

Sample Ideas and Activities  
For Social, Emotional & Behavioral  
Components  
of MTSS

By ~ Donna Whyte

Introduction -This packet contains a sample of the Ideas and Activities Donna created to offer educators ways to increase Social, Emotional and Behavioral Skills assessed through Donna Whyte's MTSS progress monitoring tests on ESGI. Donna offers suggestions under each component so that teachers feel empowered to address the question of "now what?" for students that have not reached mastery on any component monitored.



The complete set of activities is available on Donna's website.  
[www.thesmartiezone.com/shoppingcart.html](http://www.thesmartiezone.com/shoppingcart.html)

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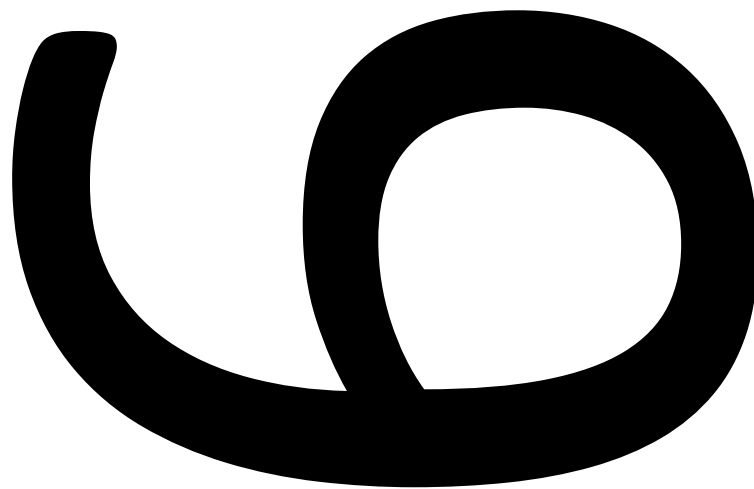
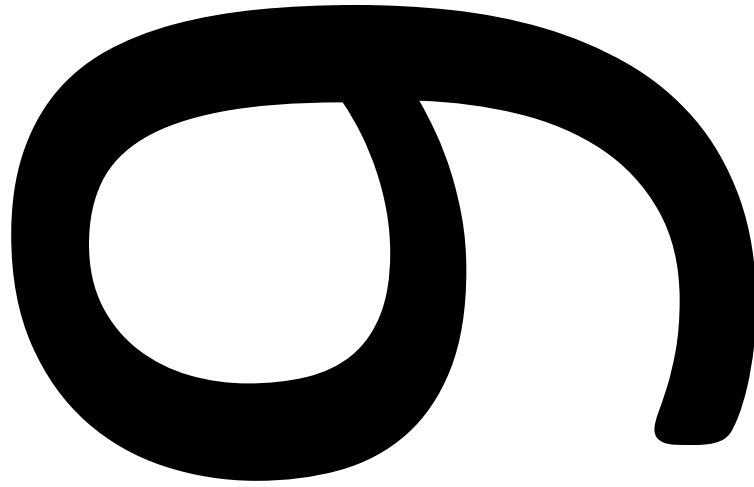
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# Social Skills

## Empathy

### Ideas and Activities

- *Point of View - Use the numbers 6 and 9 on to teach students about different points of view. First, have students look at the number 6 and then the number 9. Explain to students that the idea for this exercise came from an old Middle Eastern legend in which two princes were at war for many years. One prince looked at the image on the table and said it was a 6, while the other prince said it was a 9. For years the battle raged, and then one day when the princes were seated at the table a young boy turned the tablecloth around, and for the first time, they could see the other's point of view. The war came to an end, and the princes became firm friends. Explain to students that we don't all see things the same way. Illustrate with examples from your own life in which something similar has happened in terms of you arguing with somebody simply because they had a different point of view. Share a situation from the class where two students didn't see things the same way.*



- Agree/Disagree - Either is Okay! In the classroom, literature can be used to help students see a situation from different perspectives. For example, in the story of “The Three Little Pigs” we sympathize with the pigs because we see the wolf as a mean guy. But is it possible to see the story from the wolf’s point of view? That’s exactly what Jon Scieszka shows in his book *The True Story of the Three Little Pigs*. In his version, the wolf didn’t huff and puff to blow the pigs’ houses down. Instead he suffered with allergies and, when he stopped by the pig’s houses to borrow a cup of sugar, he accidentally blew the houses down with his huge sneeze. Utilize the following Agree/Disagree sheet and ask students to tell you which account they believe is true and why.

# Agree or Disagree?

Names \_\_\_\_\_ & \_\_\_\_\_

Who is telling the truth?

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Why do you think this?

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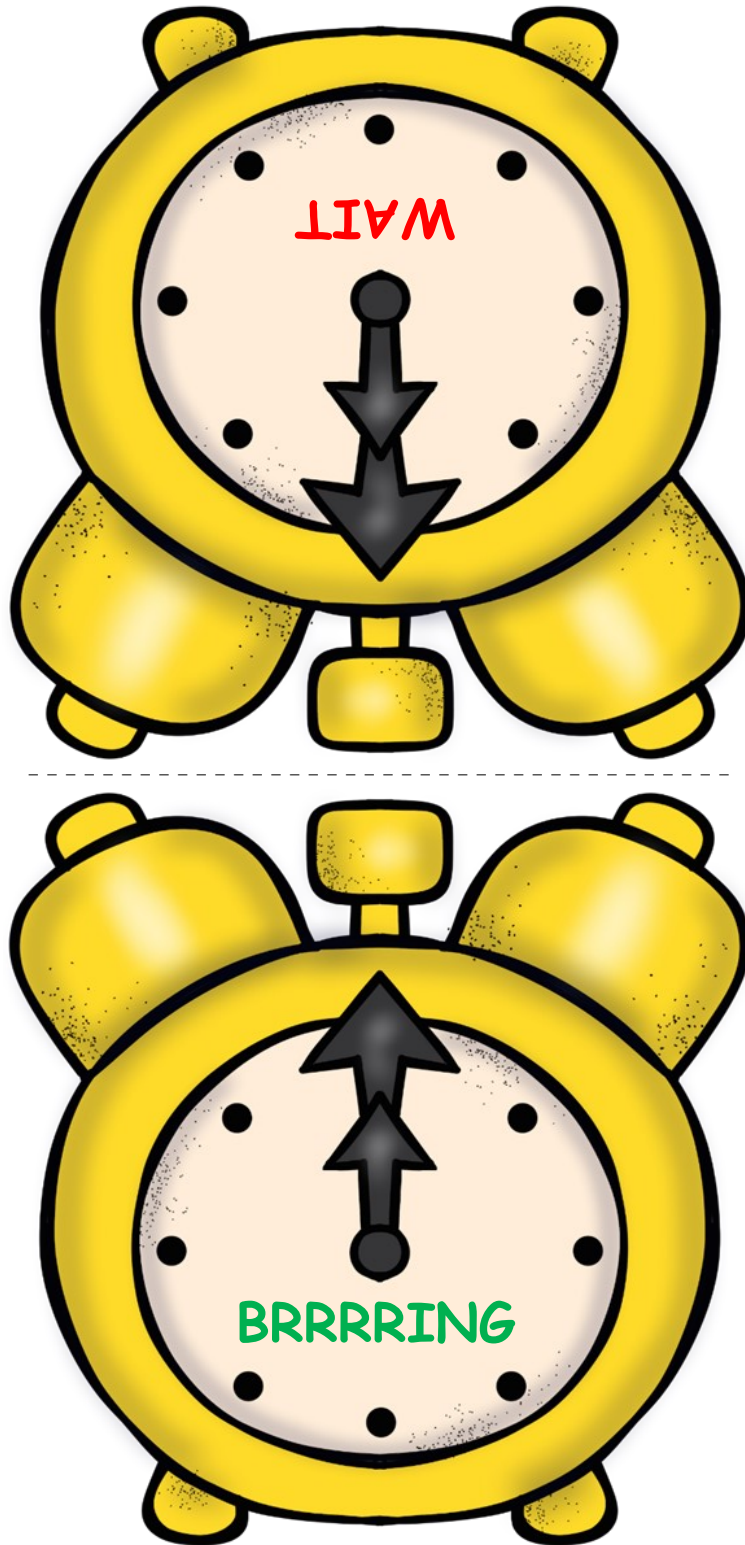
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# Patience

## Ideas and Activities

- *Wait Clocks - Show why patience is necessary to groups of people. Utilize the following Wait Time Clocks. Cut out and fold the clocks in half on the line and put over the top of a large tongue depressor. Glue to secure. The clocks allow everyone to have a chance to think before anyone answers. Hold the clock on the stop side for thinking. Remind children that there is no reason to raise a hand because during the clock time -we are all thinking. When you are ready for an answer, say “Brrrrriinnnggg” and turn the clock. While students might be able to answer quickly -we must show patience to our classmates and allow them time to think of an answer.*

# Wait Time Clocks





# Emotional Skills

## Well Adjusted

### Ideas and Activities

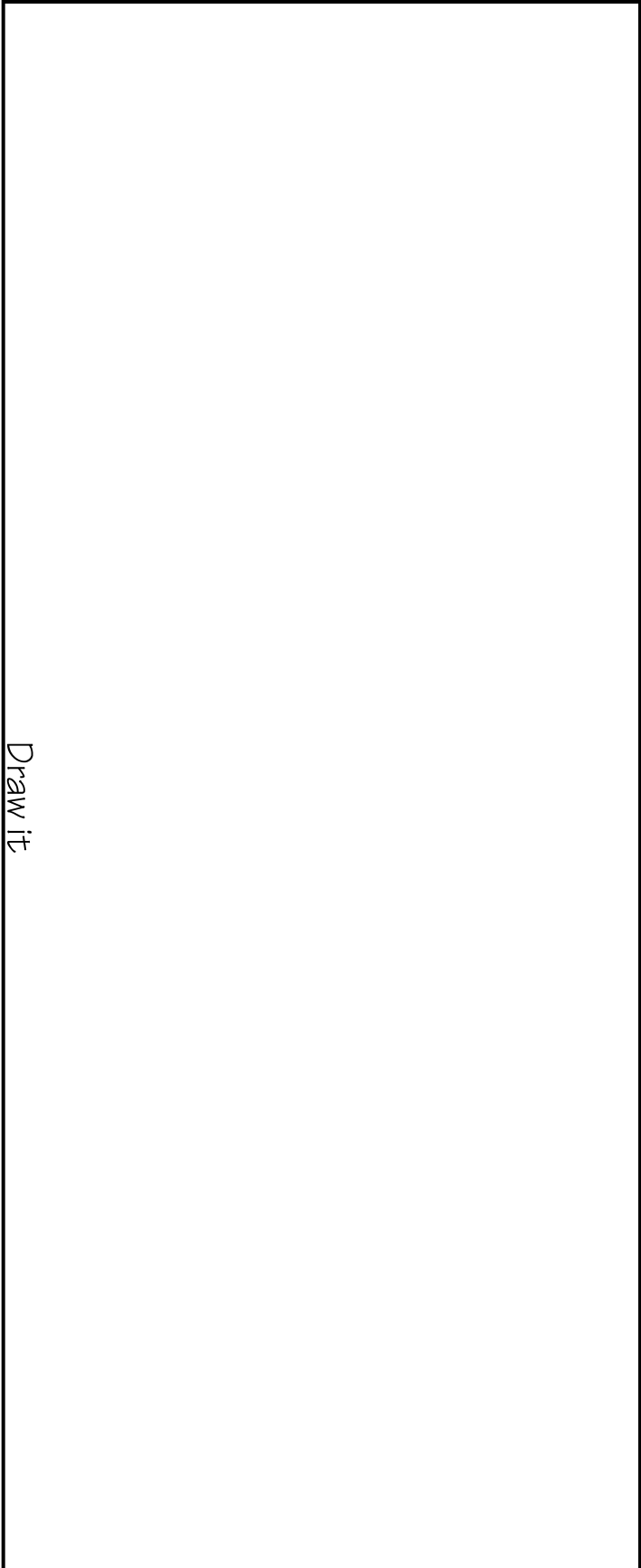
- *Class Book - Create a book of student generated ideas for supporting one another. Be sure to add things such as encouraging others, lending your supplies or coaching someone in solving a problem. Give each student a copy of the following Support Outline and put them together to create the class book.*

I can support a classmate by

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Draw it

# Emotional Self-Control

## Ideas and Activities

- What do I NEED Right Now? - Use the following mini-strips to get children to reflect on how they feel and what they need to be able to handle a situation.

I am feeling



mad



sad



frustrated

I need (circle one)

quiet

different place

to write a note

to draw a picture

to talk to someone

something else

I am feeling



mad



sad



frustrated

I need (circle one)

quiet

different place

to write a note

to draw a picture

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something else

I am feeling



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to draw a picture

to talk to someone

something else

# Physical Self-Control

## Ideas and Activities

- *I Got this!* - Controlling our bodies can take a lot of practice. Use the following listening cards to remind children that controlling our bodies means that if the card says, “jump 3 times”, we physically stop at the third time. This shows self-control.

Touch your nose!

Jump 3 times.

Rub your belly.

Touch your elbow.

Tap your foot 7  
times.

Clap your hands 5  
times.

Flap your arms.

Do 4 jumping jacks.

Kiss your brain.

March in place.

## Peer to Peer Interaction

### Ideas and Activities

- *Kindness is Cool - Create the following Kindness is Cool Fan. Make a page for each student in the class. Have them put their name on the front page of the fan, then cut out the fan pieces and secure with a brad. Pass the fan around to other students and let them write kind things about the person who owns the fan. Return the fan to the original students to see all the words/comments.*

Kindness is cool!

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\_\_\_\_\_ student name

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