Thinking Inside the Box: 
Promoting Positive Social Skills Using Cartooning

Goals for Today
- To provide early educators with specific cartooning ideas and strategies to support children’s social and behavioral needs which teachers can begin implementing in their classroom immediately.
- To provide teachers tools and resources to share with parents in order to support cartooning as a strategy parents can use at home.

What is Cartooning?
- A visually oriented strategy that involves drawing a picture to explain a situation and the thoughts of others during the situation. Cartooning can be used to teach social, behavioral, organizational and academic skills. It is a way to help individuals understand “the obvious”. Cartooning can be as simple as drawing stick figures or simple drawings, often times including thought bubbles and speaking bubbles.

Why Cartooning?

DEC Recommended Practices and Cartooning
- E3: Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child’s access to and participation in learning experiences.
- The itinerant early childhood special education teacher works with a childcare provider to modify transitions in the childcare setting by posting a visual schedule of the daily routine.
- E1: Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child’s access to and participation in learning experiences.
- Cartooning is child specific and can easily be individualized.
ATL.p3.6: Initiates play with other children.

ATL.t.1: Begins to maintain focus, despite distractions, during brief delays in task.
ATL.p3.11: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.

SED.CD.t.3: Begins to more easily separate from caregiver.

SED.R.t.2: Remembers and follows expectations for familiar routines

SED. R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.
SED.R.p3.7: Uses simple conflict resolution techniques

SED.R.p3.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.

SED.SD.p3.1: Expresses concern for the needs of others and people in distress.
SED.SD.p4.5: Displays socially competent behavior with peers (e.g., helping, sharing and taking turns).

SED.SD.p3.4: Follows rules and simple directions (1-2 steps).

ATL.t.3: Continues to play when a caregiver leaves the area.
What if I Can’t Draw?!

“Strip Designer” App available from itunes

- Draw or use pictures
- Add balloons and stickers
- Share

Think Like a Turtle!

Family Resource to Share

References