so I can listen to what is upsetting you.” When you use the word “practice,” your children will understand that we need to put effort in and try again when we have not yet formed a positive communication habit. Let your children know that practice does not make perfect, but it does make things better!

Tools
Talk with your child about how tools help us. Hammers help us build. Pencils help us draw and write. Communication tools help us make and keep friends and do our best in school. Using the word “tools” makes communication sound and feel more tangible and lets children know there are positive actions we use to help us express feelings. (The Kimochis Keys to Communication are the tools!)

Habit
Using the word “habit” instead of “skill” can also make a big difference. The word “skill” gives the impression that you either have the ability or don’t have the ability. The word “skill” can also make one think that there is a right and a wrong way to do something.

Now take the word “habit.” Habits are often acquired without being directly taught. We can develop
not-so-good habits, but with teaching, repetition, practice, positive feedback, and gentle reminders, we can learn and change to new, positive habits. Using the word “habit” in relation to communication can help your child feel more hopeful that they can improve. It can also encourage children to be more open to redoing or trying again when they forget to use positive communication.

**Story**

Most people start a conversation with “wh” questions: “What? When? Where? Why? How?” Typically, these questions result in simple answers. Consider the response you get when you ask someone, “How are you?” Most people will say, “Fine.” Instead, try using the word “story” as a way to encourage a fuller, richer response. “Tell me a story about recess today.” Everyone likes a story, and using the word “story” also can make a child feel less interrogated or on the spot.

**Mistakes**

Make your family a “Second Chance Family.” Tell your child that everyone will make mistakes when we express feelings. We may yell or accidentally say unkind words in the heat of the moment. Make an agreement that in your family, everyone gets the chance to stop and start again or redo a moment if they make a communication mistake.

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**TEACHING THE KEYS TO COMMUNICATION**

**SEL in ACTION**

**Key 1: Call Someone’s Name, Wait for Eye Contact, and Give a Communication Tap, if Needed, Before You Speak**

**Why this key is important:** Hearing our name gives us a sense of belonging and alerts us to look at the speaker. Eye contact engages the listener and speaker and helps to make a communication connection. Friendly eye contact will increase the odds that children and adults will listen to each other during challenging social moments. Sometimes calling someone’s name is not enough to get their attention. When children learn how to use a gentle tap on the shoulder to get the attention of peers, teachers, and parents in an appropriate way, they are developing positive, relationship-building communication strategies. A helpful way to encourage eye contact when a child speaks without it is to have the child tell the story to your eyes. For example, “Tell my eyes the story of what happened on the playground.”

**Tool: Eye Contact**

1. Tell and show children what eye contact is.
2. Ask students to put their feet out if they would like to get your eye contact.
3. Put your index and middle fingers in the shape of a V pointing towards your eyes and then moving in the direction of student's eyes as you say, “Eye Contact.”
4. Have students imitate this gesture and say, “Eye Contact.”
5. Show and tell children that when we make eye contact we feel a “connection.” Explain that connection makes us feel good inside and close to people.

6. Putting one hand on your head talk about how your brain helps us think.

7. Putting your other hand on your heart explain that our heart helps us feel.

8. Now moving both hands together in front of you clasp them and say, “When people call our name and wait for our eye contact you can feel a ‘connection.’”

9. Ask students to imitate your gestures by putting one hand on their head and one on their heart.

10. Ask students who wish to feel a connection to put their legs out in front of them.

11. One by one call students names who wish to have a turn. Tell these students to connect their hands when they feel a connection.

12. The teacher also makes a connection with your hands when you feel the connection between yourself and each student.

Tool: Communication Tap

1. Sit in a circle all facing the center.

2. Begin the communication tap game by gently tapping the shoulder of the student on your right. This student then makes eye contact with you, smiles, and passes the tap on to her right.

3. When the tap makes it all the way around the circle, send it in the opposite direction. See how fast you can get the tap to go around the circle.

4. Practice the tap in predictable situations (lines, floor time [I can’t see], asking questions).

Key 2: Use a Talking Voice Instead of a Fighting Voice

Why this key is important: Some students may be unaware of their tone of voice. Others may be unable regulate the use of a talking tone and volume vs. a fighting one. This lesson will activate student awareness of the importance of their tone and volume in communication and give them a communication tool called Serious Voice to communicate upset emotions in a way people will be more inclined to listen.

Tool: Talking Voice, Fighting Voice, Serious Voice

1. Before you begin with the children, ask an adult in the room to stand up when they hear a fighting voice (loud, fast, abrupt) and stay seated when they hear a talking voice (calm, slightly slowed down, appropriate volume). Say in fighting voice, “Move.” Adult stands. Then say it in a talking voice and the adult sits down.

2. Now play this game with the children. They stand when they hear a fighting voice and sit when they hear a talking voice. Use common language typically spoken by your children, such as “That’s mine.” “It’s my turn.” “I want that.”

3. Ask, “How do you feel when I used a fighting voice?” Tell children that it is kind to use our talking voice even when we are upset.

4. Choose children to have a turn using a talking voice or a fighting voice. Others stand or sit depending on which voice the child uses.

5. Now tell your students there is a voice called Serious Voice. This voice is helpful to use when you are upset and someone is not respecting your Talking Voice. Model a slow stretched speech message such as “I was here.”

6. Give students a turn using both a Talking and Serious Voice in role-plays or shows.

7. Think together about when a Serious Voice may be needed.
Key 3: Use a Talking Face/Body Language Instead of Fighting Face/Body Language

Why this key is important: The number one reason for miscommunication is the way we “come across” due to body language and tone of voice. Additionally, people often read body language from fear thoughts. We easily misread the message and take things personally. This activity and concept will help students begin to consider that what we see is not always what a person is feeling. This can help students to consider the shadows/insecure places that fuel communication that is hard to listen to.

Tool: Recognizing Different Faces
1. Invite 5 students to come to the front of the room and make their face look mad.
2. Select 1/3 of class to observe and notice how their facial expressions are similar (all have a frown).
3. Select another 1/3 to observe how they are different (some have pursed lips and some don’t).
4. Select a final group to say what else they can be communicating other than mad. (bored, frustrated, etc).

Tools: Taking, Fighting and Serious Eyes
1. Review the concept of eye contact and explain that how we use our eyes when we have upset feelings can make things better or worse.
2. Show students Talking and Fighting Eyes and have them determine which pair of eyes would help.
3. Explain that when you feel upset your body will want to use fighting eyes. Give students fighting eyes and ask them what it makes them want to do when they are given fighting eyes.
4. Reassure students that there is a communication tool called, Serious Eyes.
5. Show students Serious Eyes and have them imitate. (Widen eyes slightly with no tension)
6. Brainstorm when and where Serious Eyes can help us communicate.

Tool: Use a Talking Hand to Request Objects
1. Hold an object and ask someone to grab it from you. Show how you want to grab it back.
2. Say, “When someone grabs from you, you want to grab back. But that is a fighting hand and is not kind. Watch what I can do when a friend grabs that is kind.” Use another adult to model the talking hand. The adult grabs a block or toy from you and you demonstrate the talking hand gesture. (Put your hand out with the palm up and patiently wait). Adult places toy in your hand.
3. Now say, “You watch and tell me if I use a fighting hand or a talking hand.” Do several different demonstrations. Help children to say “Fighting hand or talking hand” depending on what you do.
4. Give a toy to a child and tell them that you will grab it from them. Prompt the child to use a Talking Hand. When the child uses a talking hand, the others can give a silent cheer, a hooray or a thumbs-up. Let several children practice using the Talking Hand.
5. Introduce how to send an “I mean it” message without being mean. Demonstrate how to turn up the seriousness if the Talking Hand doesn’t work the first time.
   • First try: Use the Talking Hand (student doesn’t give it back)
   • Second try: Say with a Talking Voice and Face, “(name), please give it back.” (Doesn’t work).
   • Third try: Say with a Talking Voice and Face, “I asked you to give it back nicely.” (Doesn’t work).
   • Fourth try: Say with a Talking Voice and Face, “Do I have to get a teacher?”

Tool: Use Stop Hands
1. Invite everyone to imitate your Stop hands (both hands come up near your shoulders palms facing outward, fingers spread wide).

2. Say the message, “Stop, I mean it,” using slow, stretched speech as you bring your hands up near your shoulders to indicate STOP.

3. Take a step backwards while you are making Stop Hands and say, “Stop, I mean it.”

4. Practice Stop Hands. Approach students who volunteer to practice sending a strong, clear message to stop by teasing or annoying them in a way you observe happens in real life.

5. Coach students who need help. Some children may need help adjusting hands, tone, and volume as this is challenging and foreign for many.

**Key 4: Choose Words That Help Instead of Hurt**

**Why this key is important:** Many people speak out of habit or without considering how a word or simple phrase can make an emotional moment even more upsetting. “Use your words” is a popular mantra parents and teachers use to remind kids to communicate peacefully. Unfortunately, many of our children do not have the words or cannot retrieve them in the heat of emotion. Practice helpful communication scripts away from the emotion as it raises the odds your students will be able to express themselves in more caring ways.

**Tool: Helping or Hurting Words.**

1. Open this activity by saying, “Words can hurt feelings.”

2. Ask student to nod if they ever have hurt feelings because of something that was said to them.

3. Ask students to clap their hands if they remember when they used words that hurt feelings.

4. Brainstorm words that are off limits. (baby, sissy, wimp, etc.)

5. Tell the children when someone makes a mistake and says hurting words, they can say “Ouch” and cover their ears. Say both kind and hurting words (try to use words you have heard your children use). Show students how they can say, “Ouch, that hurts.” when a friend forgets to think before they speak and uses hurtful words. Say, “Let’s all practice covering our ears, and say, ‘Ouch’ with me.”

6. Give students practice responding to you saying something hurtful to them so they can practice using the tool, “Ouch.”

**Key 5: Be Brave and Redo Hurtful Moments**

**Why this key is important:** Everyone makes communication mistakes that can cause regret and shame. Students can learn to get in the habit of listening and observing what they do and say to recover from saying/doing something they are not proud of. Help students get in the habit of redoing a hurtful moment. We edit our writing so why not edit our speaking?

**Tool: Re-do**

1. Draw a picture of a house on your whiteboard and accidently draw the door on the roof.

2. Use an exaggerated face and voice and say, “Oops, I made a mistake. I am going to erase and re-do the door.”

3. Call FREEZE and ask the children what you did when you made a mistake. Remind students that everybody makes mistakes and so we need to practice re-doing the moments.

4. Ask an adult or child to join you and role-play. Say, “Move, stupid!” at the person using a fighting voice, face and body. Ask children how they think this made the person feel.
5. Now, redo the moment by saying, “Sorry, I yelled.” Redo by saying, “Could you please move? I can’t see.” Ask children how they think the person feels now. Ask the person how s/he feels.

6. Do additional role-plays with children. Show the children how we can hurt feelings by our actions and words. Make it clear how we can all redo a hurt moment. Tell children that in your classroom we are brave and kind and re-do moments when we accidently hurt feelings.
BE A FEELING DETECTIVE

HAPPY

SAD

MAD

SCARED

BRAVE

SHY

LEFT OUT

EXCITED

SORRY
Getting Started as a Feeling Detective in Your Classroom

Activity #1: Meet your Kimochis Feeling Helpers

The most important thing: Kimochis is a tool to help with BIG feelings.

1. Print and give each child his/her new Kimochis: Be A Feeling Detective chart to enjoy exploring all the new feeling faces.
2. Share that we all have feelings inside and that feelings like to be felt and talked about.
3. Explain that people show feelings on their faces. Point to the Happy feeling and share that when we feel happy, people often smile.
4. Show your students your happy face. Invite them to show their happy faces too.
5. Point to the Sad feeling and share when we feel sad, people often cry or frown. Show each other what a sad face might look like.
6. Once you and your students have had some natural time for feelings exploration, go beyond happy and sad by playing, Point To The Feeling.
7. Invite volunteers to point to one feeling face at a time.
8. Teachers: Do the following when a child points to a feeling, and invite your class to imitate you.
   • Say the feeling word
   • Make the feeling face
   • Make the feeling sound if there is one
9. Share what can create each feeling for you. “I feel excited when we sing and dance at circle time.”

Ask your students who wishes to share what can make him/her have each feeling. Young children often do well when grown ups give this starter sentence. “I feel happy when…” You can also share when you believe you witnessed this child having this feeling. For example, “It looked like you might have been feeling shy when we had a visitor yesterday in our classroom. Nod your head if you might have been feeling shy?”

10. Together, choose a place to post your new Kimochis: Be A Feeling Detective chart -- such as on your bulletin board, near the calendar, or some other prominent location.
11. Call this chart your Classroom Feeling Helpers. Share that Kimochis is a tool to help with BIG feelings, as everyone has feelings and everyone can use helpful tools to communicate.

BONUS IDEA:

Begin making it a habit to point out people’s facial expressions and how people respond to other’s feelings in kind and compassionate ways. For example, “Look at Peter’s face. He looks sad. Can you think of something you can do to help his sad feel better or smaller?” Likewise, help your students tune into facial expressions to notice that their actions are appreciated and matter to others. “Look at Claire’s face, she looks like she appreciates that you take turns so you both can have fun in the playhouse.”
Activity #2: Become A Feeling Detective Game

The most important thing: Make feelings fun and a part of everyday life.

1. Print and laminate a second Kimochis: Be A Feeling Detective chart so you can enjoy creating a new social emotional classroom job called, Kimochis feeling Detective.
2. Explain that a detective is a person who looks to find things.
3. Share that your class is going to play a game called, Be a Feeling Detective.
4. Each day, one student will have the classroom job to be the feeling detective all day long. (It can make it more fun to have a magnifying class for this child to hold as they pick the feeling of the day.)
5. Invite the “detective of the day” to pick the feeling that your class will look for all day long. For example: “Where is Happy today? Where is Shy today?” This helps children label feelings just like you help children label animals, colors, shapes, and other things in their world to teach vocabulary and awareness.
6. If you own the Kimochis Feeling Pillows, have this child now find the corresponding Feeling Pillow in your bowl. This is a fun matching and learning activity, as feelings will become more and more tangible for them. They will begin to get that…
   a. Feelings are a thing
   b. You can hold feelings
   c. You can see feelings
   d. You can hear feelings
   e. You can feel feelings
   f. You can share feelings
   g. Feelings are everywhere
7. Allow this child to carry the Kimochis feeling of the day in their pocket. It can be powerful to carry and hold a feeling you are looking for as it makes it more fun, concrete, and can activate interest and learning.
8. To end each day, invite your class feeling detective to:
   a. Join you and hold up the Kimochis Feeling Pillow or Kimochis: Be A Feeling Detective chart.
   b. Hold the magnifying glass (if you choose to add this fun touch).
   c. Share where they spotted or found the feeling of the day. For example, “I found Sad feelings in the sand box when there were not enough dump trucks.”
   d. The teacher can inquire to learn if the detective spotted people working to make the Sad smaller or better. You can say, “Did you or any of our friends say or do anything to make the sad feelings in the sandbox a little better or smaller? Tell us the story.”
   e. Last, the feeling detective gets to call on friends to share where they spotted the feeling of the day. Again, help your students share stories of compassion, kindness, and connection.
Activity #3: Kimochis Feeling Helpers for Recess

The most important Thing: We can make a feeling plan so we have tools for BIG feelings 3 minutes before recess:

1. Prior to recess have students point to a feeling or pull out a Kimochis Feeling Pillow they want to have at recess.
2. Holding or pointing to the feeling, invite them to share how they might create this feeling at recess. For example, “I feel EXCITED when I go down the big slide.” Note: Some days end the lesson here to keep it short and sweet.
3. Continue the lesson together by predicting a hard-to-have (or upset) feeling that might arise, such as Mad.
4. Have your students point to this feeling or hold the Kimochis Feeling Pillow as they take turns sharing what might create this feeling. For example, “I feel mad when people grab.”
5. The teacher acknowledges that the situation described can create mad feelings. Explain that this why we want to create a plan, so we are kind and can make things better for everyone with mad feelings.
6. Create a role-play or “show” to act out a helpful way your students can communicate should this mad feeling arise. For example: Have a child put you in the situation that would create the feeling. Example: Have a child grab a shovel from you.

Role Play Steps:

1. Show the positive communication tool.
   • Use a talking face (calm eyes and face)
   • Use a talking voice (calm voice but clear)
   • Use a talking hand (palm out and other hand points to hand to return the grabbed object)
   • Say, “Please give it back.”
   • Thank the student with friendly eye contact when they return the shovel to your hand
2. Reverse roles to put the child in this grabbing situation so he or she can imitate your positive communication model.
3. Send your students out to recess and let them know that the yard duty teachers will have the Feeling Helpers with them so that together you can make things better.

Feeling Helper Steps for Yard Duty and Teachers:

Note: Give all yard duty the laminated Kimochis: Be A Feeling Detective chart and teach them how to have children point to the feeling and together come up with a positive plan to make things better. Explain that pointing to the feeling can help calm a young child’s emotional engines. It also helps children feel understood, so they can think and feel with grown ups to make things better amidst challenging feelings.
1. When students come to the yard duty or teacher with hard to have or upset feelings, here are effective feeling helper steps and suggested scripts:
   • Say, “I see a boy, girl, or children with BIG feelings.”
   • Say, “Can you all show me the size of the feeling with your arms.”
   • Show compassion and care by saying something like, “That is a BIG feeling and together let’s make things better.”

2. Tell the children you are glad they came to you and together you will make things better.

3. Explain that you are going to have each child point to a feeling with no talking. Share that this helps you understand what each friend is feeling.
   • Everybody’s feelings matter
   • Everybody’s feelings count

4. After each child has pointed to the feeling(s) they are having, acknowledge by saying what feeling they pointed to. For example, “So you are feeling sad and left out. Nod your head if I am getting this correctly.” Make a compassionate sound or let them know you are sorry they are feeling sad and left out and together you can make things better.

5. After acknowledging the child’s feeling(s) ask if they had a tool to make things better.

6. If they did, have them tell or show you what tool they used. Ask them if it helped. If it did not help, together ponder what other things they might say or do to make things better. Have the child put you in the situation so you can role model how to make things better.

   Reverse roles to give the child practice. Really coach this child so they can practice using the tone of voice, body language, and words that are mostly likely to make things better. Acknowledge their effort and growth. “I can see you are getting more comfortable suing your talking voice when you feel mad.”

Wish them luck and send them on their way. Make a note to find this little one later to hear how the plan went. Children will learn through your compassion and communication coaching that:

   • Feelings like to be talked about
   • Tools and a feeling plan can help to make things better
   • Plans do not always work
   • Curiosity, creativity, and resiliency help us create and try new plans
   • Other people can help you make things better

**BONUS IDEA:**
Consider making a laminated Feeling Helper for each child to bring home. Likewise, provide parents with the parent version of the Be A Feeling Detective handout. Kimochis can connect school and home to help raise emotionally connected, competent and compassionate kids!
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<th>Guilty</th>
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</table>
Getting Started with Kimochis in the Classroom

1. Post your Kimochis feelings chart in your classroom.

2. Print and laminate a Kimochis feeling chart for each student.

3. Invite each student to point to a feeling and…
   - Say the feeling word
   - Make the feeling face
   - Make the feeling sound
   - Have your students tell you what might make a kid (his or her age) have this feeling

**Note:** For older kids play:
   - Charades and act out feelings for other classmates to guess
   - I Spy a feeling you might have when….. people say you can’t play. (Left out)

STARTING & ENDING YOUR DAY IN A POSITIVE KIMOCHIS WAY

1. To start your school day with positive feelings, have your class choose a feeling they want to have more of today. Ex. We want to have more SILLY.

   **Note:** You can choose a new feeling each day or each week.

2. Invite students to take turns telling one way to create more SILLY feelings.

3. At the end of day share stories of SILLY.

4. Likewise, you can use your Kimochis feeling chart to predict and point to a hard-to-have feeling your class does not want to have today but might have. Ex: Frustrated or mad. (Make it clear that everyone has hard-to-have feelings. These feelings feel hard or ouchy in our body but are very important.)
5. Have student as a class or in small groups, create a positive plan for what each of you will say and do should this feeling happen. Act out the plan to raise the odds everyone will remember to use this plan when emotions run high.

6. At the end of the day, share how your feeling plan worked and create feeling plan B if needed. (This is a great way to create resilient people!)

**BONUS: FEELINGS CHART**

**Brain Breaks**

**I Doubt It**
Use your pinky fingers to touch one feeling you had this week and one you didn’t. Have the rest of the class guess which feeling they doubt you had.

Share a story about the feeling you really did have.

**Finger Twister**
Each student uses as many fingers as they can to touch feelings they had this week. Other students take turns pulling up one finger at a time and ask questions about this feeling. For example, if your finger was on frustrated someone could ask, “What made you feel frustrated?” When the timing feels right, invite classmates to share tips and tricks for what they found can help make things better in this feeling moment.

**3 Pluses and A Wish**
Each student takes turns and shares 3 positive feelings they had this week and one wish for a feeling they want to have tomorrow.

Share ways you might be able to create this wished feeling for tomorrow.
The Kimochis Keys to Communication

1. Get someone's attention.
   SEL TOOLS: Eye contact, Communication Tap

2. Use a talking voice.
   SEL TOOLS: Talking Voice, Fighting Voice, Serious Voice

3. Use a talking face and body.
   SEL TOOLS: Talking Eyes, Fighting Eyes, Serious Eyes

4. Choose helping words.
   SEL TOOLS: Helping vs Hurting Words, “Ouch”

5. Redo hurtful moments.
   SEL TOOLS: Everyone Makes Mistakes, Kimochis Re-do
Powerful Tools for School Based SLP’s To Make Social Emotional Learning Stick!

Speech-Language-Hearing Association of Virginia Conference • 2020
Ellen Pritchard Dodge M.Ed., CCC-SLP

Kimochis
social and emotional learning

What's the plan?
- Powerful Tools
  - SLP: How you see yourself and set yourself up
  - One goal rule
  - Increase your sphere of influence
- Kimochis Keys to Communication
  - Communication Commercials
  - Practice
  - My ONE thing
  - Q and A

About Ellen
- Speech and Language Pathologist for 37 years
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- One of 7 kids... Love parties and FUN.
- Teachers gave me conduct marks for: Talks to Neighbor
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- Website: kimochis.com

SLP’s In The Schools

So Many Kids

Only So Much Time
It's A Magic Act

Communication Teacher

The One Goal Rule

Increase your Sphere of Influence

Developmental Foundations for SEL

Neuroscience
Fixed Vs. Growth Mindset
Emotional Intelligence EQ
Communication Skills

Social-Emotional Learning

The Fourth "R"
Reading
Writing
Arithmetic
Relationships
The Feeling-Behavior Link

Feelings fuel behavior!

MAD
FRUSTRATED
LEFT OUT

Be a Feeling Detective

Helpful Ways to Talk About Feelings

• Size
• Practice
• Tools
• Habit
• Story
• Mistakes and the Kimochis Re-Do

Communication Commercials

Kimochis
KEYS TO COMMUNICATION

1. GET SOMEONE’S ATTENTION
2. USE A TALKING VOICE
3. MAKE THINGS CLEAR
4. CHOOSE HELPING WORDS
5. REDO HURTFUL MOMENTS

KEY 1
Get Someone’s Attention

Teach
• Eye Contact
• Communication Tap

Communication Commercial
Cutting in line
**KEY 2**
*Use a Talking Voice*

Teach
- Talking Voice vs. Fighting Voice
- Serious Voice

Communication Commercial

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**KEY 3**
*Use a Talking Face and Body*

Teach
- Reading Body Language
- Talking, Fighting, Serious Eyes
- Talking Hand
- Stop Hands

Comm. Commercial
Grabbing

---

**KEY 4**
*Choose Helping Words*

Teach
- Helping vs. Hurting
- "Ouch"

Comm. Commercial
Hurting words

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**KEY 5**
*Redo Hurtful Moments*

Teach
- We All Make Mistakes
- Redo hurtful moments

Comm. Commercial
Hurtful words

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**Tools for Academics and Social Emotional**

Academics
- Choose a content area
- Predict challenging behavior
- Determine commercial: What tool?

Recess
- Choose a game or play on the playground
- Predict challenging behavior
- Determine Commercial: What tool?
Communication Commercials

**Opener**
- Imagine if....
- Have you ever...
- Did you know...
- Kids choice...
- What would you do if (Box)

**Role Plays /Commercials**
- Kids or teacher show problem
- Kids put SLP/kid in situation to show a positive communication tool
- Kids practice tools

What’s your ONE?

Happy

Ellen@Kimochis.com