

# Tools to Support Social Emotional Development

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EARLY CHILDHOOD SPECIAL EDUCATION SUMMIT

MILLIE ARCHER & NICOLE PETERSON

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# Agenda

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Introduction to the Pyramid Model

The Four Tiers of the Pyramid Model

Tools to enhance classroom social emotional development

How to implement the Tools within your programs

Ways to support children's social emotional development

# Icebreaker

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Finish these  
sentences

**What do you love most about your role either as a parent, or as an educator?**

**What is it about being a parent or educator that is most difficult when supporting young children and their behaviors?**

**When you think about your day what part or parts of it would you like to have run more smoothly?**

**My hope for today is to**

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# Key Social Skills Children Need as They Enter School

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- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems

***What do children do when they don't have each of these skills?***



# The CSEFEL PYRAMID

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# The Goal of the Pyramid is to Promote Children's Success

By:

Creating a community where EVERY child feels good about coming to school.

Designing an environment that promotes child engagement.

Focusing on **teaching** children what TO DO!

- Teach expectations and routines.
- Teach skills that children can use in place of challenging behaviors.



# Pyramid Model Definition of Social Emotional Development

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The term social emotional development refers to the developing capacity of the children from birth through five years of age to form close and secure adult and peer relationships; experience, regulate, and express emotions in socially and culturally appropriate ways; and explore the environment and learn- all in the contexts of family, community, and culture.

Caregivers promote healthy development by working to support social emotional wellness in all young children and make every effort to prevent the occurrence or escalation of social emotional problems in children at-risk, identifying and working to remediate problems that surface, and, when necessary, referring children and their families to appropriate services

Adapted from ZERO TO THREE



# Resources

Center on Social Emotional Foundations of Early Learning (CSEFEL)

<http://csefel.vanderbilt.edu/>

Technical Assistance Center On Social Emotional Intervention (TACSEI)

<http://www.challengingbehavior.org/>

Site name has changed to NCPMI (The National Center for Pyramid Model Innovations)

## Emotional s for Early Learning



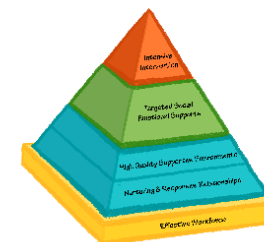
Pyramid Model - Implementation - Training & Technical Assistance - Pyramid Nation -

Pyramid Model / Overview / The Basics

### Pyramid Model Overview

Tiers Research Resources

The Basics



**The Pyramid Model for Promoting Social-Emotional Competence in Infants and Young Children**

(Pyramid Model)

# Relationships

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# Building Relationships





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## Why is it important?

- The relationships that we build with children, families, and colleagues are at the foundation of everything we do. It is important to build these relationships early on rather than waiting until there is a problem.
- Children learn and develop in the context of relationships that are responsive, consistent, and nurturing.

# Where to Start

Invest in building the relationships

Spend time on Planning and Design

Understand children's needs

Embed opportunities for positive interactions and affirmations



# Building Relationships Attachment

The Child demonstrates the ability to engage in and maintain secure relationships.

“Positive social relationships between adults and children develop in an environment where children feel safe and secure. When caregivers (educators, family members) provide a secure base of physical and emotional support, children construct secure attachments with their caregivers which supports them in moving into deeper and more complex learning. “ page 26



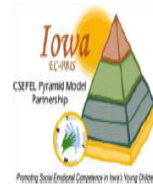
Arizona Early Learning Standards  
4th Edition

<https://cms.azed.gov/home/GetDocumentFile?id=5ba5462a1dcb2507f8788ea1>

Arizona Early Learning Standards 4<sup>th</sup> Edition



## TCT Session 2: Building Relationships with Families



### TIPS TO BUILDING RELATIONSHIPS WITH FAMILIES

1. Communicate openly and listen actively.
  - Encourage families to *tell their stories*.

## TCT Session 2: Self Evaluation Checklist



### NURTURING AND RESPONSIVE RELATIONSHIPS CHECKLIST

Item	Yes	No	Notes:

# Building Relationships

# Building Relationships

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01

Provide a supportive community in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group

02

Helps each child feel accepted in the group

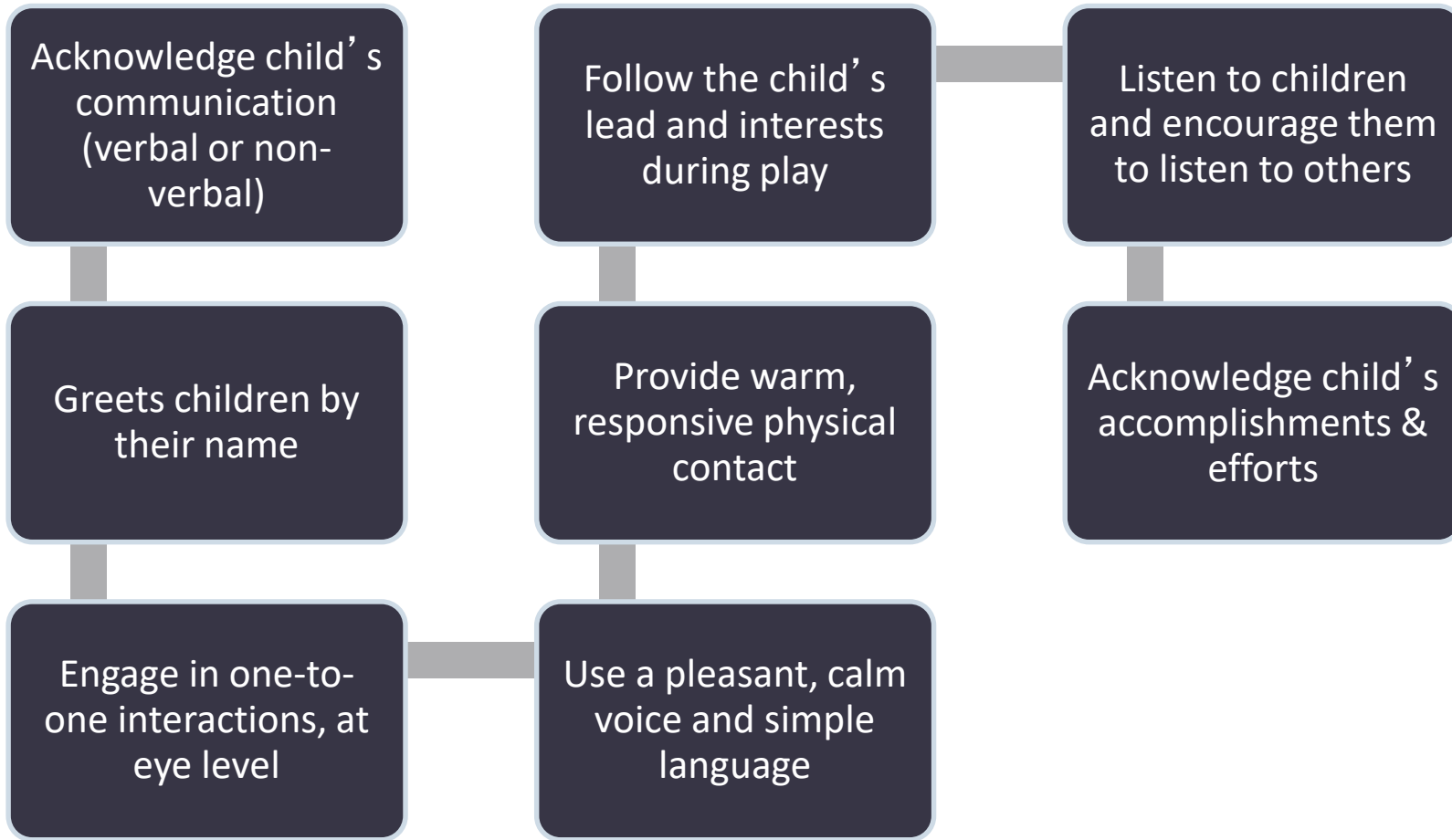
03

Encourages feelings of empathy and mutual respect among children and adults

04

Assists children in learning to communicate and get along with others





# Positive Adult-Child Interactions



IT Takes a  
Village

# If You Want It Teach It

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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,

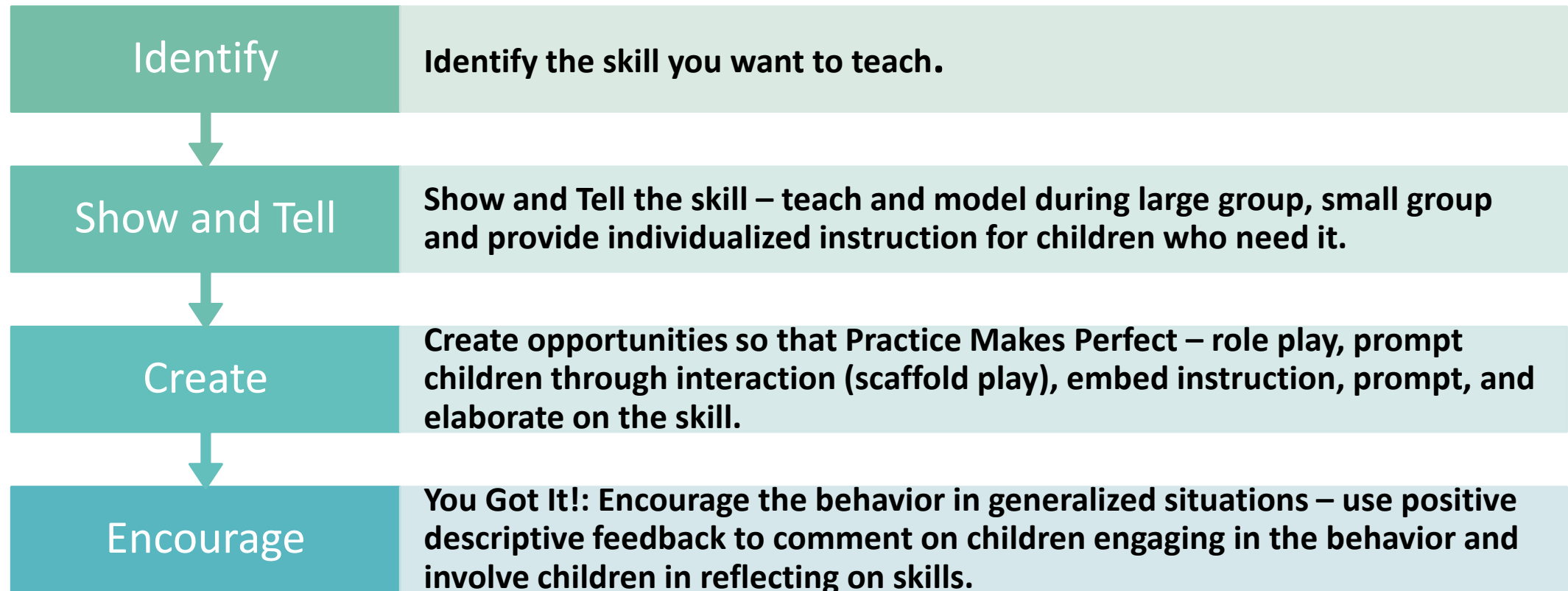
We \_\_\_\_\_ teach? \_\_\_\_\_ punish?

Why cant we finish the last sentence as automatically as we do the others?



# Steps to Teaching

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# Ways to Teach and Support Positive Behavior

Identifying feelings in self and others

Controlling anger and impulse

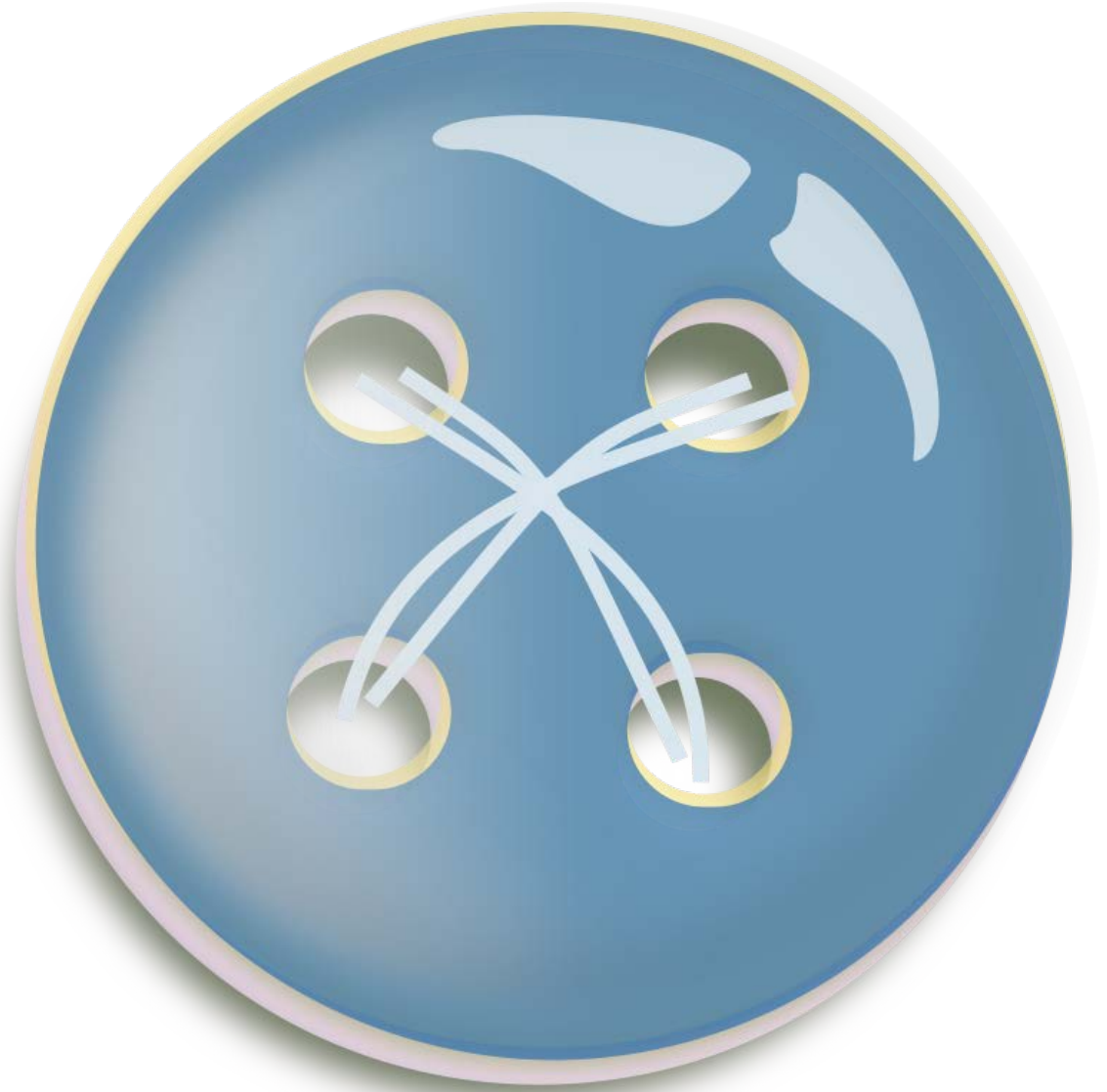
Problem solving

Friendship skills

Following rules, routines and directions



# Hot Button





# Reflective Inventory

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# Feelings

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# Learning About Our Feelings

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**Recognizing and relating with others' feelings**

**Recognize anger in oneself and others**

**Understanding appropriate ways to express anger**

**Learning how to calm down**

**Recognizing our feelings and using self-regulation**



# Ideas for Making Deposits

Greet every child at the door by name.

Post children's work around the room.

Have a "star" of the week who brings in special things from home and gets to share them during circle time.

Call a child's parent in front of them to say what a great day she is having or send home positive notes.

Call a child after a difficult day and say, "I'm sorry we had a tough day today. I know tomorrow is going to be better!"

Give hugs, high fives and thumbs up accomplishing tasks.



Let's Tie it All  
Together



# Planning and Design

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# High Quality Environments

Teacher Sunni Lopez Ocotillo  
Learning Center



# High Quality Environments

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1

Engagement for  
Every Child

2

Universal Design  
for Learning

3

Making  
Accommodations,  
Providing Support





Classroom Environments





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What is it about this environment that supports high quality social emotional development?



## My Teacher Wants to Know

CHILD'S NAME:

DATE:

How well do I:	Not so well	Very well
do in the morning?	1   3   5	
do in the afternoon?	1   3   5	
do in the evening?	1   3   5	
sleep?	1   3   5	
nap?	1   3   5	
eat lunch?	1   3   5	
eat dinner?	1   3   5	
play with adults?	1   3   5	
play by myself?	1   3   5	
play with another child?	1   3   5	

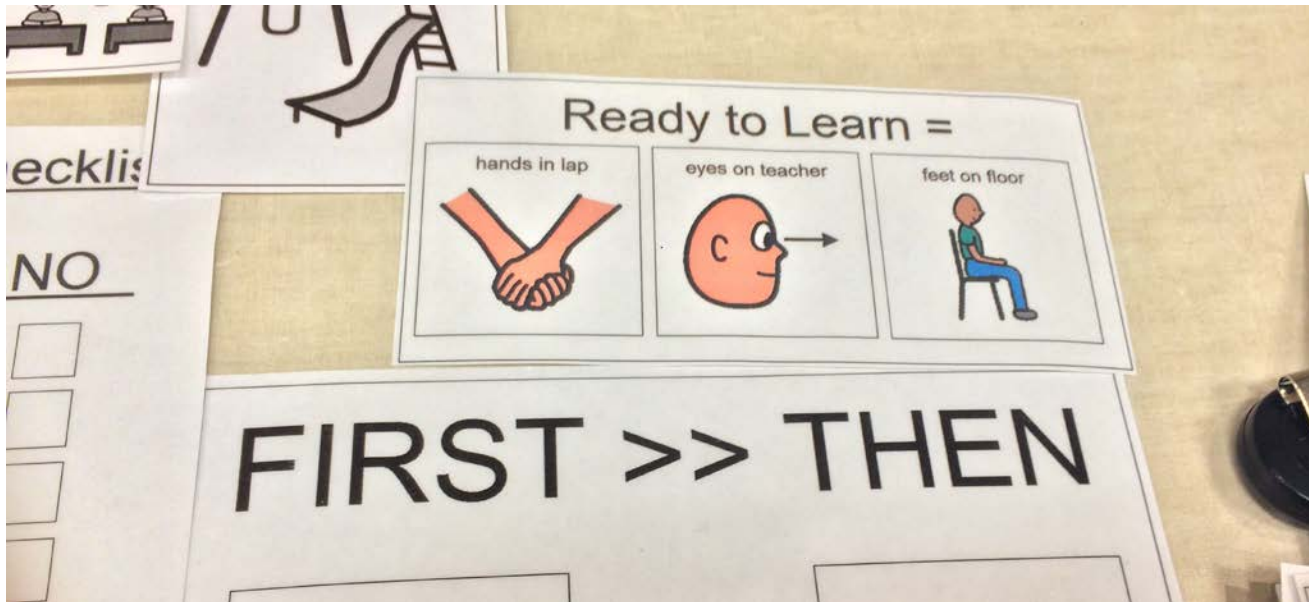
How do I let people know:
I am angry or upset (example: crying, screaming, etc.)?
I am happy (example: laughing, hopping, etc.)?
I want something (example: reaching, talking, etc.)?
I don't want something (example: push away, say NO, etc.)?
I like something (example: smiling, talking, laughing, etc.)?



# Understanding Children's Needs

## Cozy Corner





# Visual Accommodations





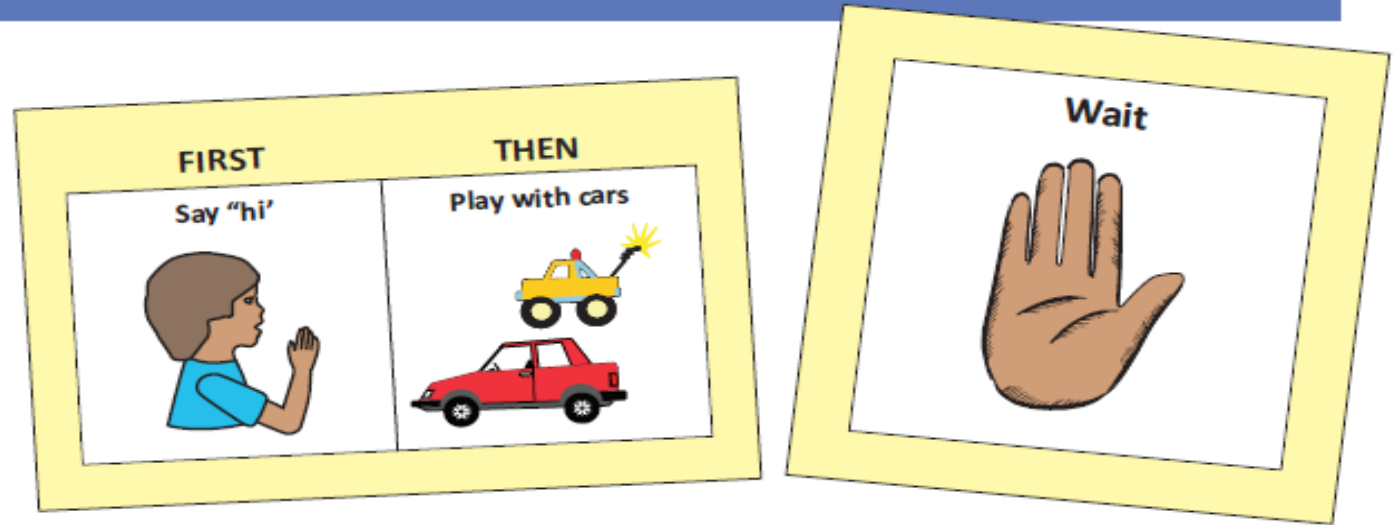
# Visual Supports Checklist

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# Visual Supports and Autism Spectrum Disorders

## Introduction


**What are visual supports?** A visual support refers to using a picture or other visual item to communicate with a child who has difficulty understanding or using language. Visual supports can be photographs, drawings, objects, written words, or lists. Research has shown that visual supports work well as a way to communicate.





# Getting Ready For School Visual













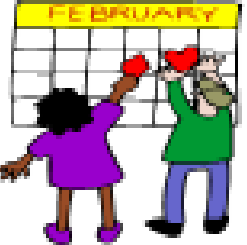




<p>Get out of bed.</p> 	<p>Get dressed.</p> 	<p>Get shoes on.</p> 	<p>Eat breakfast.</p> 	<p>Brush teeth.</p> 
<p>Brush hair.</p> 	<p>Take medicine.</p> 	<p>Watch TV.</p> 	<p>Get school stuff &amp; say bye</p> 	<p>Get in car.</p> 
<p>Go to school.</p> 				

# Visual Schedule





# Participating in Circle

<p>instruments</p> 	<p>story</p> 	<p>sing</p> 	<p>music</p> 	<p>puppets</p> 
<p>finger play</p> 	<p>CD</p> 	<p>record</p> 	<p>dance</p> 	<p>exercise</p> 
<p>calendar</p> 	<p>weather</p> 	<p>sit</p> 	<p>sit on floor</p> 	<p>stand</p> 

# Transition Cue Cards

**Put in cubby.**



**Go to gate.**



**Line up.**



**Wash hands.**



# Directional Cue Cards

**Look with your eyes.**



**Listen with your ears.**



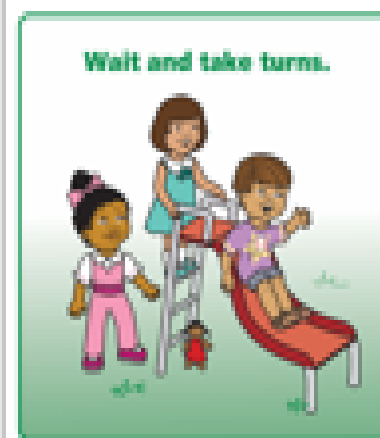
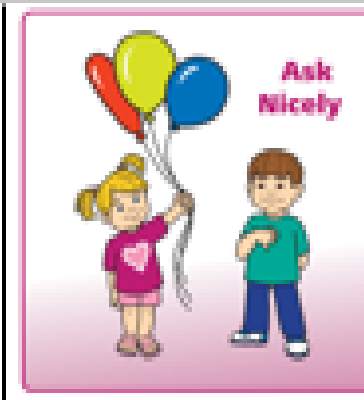
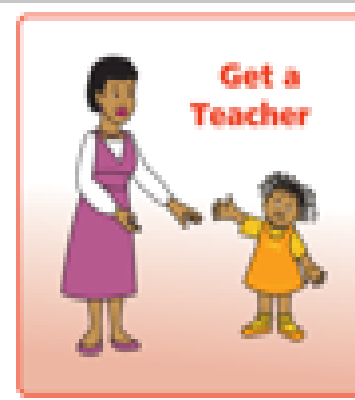
**Use gentle hands.**



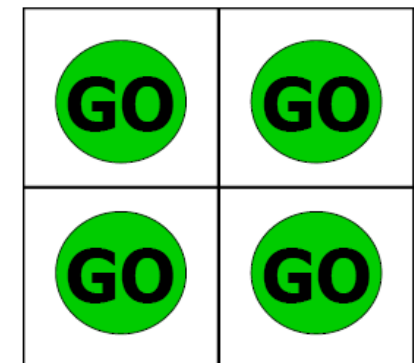
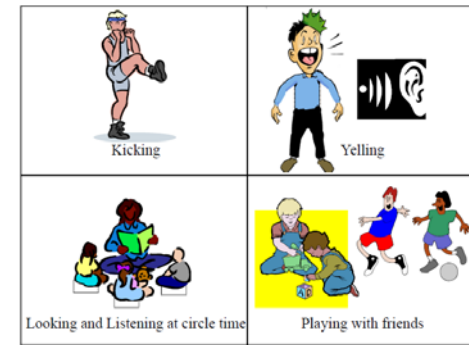
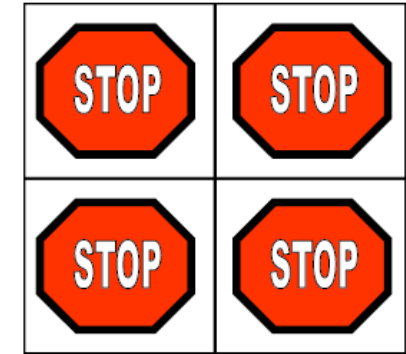
**Put in mailbox.**



# Solution Cue Cards



# Stop and Go



# Stop and Go Video

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# Visual Reminder





# M-O-V-E



## **M-O-V-E Transition Ideas**

### **Training Supplemental Handout**

*(Combine with Powerpoint Presentation and Make-and-Take Handouts)*

**Program-Wide Positive Behavior Support**

**University of South Florida**

**Rochelle Lentini, Rachel Anderson & Anne Wimmer**

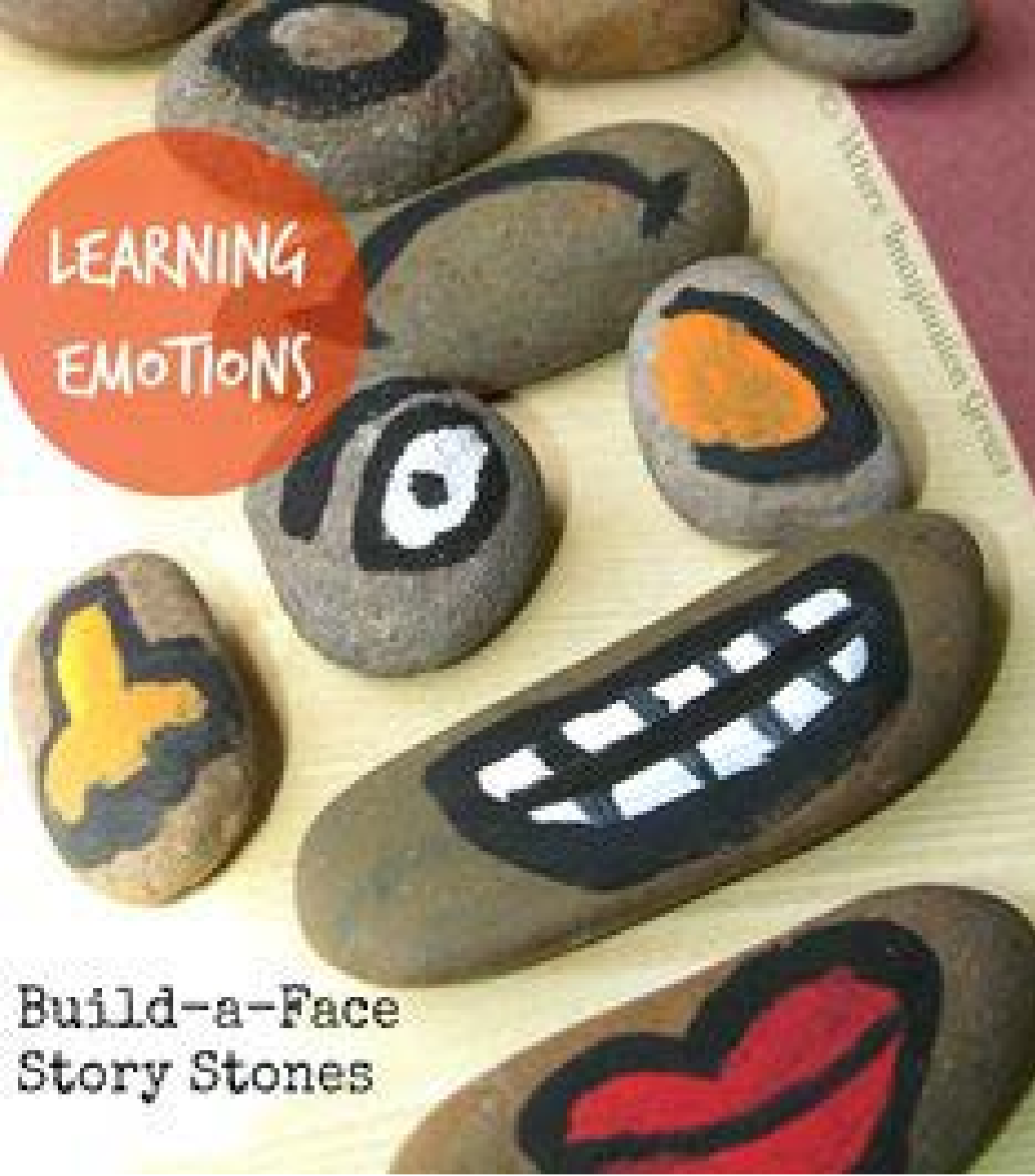
### **M-O-V-E**

M-model and verbally cue for success

O-organize and prepare ahead of time/reduce waiting

V-visual strategies clarify routines and changes

E-excite the children: use transition tricks



LEARNING  
EMOTIONS

Build-a-Face  
Story Stones

# Emotional Literacy

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*Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.*

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What do you do to support emotional literacy?

# Children with a Strong Foundation in Emotional Literacy:

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**Tolerate frustration better**

**Get into fewer fights**

**Engage in less destructive behavior**

**Are healthier**

**Are less lonely**

**Are less impulsive**

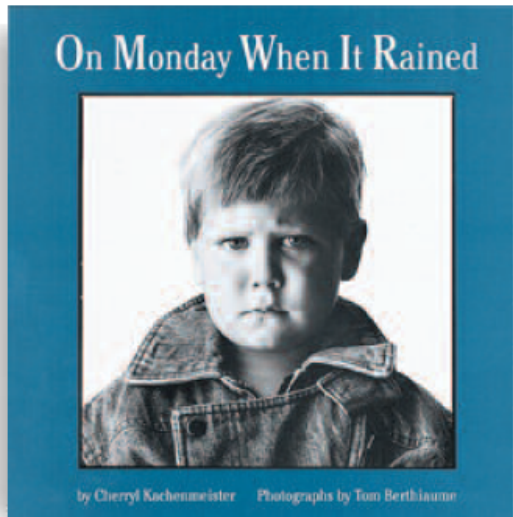
**Are more focused**

- **Have greater academic achievement and success**



# Book Nook

## Using Books to Support Social Emotional Development

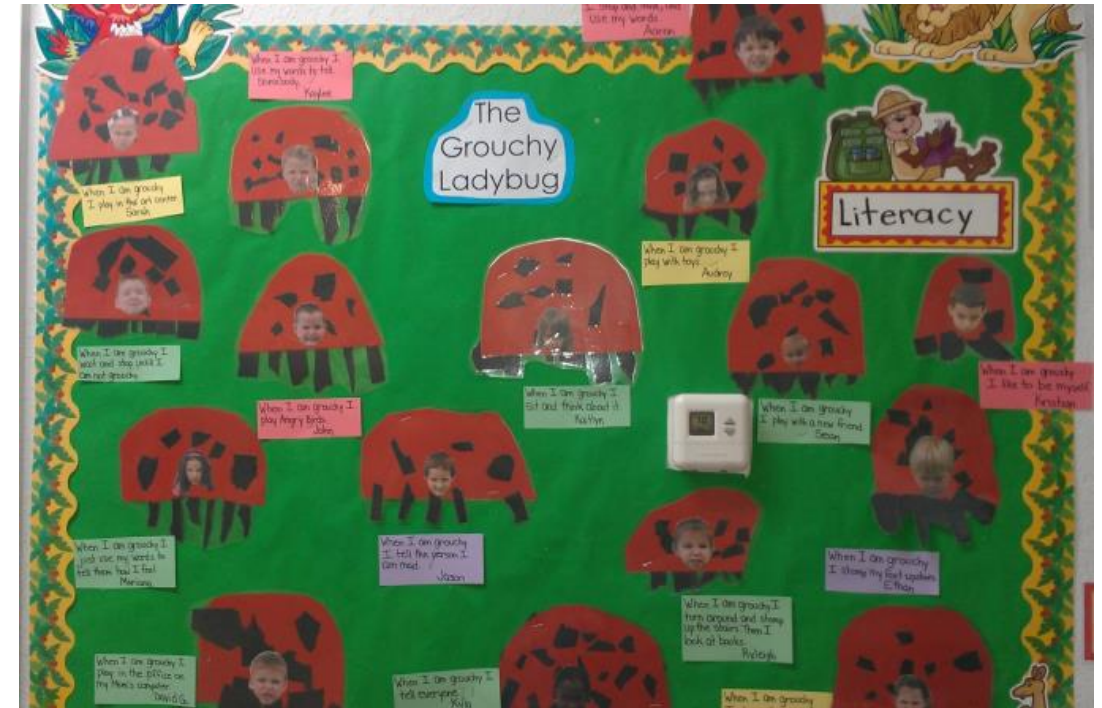
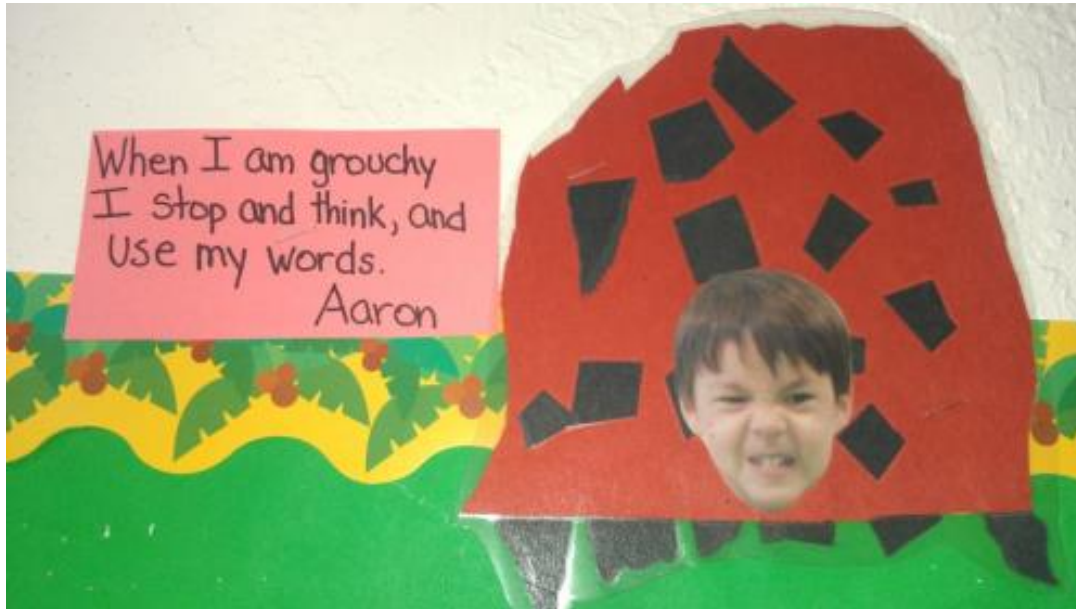


### **On Monday When It Rained**

*By Cherryl Kachenmeister*

Houghton Mifflin Company, 1989

*On Monday When It Rained* is a great book for talking about feelings and emotions. The story is about a boy and what happens to him every day for a week. Each day, based on what happens, the boy talks about how it makes him feel. The pictures are very expressive and label a range of feelings and emotions (disappointed, embarrassed, proud, scared, angry, excited, lonely).



# Grouchy Ladybug



Backpack





Universal Design for Learning

# Ideas for Deposits

When a child misses school tell him how much he was missed.

Write on a t-shirt all the special things about a given child and let him/her wear it.

1. Find time to read to individual children or a few children at a time. Acknowledge children's efforts.
2. Give compliments liberally.
3. Play with children, follow their lead.
4. Find out what a child's favorite book is and read it to the whole class.
5. Let children make "All About Me" books and share them at Circle Time.

# Targeted Emotion Supports/Tools



# Bringing Out Your Tool Box



## **Toolbox Tip Cards**





Feeling Wheels & Feeling Dice



# Feeling Wheel

## Question of the Day

How would you feel if you lost your teddy bear?

worried



YANTON

sad



Pearl

LILY

JOCelyn

BRENT

MARIA

TREY

JOHN

JIMMY

bored



DANI

Noah

RETAL

IMERY

BRENNAN

SAFWAN

JANAYAH

angry



Alex

MARIAH

How Would  
You Feel If  
You Lost Your  
Teddy Bear?

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Sample Buddy Systems

# Problem Solver



1. What is my problem?



3. What would happen if...?  
Would it be safe? Would it be  
fair? How would everyone feel?



2. Think, think, think  
of some solutions.

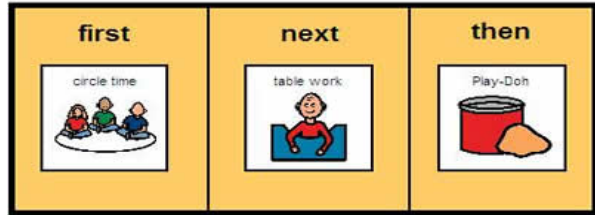
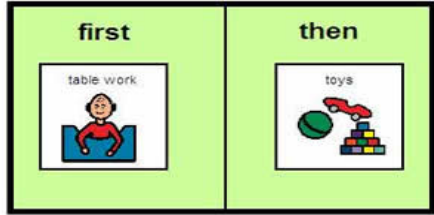


4. Give it a try!

# Problem Solvers



# The Village



Embed Positive Interactions





# Take Aways

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Talk at your table about any activities that you plan to implement within your classroom.



# Three Programs

WE WANT TO STAY IN TOUCH WITH  
YOU!!



# Thank-you!

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# Questions?

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