How are you feeling today?

Sign-In Under the Emotion
You Are Feeling Today
Social-Emotional Foundations for Early Learning (SEFEL) Pyramid Model: Teaching Strategies

Office of Early Learning
Department of Public Instruction

April 18 & 19, 2013
Social-Emotional Foundations for Early Learning (SEFEL) Pyramid Model

Tier 1 – High Quality Early Education - All Children

-tier High Quality Supportive Environments
-tier Nurturing and Responsive Relationships
-tier Targeted Social Emotional Supports
-tier Intensive Intervention
-tier Assessment based intervention that results in individualized behavior support plans

Tier 2-Social Skills Curricula- Children at Risk

-tier Systematic approaches to teaching social skills can have a preventive and remedial effect

Tier 3: Individualized Positive Behavior Support- Children with persistent challenges
Objectives—Day 2

Learn strategies for teaching

• Emotional literacy
• How to recognize emotions
• How to regulate emotions
The Teaching Pyramid

Positive Relationships with Children, Families, and Colleagues

Creating Supportive Environments

Social Emotional Teaching Strategies

Universal promotion

Prevention
Social Emotional Teaching Strategies

- Enhancing Emotional Literacy
- Developing Emotional Regulation
- Developing Problem Solving Skills
- Developing Friendship Skills
Social Emotional Teaching Strategies

Enhancing emotional literacy
Emotional Literacy

• Think about your definition of emotional literacy

• Share with your small group

• Come to consensus and write definition

• Team shares definition
Emotional Literacy

The ability to recognize, label, and understand feelings in one’s self and others.
Feeling Words Challenge!

• How many words can you think of that express emotions?

• Write them down

• You have 30 seconds!
Enhancing Emotional Literacy

• Direct/Intentional Teaching Strategies
  Feeling Faces
  Feeling Charts
  Labeling Emotions/Experiences

• Literacy
  Book Nook
Conscious Discipline

How do you feel?

Angry  Scared  Sad  Happy

Frustrated  Anxious  Disappointed  Calm
Checking In

This is how I feel today!
Sample Game

Sad       Happy       Frustrated

Make a _____ face.
Concentration

<table>
<thead>
<tr>
<th>Loved</th>
<th>Happy</th>
<th>Sad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy</td>
<td>Loved</td>
<td>Proud</td>
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<tr>
<td>Proud</td>
<td>Sad</td>
<td>Loved</td>
</tr>
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<td></td>
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</tbody>
</table>
Feeling Dice/Feeling Wheel
Recognizing Emotions
Individualizing Emotions
Feelings Book with Photos

(Picture)

Doyle Woodall – Johnston County Schools
Recognizing Feelings – Mirrors and Faces

(Picture)

Doyle Woodall – Johnston County Schools
Feeling Chart

How do you feel today? ¿Cómo te sientes hoy?

Jessy Hendley -- Cabarrus County Schools
Feelings Chart

Norma Jannone-Moore County Schools
Teaching Feelings

(Picture)

Jessy Hendley -- Cabarrus County Schools
Break
Make & Take Activity

• Choose activity

• Make a
  – Feelings Check-In
  – Feelings Ring

• Follow directions at activity station
Feelings Check-In

(Picture)
Use of Children’s Literature to Support Social Emotional Skills
Choosing Books to target specific social emotional skills

• Balance heavy and light experiences
• Look for books that help develop;
  empathy and understanding for another person’s feelings
  respect for their worth (self worth)
  respect for other’s
  sincerity and spontaneity
Additional things to remember when choosing Books to include Social Emotional Skills

- Improve listening comprehension
- Develop literacy and vocabulary
- Provide relevant examples of how to use the skill and what to do in peer interactions
- Help children relate to the emotions of the characters
- Encourage children to pay attention to their own actions
- Should be able to be generalized and practiced in school, home and neighborhood
- Refer back to increase memory and problem solving skills in addition to language skills.
Books

• Culturally diverse
• Link behavior to emotions
• Avoid violence
• Simple and clear story lines
• Brief and easy to comprehend
• Non stereotypical
• Demonstrate control of impulsive behavior
• Help students recognize that others may experience situations differently from oneself
Books

• Explain why unprovoked acts that hurt others is wrong
• Help students understand that there are different choices for decisions
• Have emotional content
• Use vibrant illustrations and original
• Introduce words to help children categorize feelings into words.
• Should relate to a relationship that students can understand.
Emotional Social Competency Skills addressed through Literature

• Behavior traits to include in instruction;
  Citizenship
  Respect
  Compassion
  Responsibility
  Honesty
  Effort
  Self-control
  Positive attitude
Pete The Cat

http://www.youtube.com/watch?v=nUubMSfIs-U
Activity

• Choose a book on your table.
• Share the book with one other person at your table.
• Use the handout to discuss how you might use this book with your class and what social emotional skill(s) you might target.
• Share your ideas with the large group.
On Monday When it Rained

Glad Monster
Sad Monster

Hands Are Not for Hitting

http://www.csefel.uiuc.edu/practical-ideas.html
Video - Jenna
Lunch
Social Emotional Teaching Strategies

Emotional Regulation

![Image of a child with an expressive face.](image_url)
Emotional Regulation

The ability to express a range of emotions and react in appropriate ways in emotional situations.
Strategies for Teaching Emotional Regulation

- Teach tense/stressed & relaxed
- Safe space
- Three deep breaths/Tucker
- Relaxation Thermometer
- Calming Choice Board
Body Language

Tense/Stressed

Relaxed

Center on the Social and Emotional Foundations for Early Learning
Cozy Corner

Jessy Hendley -- Cabarrus County Schools
Safe Space

Lisa Bruggeman – Asheville City Schools
Safe Space Materials

Lisa Bruggeman – Asheville City Schools
Safe Place

Norma Jannone-Moore County Schools
Tucker the Turtle

Center on the Social and Emotional Foundations for Early Learning
Tucker the Turtle!

Doyle Woodall – Johnston County Schools
Tucker Book and Puppet

Jessy Hendley -- Cabarrus County Schools
Social Emotional Teaching Strategies

Problem Solving Skills
Problem Solving Steps

Step 1

What is my problem?

Step 2

Think, think, think of some solutions.
• Would it be safe?
• Would it be fair?
• How would everyone feel?

Step 3

What would happen?

Step 4

Give it a try!
The Solution Kit

Wait and take turns.
Solutions Kit

(Picture)

Lisa Bruggeman – Asheville City Schools
Video – Using the Solution Kit

clip 2.14 a
Social Emotional Teaching Strategies

Friendship Skills
Friendship Skills

- Organizing play
- Sharing toys & other materials
- Taking turns
- Being helpful
- Giving compliments
- Understanding how & when to give an apology

Center on the Social and Emotional Foundations for Early Learning
Social Skills Impact Friendship Skills
Developing Social Skills that Impact Friendship Skills

Develop Eye Contact
- Staring contest
- Pair of eyes on forehead
- Swinging-reach you with his feet

Books about Idioms
- Use idioms in conversation (That’s a piece of cake!)

www.friendshipcircle.org
Games to develop friendship skills

• Memory or Matching Games
  Face it-try mirroring –have the children touch their nose when you touch yours, stick out tongue etc.
  Topic Game- play a game with alphabet where every letter has to begin with a theme...such fruit...A...apple, B...Banana

• Emotion Charades
  – Use pictures of emotions, have children draw a picture, then act out the emotion

www.friendshipcircle.org
Conversation

• Step into a conversation
  Scripted stories on entering a conversation
  Practice Stand, Look, Talk, Listen

• Improvisational Storytelling
  Make up stories using emotion cards...one child begins the story and others add to the story.

www.friendshipcircle.org
Impact of Social Skills On Friendships

Positive
• Starting Conversation-sharing
• Taking turns-asking for what one wants or needs
• Expressing feelings-apologizing to others
• Asking questions-following the rules of play

Negative
• Physical Aggression-poor loser
• Arguing-getting into others’ space
• Interrupting-talking too much
• Name calling-breaking rules of play
• www.kidsmatter.edu.au
Friendship Activity

• Review handout – Daily Routines

• Discuss how to embed friendship skills into routines

• Share strategies
Break
Buddy Activity

(Picture)

Jessy Hendley -- Cabarrus County Schools
Friendship Art

Doyle Woodall – Johnston County Schools
Teaching Positive Interactions

(Picture)

Lisa Bruggeman – Asheville City Schools
Using Positive Interactions

(Picture)

Lisa Bruggeman – Asheville City Schools
Cooperation

(Picture)

Lisa Bruggeman – Asheville City Schools
Developing Friends

(Picture)

Lisa Bruggeman – Asheville City Schools
Friends Making Kindness Mittens

(Pictures)

Norma Jannone-Moore County Schools
Super Friends Bulletin Board

Doyle Woodall – Johnston County Schools
Super Friend Board

Jessy Hendley -- Cabarrus County Schools
Super Friend Board

Lisa Bruggeman – Asheville City Schools
Video – Super Friends
Additional Resources

• Second Step
• Social Stories
• Conscious Discipline
• Incredible Years
• Dr. Jean
• Pete the Cat
• Board Maker
• Songs and Music
Second Step
Scripted Stories

• A written script for the child about social situations and expectations.
• The script is written from the child’s perspective.
• The script is descriptive, perspective, and directive.
• The script is written to match the child’s functional and developmental level.
What Do We Do In Circle?

Created by Rochelle Lentini, USF
Adapted 2004

Created using pictures from Microsoft Clipart® and Boardmaker®
I Go to Preschool

Created by Rochelle Lentini, USF
Adapted 2004
Social Stories

http://tarheelreader.org/
The Teaching Pyramid

Positive Relationships with Children, Families, and Colleagues

Creating Supportive Environments

Social Emotional Teaching Strategies

Prevention

Universal promotion
System-Wide Implementation

2 - 4 Years

**Exploration**
- Assess needs
- Examine innovations
- Examine Implementation
- Assess fit

**Installation**
- Acquire resources
- Prepare organization
- Prepare implementation
- Prepare staff

**Initial Implementation**
- Implementation drivers
- Manage change
- Data systems
- Improvement cycles

**Full Implementation**
- Implementation drivers
- Implementation outcomes
- Innovation outcomes
- Standard practice
NC-DPI SEFEL

NC-DPI Social Emotional Foundations of Early Learning (NC-DPI SEFEL)

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The School System Approach

NC-DPI SEFEL is funded through the S39 Preschool Disabilities grant to help improve child outcomes for high-challenge, high-need children with disabilities and to increase opportunities for instruction in the least restrictive environment (LRE). This initiative is intended for all collaborative partners who work with preschool children with disabilities through preschool programs throughout North Carolina. Since 2009 the DPI Office of Early Learning has provided training, consultation, and ongoing support for Local Education Agencies (LEAs) to implement the SEFEL framework program-wide throughout the state.

Using an implementation science framework, the Office of Early Learning and the Early Learning Network staff works collaboratively with LEAs to:

1. The School System Approach
2. What is SEFEL?
3. What is Implementation Science?
4. Is the PALS for Preschool?
5. The Stages of Implementation

Inside This Issue

What is SEFEL?

The foundation for this initiative is the premis model for supporting social-emotional competence in young children. Developed by the Center on the Social and Emotional Foundations for Early Learning (CSEEL), this tiered framework of evidence-based practices promotes healthy social emotional development for children birth through age 5. Using the SEFEL framework of strategies to teach staff build positive relationships with children and one another, create a supportive learning environment, teach children to understand and express their emotions, and how to solve social problems.

Findings suggest that high quality preschool programs implementing SEFEL over a period of time with a long-term commitment of resources are likely to:

*This initiative is intended for all collaborative partners who are implementing inclusive preschool programs in North Carolina

What is Implementation Science?

The Office of Special Education Programs in the U.S. Department of Education has funded a technical assistance center to assist states in scaling up high-quality, evidence-based practices. The center is called State Implementation and Scaling-Up of Evidence-Based Practices Center (SISEP). Through this center’s research, and the work of the National CSEEL Center, we have come to understand that it takes much more than a workshop to truly affect change of practice in the classroom. What does it take to affect change?

- It takes time
- It takes resources
- It takes training
- It takes coaching
- It takes data
- It takes administrative leadership
- It takes families

Implementation, as defined by Wallace, Black, Fixie and Ransom (2008), is a specific set of activities designed to put into practice an activity or program of known dimensions. Implementation of the SEFEL framework requires an intentional plan of activities over the course of a five-year period. Stages of implementation, including exploration and adoption, program installation, initial implementation, and full implementation, as well as corresponding implementation steps for our SEFEL project are:

1. School System Approach
2. What is SEFEL
3. Implementation Science

School System Approach

School System Approach from page 1

assists in designing a 3 to 5 year SEFEL program-wide implementation plan. LEAs are required to form leadership teams that develop and oversee the plan, and designate a staff member that will act as classroom coaches and trainers. The Early Learning Network staff will provide training to the LEA trainers and coaches, in addition to attending key leadership team meetings.

Targeted funding is provided to offset the cost of travel associated with professional development for the trainers and coaches, child assessments, and to support the SEFEL professional learning community process by providing substitutes for classroom teachers.
SEFEL ListServ

TO JOIN: You will need to return an e-mail with the subject line, *SEFEL Listserv*,
To: Dave Sanel at david.sanel@unc.edu

Include the following in the body of the e-mail:
Name
Title
Organization
E-Mail
Work Phone
Questions