



Colorful star

The Right Stuff

Resources to Help Realize the Promise of Each Vermont Child



Topic: Practices for Social and Emotional Teaching & Learning

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Tom Herner is famous for the following quote,

*“If a child doesn’t know how to read, we teach.
If a child doesn’t know how to swim, we teach.
If a child doesn’t know how to behave, we... teach? ...punish?”*

This issue of **The Right Stuff** focuses on evidence-based practices and resources for teaching, and supporting young children in learning, social and emotional skills.

What Does Social-Emotional Learning Look Like for Infants and Toddlers? (0-3)

<https://www.zerotothree.org/resources/series/developing-social-emotional-skills>

Like any skill, social and emotional abilities develop in small steps over time. Learn what you can do to support social-emotional development in a child from birth to age three in these three articles, which are available in English and Spanish.

Family-Child Social Games: A Fun (and Evidence-Based) Way to Build Competence (0-2)

http://ectacenter.org/~pdfs/decrp/PGF_INT1_socialgames_2018.pdf

This family practice guide illustrates interactive play between family members and very young children can be used to build social competence. The guide, which is available in English and Spanish, includes a video showing the practices, along with examples and guidance for how to tell when the practice is working.

Teaching Social-Emotional Skills in Early Childhood Classrooms (3-5)

http://challengingbehavior.cbcs.usf.edu/docs/YouGottIt_Teaching-Social-Emotional-Skills.pdf

Early childhood educators report that one of their biggest challenges is supporting young children who have problem behavior beyond what might be expected. This article emphasizes evidence-based practices for specific social and emotional skills for children at risk for developing more challenging behavior, such as severe aggression, property destruction, noncompliance, or withdrawal. Examples are clear, explicit, and practical.

Why is Social-Emotional Learning (SEL) Important? Tips on Implementing SEL Principles at Home, in School and in the Community (5-9)

<https://www.accreditedschoolsonline.org/resources/social-emotional-learning/>

Social-emotional learning is a broad term referring to how students regulate their emotions, communicate with others, use compassion and empathy to understand the needs of other people, build relationships and make good decisions. This website has evidence about the importance of SEL and links to lots of resources for building social-emotional competence in early elementary students.

What Are the Characteristics of Social-Emotional Competence for Young Children? (2-5)

http://ectacenter.org/~pdfs/decrp/INT-3_Child_Soc-Emot_Competence_2018.pdf

This checklist includes practices that can be used to encourage, support, and promote child social-emotional competence during everyday activities and play. The checklist includes practices that can be used both to engage a child in social play and to respond contingently (promptly and positively) to a child’s social-emotional behavior and responses. The checklist indicators can be used by a practitioner to develop a plan or to promote a family’s use of the practices. The checklist rating scale can also be used to do for self-evaluation of whether evidence-based practices are being used or not.

Want to Help a Child Recognize and Understand Anger? Jealousy? Frustration? Disappointment? (3-5)

<http://challengingbehavior.cbcs.usf.edu/resources/index.html>

Pages in the Backpack Connection Series provide useful practices for teachers and family members/caregivers to use when working together to help young children develop social-emotional skills and reduce challenging behavior. Examples range from how to help a child to appropriately get your attention to how to help a child learn to share.

What Do Emotions Feel Like to Young Children? (5-8)

<https://amysmartgirls.com/short-film-just-breathe-helps-kids-deal-with-emotions-1b4f91dac5ad#.4mfw5o2ry>

In this 4-minute long video, boys and girls describe how their emotions affect them and how they physically feel. Figuring out how and what you are physically feeling is particularly challenging when you're feeling things like rage, sadness, disgust, and confusion for the first time. But rather than just sharing the children's feelings, the film goes on to show how helpful breathing and mindfulness practices can help to keep children emotionally healthy.

How Does Social and Emotional Learning Vary for Boys and Girls (3-7)

<https://www.youtube.com/watch?v=KD9-jnLD4IY>

Watch this brief delightful video clip for insights into how boys and girls have learned different things about the importance of empathy. What is the message in this clip for differences in how we teach?

Walk a Mile: An Activity to Support Social-Emotional Development for Families and Caregivers (5-9)

<https://vels.education.vermont.gov/sites/vels/files/documents/vels-module-two-family-activity-five-walk-a-mileFINAL-AC.pdf>

This activity from the Agency of Education website can be effective in helping early elementary age children to learn about empathy and the impact of hurtful names and behaviors.

Want to See What Evidence-Based Social and Emotional Teaching and Learning Looks Like? (2-5)

- Pyramid Model Practices: A Typical Day in a Preschool Classroom <https://vimeo.com/180313975>
- Pyramid Model Practices: A Typical Day in a Toddler Classroom <https://vimeo.com/180297918>

These videos highlight evidence-based teaching practices that support young children's social-emotional development, as demonstrated by a high-fidelity Pyramid Model implementation site. A table of contents is provided at the beginning of each video, so viewers can easily navigate to specific segments.

Interested in the Research on Social and Emotional Learning? (3-8)

<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=443>

This 2017 document provides a summary of effective practices to support school-based social and emotional learning for the general population of students ages 3–8. The organization provides clear answers to the question: What outcomes have social and emotional learning programs demonstrated among different student populations and settings? Results are broken down for different groups of children, including urban/rural, male/female, racially diverse, dual language learners, etc.

Want more resources on social and emotional development and learning? Visit

<https://vels.education.vermont.gov/sites/vels/files/documents/Social-Emotional-Development-Resources-September-2018.pdf> to see an online collection of free, annotated resources. You'll find evidence sources, print materials, videos, websites, and more.

The Right Stuff is a free, one-way listserv that is distributed monthly. Each issue features resources for supporting the learning and development of young children who are culturally, linguistically, and individually diverse, birth to Grade 3, and their families. All resources are readily available and free. **Highlighted resources are available in English and Spanish.** **The Right Stuff** may be freely shared or reproduced. Past issues are available at <http://fpg.unc.edu/presentations/right-stuff>

The Right Stuff is compiled by Camille Catlett and supported by the Vermont Agency of Education. To receive your copy each month, send an email **with no message** to subscribe-the_right_stuff_listserv@listserv.unc.edu