If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.

This handout is for reference only. Non-essential images have been removed for your convenience. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.
Technical issues with the Recording?

- Clear browser cache using these instructions
- Switch to another browser
- Use a hardwired Internet connection
- Restart your computer/device

Still having issues?

- Call 866-727-1617 (M-F, 8 AM-8 PM ET)
- Email ececustomerservice@continued.com
A large and complex feeling vocabulary is a prerequisite skill to emotional regulation and successful interpersonal interactions for children and adults. This is the first of two presentations which will provide information on the value in recognizing, acknowledging, and supporting young children’s development of a rich emotional literacy.
Learning Outcomes

After this course, participants will be able to:

- Define “school readiness” and its relationship to young children’s social and emotional development.
- Define ‘emotional attachment’ and its relationship to young children’s behavior.
- Define ‘emotional literacy’ and its relationship to young children’s behavior.

NAEYC and Young Children

Responsibilities to children:

- I-1.5—To create and maintain safe and healthy settings that foster children’s social, emotional, intellectual, and physical development and that respect their dignity and their contributions.
- P-1.1—Above all, we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, emotionally damaging, or physically harmful to children. This principle has precedence over all others in this Code.

From the Code of Ethical Conduct and Statement of Commitment A position statement of the National Association for the Education of Young Children
“School Readiness”

What is it?

“School Readiness” Mistakes

- Child attributes in the absence of other ecological variables
  - Readiness is conceptualized as a trait
    - ‘Ready’ for speech & language therapy
    - ‘Ready’ for preschool
    - ‘Ready’ for kindergarten

- Compliance and uniformity
  - One Size Fits All
  - Skills taught in fragments and isolation

- Standardization of testing and instructional practices

  *All too often readiness focuses on the “achievement gap.”*

  (Pretti-Frontczak, et al, 2016, p. 48)
A New Definition for Readiness

“Readiness is a developmental process, largely unpredictable and highly influenced by the child's social relationships and interactions. Readiness requires a whole-child perspective where individual differences are expected, valued and celebrated.”


Readiness is not in the child’s head. Readiness is a relationship not a trait. Readiness always refers to the relation between the child and the demands and/or the expectations that are being imposed upon him or her.

(Elkind, 2014, p. 193)
Readiness Remedies

- If we conceptualize readiness as a relationship
  - We know it to be complex and ever changing as the child interacts with adults and peers
  - We know that teaching and learning is a social transaction between young children and adults
- We see the child as an integrated whole person
  - Who develops at a natural pace
  - When adults and others assess, nurture and teach functional skills within context
    - Ex. self control or “use your “words” when they are upset

(Pretti-Frontczak, et al, 2016, p. 49)

Readiness Remedies (cont’d)

- We expect and value individual differences in children
  - Social
  - Cultural
  - Developmental

To demand that all children be at the same developmental or achievement level because they are the same age is simply a denial of our biological and environmental variability. (Elkind, 2014, p.193)

(Pretti-Frontczak, et al, 2016, p. 49)
Pretti-Frantczak, et al. (2016) propose a transactional shift which is integrated and personalized in nature.

- Prioritize and foster positive relationships
- Engage in authentic, integrated and developmentally appropriate learning experiences.
- Ensure readiness in all of the child’s environments
  - Home, school and community

“Everybody is a genius. But if you judge a fish by it’s ability to climb a tree, it will live it’s whole life believing that it is stupid.”

-Albert Einstein
The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children

- Was developed by identifying evidence-based practices that:
  - Promote the social and emotional outcomes of all children,
  - Promote the skill development of children with social, emotional and behavioral delays to prevent the need for more intensive supports; and
  - Intervene effectively when children have persistent challenging behavior.
Many of those practices are available in user-friendly “What Works Briefs.”

- NCPMI ➔ Evidenced Practices ➔ What Works Briefs
- 24 briefs
- Many in English and Spanish
- Sample Topics
  - #3 Helping Children Understand Routines & Classroom Schedules
  - #4 Helping Children Make Transitions Between Activities
  - #8 Promoting Positive Peer Social Interactions
  - #21 Fostering Emotional Literacy in Young Children
  - #24 Attachment: What Works?

Emotional Attachment

Is defined as “the continuing and lasting relationship(s) young children form with one or more adults, .... especially, the child’s sense of security and safety when in the company of a particular adult.”
What We Know About Babies’ and Toddlers’ Brains

The baby’s or toddler’s communication of emotions and needs establishes the learning pathways in the brain that leads to all other physical, cognitive and emotional learning!!!
Young Children Who Do Not Experience Secure Attachments

- Learn not to trust adults will be there for them
- Stay close to an adult to get their needs met
- Learn to not seek out an adult when distressed to help them with their emotions
- Hide their strong feelings and/or withdraw
- Seem disorganized and confused about how to behave in relationships with peers and adults

Arrival/Greeting Transition

- For EACH CHILD:
  - Give a warm welcome and a smile
  - Have a short conversation
    - “How are you today?”
    - “Label” the child’s emotional state and your own
    - If child is upset, acknowledge it and reassure the child
  - Do or say something related to your theme or day’s activities
  - Assist in transitioning to the morning activity by using a song and/or a visual…
    - Breakfast, circle
We Can Make a Difference

- Support the parent-child relationship
  - Support parent(s) in feeling competent and confident
- Positive Solutions for Families
  - (www.challengingbehavior.org)
  - Implementation ➔ Family Engagement ➔
    Related Resources ➔ General Resources

Positive Solutions for Families

1. Keep your expectations realistic.
2. Plan ahead.
3. Clearly state your expectations.
4. Offer limited, reasonable choices.
5. Use “First…, Then….”
6. Catch your child being good.
7. Stay calm.
8. Use neutral time.
We Can Make a Difference

- Foster a secure relationship with the child
  - Interact with other adults in child’s environment in healthy ways
  - Be warm, responsive and affectionate with all children
  - Engage in meaningful conversational interactions with children
  - Be physically and emotionally available
  - Comfort children when they are distressed
  - Follow child’s lead
  - Set safe behavior boundaries
  - Be consistent
  - Be a resource for parents needing mental health support

Emotional Literacy

**Emotional literacy** is the ability to read (identify), label, understand and act upon the feelings (emotions) of oneself and others in a healthy and socially acceptable manner.
Variables Impacting a Young Child’s Emotional Literacy Development

- Child’s temperament
- Developmental status of the child
- Parental socialization skills
- Parental mental health
- Environmental support
- Disability
- Educator/therapist support of child emotional literacy

Emotional Literacy Schematic

1. Reading of affective cues
   - Self
   - Others
2. Interpreting of affective cues
   - Cause
   - Intent
3. Clarifying of interpersonal goals
4. Generating of solutions
5. Making a decision
6. Acting on decision

Evidenced-Based Practices Supporting Young Children’s Emotional Literacy

- Healthy expression of emotions by adults
- Labeling and concrete descriptions of “all” emotions felt by adults and children
- Acknowledging and encouraging pro-social behaviors
- Visual supports
- Planned activities to teach and reinforce emotional literacy

Why Acknowledge Positive Behaviors?

Research Supports Use of This Strategy

- Adults often attend to children for misbehavior & take for granted pro-social behavior
- Negative attention is better than no attention
- Negative adult reaction will only temporarily reduce challenging behavior (emotional expression)
- Most behavior is strengthened/weakened by what immediately follows a behavior
- More desirable behavior often has to be taught and reinforced
Adults Can Acknowledge Positive (Pro-Social) Expression of Emotions

- Responding positively to desired emotional expression
- Ignoring most negative behavior
- Redirecting child to acceptable behavior
- Recording the number of times positive behavior occurs
- Designing and implementing a written positive behavior support (PBS) plan to be implemented by all adults in all the child’s environments

What Can Adults Do?

- Label your own feelings
- Label children’s feelings
- Provide environmental supports
- Teach social-emotional skills through
  - Games
  - Songs
  - Books (Bibliotherapy)
  - Apps and computer games
Communication is Key

Environmental Supports

- Emotion Boards
- Emotion Sign-in/Sign-out Charts
- Feeling Face Collage
- Solution Kit (www.challengingbehavior.org)
- Classroom Rules (4-5)
  - Stated prosocially
Solution Kit
www.challengingbehavior.org

Classroom Rules

- Only have a few simple rules (4-5)
- Involve children in developing the rules
- Address:
  - Noise level; movement inside; and interactions with property, peers and adults
- Post visually and at the child’s eye level
- Teach rules systematically
- Place classroom/therapy rules on a cue card ring for portability
- Reinforce rules at high rates initially and also throughout the year
Classroom Rules

Look with your eyes.
Gentle hands & feet.
Listen with your ears.
Talk nicely.

Feeling Charts

Feeling Wheel

This is how I feel today!

Created by and available from the National Center for Pyramid Model Innovations (NCPMI) at ChallengingBehavior.org
Games & Songs

- “If You’re Happy and You Know It”
- ‘Feeling Face’ Charades
- Musical Emotions (like Musical Chairs but…….)
- Feeling Scavenger Hunt

Social-Emotional Books

- Tell a good story in their own right and are well-crafted
- They are an easy and fun way to be more intentional about supporting social-emotional development
- Are written explicitly about feelings/behaviors
- Address challenging issues within a storyline:
  - Directly as part of the storyline
  - Indirectly by including coping/problem solving as part of the broader story
  - In real-life situations
- Build feeling vocabularies and/or provide information about behavioral expectations
Social-Emotional Books

- Can provide information on friendship skills, emotional literacy, empathy, impulse control
- Can help children cope with a range of challenges: broken toys, friend not sharing, new sibling, sibling rivalry, moving, unemployment, deployment, incarceration, divorce, death
- Can help children generalize to different settings/people/situations
- Can be used as the starting point for a teaching experience
I Can Be a SUPER FRIEND!

I like talking and playing with my friends at school.
My friends get sad or mad when I hit, kick, use mean words, or take toys.

When I play, I sometimes feel like taking toys, using mean words, or hitting and kicking.

My friends get sad or mad when I hit, kick, use mean words, or take toys.

If I want to join in play, I need to join nicely or ask to play with my friends’ toys.

I can say, “Can I play with that toy?” or “Can I play with you?”.
First I stop, then I think about what a Super Friend would do.

Super Friends use:

- Use nice talking,
- Gentle hands and feet,
- Look with their eyes,
- Listen with their ears,
- Take turns with toys.

Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching the “Turtle Technique”

By Rochelle Lentini

March 2005
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!

He can tuck inside his shell and take 3 deep breaths to calm down.
Tucker can then think of a solution or a way to make it better.

What are Social Stories©?

- Social stories© are short stories written in special style and format for teaching social skills
- to young children (particularly, children with Autism Spectrum Disorder) providing accurate information about those situations that they may find socially difficult or confusing. Research has demonstrated their effectiveness in teaching acceptable social and emotional skills.
Sample – Social Story©

I Can Make Good Choices
When I Feel Upset!

Some Resources and Apps

- Children’s published books on emotions
- Emoji
- Emoticon
- Touch and Learn – Emotions
- ABA Flash Cards & Games – Emotions
- Emotions from I Can Do Apps
- Autism Apps - Choiceworks
Adults Who Support Young Children’s Emotional Literacy Can Expect ….

- Fewer challenging behaviors
- Improved emotional self-regulation
- Larger and more complex feeling vocabulary
- More developmentally sophisticated and enjoyable peer social interactions
  - Successful peer interactions
  - Better problem-solving skills

Some Resources That Might Help

- www.pyramidproducts.com
- www.socialstories.com
- www.do2Learn.com
- www.lessonpics.com
- www.challengingbehavior.org (Now called The National Center for Pyramid Model Innovations)
- www.freespirit.com
- www.csefel/vanderbilt.edu
- www.pinterest.com – Managing Behaviors & Social Skills
Three things I can do in the next week to support emotional literacy in the children I teach ..........

1. Check out Resources for teachers at www.challengingbehavior.org (now called The National Center for Pyramid Model Innovations).

2. Understand and enlarge my own ‘emotional literacy’ skill repertoire.

3.

References