

Social Emotional Learning Strategies for Instruction – iECHO ECD-ECE

ECD-ECE iECHO Social Emotional Learning 0- 3 years

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Core Concepts of Social Emotional Development

SE-1: Building Warm, Positive, and Nurturing Relationships

- SE-2: Providing Consistent and Responsive Caregiving
- SE-3: Supporting Emotional Expression and Regulation
- SE-4: Promoting Socialization
- SE-5: Guiding Behavior
- SE-6: Promoting Children's Sense of Identity and Belonging



GOALS OF TRAINING

1. Identify how Social and Emotional skills develop
2. Teacher's and Parent's role in helping SEL by fostering the Skills, Knowledge and Attitudes
3. Understand and learn strategies for Supporting SEL
4. Help Establish Family - School Connections to foster SEL

Think – Turn – Talk = Reflect on What you want to learn

Social Skills: Ability to have good relationships with others and focus on activities with cooperation and in collaboration with others in Social Emotional Development



Emotional Development

- Ability to understand their own emotions in relation to the sense of Self
- The way they can feel and handle their emotions
- The way they can understand the emotions of the others and their feelings
- Develop regulation of emotions for positive social outcome
- Process of understanding, managing and regulating feelings and emotions





Social Emotional Learning

1. Social development and emotional interactions are closely related to each other and develop together.

2. Infants and Toddlers develop close relationships, Trust, feel safe, secure when there is caring , loving caregiver relationship and nurture, in a positive social-environment.

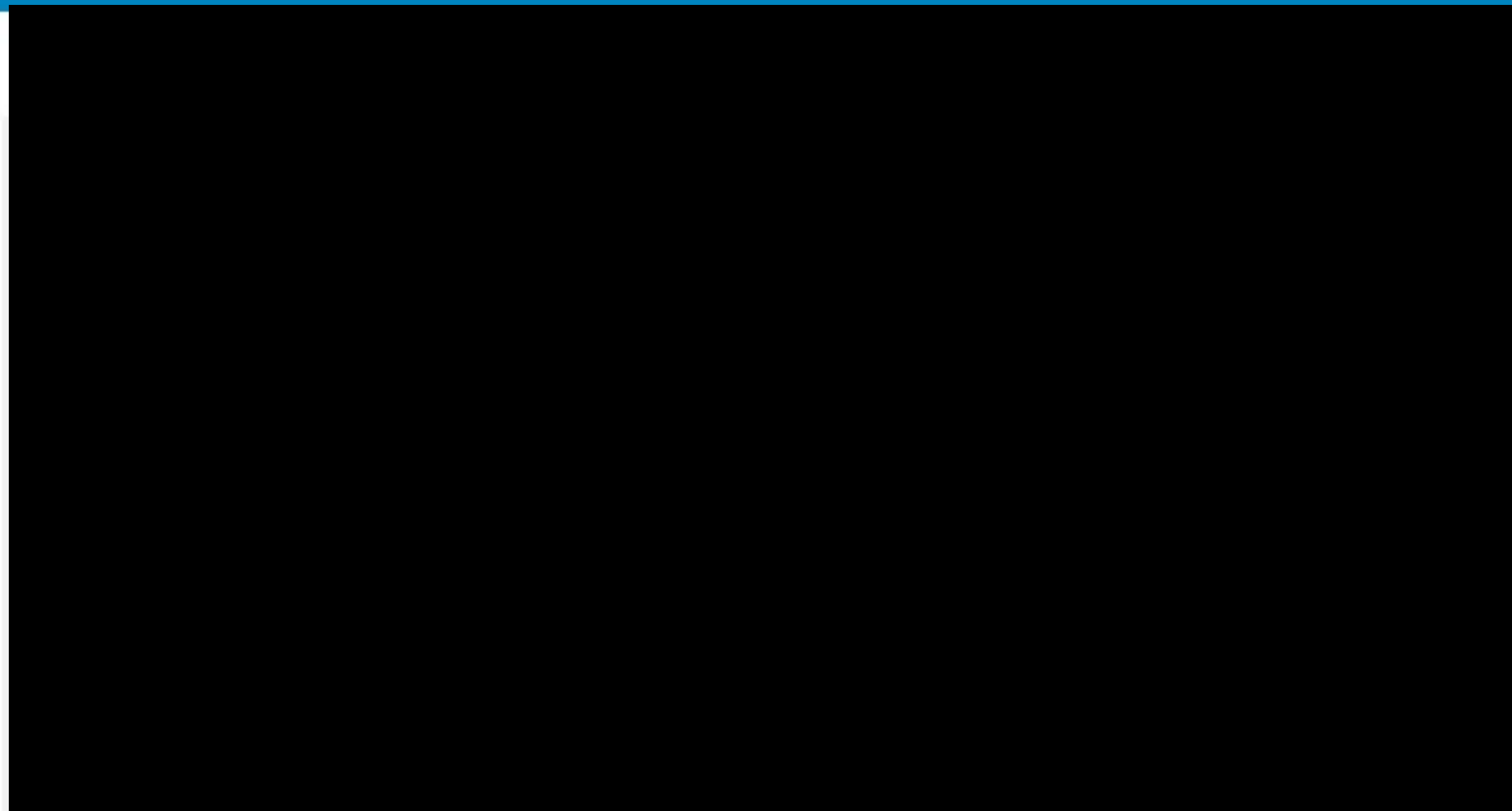
3. Children develop caring , loving relationships in this environment and learn to care for self and others ,, less moody.





ZERO TO THREE

Supporting Healthy Social–Emotional Development



S.E.L Strategies For Instructions - 1

How Can We build Trust and emotional Security?

Serve – Return Back and Forth Cycle.

Make them Feel World is a safe Place



WHY SOCIAL – EMOTIONAL SKILLS?

1. Why SEL skills are important and basis for learning ?
2. SEL teaches relationship of body in environment as an important instrument and gives confidence, identity
3. Helps identifying feelings and control feelings
4. Help understand other's feelings and handle socially
5. Develop love, compassion, empathy, care of others and environment. Ability to express feelings
6. Maintain good family and peer and authority relationships at all times.
7. Inner calmness is promoted, so focus on learning is better



CAN ANYTHING USEFUL GROW AND CONNECT WITH GOOD YIELD?



**4 month old
who understood
can you use both
hands without
gesture
USE BACK and
FORTH PLAY.
It motivates
communication,
Initiates , self
control,
conversations,
Builds trust,
Cooperation**



Is this Responsive Caregiving
What is happening here ?



IMPACT OF COVID ON SEL 0 -3 YEARS

- AM I TO FEND FOR MYSELF ?
- I AM NOT CERTAIN OF MY
CARETAKER 'S INTEREST IN
ME!
- I AM ALIENATED!
- Am I ?
- WHAT ABOUT MY FUTURE
AND CARE AND SAFETY?
- AM I SECURE WHERE I AM?





Building Warm, Positive, and Nurturing Relationships

1. Relationships are central to infant- toddler and adults: Relationships are central to the Program quality

Infants and adults become right dance partners. Children are eager dance partners and make the right steps . (mirror cells , imitation)

2. Infants use the sensory abilities to Connect . Children give cues that they want to connect; educators must notice, interpret, and respond

3. Infants and toddlers build mental modes from interactions and experiences.(Implicit learning that we do not see externally)

Building Warm, Positive and Nurturing Relationships

3. Educator behavior invites children into positive interaction, and happens when adults Sync with Infant and toddler's emotions.
4. It is important to maintain Quality, frequency and individual tailoring of interactions.
5. Non - verbal Communication exchange used in cultural and linguistic diversity and with every new life from birth (Sensory Play)
6. Consider Disabilities in establishing relationship through interactions
7. Impact of prematurity, maternal drugs exposure on building relationships.
8. Impact of ACES, Toxic Stress, Trauma on relationships
9. Building positive relationships between educators and the families/parents

Warm Positive, Safe , Secure Nurturing Practices (SSNP)

SE-1.1 Convey warmth and affection toward children by smiling, laughing, and also by showing empathy when a child is sad or upset

SE-1.2 Frequently engage in nonverbal positive affirmations with children while respecting and expressing variations in affirmation across cultures (e.g., nodding, lowering voice, raising eyebrows in surprise, as appropriate and consistent with the child's culture)

SE-1.3 Use gentle and nurturing touch to provide emotional support and to communicate affection

SE-1.4 Use children's names during communication

SE-1.5 Make positive comments about children and their activities

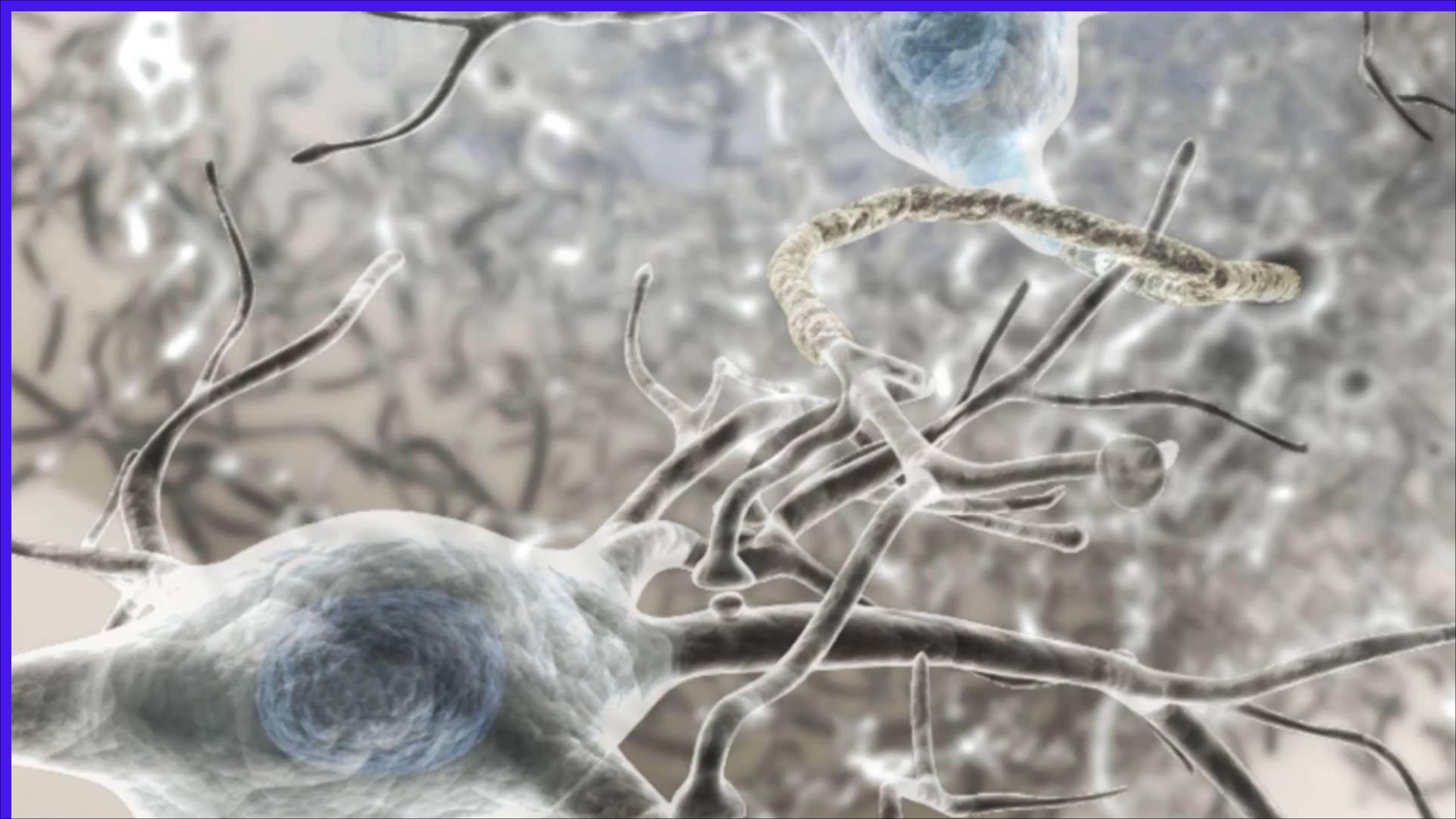
SE-1.6 Sit in close proximity to children, depending on age

SE-1.7 Make eye contact with children when culturally appropriate and talk with them at eye level

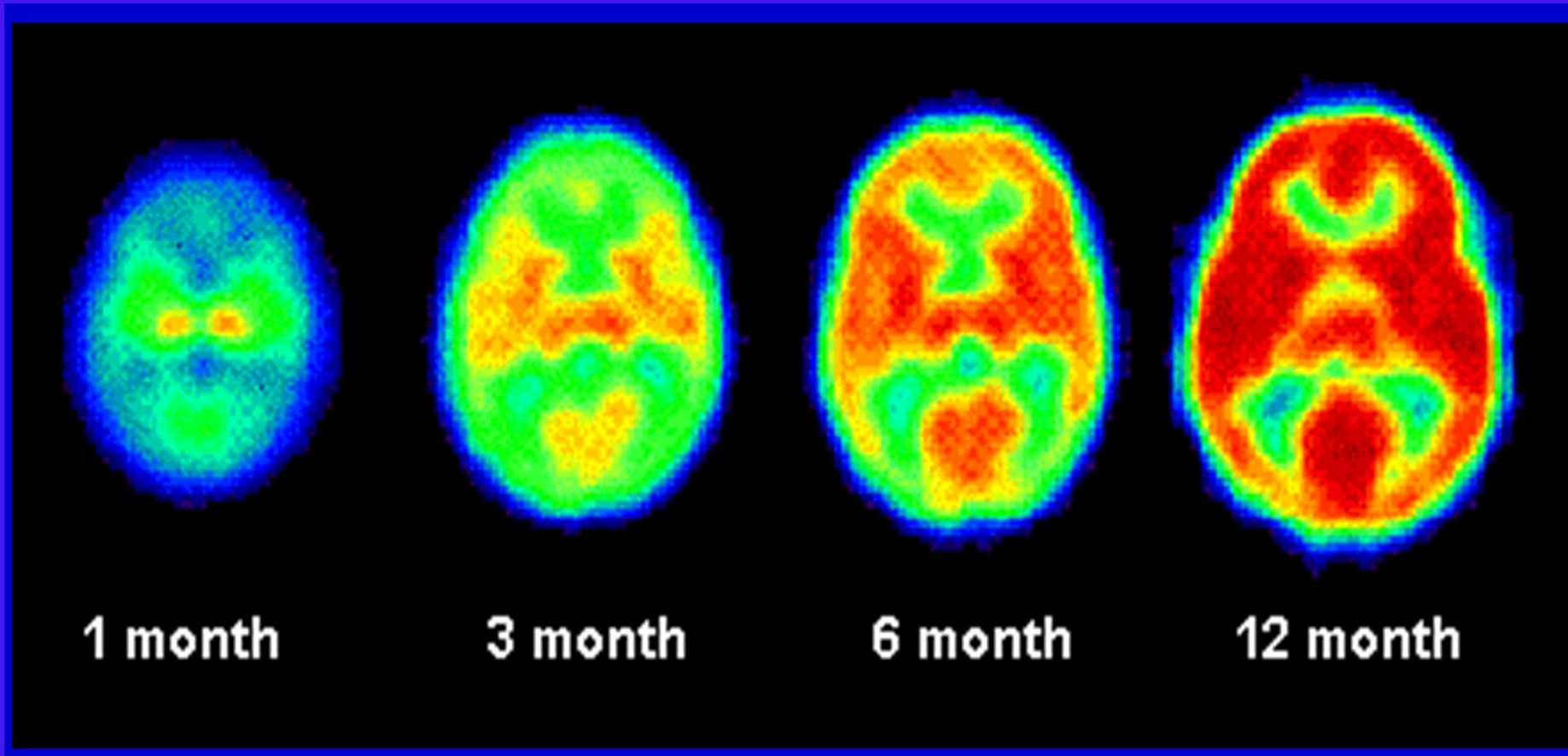
SE-1.8 Demonstrate interest in children's activities by joining play or commenting about children's actions when culturally appropriate

SE-1.9 Use a tone of voice, facial expression, and level of enthusiasm that is in sync with each child's Emotions.

SE-1.10 Support children's attempts at autonomy by promoting self-initiated exploration while remaining available to provide help when a child indicates a need for it



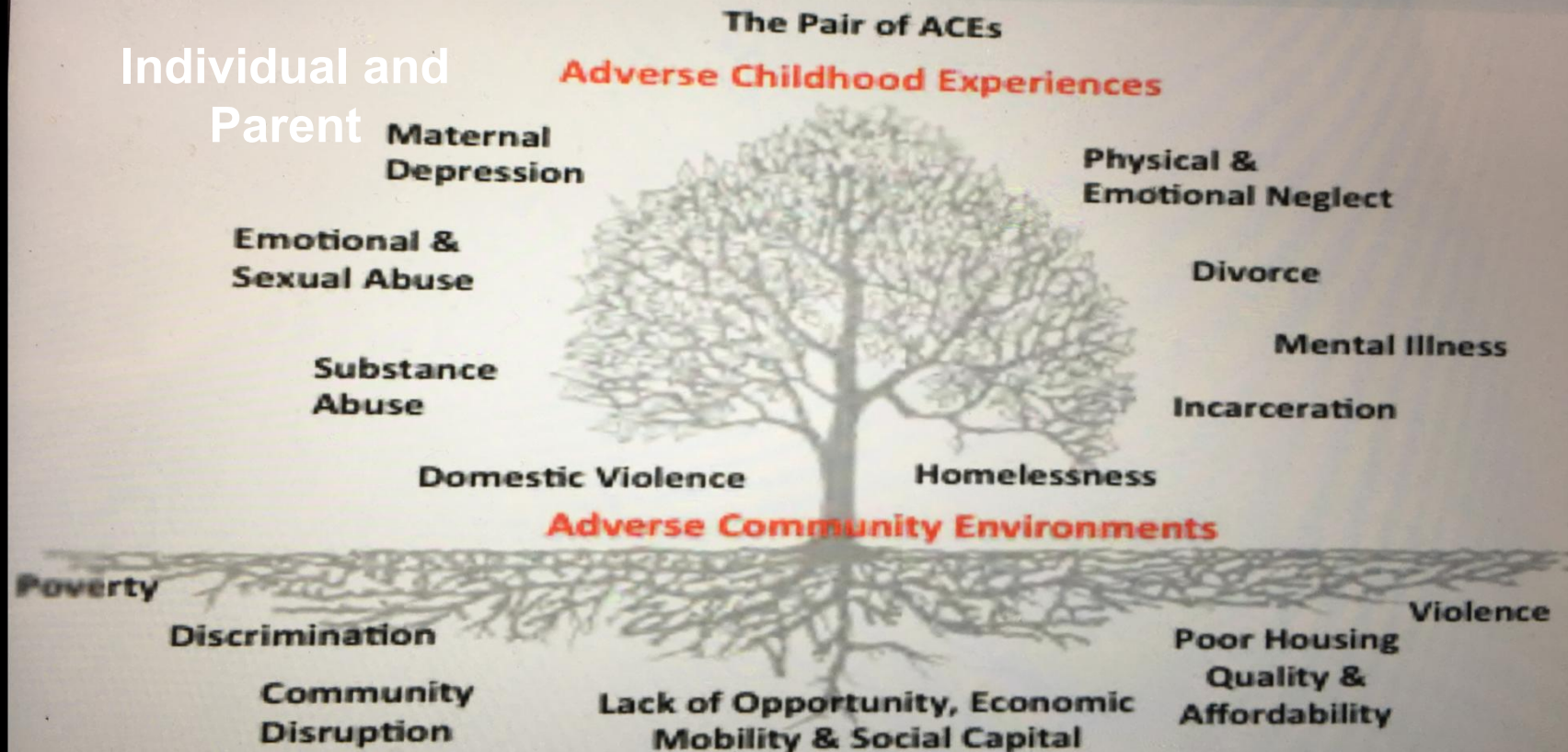
PET activity from birth through 12 months of life



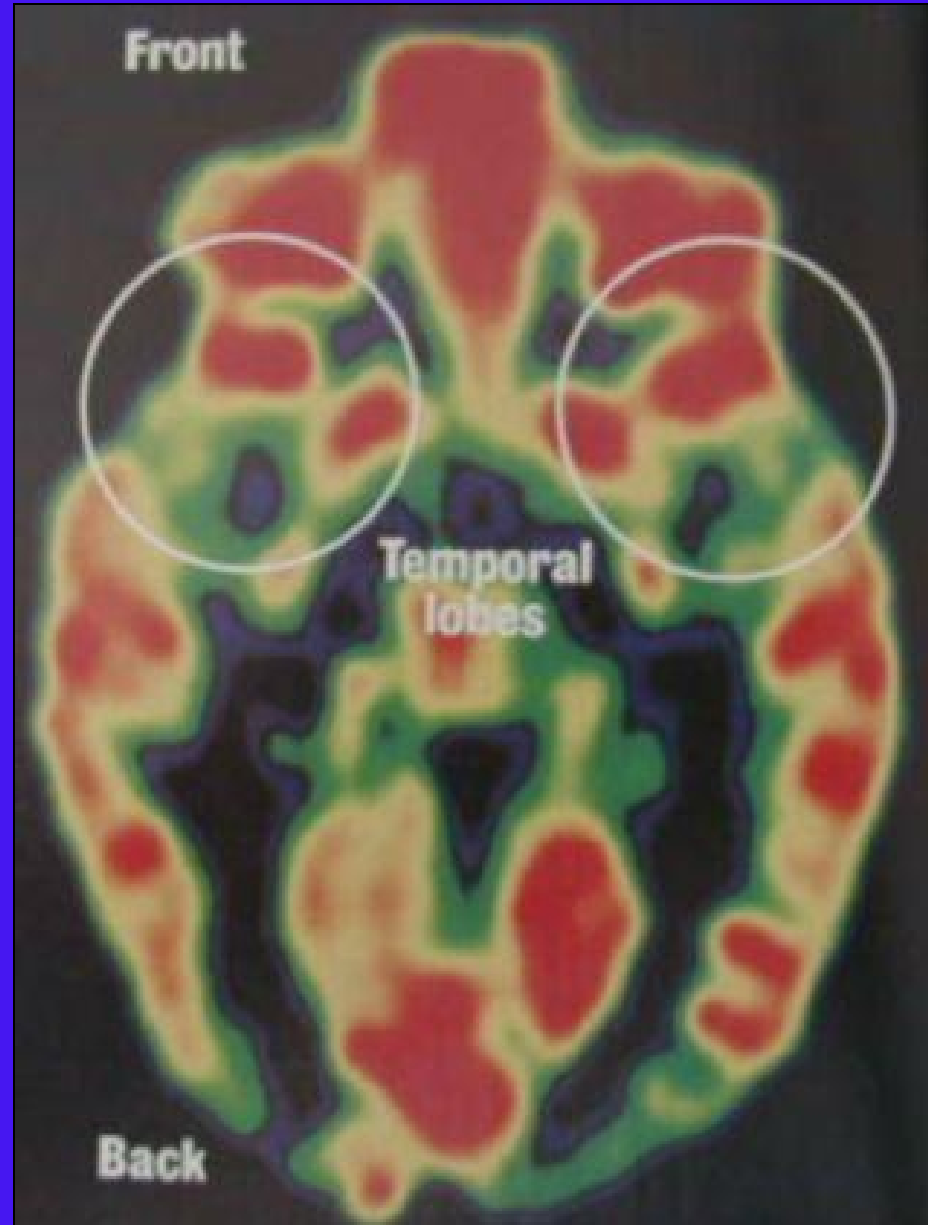
Courtesy Dr. Harry T. Chugani, WSU, Detroit. and now at Nemours Institute Delaware

We need to see what we can not see through Trauma and Development Lens - Illustration BY Wendell

Electronics /Cyber violence Occurs at both tiers

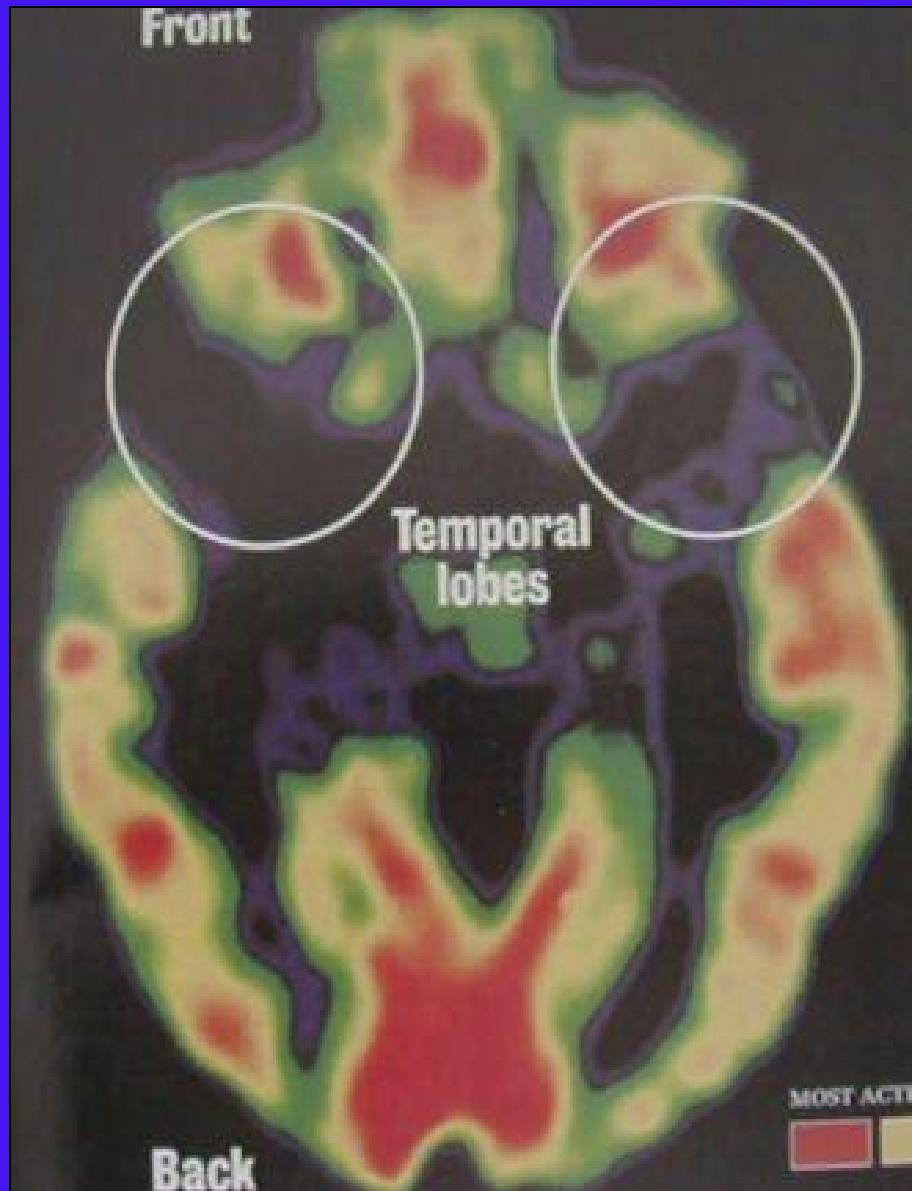


NORMAL PET SCAN – WELL NURTURED BRAIN



Courtesy Harry T.
Chugani (WSU
and now at
Nemours Institute
in Delaware

PET SCAN –FAILED NETWORKS



The circled areas are critical for proper affective pathways. These areas secrete Dopamine , Serotonin and Norepinephrine for moods and learning. *In the circles there is loss of D4 and D5 receptors*

There are the scarred areas where messages are not taken to the frontal cortex for strategic planning. These sprout with stimulants, and also with **brain relaxation responses**. The teaching should have flexibility, with nurture and structure to relax this brain organization.

Courtesy Harry T. Chugani,
Delaware.

IF MSI fails Various Neuro Developmental and Behavior Disorders



Consistent Responsive Caregiving

1. Importance of Synchrony , responsiveness between educator/Adult and child
2. What is Serve and Return ,Back and Forth Cycle
3. Importance of safe secure attachment
4. Self regulation and 4 types responsive care giving
5. Interpreting Cues and building synchrony with each individual child needs careful observation and catch CUES
6. Impact of Prolonged neglect, Intense trauma cause lifetime architecture and functional loss of pathways that get disorganized

SE-2 Providing Consistent and Responsive Caregiving – Care giver competencies

SE-2.1 Maintain an awareness of the needs of children in the room by consistently scanning and responding when children need help

SE-2.2 Observe children's interactions and cues to understand the child's needs and respond in turn

SE-2.3 Wait for children's response to a verbal or nonverbal communication before acting and regulate responses to match or adapt to those of the child – PACING is important

SE-2.4 Demonstrate sensitivity to children's signs of fatigue or overstimulation and adjust the pace of activities, tone of voice, and interaction style in response

SE-2.5 Accurately interpret and appropriately respond to children's attempts to disengage from an interaction or activity by ending the interaction or activity until the child is calm and attempts to reengage

SE-2.6 Demonstrate an understanding of unique needs of children by tailoring their response or proactively planning for supports to be in tune with the individual child's preferences for receiving comfort, interaction, and support

SE-3 Supporting Emotional Expression and Regulation

SE-3.1 Recognize children's emotional cues and individualize a response based upon knowledge and understanding of individual children

SE-3.2 Support emotional regulation for younger infants by soothing them with gentle voice and touch or by redirecting their attention to elicit a more positive or calm emotional state

SE-3.3 Name or label children's emotions to better help children recognize (and eventually talk about) their emotional states and to build a "feelings vocabulary"

SE-3.4 Support emotional regulation for older infants and toddlers by verbally labeling and acknowledging the child's and his peers' emotional states (both positive and negative); provide assistance (both verbal and nonverbal) and model strategies for appropriately expressing and managing emotions

SE-3.5 Follow a predictable schedule of daily activities so that children can anticipate (in a general way) what will happen at different times of the day

SE-3.6 Individualize children's routines and activities in response to their developmental levels and needs

SE-3.7 Prepare children for times of the day that may be stressful by providing verbal and nonverbal support (Dropping Time, Not Sharing toys)

E-5 Guiding Behavior – Managing Behavior

SE-5.1 Proactively support children's positive behavior by setting up conditions that minimize potential for misbehavior, such as encouraging specific on-task behavior, offering a variety of play options, positioning to provide support, and providing multiples of favorite play materials

SE-5.2 Redirect children's inappropriate behavior by offering different choices to diffuse minor conflicts and manage extreme emotions—for example, deep breathing, blowing bubbles, holding a favorite object, snuggling, or listening to relaxing music

SE-5.3 Model appropriate behaviors for children

SE-5.4 Establish and remind children of limits by providing positively phrased, single-step directions

SE-5. 5 Use anticipatory talk to prepare children for transitions

SE-5.6 Set consistent limits and explain them concretely to help children begin to understand the reasons behind them

SE-5.7 Provide and frame genuine choices for children

SE-5. 8 Support children making choices by limiting the number of choices, providing enough time for children to respond, and allowing children to change their minds before making a final choice

SE-5.9 Comment positively about children's choices

Emotional Regulation – Manage Behavior

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SE-3.5 Follow a predictable schedule of daily activities so that children can anticipate (in a general way) what will happen at different times of the day - Transition guidance

SE-3.6 Individualize children's routines and activities in response to their developmental levels and needs and prepare children for times of the day that may be stressful with verbal and non-verbal communication, to support and manage their emotions. (dropping off time)

SE-3: Supporting Emotional Expression and Regulation

1. Why understanding emotional development is important for educators
2. Brain structures involved in the processing of emotions and how they work; voluntary vs involuntary responses
3. Early development of the “emotional brain”: capacities present at birth and capacities that develop over time
4. The brain’s use of energy to process emotions; impact on intentional, conscious thoughts and actions that regulate emotion
5. Role of educator in providing support for emotional regulation
6. Inborn and developing capacities to be aware of and understand the emotions of others

8. Individual differences in emotional development; why reading cues and individualizing support is important

9. Scaffolding children's ability to regulate their emotions

10. Prevention of emotional upset and overload; recognizing a child's "point of no return"

11. Impact a disability may have on a child's emotional expression or regulation

12. Impact that multi-language learning may have on a child's emotional expression or regulation

13. Impact of one's own emotional awareness and regulation

14. Impact of poor adult emotional regulation on young children

Core Concepts Notes – Focus on Educators

1. Individual differences in emotional development; why reading cues and individualizing support is important
2. Scaffolding children's ability to regulate their emotions ; Prevention of emotional upset and overload; recognizing a child's "point of no return"
3. Impact a disability may have on a child's emotional expression or regulation
4. Impact of one's own emotional awareness and regulation – Impact of poor adult emotional regulation on young children
5. What Goal would you like to reach with the information?
6. How can you think about your own behavior and its impact during your busy daily life. Think of a way to remind your self
7. Are you aware of resources to help a needy family
8. Are you able to tap into resources for your support from higher authorities to accomplish your goal.
9. How can you document your accomplishment or success?



PRO-SOCIAL BEHAVIORS

1. Improves Self confidence
2. Capable of making good choices - reward with praise
3. Help develop amicable problem solving
4. Look for infant's signals
5. Give only 2 choices - clean up time, Do you need help or good to do by yourself
6. Children are more aware of people around them



INSTRUCTIONAL STRATEGIES - 4

1. **Model Pro-Social Behaviors:**

All - Infants imitate adults through the day's activities and routines. Follow routines /Schedules

Magic words- May, Please, Can I, Thank you, Respect, Soft touch, sharing, mingling in group play

2. **Explain The Sequence/What Comes Next**

Calm voice that explains next activity preparation is comforting for infants and toddlers

Transition activity prepares Infants and toddlers, and they start looking eventually for instructions from the teacher

INSTRUCTIONAL STRATEGIES - 4

3. Provide Verbal Cues and Gestures for Self Control:

This can be firm , low tone stern voice for redirection for unsafe behavior

Show where to sit or give verbal instruction where to sit

A friendly reminder to keep quiet with gesture, Model good behavior

4. Give Opportunity to make good choices: Let Child Guide

About choosing a toy.

Which center activity to go to

Whether slides or swing or sand box in outdoor activity



Self Awareness - 2



1. Conscious about thoughts, actions and emotions.
2. Clear Positive Identity of the self

What do teachers need to do?

1. Teach words that go with their body and feelings
2. Allow children to share their ideas and feelings
3. Respect the child's personal preferences
4. Create connections to family culture

All from birth by even 2-3 months

(Page 2 SEL Activity – Mirror Mirror on the wall)

INSTRUCTIONAL STRATEGIES -2

1. **Talk About Feelings:** Talk about good and bad feelings as they are normal part of our emotions. LABEL FEELINGS

Describe, explain and read, show charts and teach emotions in a positive way. Share feelings with

caretakers/teachers. Builds vocabulary and ability to express.

(SEL activity - page 1- All the feelings I feel)

2. **Link Emotions of Feelings/Thoughts / Words/Actions**

Describe actions reflecting emotions - looking sad, happy, excited. Guess how child is feeling. Talk About their feelings

Relate emotions in a story/ events to child's experience

Among infants who cannot express, it is the teacher who moves emotions from stress to calmness – in infants

They understand what they are feeling

Be Predictable , Consistent with Routines and Reliable

SEL Activity - page 4 TICKLE ME Think- Turn- Talk about arrival to school



Instructional Strategies -3 and 4

1. Help Children Share Space and Toys:

Divide activities in different places

Take turns with objects, tools, activities

Avoid friction by having many of similar materials

Give physical support and positive interactions

Make sure infants with different abilities get support , access and good participation

Help resolve conflicts and problems

Children have pleasure when they are socially connected



Instructional Strategies -2

1. **Maintain and orderly schedule:** This gives Security and Trust
Less Stress and Anxiety when there is a schedule and an order to activities and learning.
Have Visual schedule with pictures for routines at Child's eye level
2. **Use transition techniques** - what do you use for transitions?
3. **Respond to children In distress**
4. **Have clear boundaries and Positive reminders** – Praise Positive behaviors



Instructional Strategies - 3

1. **Praise Positive Behaviors** by Clapping or Verbal Praise
Cooperation, sharing, taking turns

Making the effort

Staying on task

Choice from undesirable behavior to desirable

Behavior -Redirection

2. **Model Positive behavior**

VIDEO- Page 3 SEL Riding The Bus

Same page – Share with me



Instructional Strategies -3 and 4

1. Help Children Share Space and Toys:

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Instructional Strategies – 3 and 4

2. Support Taking Turns: Guide Children to take turns in all activities when there is space limitation or not many materials available

Tips to keep in mind include:

- *Have displays at eye level for toddlers*
- *Use visual cues to show where things belong*
- *Always have duplicates of favorite toys*
- *After playing with toys, model how to clean up*
- *Help children find another place to play if there are too many children in one area*





INSTRUCTIONAL STRATEGIES - 4

3. Plan activities that give Understanding of Emotions

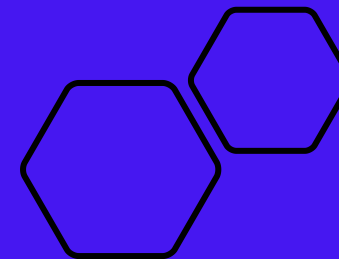
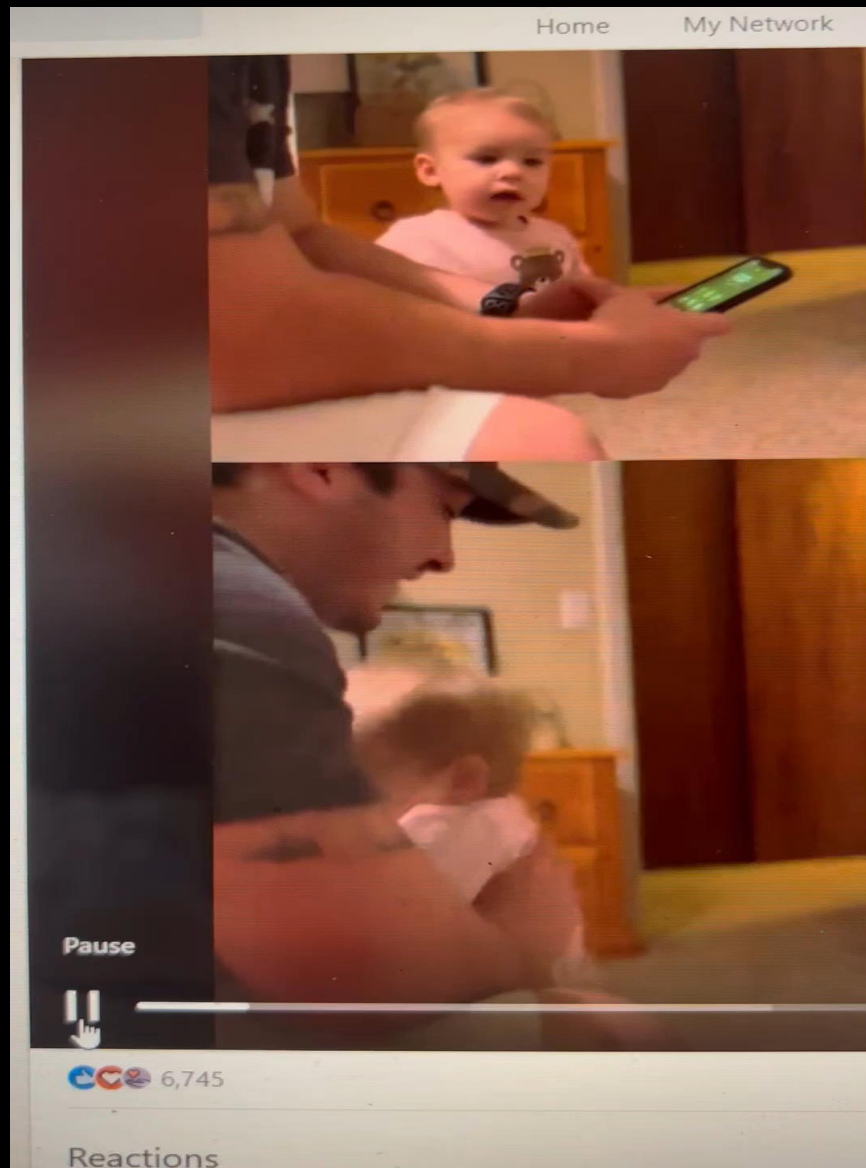
Songs, Puppet plays, stories, charts, plays, arts with finger painting, draw faces and describe emotions, pretend play

Match tone of voice, feelings and expressions with emotions during pretend play

4. Model prompts for Peer and Positive Peer Interactions

Gestures, touch, hugs, Group activities and Group reading, Group play, Circle play sharing, Toy - Animal care, Dolls.

Cleaning up together,



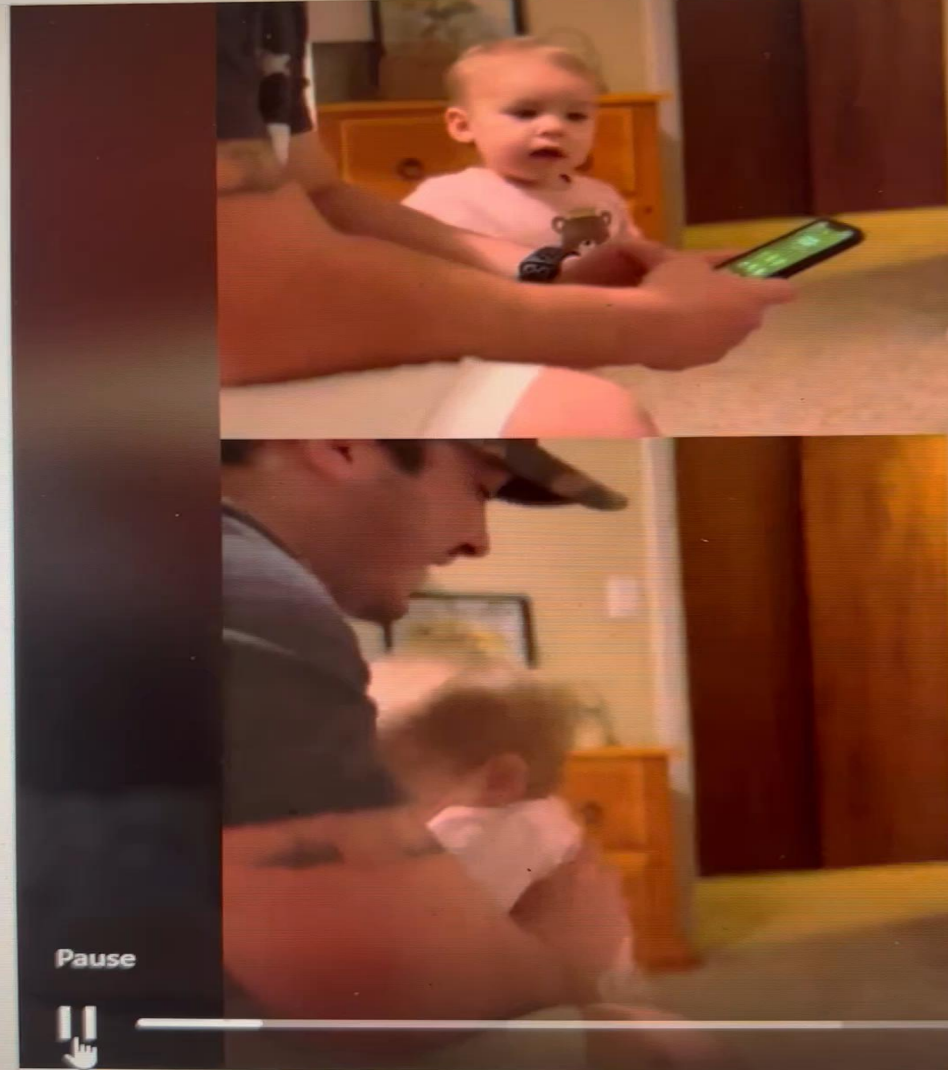
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SCIENCES

University of Washington

SEL	Infant and Toddler	Care Giver’s role to provide support, help, foster, scaffold Model, guide , intervene as per age , be resourceful with family and culture
Responsive care giving	Cues of looking for care giver, fatigue, yawning, or high energy, mood, anxiety , stress	Observe, understand Cues. Immediately attend , serve and return cycle. Respond and pace and re-respond. Stop when in fatigue or disengaging Each individual child is different ad unique. Do not let escalate to Point of no return and support and Demonstrate responses and link up alle experiences to daily home life. Joint attention and co-share activities. Use skills and tools to redirect
Attachment, Trust, Safe , Nurture	Impact from drugs, FAS, Trauma, Toxic stress, disabilities – unable to send cues. Infants give non verbal and verbal cues and invites for Communication	Adults catch cues and respond immediately . Make eye contact. Smile and sync with infant’s emotions. Have a consistent and persistent structure. Facial gestures of smile, playful, gentle touch, smooth Parenteese - voice, address infant by name, give proximity. Stay and play with infant. Make facial gestures like raising brows and connect. BEIG AVAILABLE and INTENTION are important. Show empathy for sadness.
Emotional Expression and Regulation	Implicit mental states from birth. Sensitive and withdraw if not attended to	Have predictable routines. Identify and label emotions positive and negative. Gide and demonstrate rightful responses contextually .Help self regulate through skills like blow bubbles/yoga. Watch for cues by scanning constantly. Have resources and toys that are multiples. Individualize responses to children. Have children identify peer’s emotional states or feelings . Cuddle , soothe young infants.
Guiding and Managing Behaviors and problem solving - Social Behavior	Infants brain is not mature to self regulate emotions. Infants get out of control to point of no return if not handles immediately	Identify and understand cues and individualize response based upon age and guide correct behavior. Label feelings and guide positive and negative behaviors ; make child understand peer’s feelings and apologize for hurting. Cuddle and soothe infants with touch and smile and soothing voice. Readjust infants to get optimal activity opportunity. Adher to routines and identify times of day for emotional distress and opportunity to comfort and teach
Pro –Social behaviors /Managing Behavior	Children need to be social with peers, family and helps future adult relationships in work and with friends	1. Praise good behavior and choices. 2. Have choices and limit them 3. Have objects and toys multiples of the same. 4. Redirect behaviors of aggression and anger and use tools and skills. 5. Demonstrate ideal behavior and use self care and self assessment of behaviors. 6. Announce and help transitions
Self- Awareness and Identity	Belonging to group, family or peer is important	1. Identity of name , body parts , body in environment and associations. Body and it’s feelings. Have
		Separate cubbies for toys and family pictures and have lovies . Have children share ideas and feelings and respect their ideas and culture. Have books of many different cultures. Have respect and tolerance for different cultural back grounds

Home

My Network



Pause



6,745

Reactions

