

How are you feeling today?

Sign-In Under the Emotion
You Are Feeling Today



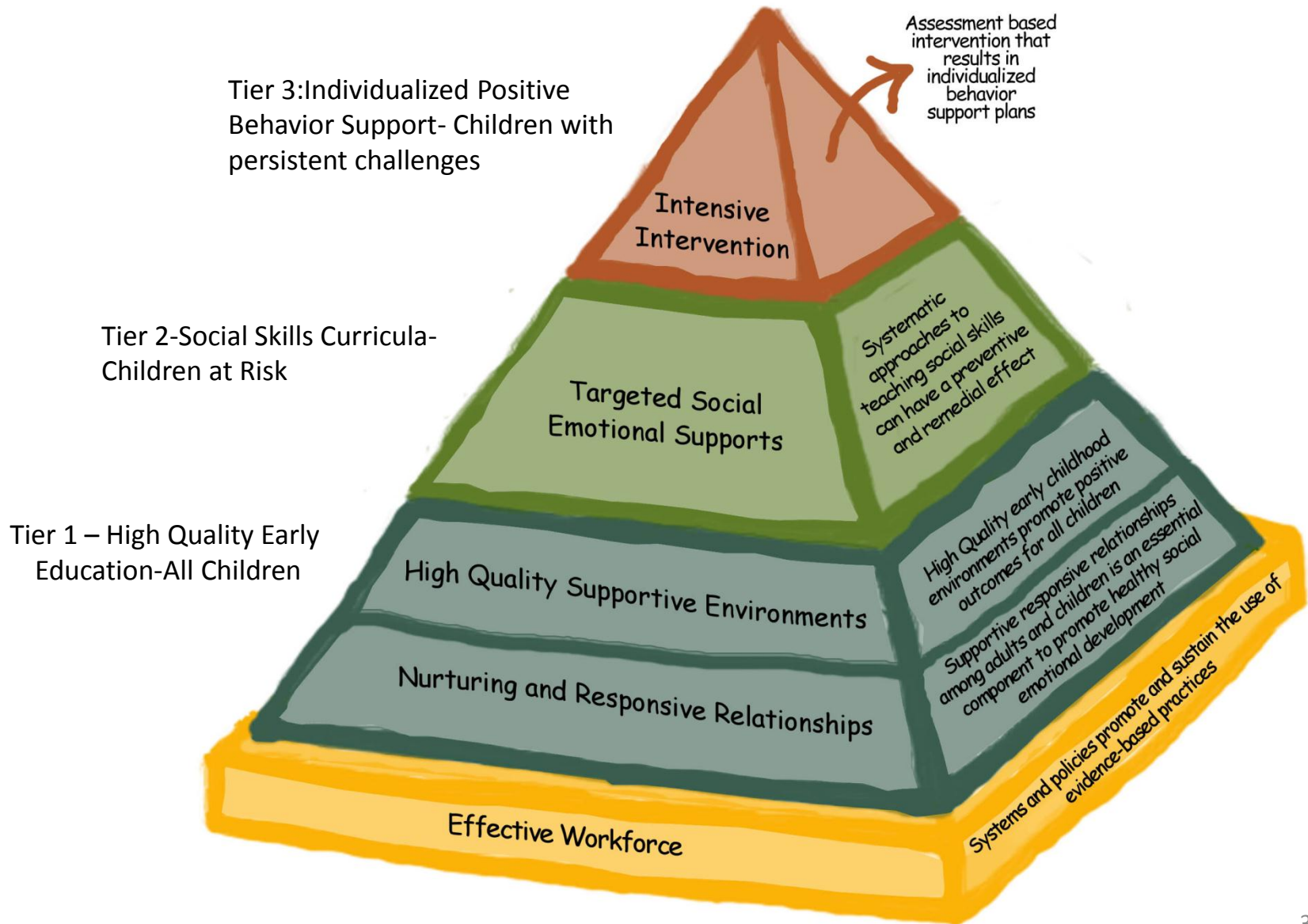
Social-Emotional Foundations for Early Learning (SEFEL) Pyramid Model: Teaching Strategies

Office of Early Learning
Department of Public Instruction

April 18 & 19, 2013



Social-Emotional Foundations for Early Learning (SEFEL) Pyramid Model



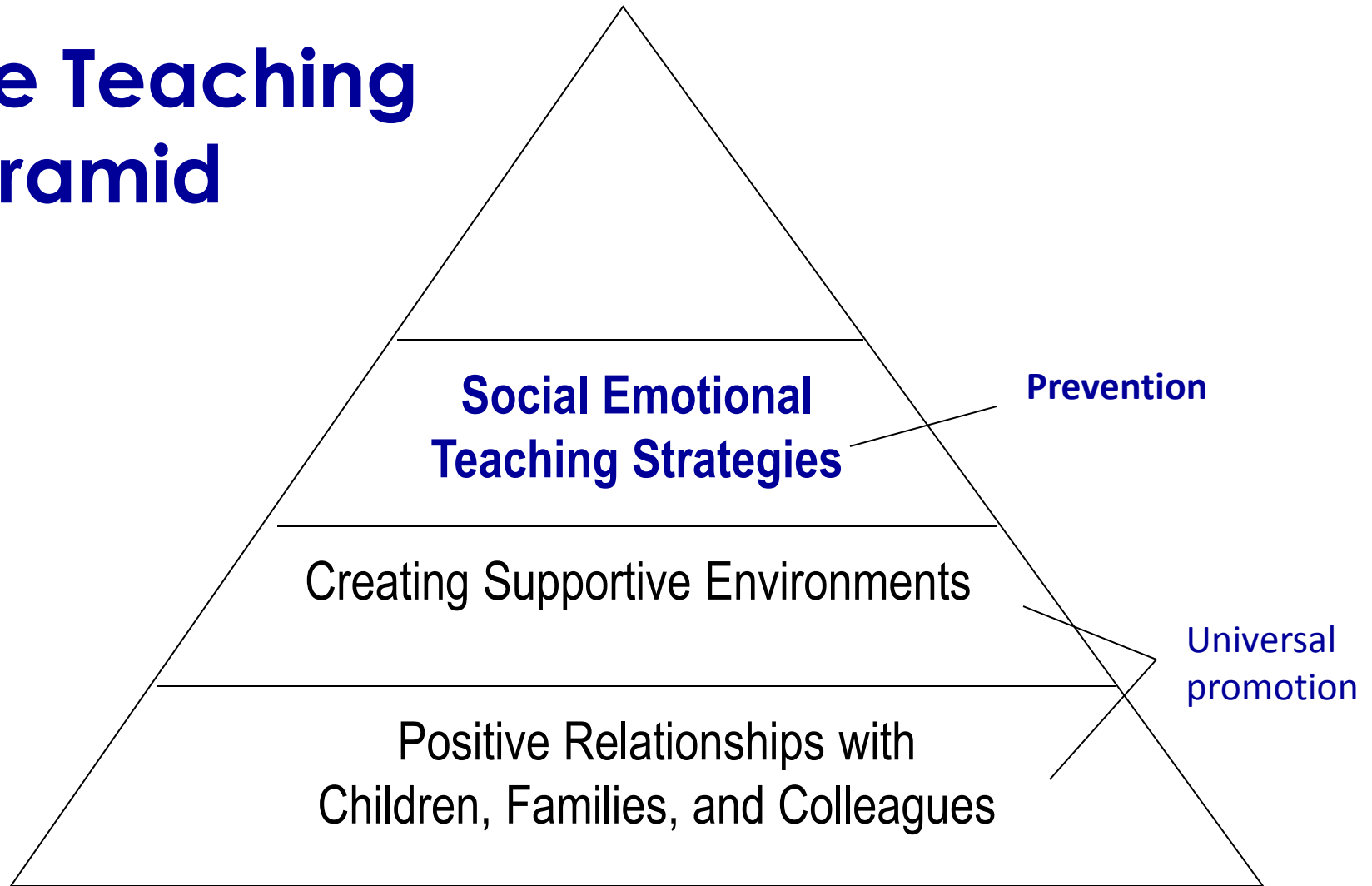
Objectives—Day 2

Learn strategies for teaching

- Emotional literacy
- How to recognize emotions
- How to regulate emotions



The Teaching Pyramid



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



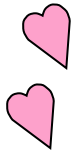


Happy

Sad

Proud

Nervous



Feeling Faces

Loved

Scared



Mad

Frustrated

Lonely

Embarrassed



Conscious Discipline

How do you feel?



Angry



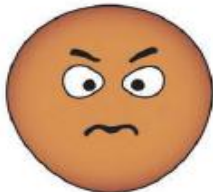
Scared



Sad



Happy



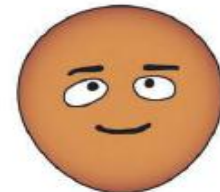
Frustrated



Anxious









Disappointed



Calm

Checking In

				
 <p>Nervous</p>				



Frustrated



Embarrassed



Sad



Mad

This
is
how
I
feel
today!



Nervous



Happy



Proud



Scared



Loved



Lonely



Sample Game



Sad



Happy












Frustrated

Make a _____ face.



Concentration

 <p>Loved</p>	 <p>Happy</p>	 <p>Sad</p>
 <p>Happy</p>	 <p>Loved</p>	 <p>Proud</p>
 <p>Proud</p>	 <p>Sad</p>	 <p>Loved</p>



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



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



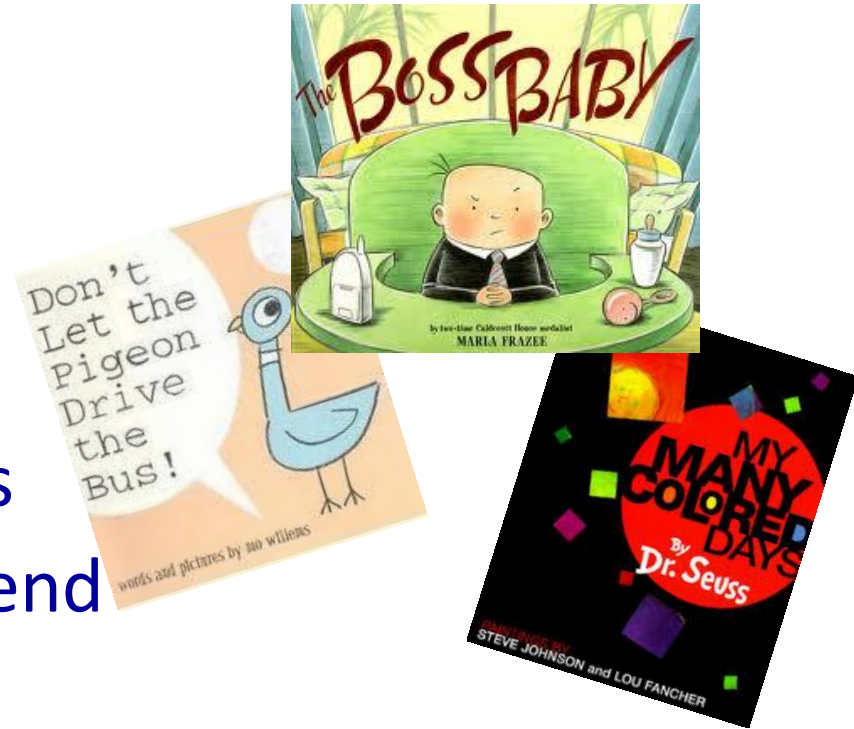
Additional things to remember when choosing Books to include Social Emotional Skills

- 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.

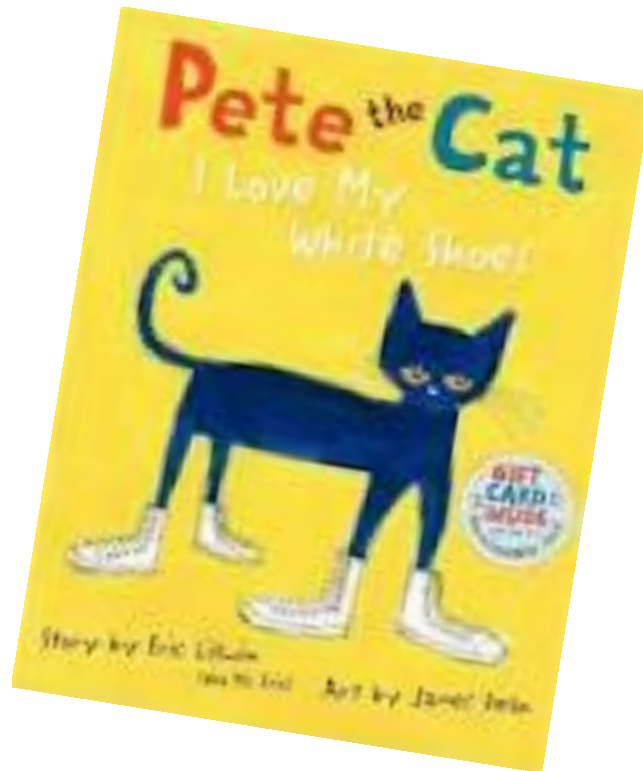


Emotional Social Competency Skills addressed through Literature

- **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=nUubMSfls-U>



Activity

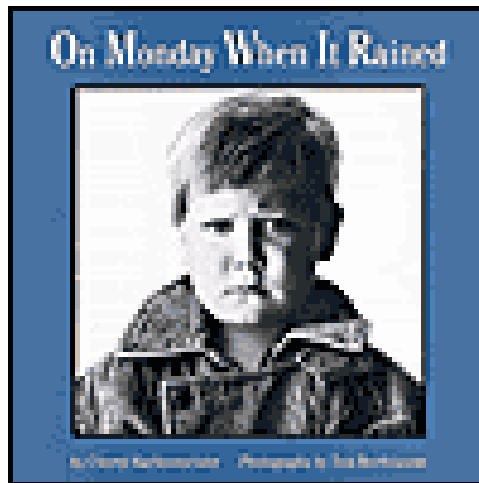
- Choose a book on your table.
- Share the book with one other person at your table
- Use the handout to discuss how you might use this book with your class and what social emotional skill(s) you might target.
- Share your ideas with the large group



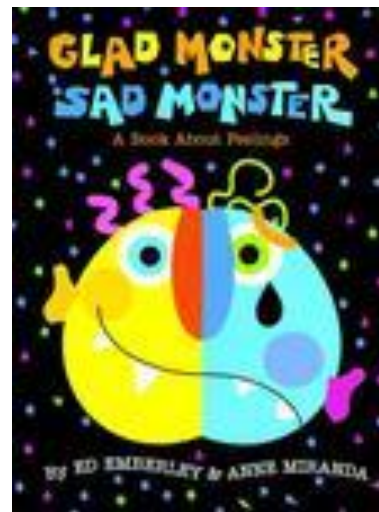
Book Nooks

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

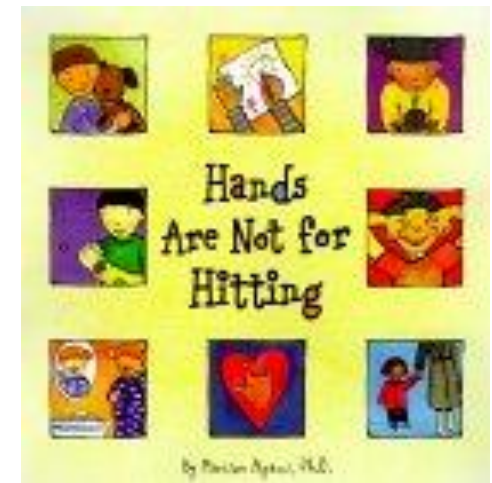
On Monday When it Rained



Glad Monster Sad Monster



Hands Are Not for Hitting



(Pictures)

Lisa Bruggeman – Asheville City Schools





Video - Jenna

Lunch



Social Emotional Teaching Strategies

Emotional
Regulation



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



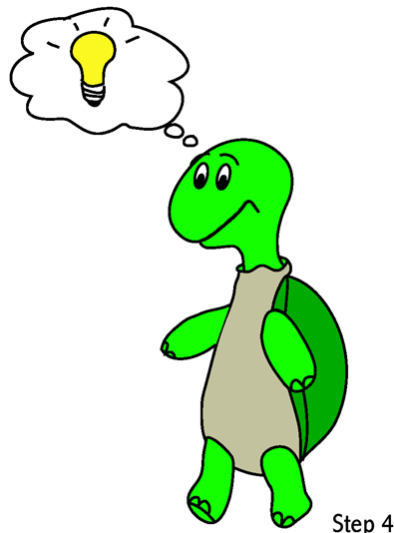
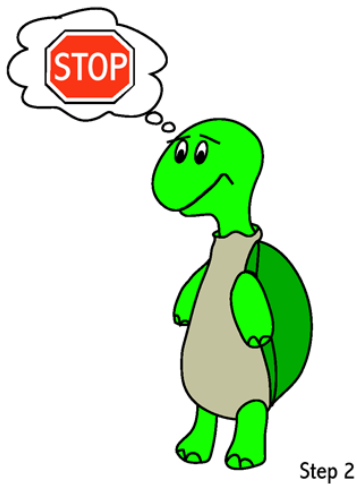
Safe Place



Norma Jannone-Moore County Schools



Tucker the Turtle



Center on the Social and Emotional Foundations for Early Learning



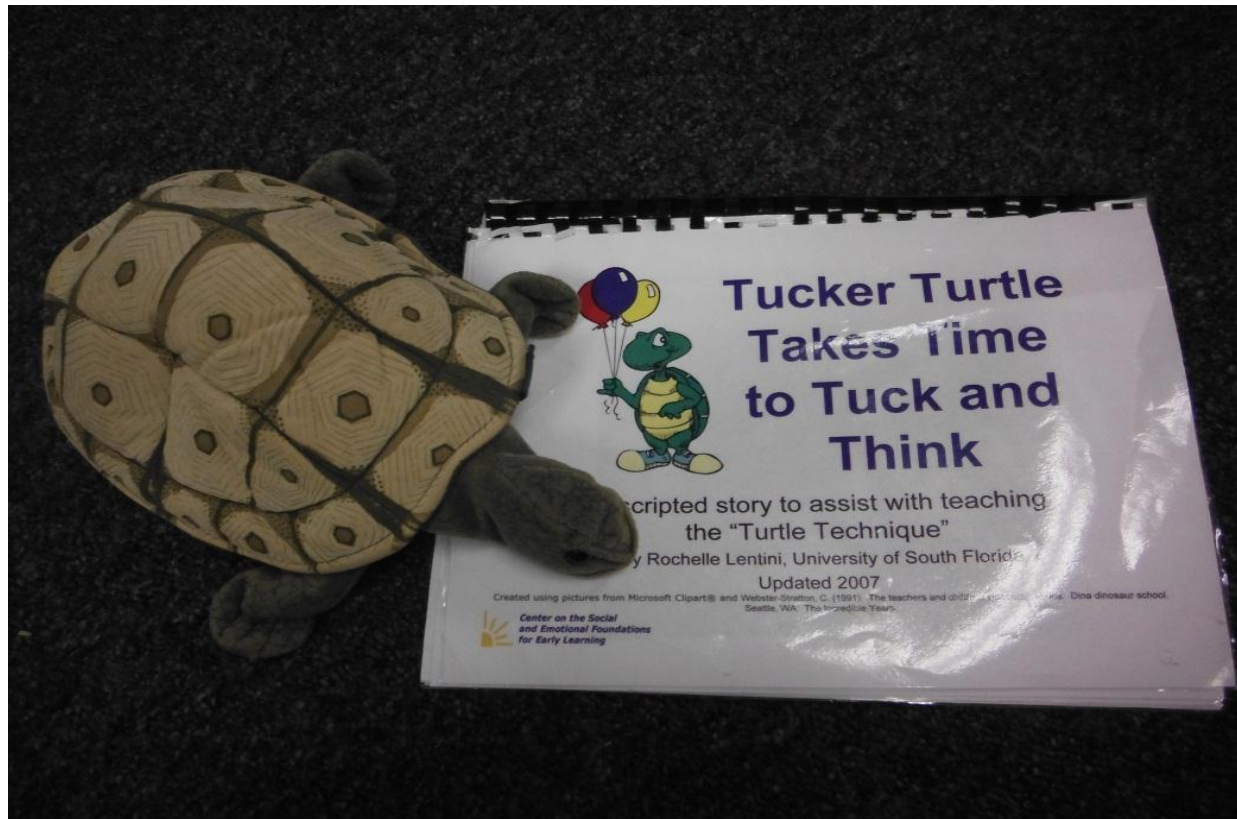


Tucker the Turtle!

Doyle Woodall – Johnston County Schools



Tucker Book and Puppet



Jessy Hendley -- Cabarrus County Schools



Social Emotional Teaching Strategies

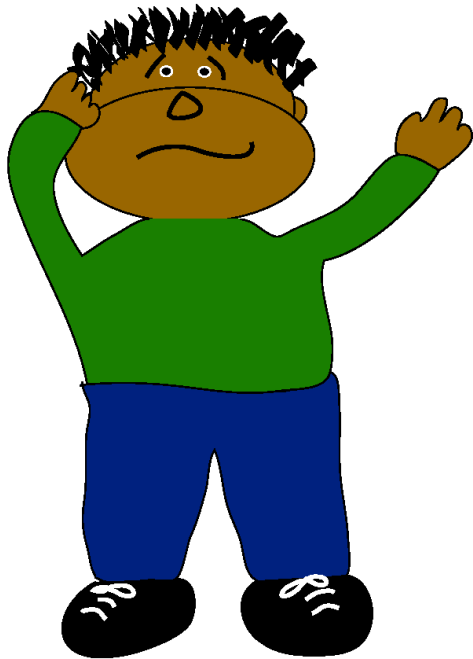


Problem Solving Skills



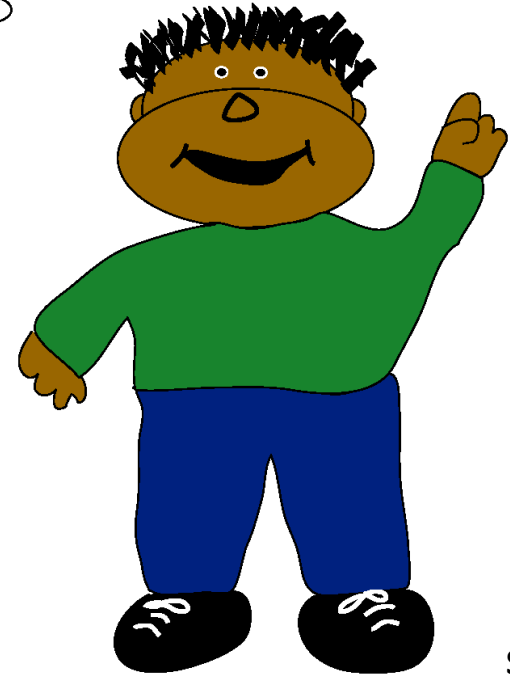
Problem Solving Steps

What is my problem?



Step 1

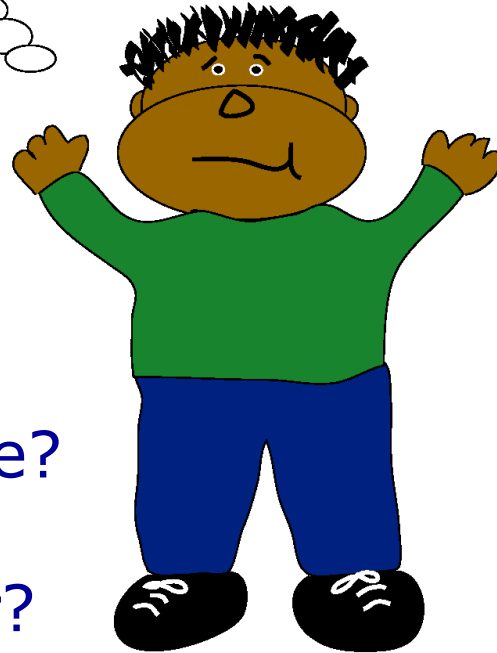
Think, think, think of some solutions.



Step 2

Center on the Social and Emotional Foundations for Early Learning

What would happen?



Step 3

- Would it be safe?
- Would it be fair?
- How would everyone feel?

Give it a try!



Step 4



The Solution Kit



Wait and take turns.



Solutions!



Doyle Woodall – Johnston County Schools



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 Friend Board



Jessy Hendley -- Cabarrus County Schools



Super Friend Board



Lisa Bruggeman – Asheville City Schools



Video –Super Friends



clip 2.9



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



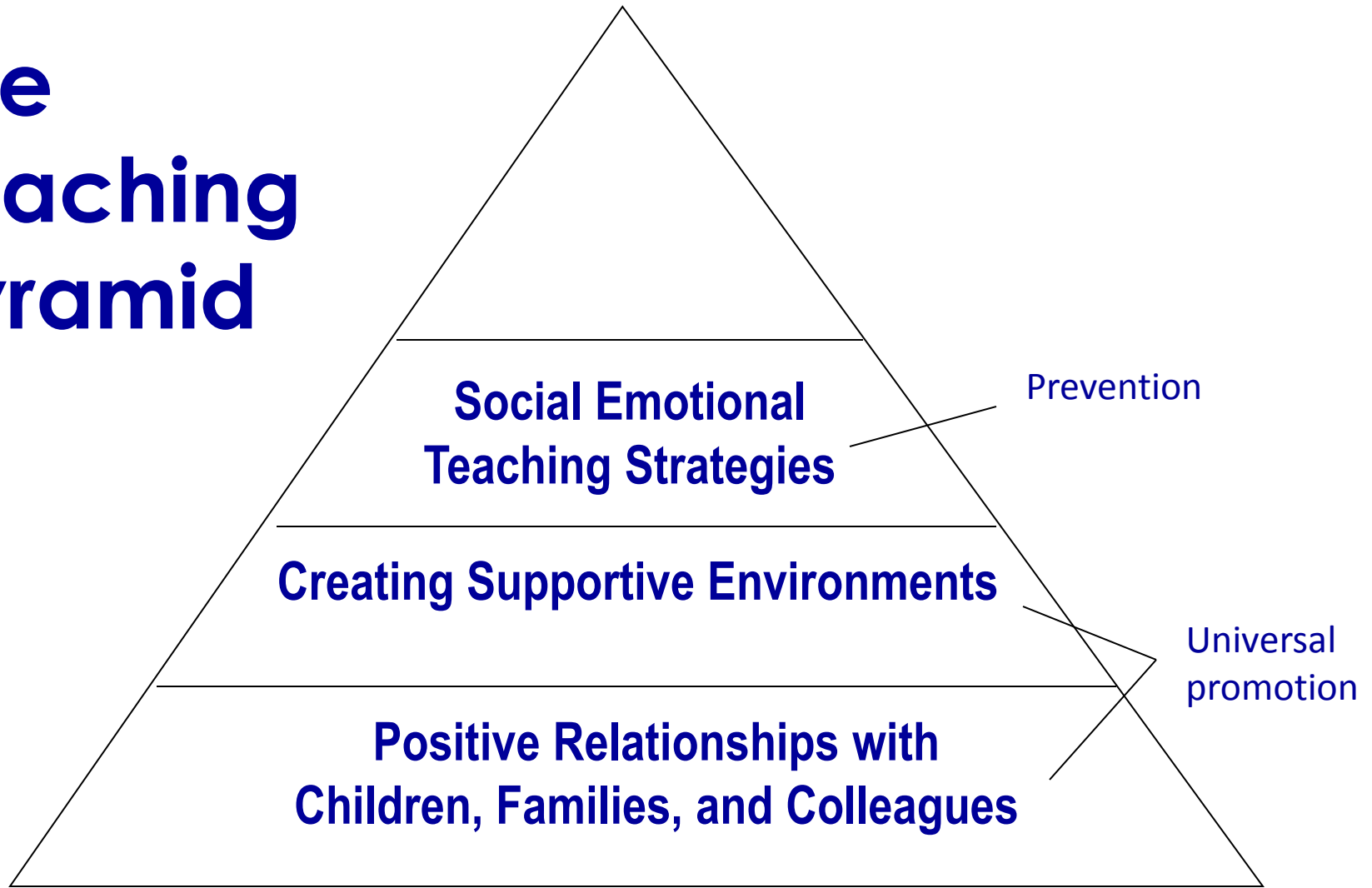
Created by Rochelle Lentini, USF
Adapted 2004



Social Stories

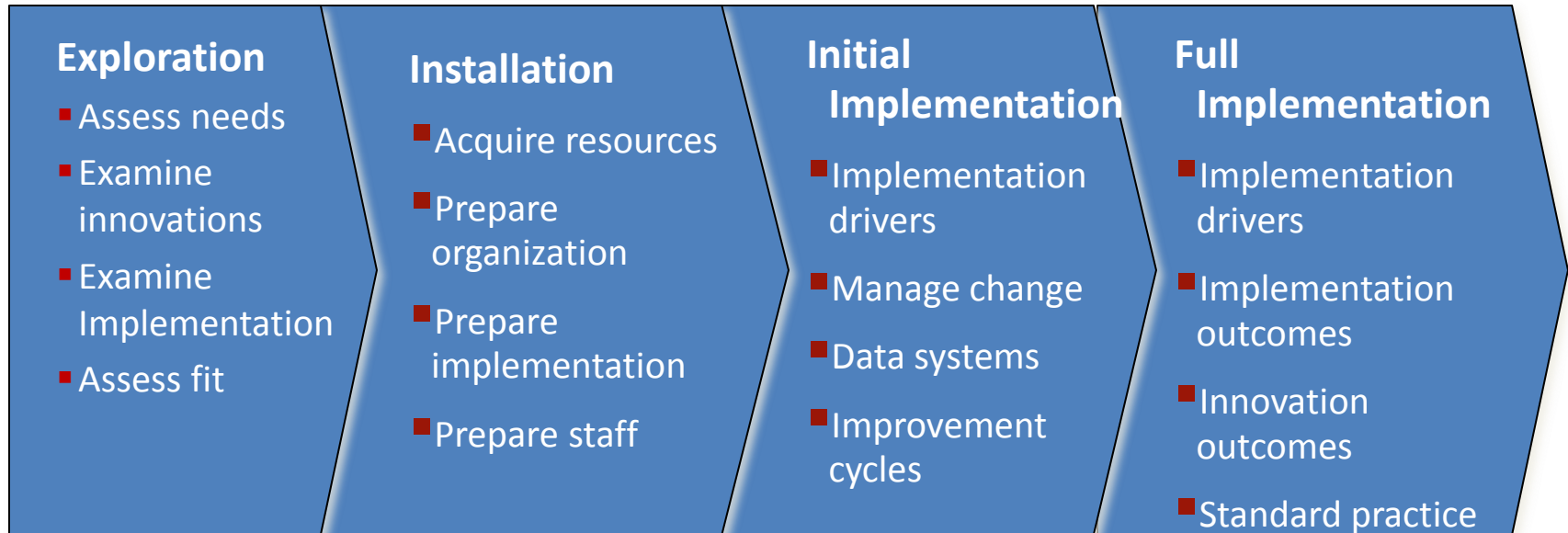
<http://tarheelreader.org/>

The Teaching Pyramid



System-Wide Implementation

2 - 4 Years



NC-DPI SEFEL

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

April, 2013
Volume 1 Issue 1

North Carolina Early Learning Network (NC-ELN) funded by the Office of Early Learning in the Department of Public Instruction (DPI)

Page 2

NC-DPI SEFEL

The School System Approach



NC-DPI SEFEL is funded through the 619 Preschool Disabilities grant to help improve child outcomes for PreK 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 special education to implement inclusive preschool programs throughout North Carolina. Since 2009 the DPI Office of Early Learning has provided training, consultation, and on-going 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

Please see *The School System Approach* on page 2

What is SEFEL?

The foundation for this initiative is the pyramid model for supporting social-emotional competence in young children. Developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), this tiered framework of evidence-based practices promotes healthy social-emotional development for children birth through age 5 years. Using the SEFEL framework of strategies helps teaching 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

Please see *What is SEFEL* on page 3

Intervention fidelity is the degree to which interventions are accurately and consistently carried out as designed.

"You can have a wonderfully powerful drug, but it does no good if you don't give it with the right dosage"

What is Implementation Science?

The Office of Special Education Programs in the US 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 CSEFEL Center, we have come to understand that it takes much more than a workshop to truly effect change of practice in the classroom. What does it take to effect 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, Blasé, Fixse and Naom (2008), is a specified 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:

Please see *Implementation Science* on page 4

School System Approach from page 1

assist them 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 staff members 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.



INSIDE THIS ISSUE

- 1 The School System Approach
- 1 What is SEFEL?
- 2 What is Implementation Science?
- 3 Is this PBIS for PreK?
- 4 The Stages of Implementation

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

Questions

