



Social Emotional Foundations: Keys to Success for Students in Early Childhood and Kindergarten Programs

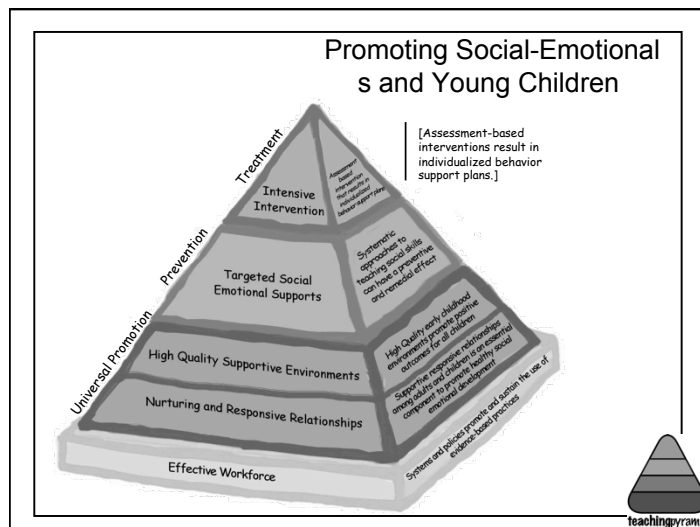
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What Do You Know About Social-Emotional Development in 5 Year Olds?

- Please think for a moment about typical five-year-old children
- Write down what you feel you know about their social-emotional development
- We will come back to this information in a few minutes



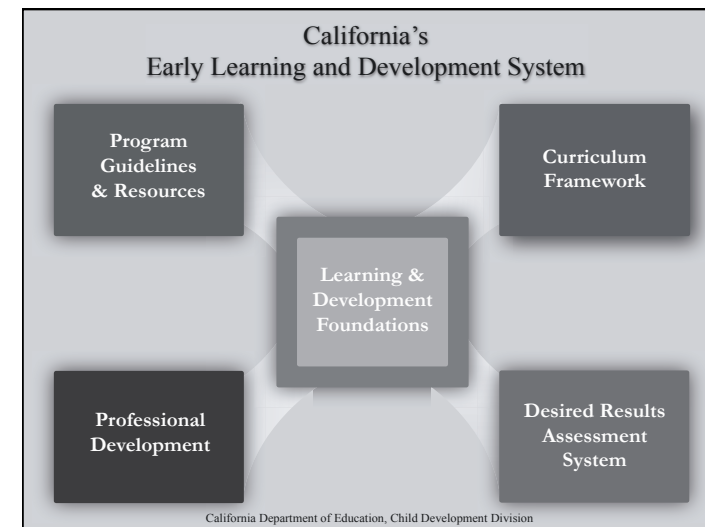
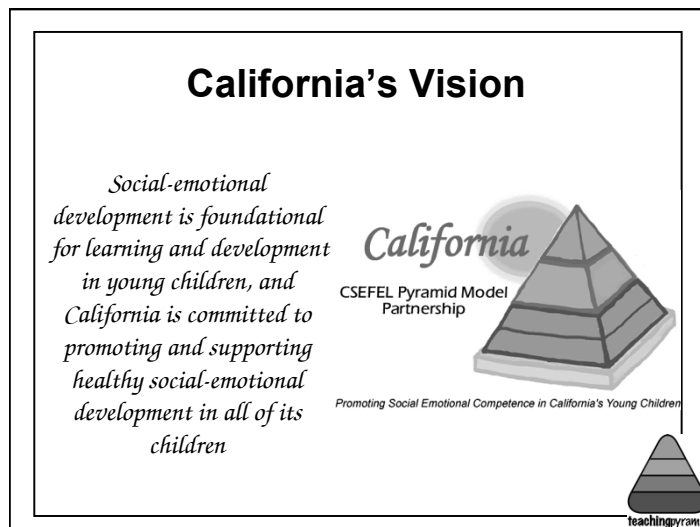
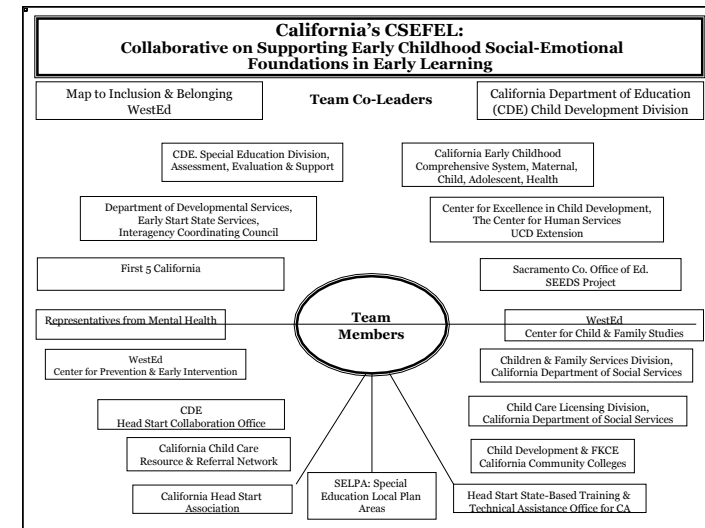
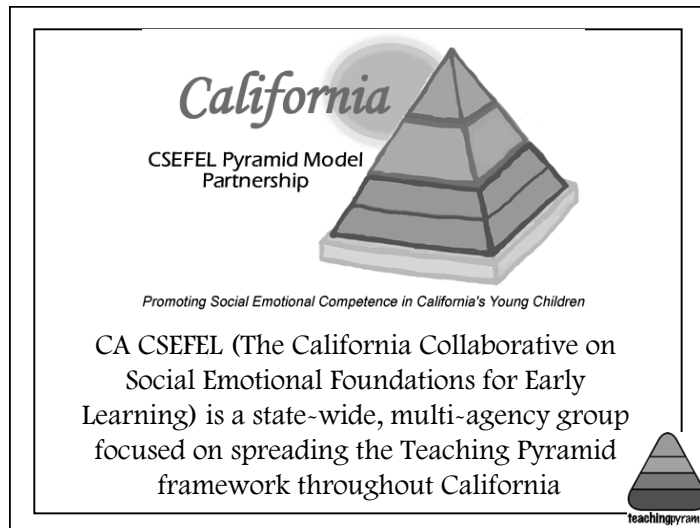


What Is This?

- **CSEFEL: Federally funded Office of Head Start/Child Care Bureau**
 - Center on the Social and Emotional Foundations for Early Learning
 - Website: www.vanderbilt.edu/csefel/
- **TACSEI: Federally funded Office of Special Education Programs**
 - Technical Assistance Center on Social Emotional Interventions
 - Website: www.challengingbehavior.org
- **WestEd Center for Child & Family Studies**
 - San Marcos Office adapted the materials from CSEFEL for the Teaching Pyramid. Their projects focus on inclusive practice for all children
 - Website: www.CAinclusion.org



teachingpyramid



Foundations are the **What**: The

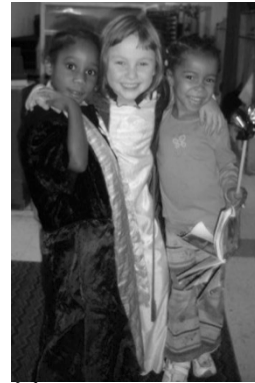
- Knowledge children acquire
- Skills they develop
- Behavior they learn

The Foundations promote understanding of preschool children's learning & development

- At around 48 and 60 months
- Describe the knowledge and skills children typically attain when in a high-quality preschool program with adequate support
- Link to Common Core Standards and Kindergarten standards



Foundations Inform the **How To**



- Guide decisions related to best practices, curriculum, and instructional strategies
 - Environments and materials
 - Child-directed play and teacher-guided learning
- Further guidance is contained in the Preschool Curriculum Frameworks
- Volumes 1 & 2 now available



Social-Emotional Development

Language and Literacy

English-Language Development

Mathematics

Visual and Performing Arts

Physical Development

Health

History/Social Science

Science

California Preschool Learning Foundations

Volume 1

CALIFORNIA DEPARTMENT OF EDUCATION • SACRAMENTO, 2008



Social-Emotional Strands and Substrands

SELF

- 1.0 Self-Awareness
- 2.0 Self-Regulation
- 3.0 Social-Emotional Understanding
- 4.0 Empathy & Caring
- 5.0 Initiative in Learning

SOCIAL INTERACTION

- 1.0 Interactions with Familiar Adults
- 2.0 Interactions with Peers
- 3.0 Group Participation
- 4.0 Cooperation and Responsibility

RELATIONSHIPS

- 1.0 Attachment to Parents
- 2.0 Close Relationships with Teachers and Caregivers
- 3.0 Friendships




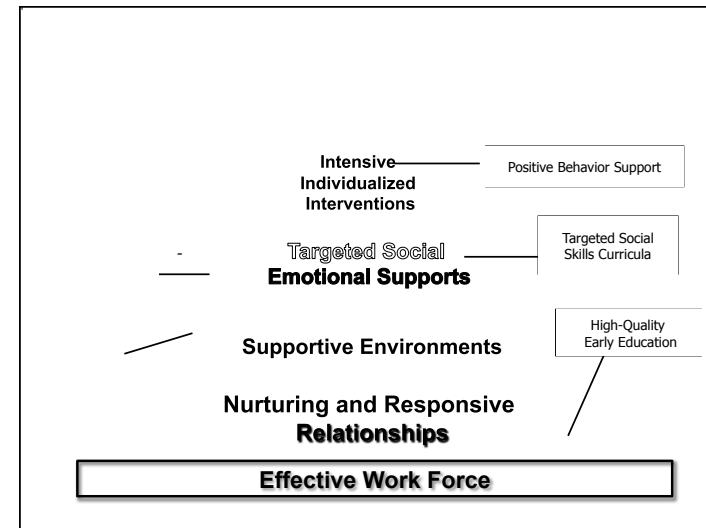
We Need to Teach!

“If a child doesn’t know how to read, 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)

Teaching Pyramid


- The Teaching Pyramid is the name used by CA CSEFEL to describe the training and technical assistance for the approach developed by the national Center on the Social Emotional Foundations for Early Learning (CSEFEL)
- The Teaching Pyramid is a framework that works most effectively as a comprehensive, program-wide approach



Module 1: Promoting Children’s Success: Building Relationship and Creating Supportive Environment

Topics included in this module:

- Building positive relationships with children, families, and other staff members
- Examining adult responses to challenging behavior
- Designing physical environments that support social-emotional development and appropriate behavior
- Examining schedules, routines, and transitions
- Establishing expectations
- Implementing activities that promote child engagement
- Providing encouragement, feedback, and positive descriptive acknowledgement to children



Current Research Highlights...

Young children's close relationships with preschool teachers and caregivers are also important to their development of school readiness. A number of studies have found that the warmth and security of the preschool child's relationship with a preschool teacher are predictive of the child's subsequent classroom performance, attentional skills, and social competence in the kindergarten and primary grade classroom.

California Preschool Learning Foundations pg. 32 (2008)



Module 2: Social Emotional Teaching Strategies

Topics included in this module:

- Identifying teachable moments
- Facilitating the development of friendship skills
- Teaching children to recognize and express emotions (emotional literacy)
- Teaching children to understand and manage strong emotions such as anger
- Teaching problem solving and conflict resolution



Current Research Highlights...

"Young children cannot learn to read if they have problems that distract them from educational activities, problems following directions, problems getting along with others and controlling negative emotions, and problems that interfere with relationships...Learning is a social process"

*Zins et al., 2004 Excerpted from: Recommended Practices: Linking Social Development and Behavior to School Readiness
Center for Evidence-Based Practice: Young Children with Challenging Behavior
www.ChallengingBehavior.org*



Module 3A & B: Individualized Intensive Intervention

Topics included in this module:

- Identifying the function of challenging behavior
- Identifying behaviors and social skills to target for intervention
- Developing a plan for supporting social-emotional development and preventing challenging behavior
- Using a team approach to addressing challenging behavior and social-emotional needs



Current Research Highlights...

“High quality preschool education that includes an emphasis on children’s social development can reduce rates of challenging behavior and serve as a long-term protective factor for children at risk of developing challenging behaviors”

NIEER Policy Brief, December 2007
“Challenging Behaviors and the Role of Preschool Education”



Module 4: Leadership Strategies for an Effective Work Force

Topics included in this module:

- Identifying challenges and barriers to implementing effective practices
- Identifying strategies for addressing barriers and challenges
- Developing program policies and professional development plans that promote the use of effective practices
- Identifying steps to collaborative planning for programs and systems that support all young children’s social-emotional development and addressing challenging behaviors as needed



Positive Attention

- Studies have shown that most adults talk to children by giving directions or correcting inappropriate behavior
- We need to monitor our behavior to ensure that we are spending more time in genuine conversation or positive commenting
- Give children attention when they are engaging in appropriate behaviors
- When giving attention, be specific in our acknowledgement of what they are doing



Close to Magic

- Positive Descriptive Acknowledgement
 - Focus on the behavior you want to see
 - When you see that behavior, say what you see (behavior) and link to a positive attribute
 - You walked quietly in the classroom. *(description of behavior)* You’re being respectful. *(link to attribute)*
 - You were being very safe *(link to attribute)* when you pushed in your chair. *(description of behavior)*
- Being explicit and specific
 - Be as specific as you can with your acknowledgment
 - Instead of saying “You were so nice to Kendra” or “You really were a big help to Juan” say “When you gave Kendra the toy, that was very friendly and nice” or “Holding the jar for Juan as he filled it was very helpful.”



What Do We Know?

- Children are most successful when
 - They have strong, positive relationships with adults and other children
 - The environment is designed to support appropriate behavior and prevent challenging behavior
 - They are taught social and emotional skills and acknowledged and encouraged to use them

Do We Do What We Know?



Jigsaw Reading

- You will receive a document to review
- Read/skim assigned document
- Add highlights from it to what you wrote earlier about 5 year olds
- Based on what you now know, how might you answer the questions on your pyramid?
- Take 5-6 minutes for this



Information About 5-Year-Olds

- CA Preschool Learning Foundations, Volume 1
 - Self, Relationships, Social Interactions
- Your FiveYear Old ~ Child Development Tracker
www.pbs.org/parents/childdevelopmenttracker/five/index.html
- Your 5 Year Old Child: Emotional Development, Katherine Lee, About.com Guide
- Your 5 Year Old Child: Social Development, Katherine Lee, About.com Guide
- National Network for Child Care Ages & Stages - Five-Year-Olds



Sharing What You Know

- Each person should share highlights from what they read with their table group
- Can you come to some agreement about what should be on the three tiers of the pyramid for 5-year-olds?
 - What do I know about relationships at age 5? How can I support and build relationships?
 - How can the environment be supportive for social-emotional development ?
 - What strategies might be needed to increase social-emotional skills?
- Select one highlight to share back



Material on Websites

Center on the Social & Emotional Foundations for Early Learning

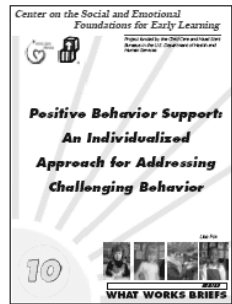
www.vanderbilt.edu/csefel/

Technical Assistance Center on
Social Emotional Intervention
for Young Children (TACSEI)

www.challengingbehavior.org

CA CSEFEL Activities

www.cainclusion.org/camap/cacsefel.html



Thank You

Nobody can go back and start a
new beginning,
but anyone can start today and
make a new ending

Maria Robinson

