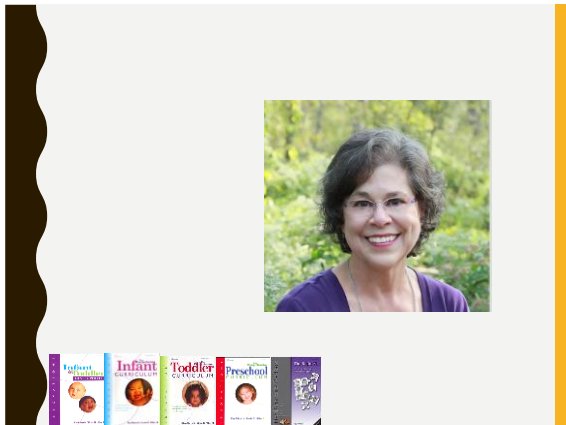


SOCIAL-EMOTIONAL LEARNING FROM THE TOP-DOWN

ADMINISTRATIVE PRACTICES THAT SUPPORT CHILDREN'S EMOTIONAL DEVELOPMENT



A portrait of a woman with short dark hair and glasses, smiling. Below her is a row of educational materials: a book titled 'Infant', a book titled 'Toddler', a book titled 'Preschool', and a book titled 'Early Childhood'. There is also a small graphic with the number '2'.

EMOTIONAL DEVELOPMENT – EVERYBODY'S TALKIN' ABOUT IT!



A collage of resources related to emotional development. It includes a book cover titled 'Children's Emotional Development in Risk for the Architecture of Their Brains', a screenshot of a website with the headline 'Resilience More than Bouncing Back', a book titled 'SET: OUR BRAIN SET FOR LIFE', and a book titled 'YU: YOUNG AND CUNNING'. There is also a small graphic with the number '2'.

POLL

Nothing good that happens to children, happens outside of warm, reciprocal relationships.

T. Berry Brazelton

THE IMPORTANCE OF RELATIONSHIPS



WHAT DOES BRAIN SCIENCE TELL US ABOUT THE IMPORTANCE OF EMOTIONAL DEVELOPMENT?

- ✓When we talk about emotional development, we are talking about relationships.
- ✓Relationship-building is a process. It takes time, effort and attention.



WHAT DOES BRAIN SCIENCE TELL US ABOUT THE IMPORTANCE OF EMOTIONAL DEVELOPMENT? cont.

- ✓ Relationships are formed early in children's lives, primarily through reciprocal serve and return interactions.
- ✓ Children's ability to form and maintain subsequent relationships is connected to these early experiences.
- ✓ Relationship quality is a complex, highly individualized idea.



THE COMPLEXITY OF RELATIONSHIPS

- ✓ Program
- ✓ Parent
- ✓ Teacher
- ✓ Child



THE ADMINISTRATOR'S LEADERSHIP ROLE



TO BUILD ADULT'S CORE CAPABILITIES*

What are these skills?

- Planning
- Focus
- Self-control
- Awareness
- Flexibility



*<http://developingchild.harvard.edu/innovation-application/key-concepts/adult-capabilities/>

IT'S NEVER TOO LATE TO HELP ADULTS BUILD CORE CAPABILITIES.*

- ✓ Create a less stressful environment
- ✓ Practice strategies for reassessing stressful situations and considering alternatives
- ✓ Learn ways to recognize and interrupt automatic response
- ✓ Allow time for intentional self-regulation to activate

* <http://developingchild.harvard.edu/science/deep-dives/adult-capabilities>

HOW DOES AN ADMINISTRATOR BUILD CORE CAPABILITIES?*

- ✓ Thoughtful, well-planned, and well implemented induction/orientation for new teachers
- ✓ Pairing less experienced teachers with more experienced teachers who serve as mentors.

*Center on the Developing Child at Harvard University (2016). Building core capabilities for life: The science behind the skills adults need to succeed in parenting and in the workplace.

HOW DOES AN ADMINISTRATOR BUILD CORE CAPABILITIES?*

- ✓ Identifying “go to” people for various kinds of issues and challenges (an experts list)
- ✓ Schedule and hold check in sessions with teachers—5-15 minutes of your time and attention

*Center on the Developing Child at Harvard University (2016). *Building core capabilities for life: The science behind the skills adults need to succeed in parenting and in the workplace.*

ADMINISTRATIVE STRATEGIES TO SUPPORT CHILDREN'S EMOTIONAL DEVELOPMENT



“Tending to your relationships is a form of self-care, too.”

Robert Waldinger, MD



STRATEGY
Pay close attention to building relationships with and between teachers.

TO FOCUS ON RELATIONSHIPS IS TO FOCUS ON PREVENTION

- ✓ Focus on the long term
- ✓ Focus on what to do instead of what not to do (take a strengths-based approach)



TO FOCUS ON RELATIONSHIPS IS TO FOCUS ON PREVENTION, (CONT)

- ✓ Focus on the opportunities to collaborate with teachers and families in creating an emotionally healthy environment for everyone, including children, and adults alike.



ADMINISTRATIVE STRATEGIES... AND SOME ADDITIONAL TOOLS FOR SUPPORTING CHILDREN'S EMOTIONAL DEVELOPMENT

- ✓ Administrative strategies to support teachers
 - ✓ Teaching competencies for teachers to learn more about and demonstrate
 - ✓ Language for all of us to use to support children's emotional development

STRATEGY: GIVE ADULTS YOUR TIME

- ✓ No one has enough time
- ✓ Both quality and quantity of time spent with teachers and with children matter tremendously
- ✓ Each teacher in your program needs a different amount of time

STRATEGY: GIVE ADULTS YOUR TIME (CONT)

- ✓ You'll give it—willingly or not
- ✓ Giving time creates opportunities to focus on increasing positive interactions and to build skills to use in future interactions.



POLL

EVIDENCE-BASED PRACTICES TO CONSIDER*

- ✓ Provide thoughtful, well-planned, and well-implemented induction/orientation for new teachers.
- ✓ Pair less experienced teachers with more experience teachers who serve as mentors.
- ✓ Identify “go to” people for various kinds of issues and challenges and share that information.

EVIDENCE-BASED PRACTICES TO CONSIDER, CONT*

- ✓ Schedule and hold check in sessions focusing on SEL—providing 5-15 minutes of time and attention to teachers.
- ✓ Provide myriad opportunities to build relationships that include professional and social experiences.

*Best Practices to Breakthrough Impacts (2016). developingchild@harvard.edu.

*

TEACHING COMPETENCIES 1-4: GIVING CHILDREN YOUR TIME IS FUNDAMENTAL TO BUILDING RELATIONSHIPS

- ✓ Gives children time
- ✓ Responds promptly to distress
- ✓ Labels emotions for children
- ✓ Helps children connect emotions with appropriate responses



POLL

THE LANGUAGE OF SUPPORTING EMOTIONAL DEVELOPMENT—HELPFUL WORDS AND PHRASES*

- ✓ I see your important work. (acknowledges effort)
- ✓ I have time to read you a story. (reciprocity)
- ✓ I can play with you. (engagement)
- ✓ Let me see your eyes. (reciprocal communication)
- ✓ You can ask her. He might say yes and she might say no. (choice and self-control)
- ✓ You look frustrated. (Labels 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



STRATEGY

Observe teachers in action.

STRATEGY: OBSERVE TO DOCUMENT TEACHERS' STRENGTHS

- ✓ Observe specifically to **validate** core capabilities and **document** teaching competencies that support emotional and social development and learning
- ✓ Collect observations as you manage by walking around your program as well as when you do dedicated, scheduled observations

STRATEGY: OBSERVE TO DOCUMENT TEACHERS' STRENGTHS

- ✓ Share your observations relatively soon after you complete them
- ✓ Provide specific feedback related to supporting emotional development

TEACHING COMPETENCIES 5-8: OBSERVES AND REFLECTS

- ✓ Invests in regular observation of children.
- ✓ Observes to document children's strengths
- ✓ Observes to understand individual children's temperament
- ✓ Uses observations to plan for temperamental differences

THE LANGUAGE OF SUPPORTING EMOTIONAL DEVELOPMENT—HELPFUL WORDS AND PHRASES*

- ✓ "In 10 minutes, it will be time to clean up to go outside. Now would be a good time to finish building your roadway so you have time to drive your cars on it." (organizing, problem-solving)
- ✓ "You can hold your blanket in your hands to help you pay attention at group time." (competency)

*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*

THE LANGUAGE OF SUPPORTING EMOTIONAL DEVELOPMENT—HELPFUL WORDS AND PHRASES*

- ✓ "You are almost finished with your puzzle. I wonder what you will do next?" (organizing, problem-solving)
- ✓ "You want to be able to hit the tee-ball. After a while, you'll be able to!" (acknowledges effort, instills expectation that goals will be accomplished)
- ✓ You can tell her you'd like the book next or I can help you make a plan to get it when she is finished with it." (offering choices, decision making)

*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*



STRATEGY

Focus professional development experiences on children's emotional development and ways to support it.

THINGS TEACHERS NEED TO KNOW ABOUT EMOTIONAL AND SOCIAL DEVELOPMENT

Emotional Development

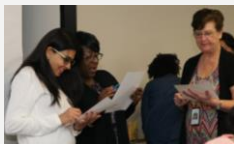
- ✓How to support emotional development by co-regulating with children until they can self-regulate
- ✓How to teach children to name and validate their own emotions
- ✓Non-verbal communication skills
- ✓Verbal communication skills
- ✓How children internalize self-control
- ✓How to support children in exercising personal choice

Social Development

- ✓How to delay gratification for just a moment
- ✓Developmentally appropriate self-control for various ages
- ✓How to help children wait
- ✓How to help children learn about empathy
- ✓How to help children tolerate frustration

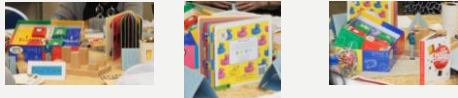
STRATEGY: FOCUS PROFESSIONAL DEVELOPMENT EXPERIENCES ON CHILDREN'S EMOTIONAL AND SOCIAL DEVELOPMENT

- ✓ Focus professional development on supporting children's emotional development.
- ✓ Provide resources for teachers to read, discuss, and explore on their own, with their teaching colleagues, and with you.



STRATEGY: FOCUS PROFESSIONAL DEVELOPMENT EXPERIENCES ON CHILDREN'S EMOTIONAL AND SOCIAL DEVELOPMENT

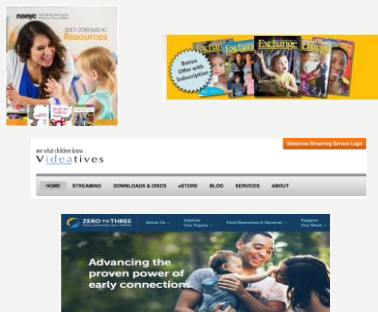
- ✓ Offer internal, external, and ongoing professional development on how to support children's emotional development
- ✓ Explore the connection between classroom materials and emotional and social development



RESOURCES THAT ARE FREE



RESOURCES THAT MIGHT BE WORTH PAYING FOR!



TEACHING COMPETENCIES 9-11: DEVELOPS KNOWLEDGE AND SKILLS RELATED TO EMOTIONAL DEVELOPMENT

- ✓ Knows about and uses a variety of ways to establish healthy emotional connections with children
- ✓ Understands how one's own temperament influences interactions with children's temperamental characteristics or traits
- ✓ Understands the developmental nature of self-regulation and how to help children learn self-regulation skills



THE LANGUAGE OF SUPPORTING EMOTIONAL DEVELOPMENT—HELPFUL WORDS AND PHRASES*

- ✓ “Your eyes look surprised by what happened.”
(validating feelings, non-judgmental concern)
- ✓ “She said ‘no.’ I can see that was hard to hear.”
(helps children feel like someone understands how they feel)
- ✓ “It’s okay for you to be angry. It is not okay for you to hit your friends. If you need me to, I can find you something safe to hit.” (impulse control, conflict resolution)

THE LANGUAGE OF SUPPORTING EMOTIONAL DEVELOPMENT—HELPFUL WORDS AND PHRASES*

- ✓ “Do you want to pick up the blocks now, or in 5 minutes? On your own, or with my help?” (organizing, planning ahead, allying with the child to succeed)
- ✓ I hear you. You are really angry (or sad, or mad, or irritated, etc.) (acknowledge and names feelings)



STRATEGY

Think about family engagement from the perspective of relationship-building.

STRATEGY: THINK ABOUT FAMILY ENGAGEMENT FROM THE PERSPECTIVE OF RELATIONSHIP-BUILDING

- ✓ Buoy relationship-building with shared systems such as
 - ✓ predictable daily/weekly communication strategies
 - ✓ communication systems that match teacher and family preferences for connection.

STRATEGY: THINK ABOUT FAMILY ENGAGEMENT FROM THE PERSPECTIVE OF RELATIONSHIP-BUILDING

- ✓ Encourage relationship-building by providing support during arrival and departure times to allow for meaningful interactions between teachers and parents.



STRATEGY: THINK ABOUT FAMILY ENGAGEMENT FROM THE PERSPECTIVE OF RELATIONSHIP-BUILDING

- ✓ Support teachers during predictably stressful times, such as,
 - When new children are joining a classroom
 - When typical schedules or staffing changes

STRATEGY: THINK ABOUT FAMILY ENGAGEMENT FROM THE PERSPECTIVE OF RELATIONSHIP-BUILDING

- ✓ Times of the day when children are likely to be tired or hungry
- ✓ Calendar-based stressful times, such as right before or after holidays

TEACHING COMPETENCIES 12-14: THINK ABOUT FAMILY ENGAGEMENT FROM THE PERSPECTIVE OF RELATIONSHIP-BUILDING

- ✓ Lets families teach you about their children
- ✓ Asks for and welcomes families' insights about their child

TEACHING COMPETENCIES 12-14: THINK ABOUT FAMILY ENGAGEMENT FROM THE PERSPECTIVE OF RELATIONSHIP-BUILDING

- ✓ Seeks suggestions from families for supporting their child's learning and development in the classroom
- ✓ Problem-solves together

THE LANGUAGE OF SUPPORTING EMOTIONAL DEVELOPMENT—HELPFUL WORDS AND PHRASES

- ✓ "Can we think together about what we should do?"
- ✓ "How do you handle situations like this at home? What suggestions do you have for me about how to handle similar situations in the classroom?"
- ✓ "I think I get what you are saying. Can you tell me a little bit more?"

