Social Emotional Learning from the Top Down: Administrative Practices that Support Children's Emotional Development Webinar, August 2, 2017

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Resources

Baby Talk, Frank Porter Graham, UNC, subscribe-babytalk@listserv.unc.edu

Center for the Emotional Foundations of Learning, http://csefel.vanderbilt.edu

Edutopia, www.Edutopia.org

Frank Porter Graham Child Development institute, http://fpg.unc.edu

National Association for the Education of Young Children, www.naeyc.org

Videatives, www.videatives.com

Zero to Three, <u>www.zerotothree.org</u>

Emotions Words

Glad	Sad	Mad	Afraid	Other
content	blah	bugged	uncomfortable	shy
pleased	blue	annoyed	startled	curious
playful	gloomy	irritated	uneasy	weird
cheerful	rotten	mean	tense	confused
giddy	unhappy	crabby	anxious	moody
calm	empty	cranky	worried	quiet
comfortable	disappointed	grumpy	concerned	jealous
delighted	hurt	grouchy	alarmed	embarrassed
jolly	lost	disgusted	scared	guilty
bubbly	sorry	ticked off	frightened	responsible
tickled	ashamed	angry	fearful	ashamed
silly	lonely	smoldering	threatened	caring
frisky	down	hot	trembly	bored
happy	hopeless	frustrated	shaken	indifferent
proud	discouraged	impatient	disturbed	restless
joyful	awful	fed-up	dread	exasperated
excited	miserable	fuming	panicky	awkward
thankful	crushed	infuriated	terrified	neglected
great	helpless	destructive	horrified	uncertain
loved	depressed	explosive	petrified	preoccupied
loving	withdrawn	violent	hostile	protective
blissful	heartbroken	enraged	insecure	rejected
grateful	unloved	furious	confused	regretful
satisfied	resentful	outraged		weary
alive	suspicious	spiteful		
sparkly	vulnerable	aggravated		
wonderful	wistful			
ecstatic				
terrific				
jubilant				
amused				
optimistic				
elated				
relieved				
enthusiastic				
hopeful				

Internalization of Self-Control

Infancy

Completely supported by adults or the environment

Toddlerhood

Support from adults or the environment

Preschool

Adult-supported self-control

School Age

Mostly internal self-control

EMOTIONS

Intense and physical responses

A few positive emotions regulated

Almost no negative emotions regulated

Intense & physical emotional responses

Some positive emotions regulated

Most negative emotions unregulated without assistance

> Regulates some emotions

Regulates attention when emotions are under control

Controls most behaviors when assisted by adults

Regulates most emotions

Regulates attention most of the time

> Controls most behaviors

Still needs adult assistance to regulate intense emotions

*Forrester, M.M, & Albrecht, K.M. (2014). Social emotional tools for life: An early childhood teacher's guide to strong emotional foundations and successful social relationships, Houston, TX: Innovations in ECE Press.