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Supporting Young Children’s Social-Emotional Literacy – Part 2

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Speaker Disclosures

- Financial:

- Non-Financial:
  - Contributor to the National Center for Pyramid Model Interventions - www.challengingbehavior.org
  - Member of American Speech-Language Hearing Association - ASHA
  - Member of Autism Society of America - ASA
A large and complex feeling vocabulary is a prerequisite skill to emotional regulation and successful interpersonal interactions for children and adults.

This presentation, the second in a two-part series, will provide further information and specific evidence-based strategies for early childhood educators to utilize as they support babies and young children's development of social-emotional literacy.

Learning Outcomes

After this course, participants will be able to:

- Describe why it is critical that they support babies and young children’s attachment and development of social-emotional literacy skills.
- Identify 2-3 ways in which they can collaborate with parents or primary caregivers to support young children’s social-emotional literacy.
- Identify 3-5 evidence-based practices that support young children’s social-emotional literacy.
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.

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

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School and Learning Readiness

- 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

Pretti-Frontczak, et al.(2016)
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.”

Think back to your childhood........

Pause the presentation for a few moments and jot down the name(s) of a person(s) whom you felt the closest to as a young child.

- How old were you?
- What was your relationship with this person (i.e., parent, grandparent, neighbor, teacher, therapist, etc.)?
- Why did this person(s) come to mind?
What We Know About Babies’ and Young Children’s Brains and Attachment

- Babies and Young Children are
  - Predisposed to signal their needs to someone who will help them survive.
  - An emotional trigger for adults.
  - Born with the desire to master & explore their environment.

So…..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
But….Young Children who Experience Secure Attachments

- Trust their needs will be met by adults
- Trust that adults will be emotionally available to them
- Learn to communicate in a variety of ways
- Begin to manage their strong emotions with help from adults
- Are more affectionate with peers
- Can focus on learning
- Demonstrate more empathy for others

Think back to your childhood……..

- Pause the presentation for just a moment or two and ask yourself these questions.

In my daily interactions with others, do I identify more with

- The slide describing not having experienced secure attachments as a young child?
  or
- The slide describing having experienced a secure or several secure attachments as a young child?
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.

Thus, We Know This about Babies’ and Young Children’s Brains

• Babies and young children are born to connect with other human beings.
• Nature has provided babies and young children with competencies and motivations.
• Nature and nurture combine to define who they are and will become as individuals.
And ‘Nurture’ Means…..

- A family’s culture influences all areas of a baby’s and toddler’s development, including the social emotional realm.
- Babies and Toddlers brains grow through experiencing their world. You are a big part of that world.

Think back to your childhood…. ……

- Pause the presentation for a few moments and ask yourself these questions?
  - How would I describe my temperament and my personality?
  - What was the emotional environment of my home when I was growing up?
  - What was the emotional environment of my early school years (preschool through grade 2)?
  - Were all emotions respected?
  - What emotions were valued?
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
  - Intervene effectively when children have persistent challenging behavior
Evidence-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

Prevent + Teach + Reinforce
What Can Adults Do?

- Label your own feelings
- Label how you think a child might be feeling based on his/her observed behavior
- “Catch” kids being prosocial
- Provide environmental supports
- Teach social-emotional skills through
  - Games
  - Songs
  - Books (Bibliotherapy)
  - Apps and computer games

Families - Remember ....

- A family’s culture influences all areas of a baby’s and young child’s development, including the social emotional realm.
Pause the presentation for a few moments and ask yourself

- Does our early childhood program welcome parental involvement in their child’s education?
  - How?
- Do I welcome parental involvement?
  - How?
- Does my behavior demonstrate that I respect parents?
  - How?

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](http://www.challengingbehavior.org))

****Implementation → Family Engagement → Related Resources → General Resources

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

Backpack Connection Series
National Center for Pyramid Model Innovations
(www.challengingbehavior.org)

- Series of one page teacher-to-parent tip sheets concerning topics related to behavior, emotional literacy, emotional regulation and social skill development

Created by and available from the National Center for Pyramid Model Innovations (NCPMI) at ChallengingBehavior.org
Backpack Connection Series – Sample Topics

- Addressing Behavior – How to Help Your Child Stop Biting
- Addressing Behavior – How to Help Your Child Stop Hitting
- Emotions – How to Help Your Child Understand Anger
- Emotions – How to Help Your Child Understand and Label Emotions
- Social Skills – How to Help Your Child Learn to Share
- Social Skills – How to Help Your Child Take Turns

"Making Life Easier“ Tip Sheet Series
(www.challengingbehavior.org)

- Designed specifically for caregivers and parents
- Offers evidence and anecdotal tips to
  - Prevent challenging behaviors
  - Teach skills
  - Enhance enjoyment

Created by and available from the National Center for Pyramid Model Innovations (NCPMI) at ChallengingBehavior.org
(Plan Ahead) Prevent + Teach + Reinforce

Sample of “Making Life Easier” Topics

- Bedtime and Naptime
- Diapering
- Going to the Doctor/Dentist
- Holidays: Strategies for Success
- Running Errands

NCPMI → Implementation → Family Engagement →
Making Life Easier
Making Life Easier: Diapering
(www.challengingbehavior.org)

1. Prepare your child for the diaper change.
   - Use a transition warning.
   - Provide choices.
   - Empathize with child’s feelings.
   - Provide a transition object.
   - Use “First…., Then…..” statements.
   - Use step-by-step pictures.
   - Encourage your child to be a “helper.”

2. Change the diaper.
   - Reduce distractions in the changing area.
   - Describe what you are doing in a fun way (ex. song, rhyme, etc.). Describe child’s emotions & yours.
   - Let your child help.
   - Use “First….., Then…..” statements.
   - Use interesting distractions (ex. toy, stickers, book, songs, etc.).
   - Say, “All done” to end the routine.
   - Plan something that the child would enjoy when finished.
     Celebrate successes along the way!!!
Scripted Stories, Social Stories, Routine Scripts

- Social Stories® or Scripted Stories are short picture book stories written in a special style and format.
- Teach social skills to children.
- Provide accurate information about those situations that a young child may find difficult or confusing.
- This tool has proven to be effective for older toddlers and preschoolers.
- Provides the perspective of self and others.
- Examples: I Can Share (Toddler version), Tucker Turtle, I Can Be a Super Friend……..

Sample – Social Story®

I Can Make Good Choices When I Feel Upset!
Sample - Routine Script

Sample – Routine Script

Today we are going to Home Depot.
Sample – Social Story©

Evan Rides The Bus Home Nicely

By Kim McKenzie, Alisha Dexter, and Casey Porter
Edited by Pam Buschbacher
October, 2005
Teach the “Turtle Technique”

- Model remaining calm
- Teach children how to control feelings and calm down
  - Recognize your feeling(s)
  - Think “stop”
  - Go inside your “shell” and take 3 deep breaths
  - Come out when calm and think of a “solution”
- Prepare children for possible disappointment change
- Recognize and comment when children stay calm
- Involve families with “Turtle Technique”
Tucker Turtle Takes Time to Tuck and Think

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

By Rochelle Lentini

March 2005


Commercial Social-Emotional Books
Social-Emotional Books

- Tell a good story in their own right & 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
Book Nook

Using Books to Support Social Emotional Development

Hands Are Not for Hitting
By Alvin Alexander
Free Spirit Publishing, Inc.

When children are upset, they are often in need of a reassurance action that will help them feel better. In many cases, a reassuring action can be a simple hugging. However, some children may need a more effective reassurance action to help them feel better. One way to help children feel better is to have them engage in playful activities that will help them feel more secure. For example, a child who is feeling upset can be helped by having them engage in playful activities that will help them feel more secure.

Fingerplays, Nursery Rhymes, Bodyplays and Songs

Gentle Hands
and Other Sing-Along Songs
for Social-Emotional Learning

Free Spirit Publishing
Visual Environmental Supports

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

Created by and available from the National Center for Pyramid Model Innovations (NCPMI) at ChallengingBehavior.org
Solution Kit
(www.challengingbehavior.org)

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

**Turntaking**
Transitions

- Pause the presentation for a few moments and ask yourself these questions? Be honest.
  - How well do transitions go in my early childhood classroom?
  - If they or some go well, what are we doing to make that happen?
  - If they usually do not go well, what can we do differently?

Transitions

M.O.V.E.

M – Model for success
O – Organize and prepare ahead of time/reduce unoccupied waiting
V – Visual strategies clarify routines and changes
E – Excite the children: use transition strategies
Arrival/Greeting Transition

- For EACH CHILD:
  - Give a warm welcome and a smile at his/her level
  - 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
Visual Object Schedule

- Change Diaper
- Wash
- Breakfast
- Music

Use real objects

3s Room Lines Up to Transition Outside
(www.challengingbehavior.org)
1s Line-up for Transition Inside
(www.challengingbehavior.org)

‘Circle Time’ Activity Schedule with Transition Cue
‘Transitions’ Cue Ring
(www.challengingbehavior.org)

Visual Timer
Classroom Rules

Rules of Ms. Kim’s Class
Use walking feet inside.
Use inside voices.
Take turns with our friends.
Clean up after ourselves.
Use our hands for helping and holding.

Name Tags & ‘Center’
Self-Regulation Boards
‘Boardmaker’ Handwashing Task Analysis Strip

S-E Literacy Outcomes of Using Visual Tools in Your Classroom

- Increased child independence
- Empowerment of children
- Increased self-esteem and self-confidence
- Improved peer interactions
- Increased understanding of expected behavior
- Preparation of children for changes in the day
S-E Literacy Outcomes of Using Visual Tools in Your Classroom

- Increased understanding of directions
- Meaningful class participation
- Smoother transitions
- Increased success throughout the day
- Guidelines for a substitute teacher
- Reassurance for the children that even with a substitute teacher, the day will be the same

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
References


Final Reflection

Take a few moments and jot down three things you will do in the next week because of what you learned in this presentation:

1.

2.

3.