

Write your name on the name tag on the table and then find someone you don't know or don't know well and introduce yourself.

If you know everyone in the group, find a partner and share a “fun fact” to know about yourselves with each other.



Social– Emotional



Love, Language and Literacy

The Connectedness of Social-Emotional
Development and Literacy

Preschool



Social-
Emotional

Objectives

- Define social emotional development, including: *what* it is, *why* it is important, *how* children learn social-emotional skills, and *what* we can do.
- Understand the importance of the connectedness of social-emotional, language and literacy development.
- Describe the Pyramid Model for promoting social-emotional development.
- Identify strategies and resources for promoting social-emotional development while building on the connectedness with language and literacy development.



What

is social-emotional development?

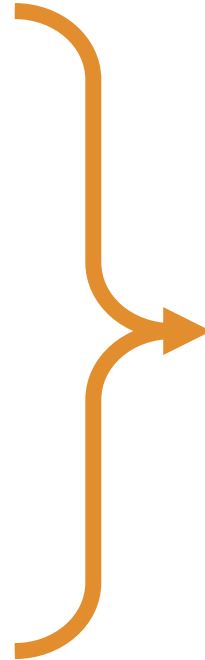
Social-Emotional Development

Capacity to:

- Form relationships
- Express emotions
- Self-regulate
- Explore with security
- Develop “emergent” emotional literacy

Supports:

- Feeling confident/competent
- Making friends
- Persisting at tasks
- Following directions
- Problem Solving
- Becoming emotionally literate
- Managing emotions
- Becoming empathetic



Birth





Why

is social-emotional development
so important?



Children with a Strong Social Emotional Foundation

- have more friends
- have a greater chance of early school success
- cope better with frustration and disappointment
- have more self-control
- are better able to express and manage emotions
- are healthier
- are less lonely
- are less impulsive
- are more focused
- are more likely to stay in school

Young Children with Challenging Behavior

- receive less positive feedback from teachers
- early and persistent peer rejection
- spend less time on tasks
- receive less instruction
- lose opportunities to learn from their classmates in group-learning activities
- receive less encouragement from their peers
- often grow to dislike school and eventually have lower school attendance



How

do children learn these skills?

A woman with blonde hair, wearing a dark blue patterned vest over a long-sleeved shirt and a dark skirt, is holding the hands of two young children. The children, a boy in a blue shirt and khaki shorts and a girl in a blue dress, are walking away from the camera on a paved path. In the background, there is a playground with slides and other children playing. The scene is outdoors with a building and trees in the distance.

What
can we do?

What Helps Us Get There?

- Create environments where EVERY preschooler feels welcome and good about coming to school.
- Design environments that promote child engagement.
- Focus on teaching children what TO DO!
 - Teach expectations and routines
 - Teach skills that children can use in place of challenging behavior



Why

focus on the connectedness of
social-emotional, language and literacy
development?

Social Emotional

- Feel confident/competent (“can do”)
- Make friends
- Label, understand, express & manage emotions
- Become empathetic
- Persist at tasks
- Follow directions
- Problem Solve

Literacy

- Book Appreciation
- Phonological Awareness
- Alphabet Knowledge
- Vocabulary
- Print Concepts & Conventions
- Oral Language
- Early Writing



KEY FINDING: Strong Social-Emotional Development is Critical to Academic Achievement, Including Early Literacy, at all Ages

Starts to read words on the page.
Retells stories and makes connections.



6 yrs.



6 yrs. – controls strong emotions in an appropriate manner most of the time; focuses attention to complete tasks; solves simple problems with other children independently

Starts to read words automatically. Expands knowledge by listening to and reading books.



7 yrs.



7 yrs. – manages strong emotion using known strategies; demonstrates longer attention span while engaged in tasks assigned by others; applies strategies for resolving more complex conflict and problem solving

Reads chapter books.
Is now learning an estimated 3,000 words a year.



8 yrs.



8 yrs. – initiates self-calming strategies to cope with uncomfortable emotions; controls feelings based on how they affect others; consistently focuses attention during non-preferred activities; considers multiple viewpoints when solving conflicts

What We Know...



- How young children feel is as important as how they think, particularly with regard to school readiness.
- Emotional development occurs on a **parallel path** to early literacy development in the context of positive relationships.
- Most children **thrive naturally** when adults routinely talk, read and play with them in a safe and nurturing environment.
- **Aggressive and disruptive behaviors** have been associated with **low literacy** (Doctoroff, Greer, & Arnold, 2006).

From Neurons to Neighborhoods:
The Science of Early Childhood Development (2000)

We also know...



Hearing words
allows a baby to
self-regulate



Saying words allows a
toddler to **self-regulate**



Expressing
ideas helps a
preschooler **to
self-regulate**

Connectedness

You can't do one without the other!



Missed Opportunities





Pyramid Model





**Nurturing and
Responsive
Relationships**

Create a list of the people you:

interact with on a
daily basis

have
relationships with

Relationships are Different from Interactions



- Relationships:
 - Have **emotional connections**
 - **Endure** over time
 - Have **special meaning** between the two people
 - Create **memories and expectations** in the minds of the people involved

Reciprocity and
lengthy
encounters are
key!



THIN:

- Children use and hear limited language.
- Questions only require one word answers.
- Stops thinking process
- Limits opportunities for problem

THICK:

- **Include multiple two-way exchanges**
- **Children use and hear a variety of language.**
- **Respond to children's interests and ideas.**
- **Promote higher level thinking skills.**
 - **Explaining**
 - **Connecting**
 - **Comparing**
 - **Problem Solving**

(Adapted from NCQTL 15 minute suites - Language Modeling & Conversations:

Thick and Thin Conversations)

Let's
Compare...

Thin Conversation

- Child hears **7** words
- Child speaks **3** words
- Child has **2** opportunity to practice language skills

Thick Conversation Example

Teacher:	What was your favorite part of creating this piece of art?
Child:	I liked making the plane.
Teacher:	Oh, you made an airplane. Tell me how you made this airplane.
Child:	I drew on the
Teacher:	I see. You marked it on the plane. What?
Child:	I am
Teacher:	That sounds like it will fly?
Child:	Because I it fly!
Teacher:	Oh! So the wings help it fly just like in the book we read. I think that is an excellent hypothesis. How will you test your idea and see if the wings will make your plane fly?
Child:	I will throw it. (throws plane and laughs) I did it!
Teacher:	Yes, your airplane soared across the table! How do you think you could make your airplane fly higher?
Child:	I will make it another wing. (Child heads back to the drawing and writing center.)

- Child hears **113** words
- Child speaks **44** words
- Child has **6** opportunities to practice language skills



Social-
Emotional

THICK Conversations

Record your
interactions
with **EVERY**
child in your
class across
several days!



Getting to Know Each Other



Mia



Sam



Sebastian

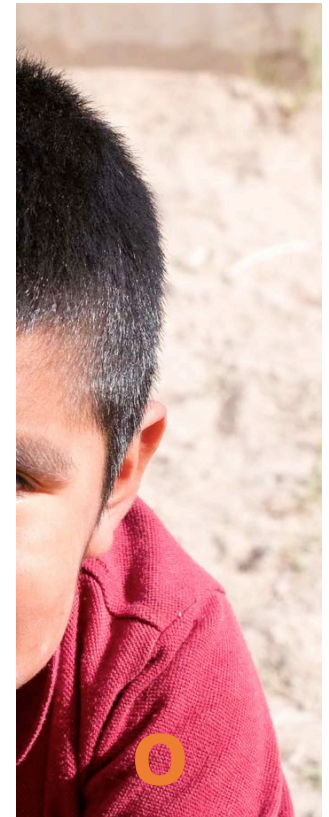
My name starts
with the same
letter as Sam's
name.



Puzzles and Syllables



1	2	3	4	5
Sam	Mia	Mateo		
	Noah	Sophia		



Ideas for supporting and enhancing relationships with children and families

- Make classroom books/photo albums (with family photographs)
- Ask family members to make tape recordings telling a favorite story or singing a favorite song
- Provide small pillows with family pictures tucked inside a pocket for nap time
- Use important words from child's home language
- With the help of families, create a family friendly bulletin board and newsletters
- Have family photographs displayed in the classroom



Social-
Emotional

Partnering with Families

Play I Spy with your child when you are riding on the bus or in the car - “I spy something that rhymes with hat (cat)!”

What the research says...

- Positive relationships may serve as “buffers” for children.
- Caring and supportive relationships can help children defy the odds.
- Quality relationships have been linked with low levels of aggression in children.

Important to remember...



- **Attachment** - Children who have experienced trauma often feel that the world is unpredictable. They can become socially isolated and have difficulty attaching, relating to and empathizing with others.
- **Emotional regulation** - Children exposed to trauma may have a difficult time labeling, describing and regulating their emotions. Experiencing strong and overwhelming emotions, prior to language development, may be very real for the child but difficult to express or communicate.

Team Up!

Intentionally Connecting Social Emotional, Language and Literacy

Topic	What I/we already do...	What I/we want to strengthen... Ideas/strategies
Building Nurturing and Responsive Relationships		

A photograph of a bright, colorful preschool classroom. In the foreground, a group of seven children are standing. A girl on the left wears a grey cardigan over a yellow shirt and has a large pink bow in her hair. Next to her is a boy in a blue sweatshirt, followed by a boy in a denim jacket who is touching the head of the boy in the blue sweatshirt. Then there's a boy in a plaid shirt, a girl in a pink jacket, a girl in a blue sweatshirt with a graphic, and a boy in a blue sweatshirt with a graphic. In the background, a teacher in a blue polo shirt is standing near a yellow bulletin board filled with children's drawings and photos. The room is decorated with a large rainbow and clouds on the wall, a 'Spring Time' sign, and various colorful toys and furniture like a blue table and red chairs. A large window is in the background, and a black leather armchair is in the foreground.

**High Quality
Supportive
Environments**

Literacy Rich Environments



signs & labels



print in learning centers



writing & writing materials



print rich books



children's writing on display



Dictations



Alphabet signs



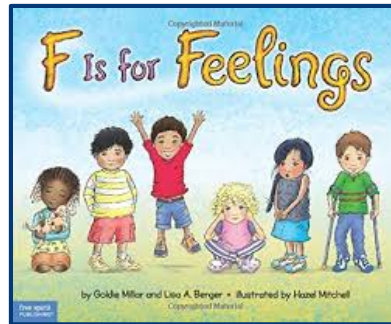


signs & labels





N



nervous



Alphabet



print in learning centers



Blue Bird Classroom Bakery

Donut

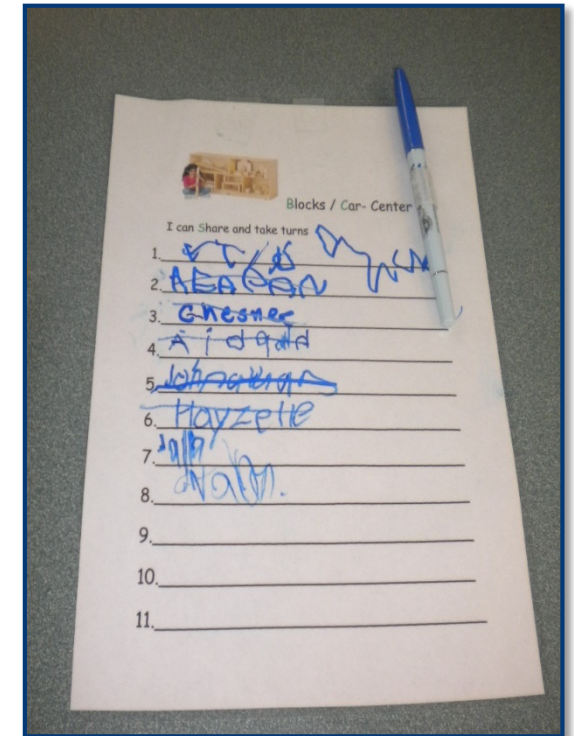
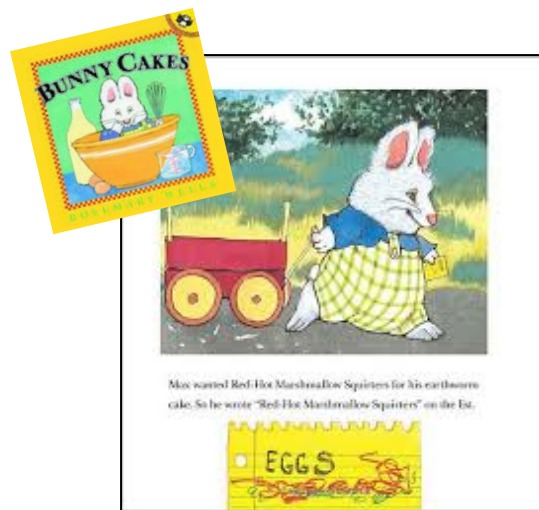
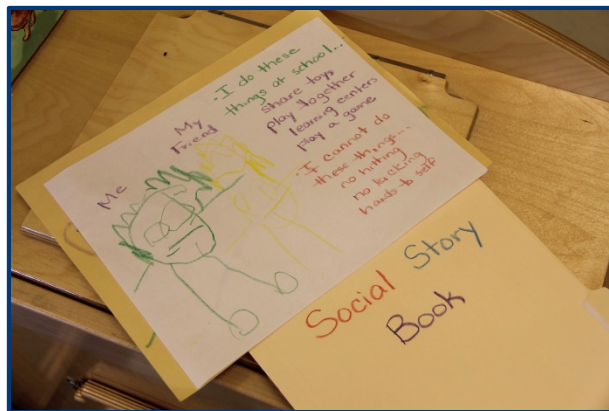


Muffin



Cookies

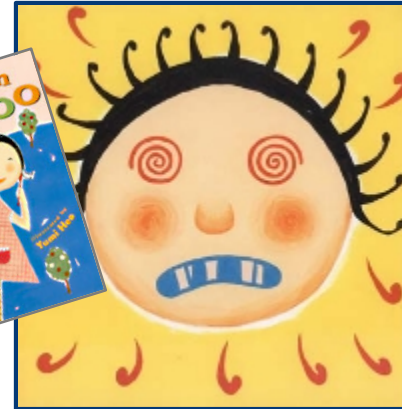




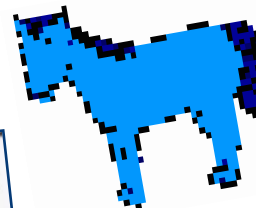
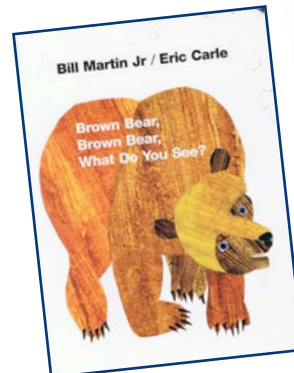
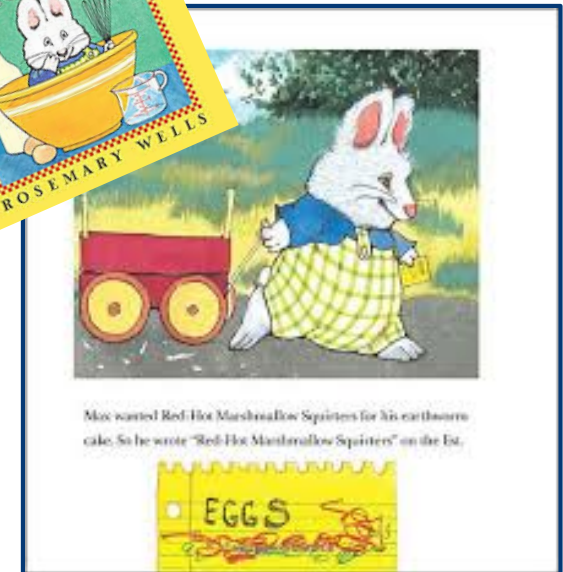
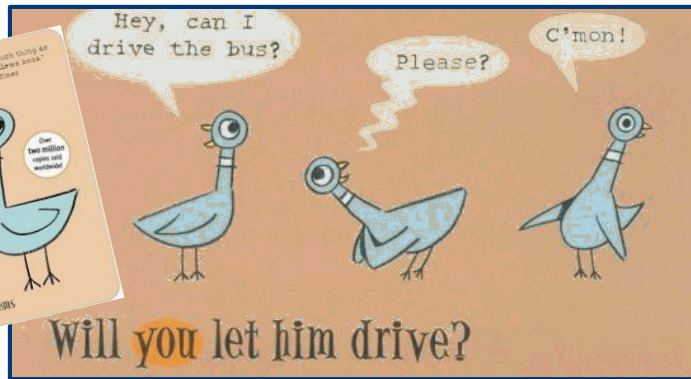
writing & writing materials



Print Rich Books



But when I'm
Bombaloo,
I don't want to
think about it.
I want to
smash stuff.



Playground Rules

Outside Rules

1. We let ALL bugs and animals live.



2. We use gentle words and hands.



3. We use our looking eyes.



4. We share and take turns with our friends.



Playground Rules

We hold with both hands.

We take turns.

We play safe.

Stay away from the fence.



Environmental visual cues assist children on where to stand in line and where to stop.

When I play inside my school,
walking feet are really cool,
When I play out in the sun,
that's a good time to run and run.

Lawry, Cassandram Danko, & Strain, 2000



Partnering With Families

Session 3

Why Do Children Do What They Do?

Session 3—Activity #11
Household Rules

11

Write out 3-5 household rules. Remember the "rules" for rules:

- Set no more than 5 rules.
- State rules as "do's" (not "don'ts")—tell your children what you want them "to do."
- Pick rules that apply to many situations.



Get out
of bed.



Get
dressed



Get
shoes on



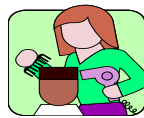
Eat
breakfast



Brush
teeth



Brush
hair



Watch TV



Get
school
stuff &
say bye



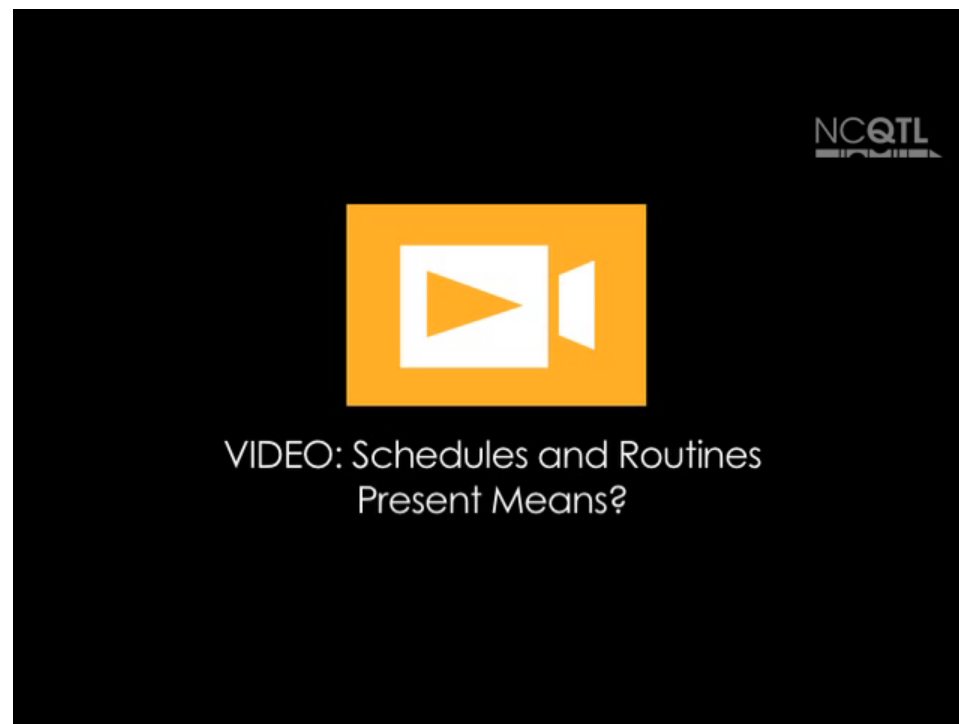
Get in car



Go to
school.



Schedules & Routines



Object Schedule Example



Arrival



What Do We Do In Circle?



Created by Rochelle Lentini, USF
Adapted 2004

Created using pictures from Microsoft Clipart® and Boardmaker®

Meal/Snack Talk

<http://headstartinclusion.org>



What do you like to do on a rainy day?



What do you like to do outside?



Classroom Jobs

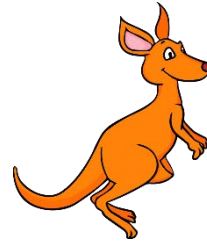


Transitions

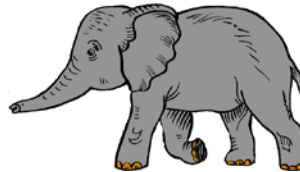


Jump like a kangaroo

- Jump like a kangaroo



- Stomp like an elephant



- Hop like a frog



Transitions

If your name begins with B, go line up to go outside.

A	B	C
Anna	Benjamin	Camilla
Andrew	Brooklyn	Carlos
Alejandro		Charlotte

Shows how the same letter can be used for different words.

Learn the difference in their name and other names that start with the same letter.

Team Up!

Intentionally Connecting Social Emotional, Language and Literacy

Topic	What I/we already do...	What I/we want to strengthen... Ideas/strategies
High Quality Supportive Environments		



Targeted Social Emotional Skills

Promoting the Development of Friendship Skills



- Gives suggestions
- Shares toys and other materials
- Takes turns
- Is helpful
- Gives compliments
- Understands how and when to give an apology
- Begins to empathize



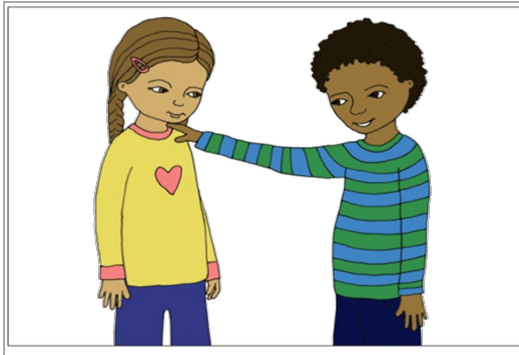
Turn Taking Games



4 Steps of Initiating Play

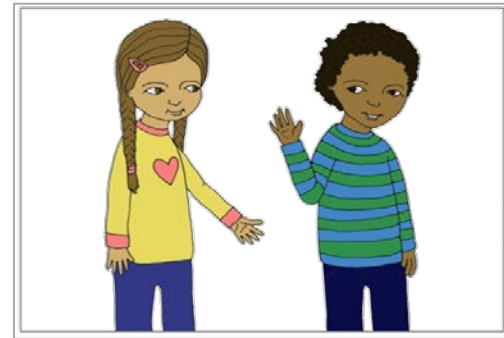
<http://depts.washington.edu/hscenter/>

Step 1



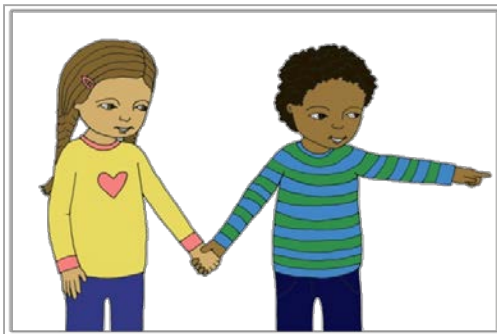
I can tap my friend on
the shoulder

Step 2



I can say "let's play!"

Step 3



I can gently take a friend
by the hand.

Step 4



I can give my friend a toy that
I want to share.

It Takes Two!



Buddy Bench



Letter knowledge in preschool is the best single predictor of reading success in kindergarten.

A Hunting We Will Go!

Five of the upper case letters have escaped and they are hiding! Find your “letter buddy” and see if you can find them!

A B O D E F O H I J K
L M N O P O R S T U
V W O Y Z

Home to School Link



Hi Families!

We're going on a hunt to find B and N! Please help your child look for things in your house that start with these letters. Put them in the bag and send them to school with your child. We will send everything back to you! Thanks and have fun hunting with your child!



Friendship Kit

(Head Start Center for Inclusion)



- Small packet of tissues
- Small stuffed animal
- Box of band-aids
- Sheets of stickers
- Silly glasses with moustaches, funny finger puppet
- Sticky notes/crayons
- Blank cards to write and deliver to a friend



- Ask a friend if he wants a hug
- Ask a friend if he wants a high five
- Ask a friend if she is ok
- Ask a friend if he wants me to get a teacher for help
- Ask a friend if she wants to play with me

Friendship Activity



Schedule	Embedding Friendship Activities/Opportunities	How it Connects Social-Emotional, Language and Literacy
Arrival		
Circle Time		
Center Time		
Small Group		
Outside		
Snack		
Story Time		
Good-bye Circle		
Transitions		

What is Emotional Literacy?



- Emotional Literacy is the capacity to:
 - Identify, understand and express emotions in a healthy way
 - Recognize, label, and understand feelings in self and others



Activity



You have 2 minutes to write as many
“emotion” words as you can think of!



Emotional Vocabulary

(Joseph & Strain, 2002)

Affectionate	Cruel	Guilty	Satisfied
Agreeable	Disappointed	Ignored	Sensitive
Annoyed	Disgusted	Impatient	Serious
Awful	Ecstatic	Important	Shy
Bored	Embarrassed	Interested	Stressed
Brave	Excited	Jealous	Strong
Calm	Fantastic	Lonely	Stubborn
Capable	Fearful	Loving	Tense
Caring	Fed-Up	Overwhelmed	Thoughtful
Cheerful	Friendly	Peaceful	Thrilled
Clumsy	Frustrated	Proud	Troubled
Confused	Gentle	Relaxed	Weary
Cooperative	Generous	Relieved	Weepy
Creative	Gloomy	Safe	Worried

A large and more complex feeling vocabulary allows children to make finer discriminations between feelings and better communicate with others about what they are feeling.



Angry



Frustrated



Disappointed



Nervous

What “emotion” words are children using?



I'm **excited** Mr. Michael is coming to play the guitar today!

I'm **frustrated** because I have to wait for my turn on the swing.

I'm **sad** because my Grandma is going home today.

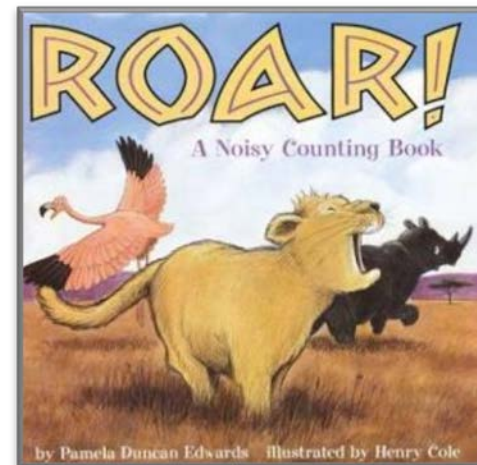
Ms. Katie, my heart feels **happy** today!

Social-Emotional

jolly
friendly
sad
puzzled
upset
downhearted
unhappy
dismal
gloomy
glum
lonely
happy

Vocabulary

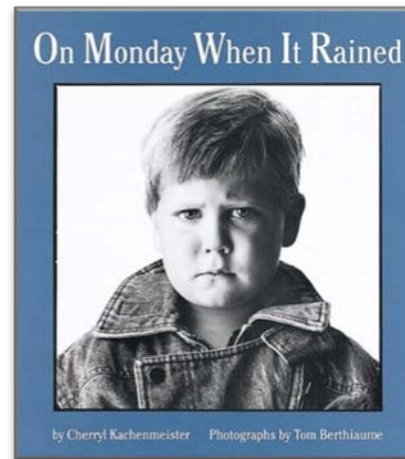
Flamingos
Warthogs
Hippos
Crocodiles
Rhinos
Gazelles



On Monday When it Rained by Cherryl Kachenmeister

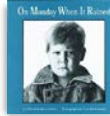


- Disappointed
- Embarrassed
- Proud
- Scared
- Angry
- Excited
- Lonely



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).
(Ages 3-8)

Examples of activities that can be used while reading *On Monday When It Rained* and throughout the day to promote social and emotional development:


- While reading the story, pause after each of the day's events and ask the children how they think they would feel if that happened to them.
- While reading the story, have children talk about times that they felt disappointed, embarrassed, proud, scared, angry, excited or lonely. Also talk about times when you felt disappointed, embarrassed, proud, scared, angry, excited or lonely.
- Give each child a small hand held mirror and have them make faces representing the feelings as the little boy expresses different emotions in the story.
- Make a "feelings" collage by cutting pictures of different faces out of magazines and gluing them and other items such as sequins, glitter, etc.
- Since the story is about one child, the pictures of the "feeling faces" are not very diverse. Take pictures of all the children in the classroom making faces that show different feelings (disappointed, proud, embarrassed, scared, angry, excited and lonely). Make a new *On Monday When it Rained* book—with the pictures showing the children in the classroom.
- Use the same idea as above (taking pictures of children making faces to show different feelings), but have the children make up their own story. They can expand and add pictures showing more emotions and feelings than those in the story.
- Have the children make a mural of things that make them feel disappointed, proud, embarrassed, scared, angry, excited and lonely.
- Reading the same book for several days in a row is a great way to provide opportunities for infants, toddlers, and preschoolers to develop a sense of competence and confidence, which is an important part of social and emotional development. They become able to turn pages, point at and label pictures, talk about the story, predict what will happen next, learn new vocabulary



The Center on the Social and Emotional Foundations for Early Learning



Office of Head Start



Child Care Bureau

On Monday When It Rained

Classroom Book

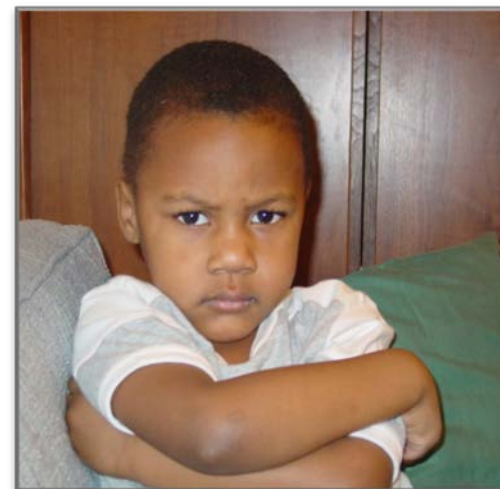


Excited



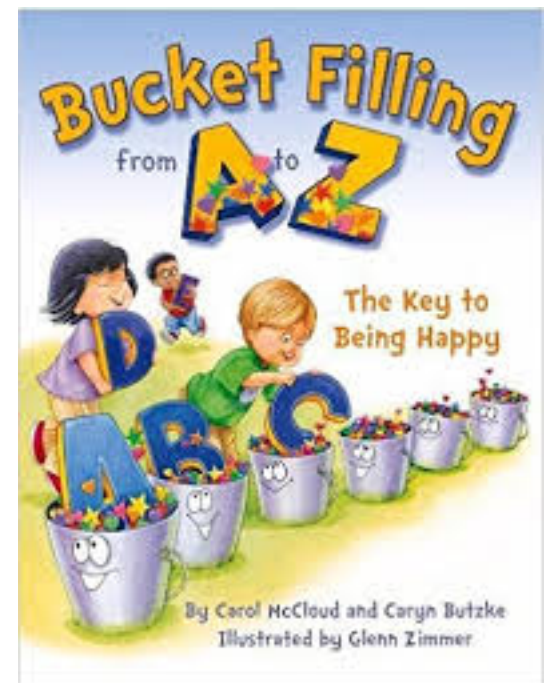
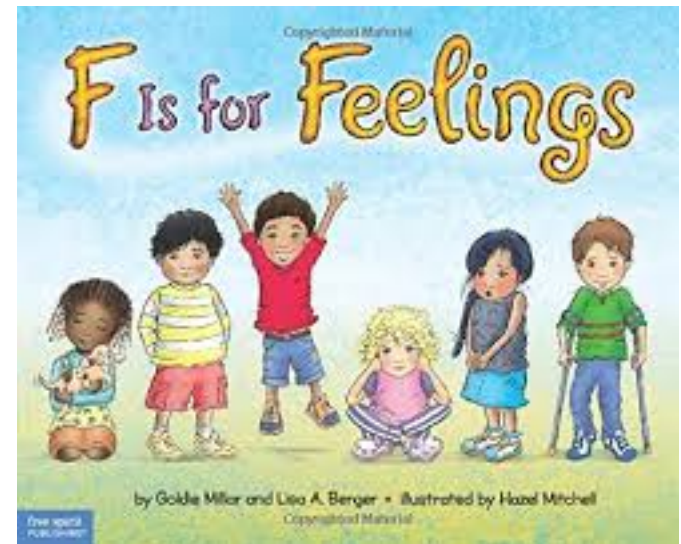
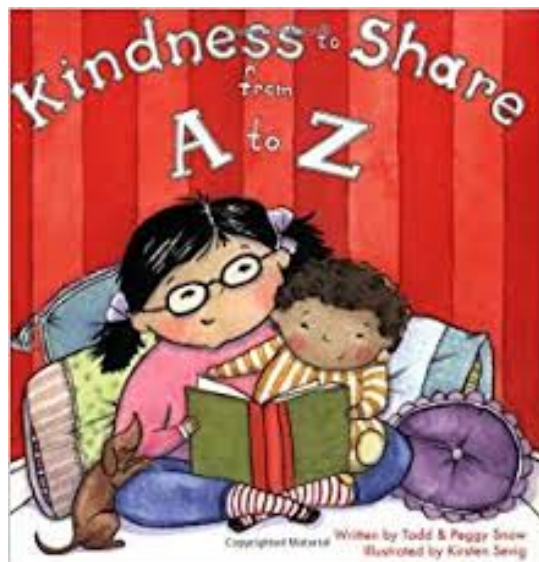
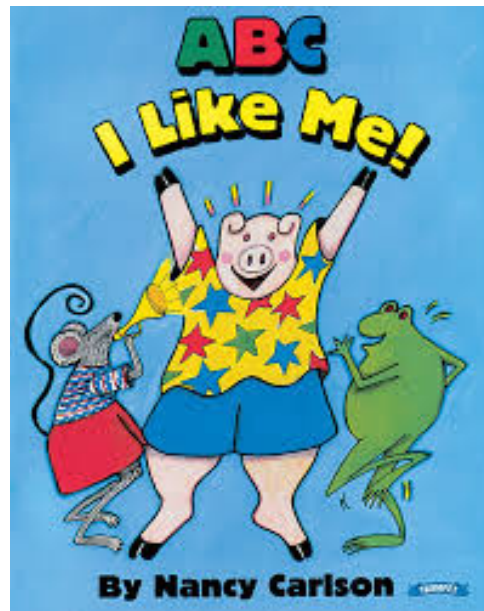
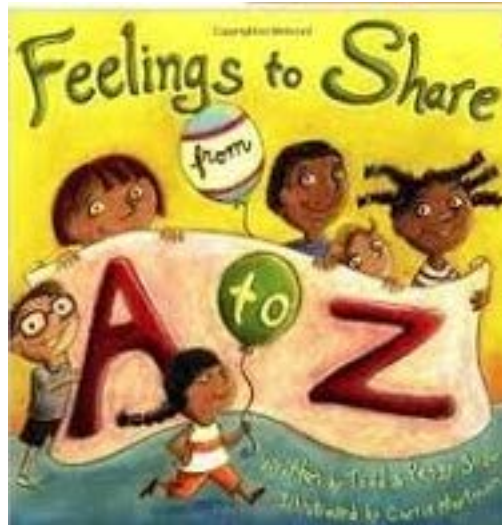
"I feel excited when I get to go to my friend Coby's house to play."

Angry



"I feel angry when my mommy didn't get me anything."

ABCs and Emotion Words





Social-
Emotional

Checking In



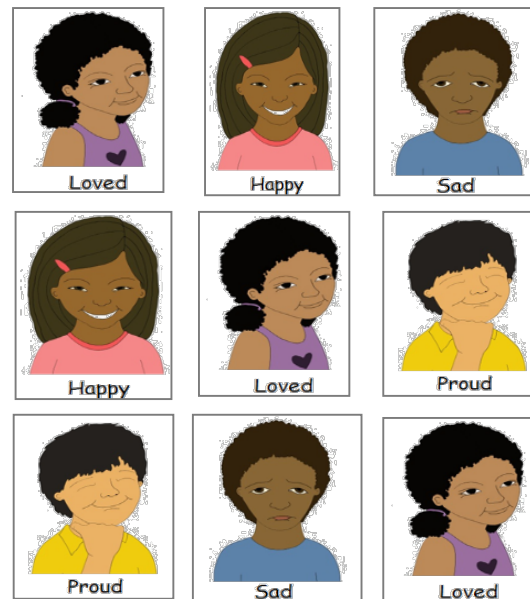


Happy, happy smiling faces,
look at my big grin. I am
happy, see my face, making
a big grin.



Proud, proud is my face,
shoulders and smiles are
big; I am proud, standing
tall, smiling really big.

(to the tune of "Row, Row, Row Your Boat")





Activity

- Pick a book to share with the participants at your table
- Read the book
- Talk about how you would use this book with preschoolers to promote:
 - Social-Emotional
 - Language
 - Literacy
- Make a list of feeling words you would use to increase emotional vocabulary.
- Make a list of additional vocabulary words you might explain so the story is understood. How would you explain the words?
- Develop one activity that you would use to embed concepts or vocabulary from the book.
- Share back with group

Emotional Regulation

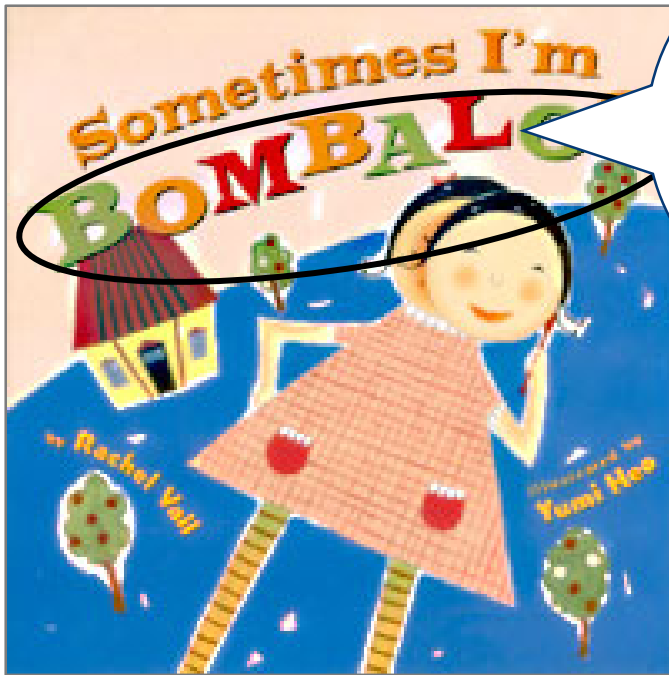
(Head Start Center for Inclusion)

Chair Pushups

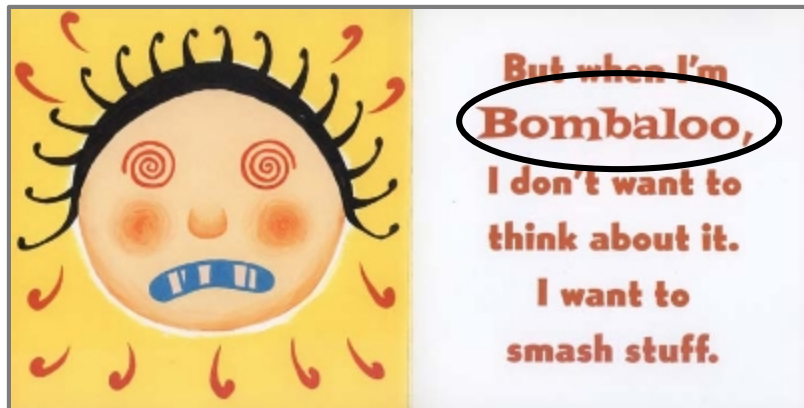
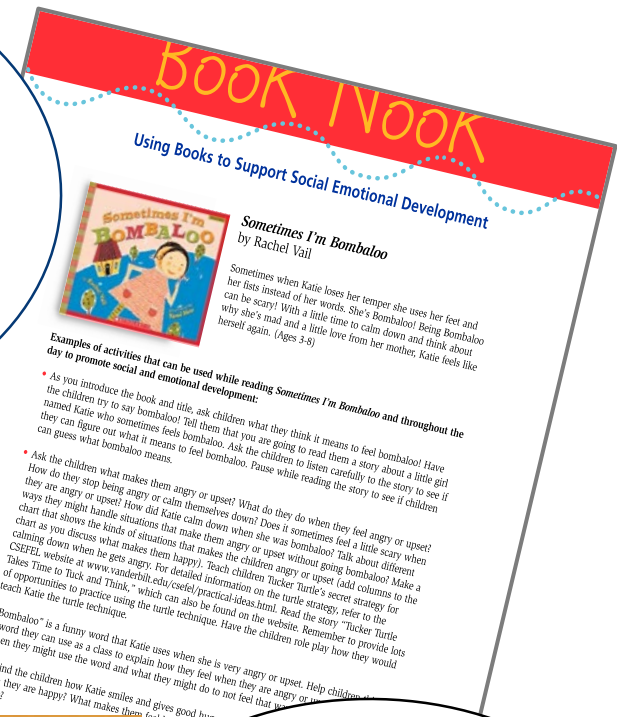


Blow Bubbles

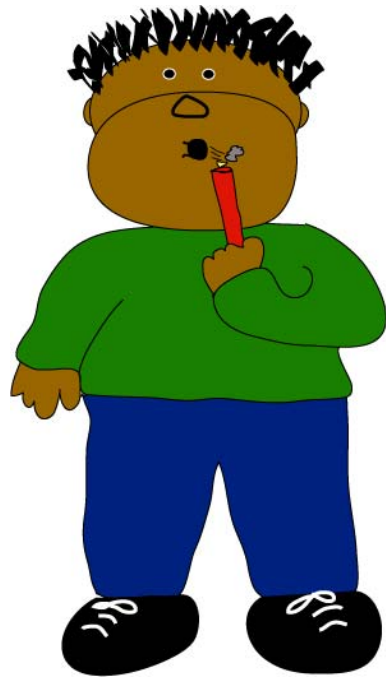




Why do you think the letters are all upper case and big?


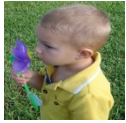




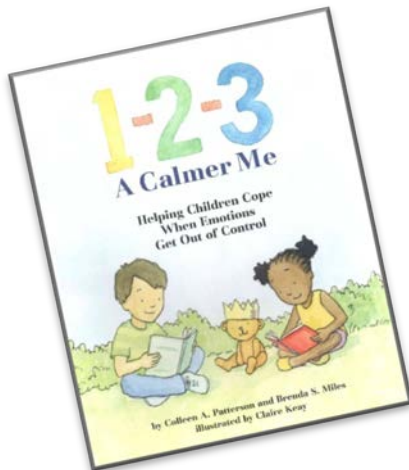
This is what I look like when I'm Bombaloo!



Smell the flowers

Blow out the candle

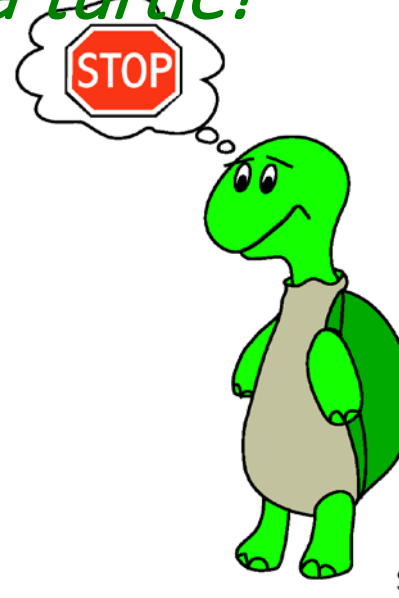
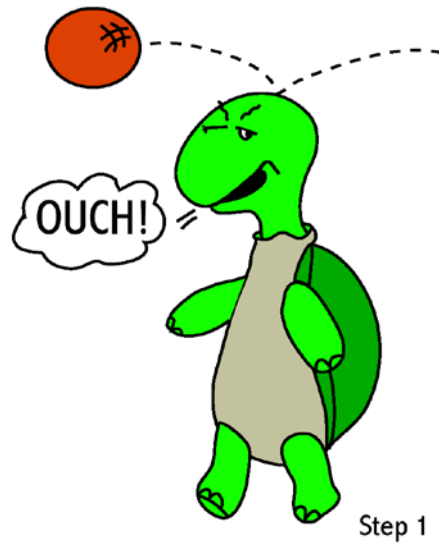
<p>FIRST</p> 	<p>THEN</p> <p>smell flowers</p>  <p>& blow pinwheel</p>  
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Turtle Technique

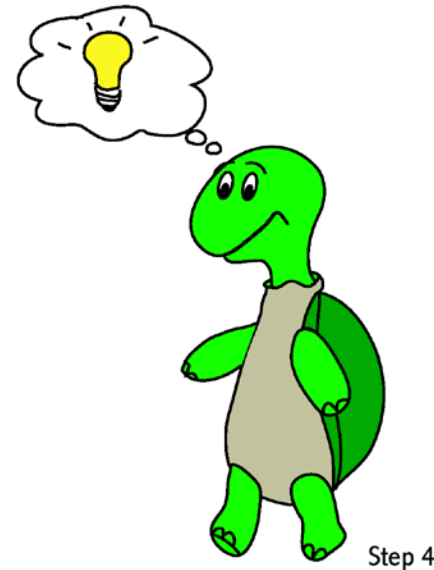
Think like a turtle!

Recognize
that you
feel angry.



“Think”
Stop.

Go into shell.
Take 3 deep
breaths. And
think calm,
coping
thoughts.



Come out
of shell
when calm
and think
of a
solution.



Tucker Turtle Takes Time to Tuck and Think

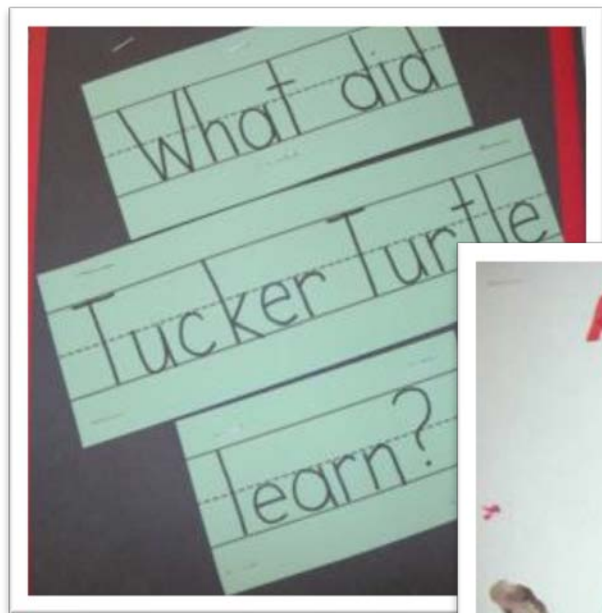
A scripted story to assist with teaching the “Turtle
Technique”

By Rochelle Lentini

March 2005



Reflecting in Small Group



“Tucker learned to calm down and take turns and find another way.”

“Tucker Turtle is tucking in to listen to Star Wars music.”



Social-
Emotional

Solution Kit

**Get a
Teacher**



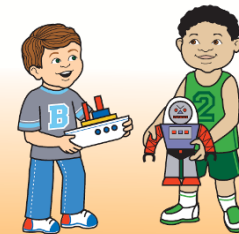
**Ask
Nicely**



Say, "Please."



Trade



Get a Timer



Ignore



Share



**Play
together**



Say, "Please Stop."



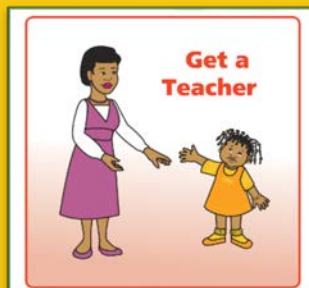
Wait and take turns.



Solutions

Class Meetings
We have a problem!

Our Problem!
Calling each other
“cry babies”



Class Meetings

Did you see a friend...



If we have a problem, we can act like detectives.
We can figure out our problem and try out some solutions.

We Can Be Problem Solvers!



Story Written by Rochelle Lentini, USF
Clip Art from Microsoft Clip Art,
CSEFEL, Rachel Anderson, and Anne Wimmer
October 2010



Let's try being a problem solver...

She took his puzzle piece.



...What are the steps to problem solving?

Team Up!

Intentionally Connecting Social Emotional, Language and Literacy

Topic	What I/we already do...	What I/we want to strengthen... Ideas/strategies
Social Skills (friendship)		
Emotional Literacy		
Problem Solving		

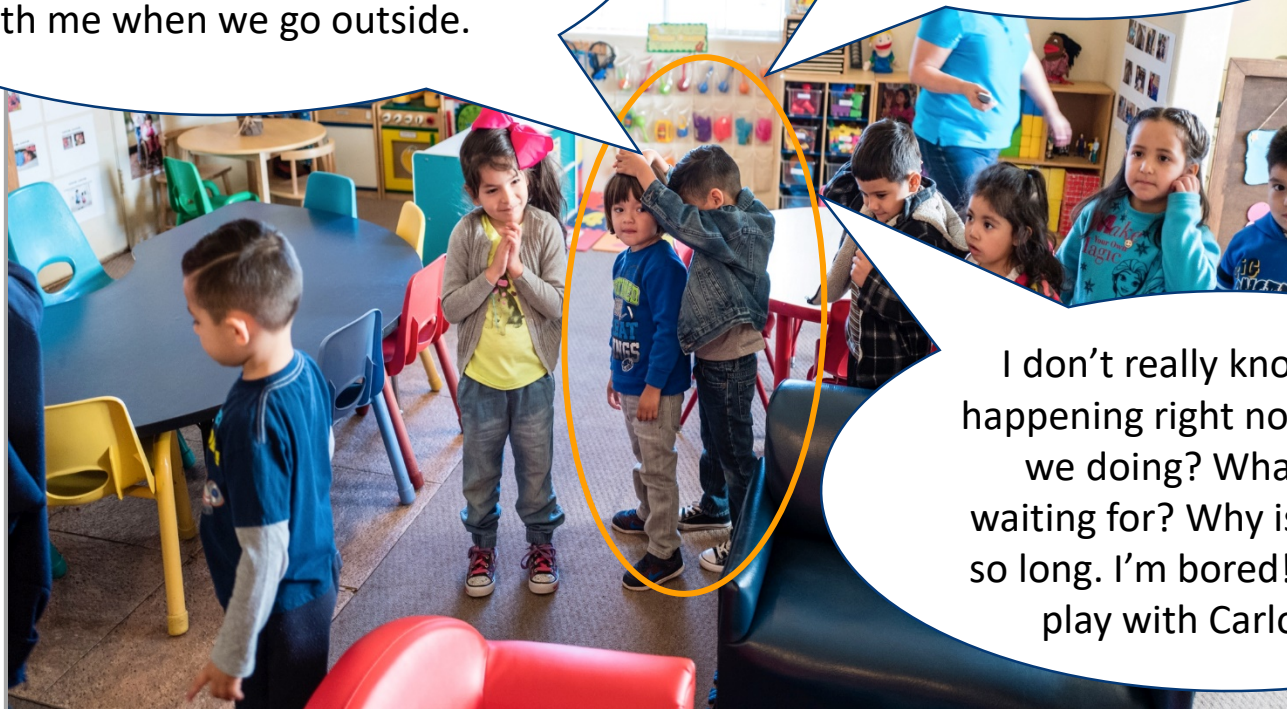
Behavior Communicates!

“I’m trying to tell you something!”



Carlos is so much fun. I want to play with him but I don't really know how to ask him. Think I will play with his hair! Maybe that will get his attention and he will play with me when we go outside.

I'm tired of waiting! I'm ready to go outside. Guess I need to find something to do! Think I will play with Carlos' hair!



I don't really know what is happening right now. What are we doing? What are we waiting for? Why is this taking so long. I'm bored! Think I will play with Carlos' hair!



Social-
Emotional



I Can Be a SUPER FRIEND!



Created for Tab by Lisa Grant & Rochelle Lentini
2002

Before you go...

Next Steps

Topic	What I/we already do...	What I/we want to strengthen... Ideas/strategies

When children feel good about themselves; are able to develop positive relationships with others; and know how to label, identify, express, and manage their emotions, they are more likely to be ready to learn and succeed.





Social-
Emotional

The Essential ABCs

Always Be Conversing

Always Be Connecting

Always Build Competence

(Mary Hynes-Berry)

Thank you!

