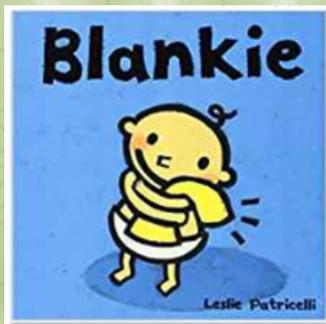


New York State

# BOOK NOOKS



## Blankie

*Blankie* walks children and adults through the life of a little boy and his blankie. This child is very attached to and loves his blankie. This demonstrates how young children use familiar objects that they love to help make spaces seem familiar and less intimidating.

**Title:** Blankie (board book)

**Author:** Leslie Patricelli

**Illustrator:** Leslie Patricelli

**Publisher:** Candlewick Press

**Date published:** 2005

### Social and emotional skills infants and toddlers can learn through this book:

Children will be able to identify at least two feelings the character expresses in different situations throughout the book. Children will be able to analyze the boy's relationship with his blankie and how he goes about his day.

### Social and emotional words this book can emphasize:

play, happy, worried, sad, share, cry, bed time, company, afraid, love.

### Activities to do while reading the book that will help promote social and emotional development:

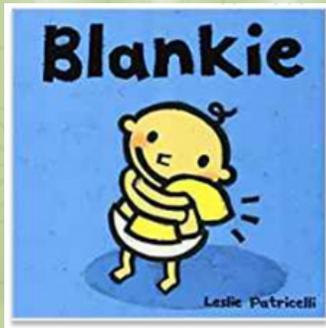
- **A large piece of social and emotional development is learning to regulate your own emotions and express them in socially acceptable ways.** This is not an easy task and can take a long time to learn. Infants and toddlers sometimes use attachment items such as blankies to help them feel safe and secure and hence aid them in regulating their emotions. This should be observed and celebrated as a great social and emotional strategy! Talk with children about how the boy in the book snuggles his blankie when he is happy or scared. Discuss what being scared means and what you can do when you feel that way. Hugging your blankie or another attachment item such as a special bear is a strategy to help children feel better, so is finding an adult to help, taking deep breaths or sitting and looking at a book in a cozy and quiet spot.

- **Help children focus on the feelings and facial expressions the boy exhibits throughout the book.** Describe how he looks and maybe feels when sharing his blankie. Point out his smile when he plays with blankie. Make connections to when you see the children look happy to share toys or play.
- **Talk with children about the things the boy in the book likes to do and what he looks like while doing these activities.** Then discuss with the children what they like to do and how they feel when participating in these activities. You can lead the conversation to how the children feel when they experience things they do not like. Point out that sometimes we do not like things and that they may make us feel sad or mad and that it is okay to feel that way. Bring the conversation to what you can do when you feel mad or sad, such as finding an adult, snuggling with an attachment item, or taking a deep breath.

### Fun for Everyone! Activities to promote social and emotional development throughout the day:

- **Impulse control helps people have the capacity to adapt to social situations and follow rules.** Again, these skills develop over a very long period of time, but even infants are developing them starting at birth. When an infant is comforted by a caregiving adult he or she understands they can count on this person to help regain control. Learning that you can be out of control and then regain is one of the key concepts in developing impulse control and emotional regulation.

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Simply comforting infants when they are out of control will give them the foundation they need to develop impulse control. Allowing young children to use their attachment items any time they need them is important for them to learn impulse control and then aid in emotional regulation. They may start off using the item for support, but will on their own time line eventually build skills to control their emotions that will not rely on their special object.

- **Offering children acceptable choices throughout the day will allow them to practice their impulse control as well as give them the ability to assert themselves and develop their self-identity skills.** Offer simple choices throughout the day such as asking if they would like to play with the soft blocks or the wood blocks, or if they would like to have apples or bananas for snack.
- **Use shatter-proof mirrors and pictures to help children see themselves expressing different emotions.** Help them label the feelings they are expressing. This will help them learn what they are feeling, and will lead to them being able to express their feelings on their own in time.

- **Offer infants and toddlers a variety of toys and objects that allow them to experience cause and effect.** When children pick up a rattle, shake it and help them realize it was them making the noise. This gives them a sense of competence and the knowledge that they have the power to make things happen. Similarly, playing with push button or pop-up toys, balls or push and pull toys will help children see that one action causes a reaction. Knowing that they have an impact on the world around them will support children’s emotional development by helping them develop a sense of self and feelings of accomplishment.
- **Model how you regulate your emotions throughout the day both through your actions and verbalizations.** You can state, “I feel overwhelmed because it is very loud in here. I am going to take a couple of deep breaths to help me feel better.”
- **When parents and caregivers respond promptly to children’s needs and cues** it will aid them in feeling what it is like to have their needs met and build an underlying foundation for emotional regulation.

