Fostering Social and Emotional Skills Development in Early Childhood

Biola University
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* Objectives
* Importance of social and emotional skills
* Foundations for teaching social and emotional skills
* 10:30-10:45 Break
* Social skills development
* Emotional skills development
* 11:40-12:00 Questions and Closing
Objectives

* To understand the importance of intentionally teaching social and emotional skills in Early Childhood.

* To learn practical strategies for forming positive relationships with children and families as a foundation for social and emotional skills development.
Objectives

* To learn, and practice ways to help young children develop social and emotional skills.

* To HAVE FUN!
Why Focus on Social & Emotional Skills in our Curriculum?

* Important life skills
  * School
    * Common Core
  * Family
  * Work
Why Focus on Social and Emotional Skills in our Curriculum?

“Research shows that children who suffer from poor peer interactions and adult-child relationships are at risk for school failure.”  
(CA Preschool Learning Foundations, 2007)

“Social and emotional leaning can reduce aggression and emotional distress among students and improve positive attitudes towards self and others.” (Durlak et al., 2011)
Why Focus on Social & Emotional Skills in our Curriculum?

“The developing brain is not neatly divided into separate areas governing learning, thinking, and emotions. Instead, it is a highly interconnected organ with different regions influencing, and being affected by, the others. This means, for example, that young children who experience emotional challenges are less ready for learning because brain regions related to memory are being affected by other regions governing emotion.”

(California Preschool Curriculum Framework, p. 39)
**LEFT**
- later to develop
- logical
- linguistic
- literal
- linear
- concerned with outside world
- likes to analyze
- likes lists
- wants to know why?
- connects with outer experiences

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**RIGHT**
- quicker to develop
- holistic
- gust feelings
- nonverbal
- autobiographical
- concerned with inner world
- cares about big picture
- cares about feelings and emotions
- soothes self
- heart sends signals to right
- concerned with whole

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Dan Siegel
Feb 2013

Paper53 Image by P. Becker
Cortex
• Logic
• Reasoning
• Impulse Control

Limbic
• Emotions
• Learning

Brainstem
• Heartbeat
• Breathing

(Adapted from Siegal, 2003)
What are some things that make you flip your lid?

What are some strategies that you use to reconnect your upstairs and downstairs brain?
The Teaching Pyramid

Intensive Individualized Interventions

Social Emotional Skills Teaching

Creating Supportive Environments

Positive Relationships with Children, Colleagues, and Families

(Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003)
“Children develop best when they have secure, consistent relationships with responsive adults and opportunities for positive relationships with peers.”

(NAEYC Position Statement of Developmentally Appropriate Practice)
Positive Relationships with Families and Students...

- Are based on trust, respect, and support
- Help you gain insight into your students and provide you with an opportunity to partner with families
- Require time and effort

(Fox et al, 2003)
Building Positive Relationships with Children

* Acknowledge each child with a smile and greeting upon arrival

• Smile often throughout the day.
• Smiling is contagious!
Building Positive Relationships with Children

- Converse with each child as much as possible
- Play with the children
Building Positive Relationships with Children

- Special one on one time
- Write down 5 positive things about every child
Building Positive Relationships with Children

- Give children ample attention and verbal acknowledgement for making positive choices
  - Authentic encouragement verses generic praise
- HANDOUT
Positive Relationships with Families

* Back to School Night
* Happy Notes Home
* Family of the Week
* Phone Calls
* Emails

* School Picnics
* Classroom Volunteers
* Invite Families to Chapel
* Parent workshops
* Parent Newsletters
Getting to Know You...

We appreciate you completing this information so that we can better serve your child and your family!

Child's Name: __________________________ Nickname: __________________________

Parents' Names: ____________________________________________

Other Family Members Your Child Lives With:

Name: __________________________ Relationship: __________________________
Name: __________________________ Relationship: __________________________
Name: __________________________ Relationship: __________________________
Name: __________________________ Relationship: __________________________

What is your child's primary language: __________________________

What other languages are spoken in your home: __________________________

Has your child ever been evaluated for any of the following? (If yes, explain on a separate sheet of paper and provide professional reports)

Visual concerns No Yes Developmental delays No Yes
Hearing concerns No Yes Cognitive delays No Yes
Behavioral problems No Yes Psychiatric/Social problems No Yes

Does the applicant take any prescribed medication or need any special medical attention? No Yes

Condition __________________________

Medication __________________________

(Please complete the additional information on the back)

Has your child attended Preschool before: Yes No

School Name: __________________________ Dates Attended: _____________

School Name: __________________________ Dates Attended: _____________

What is your reason for choosing Calvary Chapel Preschool for your child:

Are there any home/life circumstances that we should be aware of that may have an impact on your child's temperament?

What are your child's strengths & interests?

Is there anything else you would like your child's teacher to know about your child?

Are you interested in helping in our classroom? If so, please indicate your interest:

___ Helping with cooking days
___ Helping with holiday parties
___ I am unable to help during the day time but I can help prepare materials
The Family Pumpkin

Mason chose to use his favorite cereal to decorate. He loves Fruit Loops
Grandparent’s and Special Friend’s Day

Daddy & Me Craft Night
Mommy & Me Craft Night
The Teaching Pyramid

(Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003)
Physical Environment

* Clean, neat & orderly
  * Avoid visual clutter
  * Label where toys belong to help with clean-up routine
* Provide boundaries for activities and play
  * Area rugs, tape, tables, trays
  * Include spaces for individual play
    * Mats, Hula Hoop
* Classroom Community of Learners
  * Make sure that all children are represented in the room and that diversity is celebrated
My name is Kiyarra.

I have 7 letters in my name.
Schedule and Routines

* Daily Schedule
  * Balance of large group and small group activities
  * Balance of teacher directed and child-initiated activities
  * Post a picture daily schedule
* Provide consistent routines
* Plan for transitions
* Additional resource
Classroom Rules

* State the positive (desired action).
* Keep the rules simple.
* Provide a picture cue for each rule.
* Model the behaviors you desire to see.

(Stormont, Lewis, and Beckner, 2005)
Our Classroom Rules

We are kind to one another.

We listen to our teacher.

We use gentleness.

We use our words when we need help.
The Teaching Pyramid

Intensive Individualized Interventions

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(Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003)
Standards for Social & Emotional Development in Preschool Classrooms

- CA Preschool Learning Foundations
- Preschool Curriculum Framework
Social-Emotional Learning Foundations

Self
- Self-Awareness
- Self-Regulation
- Social and Emotional Understanding
- Empathy and Caring
- Initiative in Learning

Social Interaction
- Interaction with familiar adults
- Interaction with peers
- Group participation
- Cooperation and Responsibility

Relationships
- Attachment to parents
- Close relationships with teacher and caregivers
- Friendships
Brainstorm With Your Table

What are some strategies that you would use to teach the concept of rhyming?
Consider This

“If a child doesn’t know how to read, we teach.
“If a child doesn’t know how to swim, we teach.”
“If a child doesn’t know how to multiply, we teach.”
“If a child doesn’t know how to drive, we teach.”
“If a child doesn’t know how to behave, we........punish?“...........teach?

“Why can’t we finish the last sentence as automatically as we do the others?”

Tom Herner (NASDE President, Counterpoint 1998, p.2)
Social and Emotional Skills Teaching Strategies

* Literature
* Puppets
* Songs
* Handout
* Games
* Circle Time

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Social Skills

- Self-Awareness
- Interactions with Peers
- Group participation
- Problem Solving
Self-Awareness

* 1.1 Describe their physical characteristics, behavior, and abilities positively (48 mo)

* 1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics such as thoughts and feelings (60 mo)
Through the Years Picture Mobile
All About Me Art Activities
By: Christy Hale
JESUS LOVES ME

My name is
I like to

My name is
I like to

My name is
I like to

My name is
I like to

My name is
I like to

My name is
I like to

My name is
I like to

My name is
I like to

My name is
I like to

My name is
I like to
My name is Kamron.
I like to play legos.

My name is Collin.
I like to play with Lucas.
Interaction With Peers

* 2.2 Participate in simple sequences of pretend play (48 mo)

* 2.2 Create more complex sequences of pretend play that involve planning, co-ordination of roles, and co-operation (60mo)
The Importance of Play

“Play is an important vehicle for developing self-regulation as well as for promoting language, cognition, and social competence”

Play is the highest form of research

Albert Einstein
Play Skills

* Dramatic play schemes
  (Home, restaurant, school, tea party)

* Block play
  * Provide materials for play schemes (people, cars, animals, props)
    * Make a city
    * Make a farm

* Pretend City at your school
  (Library, school, restaurant, post office, grocery store, vet office)
Pretend City Grocery Store

Milk
$4.09 per gallon

Juice Boxes
$3.28

Pretend City Grocery Store
Restaurant

Construction
Welcome to the Veterinarian

* first choose a pet off the table at the entrance.
* sign your pet in at the waiting area.
* there are 2 vet check up tables
* feeding area
* X-ray craft (white crayons to write name on craft)
* Story: Ginger
Let’s Share…

What are some activities, games, or materials that would help encourage co-operative play within your classroom?
3.1 Participate in group activities and are beginning to understand and co-operate with social expectations, group rules, and roles (48 mo)

3.1 Participate positively and cooperatively as group members. (60 mo)
Thumbs up! Thumbs Down!

- Helping clean up when the song comes on
- Sharing the swings
- Throwing books
- Helping a friend who fell down

(http://shareandremember.blogspot.com)
Hugging
Fighting over a toy
Building blocks with friends
Yelling
Giving a high five
Be kind to one another
Be kind to one another
Be kind to one another
Be kind to one another
Be kind to one another
Are these friends being kind to one another?
Circle the happy face 😊 if they are or the sad face ☹️ if not

1. 🎀 ☹
2. 😊 ☹
3. 😊 ☹
4. 😊 ☹
5. 😊 ☹
6. 😊 ☹
Name: ____________________________

How would this make you feel?  
Happy 😊 or Sad 😞
**Problem Solving**

**Social Interaction**

- **2.3** Seeks assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression (48mo)

- **2.3** Negotiate with each other, seeking adult assistance when needed and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression (60 mo)
Problem Solving

* TEACH what a problem is
* PRACTICE identifying solutions
* APPLY problem solving strategies
* MODEL identifying and solving problems
Problem Solving With the Five Finger Formula

Identify the Problem
Brainstorm Solutions
Go For It
Follow-up
Cool Down

(Gartrell, 2000)
Get a Teacher

Ask Nicely

Ignore

Play together

www.csefel.vanderbilt.edu)
Say, "Please Stop."

Say, "Please."

Share

Get a Timer

www.csefel.vanderbilt.edu)
Problem Solving

*Problematize* throughout the day

“We have 6 friends and only 2 apples for snack… What can we do?”

(Center for Social and Emotional Foundations of Learning, 2012)
Emotional Skills

* Understand Emotions
  * Emotion vocabulary & awareness

* Self-Regulation
  * Impulse Control
Understanding Emotions

Social & Emotional Understanding

* 3.1 Seek to understand people’s feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different (48 mo)

* 3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people. (60 mo)
Emotions Vocabulary

- Post a feelings chart

Discuss feelings and the physical signs of various emotions
Emotions Vocabulary

* Ask the children to draw how they feel
When speaking with a child, acknowledge the feelings you heard them describe by labeling them for them

“It seems like you are sad

As a teacher, verbalize your feelings throughout the day

“I’m feeling frustrated that I can not find the book I wanted to share with you.”

“I am so happy that today is share day!”
Emotions Vocabulary

* Sing songs about emotions
* HANDOUT
2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control (48 mo)

2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary (60 mo)
Impulse Control Activities

* Red Light Green Light
* Simon Says
* Musical Instruments
  * Loud/soft & play/stop
* Sing loudly/softly

* Games
  * Candyland
  * Chutes and Ladders

* Cooking experiences
* Freeze Dance
Hold Still
Yo Gabba Gabba
Calming Techniques

* Take 3 Deep Breathes
* Count to 10
Calming Techniques

- Sensory Bags- Rice or sand in bags or deflated balloons for the children to squeeze.

- Stress Balls

- Calming Bottles- Water bottles filled with gel or water & oil.
Tucker Turtle Takes Time to Tuck and Think

Tucker Turtle is a terrific turtle. He likes to play with his friends at Wet Lake School.
But sometimes things happen that can make Tucker really mad.
When Tucker got mad, he used to hit, kick, or yell at his friends. His friends would get mad or upset when he hit, kicked, or yelled at them.
Tucker now knows a new way to “think like a turtle” when he gets mad.
He can **stop** and keep his hands, body, and yelling to himself!

Step 2
He can **tuck** inside his shell and take **3 deep breaths** to calm down.

Step 3
Tucker can then think of a solution or a way to make it better.
Tucker’s friends are happy when he plays nicely and keeps his body to himself. Friends also like it when Tucker uses nice words or has a teacher help him when he is upset.
The End!
How to Help Your Child Recognize & Understand Anger

As a parent, you might find that calming your angry child can be one of the biggest challenges of parenting. There are many things that make children angry, and children feel anger in different ways — just as adults do. Perhaps you were taught as a child that being angry was not “allowed” or that anger was “bad.” It is important to teach your child that it is normal to get angry.

Often, the first steps to calming a child are to help them identify what they are feeling. Help your child notice what is going on inside. This might be feeling upset, sad, or mad. Help them to identify what they are feeling. For example, ask your child to describe what they are feeling. This will help them to understand what they are feeling and why.

Try This at Home

- Notice and label when your child or others are angry. You might say:
  - About yourself: “I am feeling angry in my body. My heart is beating fast and I feel like a volcano is inside. I am going to take some deep breaths to calm down.”
  - About your child: “I can see that you are really angry right now! Your hands are making a fist and your eyes are big.”
  - About others: “I see that little girl is angry. I wonder what happened. What do you think might help her to calm her body down?”

- Encourage your child to move. Just as adults release stress at the gym or by going for a run, physical movement helps children to change their body experience. Teach your child to yell into a pillow or push on the wall. However, don’t encourage your child to hit others or hit objects (we want children to let go of their anger without hurting or hurting others).

- Read books about anger. Talk with your child about what the character is feeling and experiencing and come up with ideas that might help. You can find many books and activities to help your child learn about emotions at: http://csafe.vanderbilt.edu/resources/strategies.html#list

- Calming down is a skill that children must learn. Young children do not understand the words “calm down.” Tucker Turtle is story that helps children understand how to calm down. It can be a great tool for teaching this skill. Download and print Tucker Turtle for free at: http://www.challengingbehavior.org/dao/resources/teaching_tools/ttcy_toc.htm

Practice at School

Children can become angry at school for a variety of reasons. Teach your children to understand that everyone feels angry and shows the class positive ways to calm down, such as taking a deep breath or finding a quiet place by reading stories, or role playing with puppets.

Children are given the opportunity to practice different techniques and find a solution that works for them. By encouraging children to find a solution that helps them not feel angry, teachers help children feel in control of their emotions and confident in their ability to handle difficult emotions.

The Bottom Line

Anger is a feeling all parents and children experience from time to time. The goal is not to try to get rid of anger in your child or yourself, but rather to teach your child to use it and to treat the child and yourself in an acceptable and appropriate way. Anger needs to be expressed appropriately. A child who has been taught to recognize and understand anger in herself and others will be less likely to express her anger in aggressive and destructive ways. The ability to manage feelings and solve problems is a life-long skill necessary for children to be happy and healthy.
Web Resources

* Center for Social and Emotional Foundations of Learning
  * http://csefel.vanderbilt.edu

* Technical Assistance Center on Social Emotional Intervention
  * www.challengingbehavior.org

* PBS Teachers
  * http://www.pbs.org/teachers/earlychildhood/theme/socialskills.html
Using Books to Support Social Emotional Development

Glad Monster Sad Monster
By Ed Emberley & Anne Miranda
Little Brown and Company, 1997

Glad Monster Sad Monster is a book about feelings with fun monster masks that children can try on and talk about times when they felt glad, sad, loving, worried, silly, angry and scared—just like the monsters! Each monster is a different color to represent specific emotions. For example, the yellow monster is glad when he gets to open presents, play ball, slurp ice cream and dance with his friend! (Ages 2-5)

Examples of activities that can be used while reading Glad Monster Sad Monster and throughout the day to promote social and emotional development:

• While reading the story, pause and ask children if they feel the same way the monsters do. For example, do they feel glad when they get to play ball like the yellow monster? Ask what other kinds of things make them feel glad. Do they think the same kinds of things that make them feel glad would also make yellow monster feel glad?

• Show the monster masks while reading about each monster and have children talk about how they can tell what the monster feels by looking at his face. For example, Blue Monster has a frown on his face that makes him look like he might be feeling sad.

• After reading about each monster, have children try on the monster masks (or make their own monster masks and talk about times when they felt glad, sad, silly, etc.)

• Have children make glad monster/sad monster stick puppets. Give each child 2 blank paper circles (one yellow/one blue). Ask them to draw a glad monster face on the yellow circle and a sad monster face on the blue circle. Help them glue their monster faces back to back with a popsicle stick in the middle. Talk about or role play different situations and ask children to hold up their glad monster or sad monster puppet according to how they think the monster would feel. For example, explain that Purple Monster was playing with his favorite truck when Red Monster came and took it away because he wanted to play with it. Ask how they think that would make Purple Monster feel. Why? Have children think of other things that Red Monster could try if he wants to play with Purple Monster’s truck.

• Make a chart that shows each color monster and emotion from the book (yellow/glad, blue/sad, pink/loving, orange/worried, purple/silly, red/angry, green/scared). Encourage each child ( & teacher!) to put a mark, write their name or place a sticker beside the monster that shows how they are feeling that day. Ask why they feel that way. With the help of the children, count the number of marks to see how many children feel glad, sad, silly, etc. Talk about/problem solve what they can do to change the way they feel if they marked that they are feeling worried or angry.
I TEACH

what's your superpower?
A teacher affects eternity, he can never tell where his influence stops.

b

Henry Brooks Adams
Thank you for EVERYTHING you do to make an eternal difference in the lives of children!

God Bless You!

For additional resources please email carlybedard@gmail.com