


Handout 5.1: PowerPoint Presentation Slides

Foundations of the CSEFEL Pyramid Model **5**



Session 5:
Developing Social
and Emotional
Competence

Massachusetts
CSEFEL Pyramid Model
Partnership
Promoting Social Emotional Competence in Massachusetts' Young Children

Connected Beginnings
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Session 5 Agenda

- I. Introduction to Session 5
- II. CSEFEL Pyramid Model
- III. Experiencing, Expressing, and Regulating Emotions
- IV. Identifying What is Important in Teaching Social Emotional Skills
- V. Friendship Skills
- VI. Supporting the Development of Empathy and Emotional Literacy
- VII. The Importance of Problem Solving and Control over Anger and Impulse
- VIII. Pulling it All together – Developing Practical Strategies
- IX. Wrap-up and Evaluation

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Session 5 Learning Objectives

- Participants will summarize the association between infant/toddler ability to regulate their emotional states, children's social emotional development, and later school success
- Participants will be able to describe why it is important to be intentional about teaching social emotional skills and when to teach these skills.
- Participants will be able to identify strategies for how to teach friendship, problem-solving, impulse and anger control skills.

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CSEFEL Pyramid Model

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Promoting Social Emotional Competence

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Strategies for Helping Babies Self-Regulate

- Containing their limbs with swaddling, cuddling, and bringing them close to your chest and heartbeat
- Providing something to suck: a pacifier, their own hand, their fingers
- Limiting the stimulation in the environment
- Helping baby to awaken or to fall asleep with rocking, cuddling, gentle patting, a quiet voice, singing, or a simple chant
- Using a firm, gentle touch

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Teaching Social Emotional Skills

**Why
When
What
How**

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Identifying Teachable Moments



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Identifying Feelings in Self and Others

- Learning words for different feelings
- Empathy training
- Learning to recognize how someone else is feeling
 - Facial cues
 - Body language
 - Tone of voice
 - Situational cues
- Learning how to control anger, relax, and calm down

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Empathy

Empathy is the identification with and understanding of another's feelings and situation.

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Stages of Teaching Social Skills

- Step 1: Show and Tell
- Step 2: Practice Makes Perfect
- Step 3: You Got It!

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Friendship Skills



Think about children who are well liked and friendly...

What do you notice about their behavior that makes it easier for them to make friends?

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Friendship Skills



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

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Progression of the Development of Friendship Skills

- Positive interactions with adults
- Showing awareness of other children by:
 - Smiling and cooing
 - Watching children playing
 - Reaching out to other children
 - Copying what other children are doing
- Playing briefly with other children
- Wanting what others have
- Practicing turn-taking and sharing

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Setting Up the Environment for Developing Play & Friendship Skills

- Examine the physical space to ensure that there is enough space for infants and adults to engage in social activities
- Examine physical environment for spaces for 2 or more children to enjoy side by side activity and for adults to be close for supervision
- Examine schedule for opportunities to develop play skills each day
- Look at equipment choices that encourage 2 children to interact
- Ensure that there are enough materials for 2 or more children to use at a time

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Promoting the Development of Friendship Skills



- Encourage toddlers to help each other and do routines together
- Provide positive verbal support for play between children
- Read books about friends, playing together, helping each other, etc.
- Practice turn-taking and sharing

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Strategies for Developing Friendship Skills



- Modeling
- Modeling with video
- Modeling with puppets
- Preparing peer partners
- Buddy system
- Priming
- Direct modeling
- Reinforcement

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Teaching Empathy

- Model empathy
- “Alike” & “different” activities
- Draw children’s attention to how others are feeling
- Role plays and role reversals
- Reinforce empathy behaviors

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Emotional Literacy

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

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Children with a Strong Foundation in Emotional Literacy



- 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

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Ways to Enhance Emotional Literacy

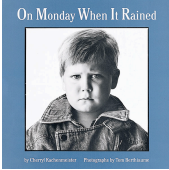
- Direct Teaching
- Indirect Teaching
- Use of Songs and Games
- How would you like it if...
- Checking In
- Use of Children's Literature

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Book Nooks
<http://www.csefel.uiuc.edu/practical-ideas.html>

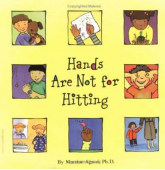
On Monday When It Rained



Glad Monster Sad Monster





Hands Are Not for Hitting





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**English/
Spanish**



Happy



Sad



Proud



Nervous



Love


Mad


Frustrated


Lonely


Scared


Embarrassed

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**Aggression and
Inadequate Impulse Control**

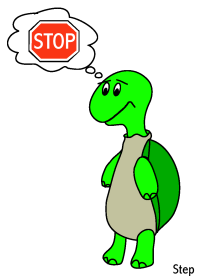
- Aggression and inadequate impulse control are perhaps the most potent obstacles to effective problem solving and successful relationships in childhood.
- Aggressive children are more likely to experience peer rejection and continued social problems for years afterwards.
- Evidence also suggests that aggressive children are more likely to misinterpret another person's intentions as hostile or threatening- this includes the intentions of peers.

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Controlling Anger and Impulse

- Recognizing that anger can interfere with problem solving
- Learning how to recognize anger in oneself and others
- Learning how to calm down
- Understanding appropriate ways to express anger



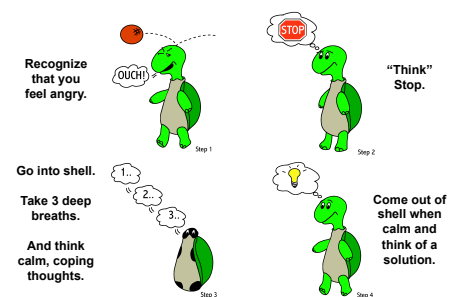
Step 2

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Video: *Practical Strategies for Teaching Social Emotional Skills*

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Turtle Technique



Recognize that you feel angry.

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

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

Step 1 Step 2 Step 3 Step 4

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Problem Solving Steps

Would it be safe?

Would it be fair?

How would everyone feel?

Step 1

Step 2

Step 3

Step 4

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Activity: *Embedding Friendship Opportunities into Daily Routines and Activities*

Schedule	Opportunity
Arrival	
Circle Time/Story Time	
Play/Center Time	
Outside	
Meals/Snacks/Feeding	
Departure	
Transitions	

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Major Messages from Session 5

- Emotional regulation is the key building block in the development of social and emotional competence
- Emotional regulation is fostered by warm, responsive relationships
- It is important to understand Why, What, When and How you are teaching social emotional skills.
- The Stages of Teaching Social Skills are
 - Step 1: Show and Tell (Introduce)
 - Step 2: Practice Makes Perfect (Embed opportunities to practice throughout the day)
 - Step 3: You Got It! (Reinforce the use of social emotional skills without adult support)

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Structured Field Experience #3

- Choose 1 hands-on activity from Session 5: Social Emotional Teaching Strategies
- Try it out with a child or group of children. The activity should be a least 30 minutes long.
- You may complete this assignment individually, with a partner, or as a member of a team.
- Everyone MUST hand in his/her own completed worksheet. If done as an individual, please answer A & C. Partners/Teams: A, B & C.

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Activities to Support the Development of Friendship Skills



- Friendship Can
- Planting Seeds of Friendship
- Friendship Tree/Compliment Tree
- Books about Friendships
- Friendship Quilt
- Friendship Journal
- Music/Songs

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