



2018 WEBINAR SERIES

Let's Talk: Nurturing Social Emotional Learning

Presented by:

Lucy Hart Paulson, Ed.D., CCC-SLP
Early Literacy Specialist

Judi Dodson, M.A.
Literacy Specialist



CONNECT WITH US



@VoyagerSoprisLearning



@voyagersopris



@VoyagerSoprisLearning



- We will save 5–10 minutes at the end the presentation for Q&A with our presenter. Please share your questions via the ‘Question Box’ at the right of your screen during today’s presentation.
- Following the webinar, all registrants will receive an email including a link to the recording of today’s webinar. Those attending the live presentation also will receive a certificate stating they attended a one-hour webinar with Voyager Sopris Learning®.

Your Presenters



Dr. Lucy Hart Paulson



Judy Dodson

Learning Topics

1. Describe the connections between language, cognitive, and social emotional learning.
2. List the developmental stages and age expectations for social communication skills
3. Learn factors to create a climate and culture supporting positive language and communication skills.
4. Learn activities that will make your classroom a safe space for children, where they will feel comfortable taking the risks necessary for social and academic growth.

Key Findings from Child Development Research

- How children feel is as important as how they think, particularly for school readiness.
- Emotional development occurs on a parallel path to early literacy development—in the context of positive relationships.

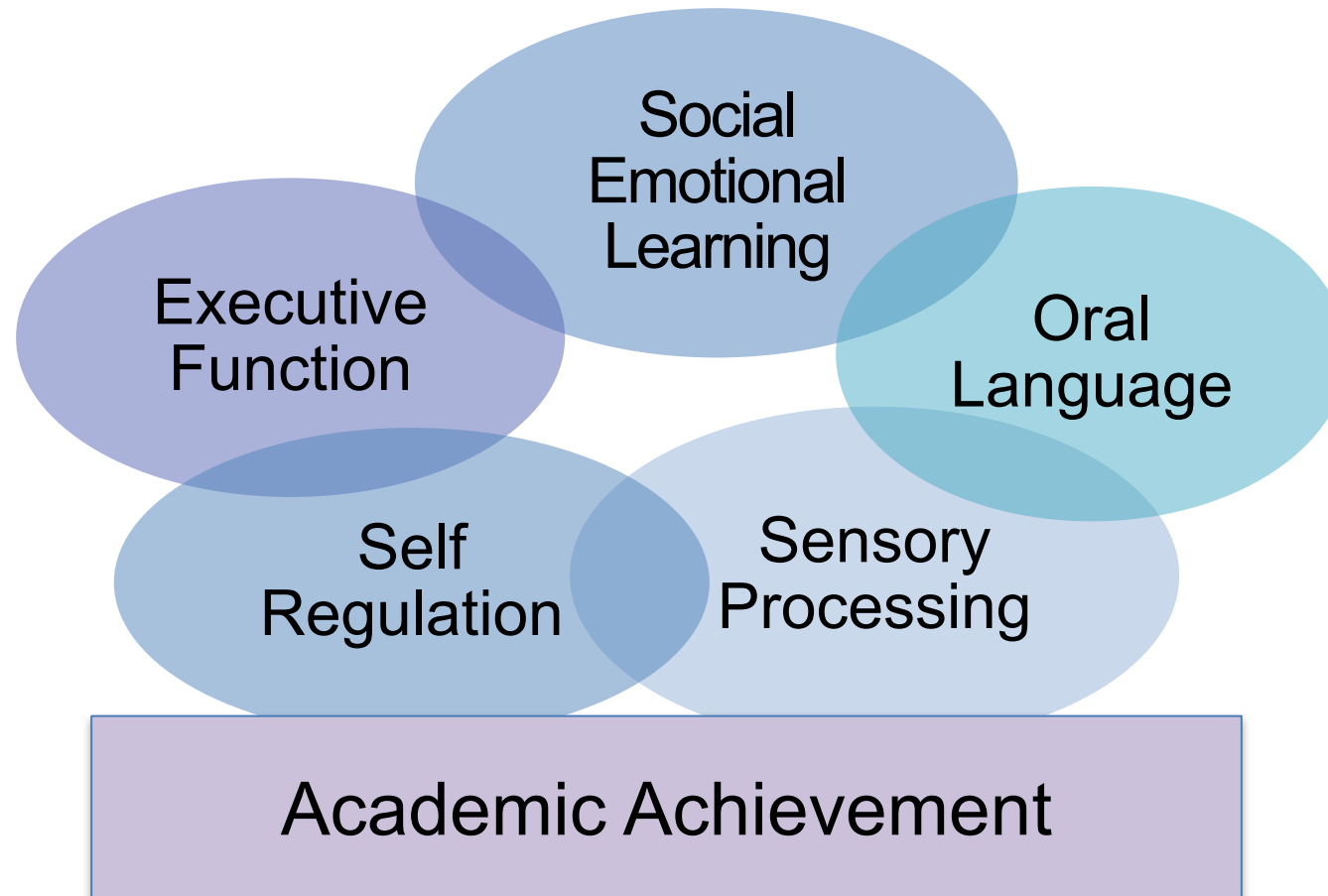
—Neighborhoods to Neurons:
The Science of Early Childhood Development

The Relationship Between Social, Emotional, Language, and Literacy Development

- They are impossible to separate.
- We need to know and understand how they support each other.
- We need to use a teaching approach that integrate social-emotional, cognitive, language, and literacy development.

Center on the Social Emotional
Foundations for Early Learning (CSEFEL)

A Complicated Relationship



(Adapted from Sautter, 2017)

What is Social Emotional Learning?

Social and emotional learning (SEL) is the process through which we develop and effectively use the knowledge, attitudes, and skills necessary to:

- understand and manage emotions
- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions

(Collaborative for Academic, Social, and Emotional Learning (CASEL), 2017)

Executive Function (EF)

- Set of cognitive and behavior processes that help children remain on-task and goal-oriented.

3 Main Component Skills

- Cognitive flexibility
 - Working memory
 - Inhibitory control
- These skills represent interconnected and correlated processes—what is unclear is how early in development these processes become distinct.



(Blair & Diamond 2008; Carlson, Zelazo, & Faja 2013; Diamond 2013; Garon, Bryson, & Smith 2008; Hughes 2011; Jacques and Marcovitch 2010; Meuwissen and Zelazo 2014)

- **Cognitive flexibility:** Involves thinking about something in multiple ways—for example, considering someone else’s perspective on a situation or solving a problem in multiple ways.
- **Working memory:** Involves both keeping information in mind and, usually, manipulating it in some way.
- **Inhibitory control:** Is the process of deliberately suppressing attention (and subsequent responding) to something, such as ignoring a distraction, stopping an impulsive utterance or action, or overcoming a highly learned response.

(Blair & Diamond 2008; Carlson, Zelazo, & Faja 2013; Diamond 2013; Garon, Bryson, & Smith 2008; Hughes 2011; Jacques and Marcovitch 2010; Meuwissen and Zelazo 2014)

Executive function skills are needed to manage or modulate emotions to stay on task and get along with others.



(Raver, Carter, McCoy, Roy, Ursache & Friedman, 2012)

Executive Function Development

Infants:

- Shift attention or avert gaze when overwhelmed
- Self-soothe by sucking on fingers or pacifier

Toddlers:

- Focus attention for short periods
- Adjust behavior to achieve goals
- Begin to label feelings
- Briefly delay gratification
- Turn to adults for help with strong feelings



(Rosanbalm & Murry, 2017)

Executive Function Development

Preschoolers:

- Recognize a growing array of feelings in self and others
- Identify solutions to simple problems
- With support, use strategies like deep breaths and self-talk to calm down
- Focus attention and persist on difficult tasks for increased lengths of time
- Develop perspective taking and early empathy



(Rosanbalm & Murry, 2017)

Executive Function Later in Childhood

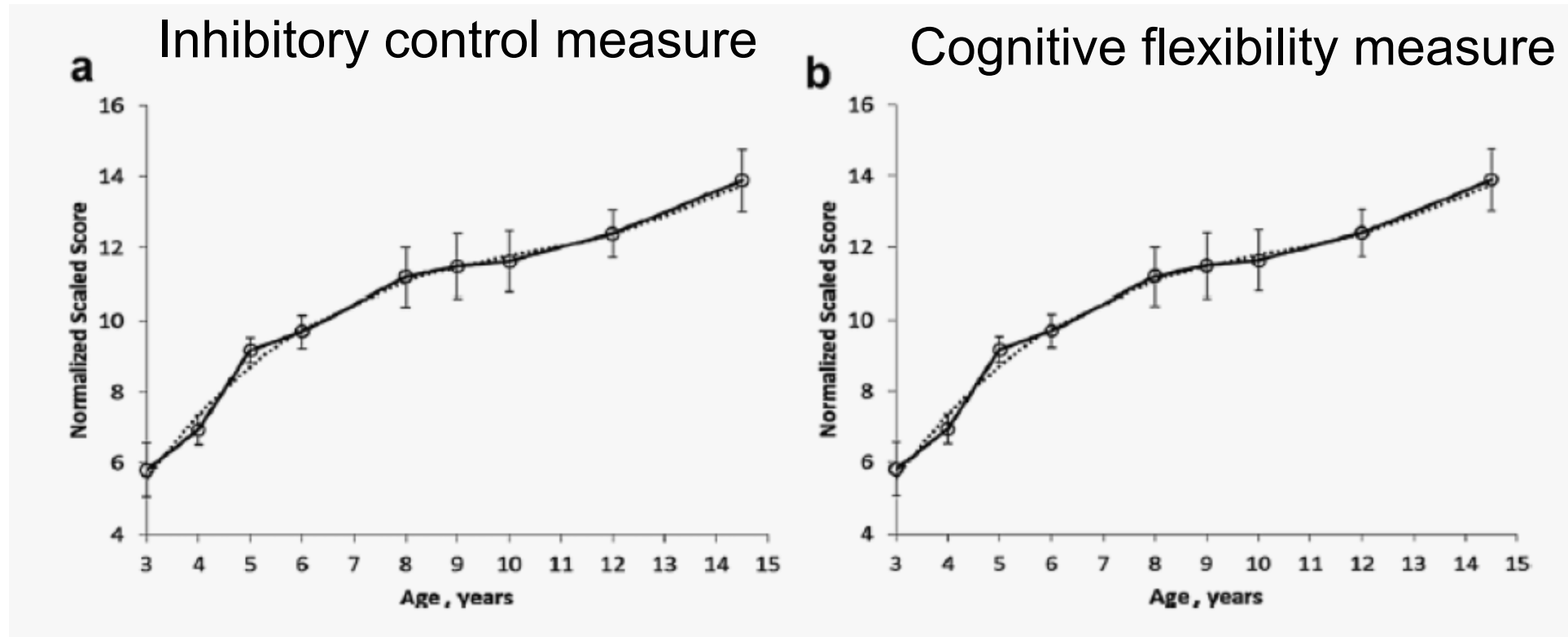
- EF skill and neural development in the prefrontal cortex peak in early to mid-adulthood and then exhibit gradual decline across the lifespan. (Zelazo et al. 2013, 2014)
- EF skills may be undifferentiated set of cognitive skills in early childhood and subsequently differentiate during the transition to middle childhood

Another Finding:

- Studies have provided consistent evidence for linear improvements in EF between 3 and 6 years old, with some evidence that changes may be more pronounced for 3 to 4 vs. 4 to 6 years old.

Pediatric Data from Cross-Sectional Validation Study on Two Measures of EF

(Zelazo, Blair, & Willoughby, 2016)



Self-Regulation

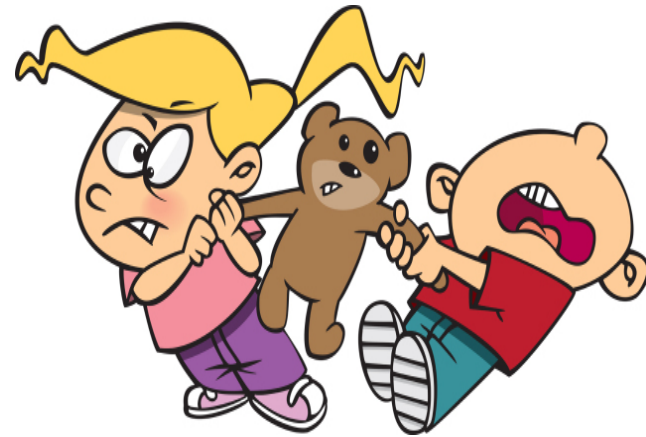
- Is an internal mechanism that underlies intentional and thoughtful behavior
- Is used to control impulses both to start doing something (when the activity is not desired) and to stop doing something (when the activity is desired)
- Is needed for delayed gratification and to control impulses long enough to think about the consequences of one's actions or to consider other choices



Self-Regulation *continued*

- The development of self-regulation skills is related to social interactions and academic achievement.
- Children who cannot control their emotions at 4 years old are not likely to be able to follow instructions or directions at 6 years old and, in middle and high school, may not become reflective learners.

(Bodrova & Leong, 2005)

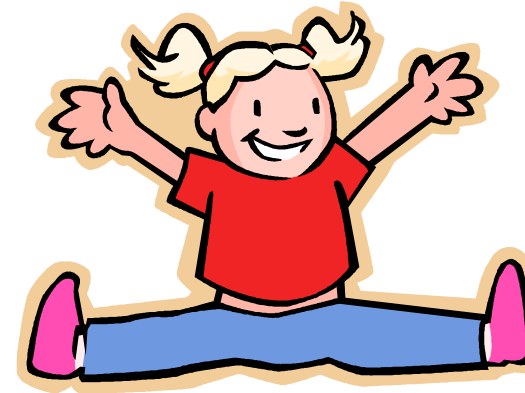


Sensory Processing:

- Five common senses

Hidden Senses

- Vestibular: Balance
- Proprioceptive: Joints and tendons
- Inter-proceptive: Taking in sensory information from internal organs, shares with brain (temperature, hunger, “gut” reaction, emotional awareness, nervousness, etc.)



(Sautter, 2017)

Language, Literacy, Social Emotional, Executive Function Development

Hearing words
allows a baby to
self-regulate.



Saying words
allows a toddler
to self-regulate.

Expressing ideas
helps a preschooler
to self-regulate.



(Technical Assistance Specialists for Literacy:
National Child Care Information Center)

Executive Function and Oral Language

- Toddlers' vocabulary growth between 15 and 36 months is associated with the development of their EF skills between 3 and 5 years and their EF capacity at 5 years. (Kuhn, Willoughby, Vernon-Feagans, Blair, & Family Life Project Key Investigators, 2016)
- Preschoolers who experience severe delays in their speech and language development demonstrate lower levels of working memory, inhibition, and cognitive shifting. (Vissers, Koolen, Hermans, Scheper, & Knoors, 2015)



Interactive and **child-directed** conversations from caregiving adults, who are **responsive** to children's comments, queries, and understandings are important and vital to children's language development and learning.

Tune In

Talk More

Take Turns

- Notice what a child is focused on and join in talking *with* the child about it.
- Narrate routines and activities throughout the day
- Engage children in a conversational exchange
- Most valuable to brain development

(From the 30 Million Word Initiative; Suskind, 2015)

General EF Classroom Strategies

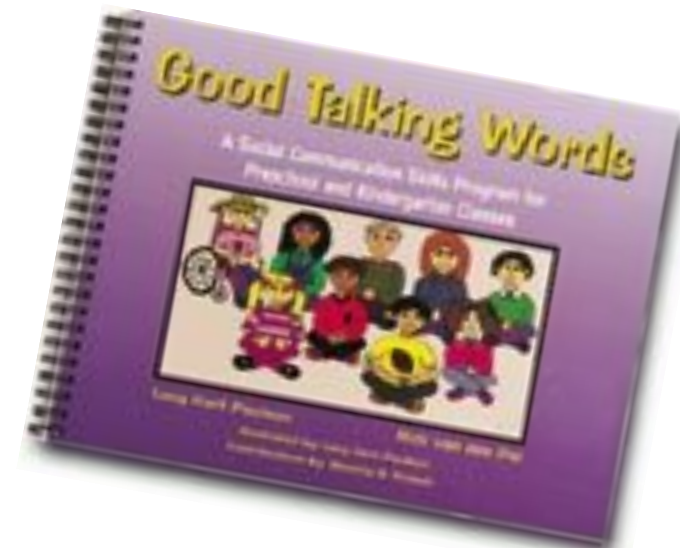
- Provide a warm, responsive relationship
- Structure environment with consistent, predictable routines and expectations
- Teach and coach self-regulation skills through modeling, instruction and opportunities for practice
 - Skills like identifying and expressing emotions, calming down, waiting and solving problems

(Rosanbalm & Murry, 2017)

Example of a Classroom Strategy

Good Talking Words: A Social Communications Skills Program for Preschool and Kindergarten Classes

- Social communication curriculum with 12 lessons
- Method for teaching expected behaviors with practicing, modeling, reinforcing, re-teaching
- Developmentally appropriate skills and child-centered activities
- Assessment procedures
- Family component
- Staff and family training



We Can Teach Students By Giving Them a More Balanced Education

Educate the Mind and the Heart

- Research-based practices for academic instruction
- Sufficient opportunities for practice to get to mastery of ideas and skills
- Ample opportunities to develop language in the classroom
- Positive teacher talk
- A healthy balance of teacher and student language interaction time throughout the day
- Language used in classroom can lead to learning and practice in the areas of social emotional learning.

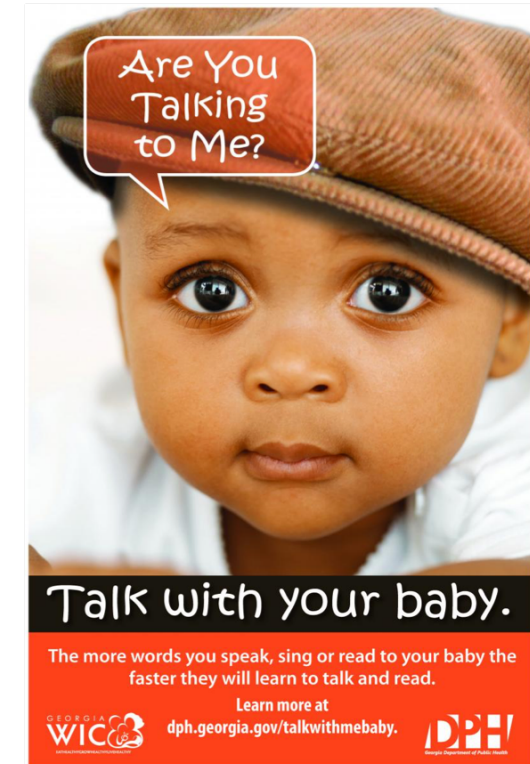


Let's Talk About Language Nutrition and Learning

In Georgia, where 70 percent of third graders are not proficient on literacy assessments, they have started a campaign through the WIC program.

As Lucy said, language doesn't just nurture academic development. Language also nurtures social emotional learning and development as well.

(Women, Infants and Children Food and Nutrition Services)



Talking **With** Your your Students = Language Nutrition

I consider language nutrition to relate to what we know about the development of neurons in the brain caused by exposure to language



Caring Matters

- Students don't care about how much you know until they know how much you care.
- How do we show them that we care and give them the language nutrition they need?
- Children come to us from different backgrounds. Just as we need to consider how we differentiate their academic needs and instruction, we need to differentiate their language nutritional needs and instruction.



The Early Catastrophe: The 30 Million Word Deficit



By age three, spoken vocabularies vary greatly depending on the amount of language young children heard in the home.

Vocabulary at age three was strongly related to reading comprehension scores in third grade.

The amount of talking in the home at age three had a strong relationship to later vocabulary, spoken language abilities, and IQ.

(Hart & Risley, 1995)

(c) Judi Dodson, Plain Talk 2016

New Implications from the Research

- Another key to the vocabulary gap is the quality of conversation, not just the dearth of words.
- Conversational turn-taking plays a role in language development, and children with more opportunities for conversation develop better language skills.
- A game of memory played with a child may have more conversational turn-talking opportunities than having a parent read a book to the child—reading straight through the book without conversation and dialogue.

(Key to Vocabulary Gap Is Quality of Conversation, Not Dearth of Words By Sarah D. Sparks, Education Week. April, 2015.)

Turn-taking Leads to Brain Development

A recent study from MIT done by John Gabrieli and Rachel Romeo showed:

- The power of language for brain development has more to do with conversational turn-taking than just the number of words children hear
- Broca's area in the brain showed more engagement during listening to voices and stories for children who had been engaged with more interactive language at home
- We can use this information to help plan for the language we use at school

(Gabrieli and Romeo, Feb. 2018, MIT)

Talking With Your Child

“The important thing is not just to talk to your child, but to talk **with** your child. It’s not just about dumping language into your child’s brain, but to actually carry on a conversation with them,” says Rachel Romeo, a graduate student at Harvard and MIT and the lead author of the paper, which appears in the Feb. 14 online edition of *Psychological Science*.



Create a Culture and Climate

- Language has impact and your words make a difference.
- Through your words, you can create a culture and climate that is safe, secure and filled with kindness.
- Through your words, you can establish relationships and teach social-emotional skills.
- The consistency, structure, and positive nature of your classroom will create a climate where students will feel safe, and which will encourage them to take social and academic risks.

Language Can Lift Us Up!

- Positive language lifts us up, but negative language can hurt. Language can be a powerful tool in the hands of teachers. Your language is a key to the creation of a climate and culture in your classroom that can change a child's life.
- Positive messages to a child can make him/her feel wonderful and filled with worth, while a negative message, even spoken in an off-handed manner, can be devastating.
- Consider that language is a critical factor in the creation of a classroom climate that supports positive social learning, which in turn can support greater academic learning.

What Teachers Think



- The Missing Piece: 93 percent of teachers believe that the inclusion of social, emotional learning in schools is very important, based on a national teacher survey about how social and emotional learning can empower children and transform schools.
- The central message of this report is that teachers across the country understand that social and emotional learning (SEL) is critical to student success in school, work, and life.

(APA Citation: Civic Enterprises., Bridgeland, J., Bruce, M., & Hariharan)

What Will it Look Like in a Classroom?

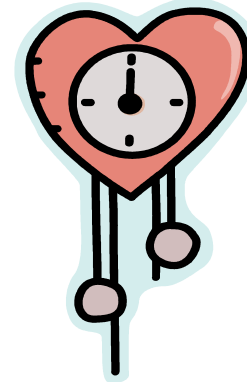
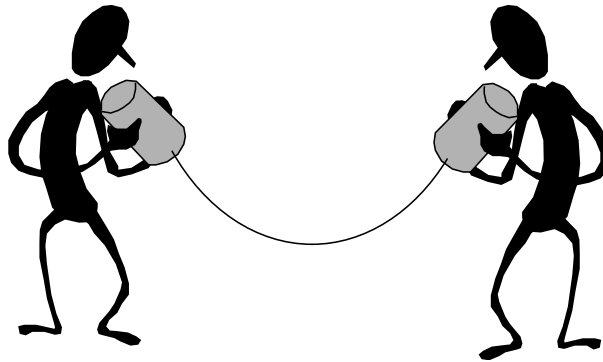
- Language instruction that gives students the words they need to express their emotions and help them with self-regulation and the security they need to use those words.
- Positive teacher talk
- Positive student talk
- Positive reciprocal language
- Positive interactions throughout the day

Make Space and Time for Comfort and Kindness in your Classroom

- The 30-Second Conversation
- Random Words of Kindness
- The Compliment Box
- Belly Buddies
- Smile Meditation
- Let's Have Tea
- Mirror Mirror on the Wall
- Bibliotherapy: Use Books Related to Social Emotional Skills
- Emotional Word Visual Dictionary
- Lunch Bunch
- Nicknames are Nice Names

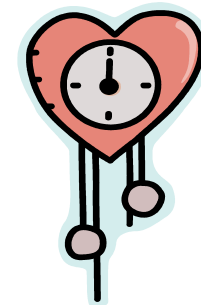
Activity:
The 30 Second Conversation

Make time for
authentic conversation



Activity:
The 30 Second Conversation

- Choose students who have weak oral language skills.
- Take 30 seconds each day to engage them in authentic conversation.
- Notice changes in their responsiveness.



Affirmations!



- Have you ever worked for a principal or other boss who left you positive notes, thanked you for your work, and showed his or her appreciation on a regular basis?
- On the other hand, have you ever worked for someone who didn't show their appreciation—even if they cared?
- If you think about how those situations felt different, you can assume it feels the same for children.

The Compliment Box

Write compliments

- Teacher to student
- Student to teacher
- Student to student
- Parent to child



Create a compliment box and regularly read them

Belly Buddies

Mindfulness through
connection and breath!



Smile Meditation



It only takes 30 seconds to calm children down—close your eyes, breathe, and smile!

Let's Have Tea

When two students finish their work they may go to a small table and have a cup of 'tea' together. They can talk quietly or read a book while having 'tea.'



Mirror, Mirror On the Wall

- Place mirrors up around your class and school featuring positive messages.
- YOU are welcome here! YOU are brave! YOU are a good friend!



Bibliotherapy: Teach Values and Compassion through Books and Stories

Ana Dodson—A Young Hero with a Heart

- Read the book
- Discuss the possibility of a young person changing the world
- Write to author
- How do you want to change the world?
- How can you change your world?



Kindness is Cooler

- Acts of Kindness tree
- Acts of Kindness graph
- Compliment box
- Compliment circle
- Fill a Bucket with Kindness



Lunch Bunch



Teacher Language Influences Student Communication

When you help students learn words that will help them express themselves, you help them develop better social-emotional skills.

You can do this in English and in a second language.

Visual Dictionary for Social Emotional Learning

- Kindness, empathy



- Friendship



- Sad



- Happy



Bilingual Visual Dictionary for Social Emotional Learning

- Amabilidad, empatía (Kindness, empathy)



- Amistad (Friendship)



- Triste (Sad)



- Contento (Happy)



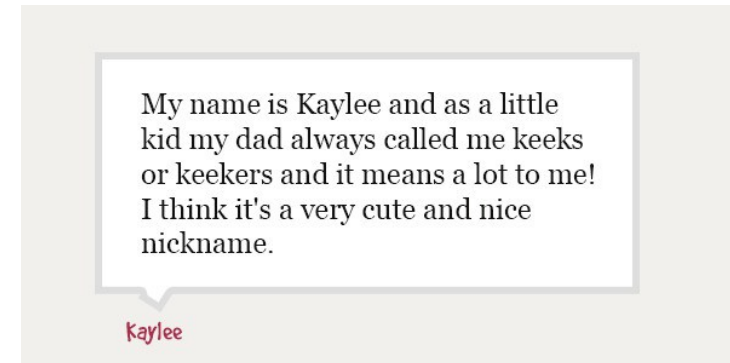
Learning Words in the Language You Have Been Loved In

- Home language
- School language
- Words of love are important to learn and connect to your home language

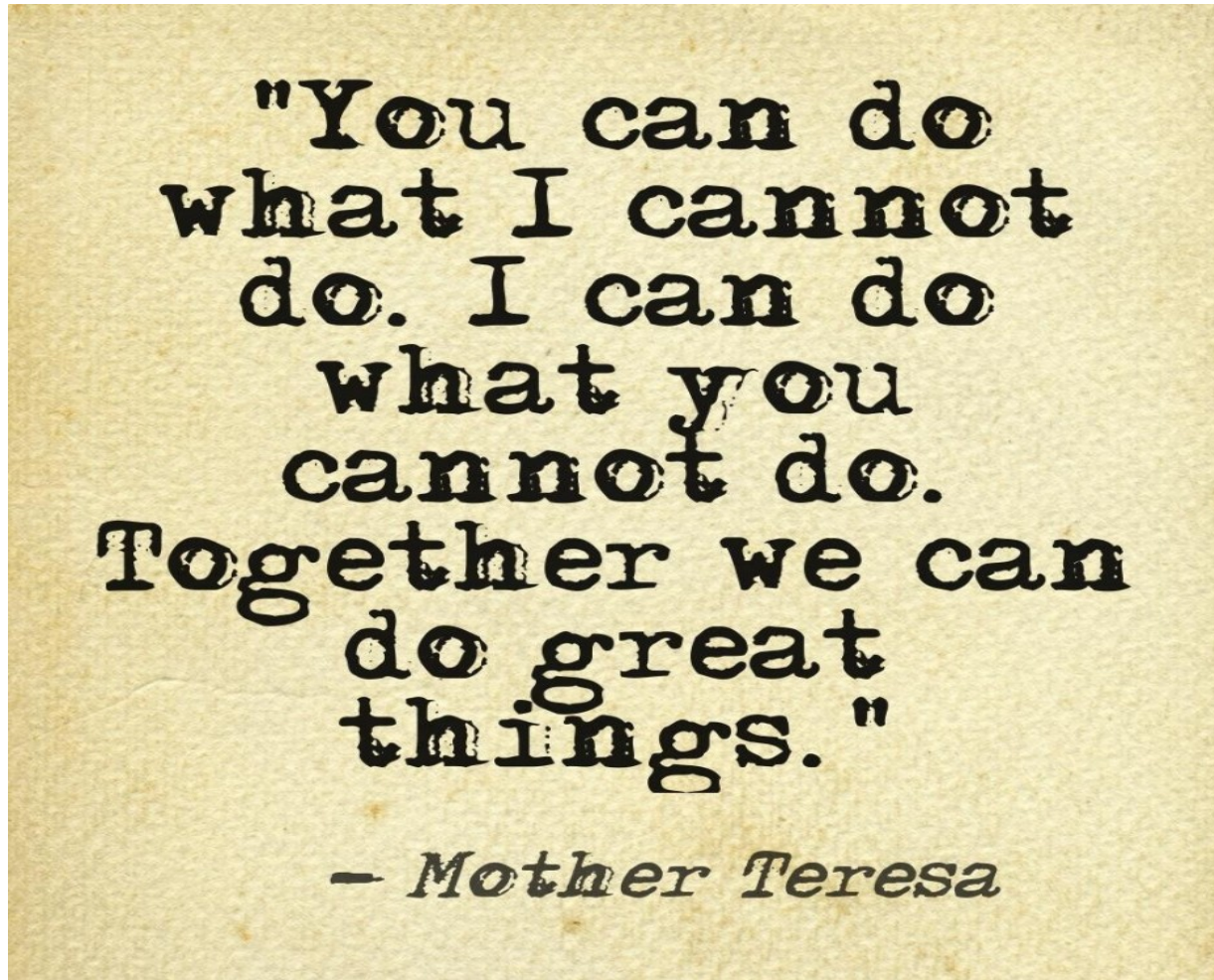


Nicknames are Nice Names

- The power of affection
- The power of a special name
- They are used in families so they carry emotional connection



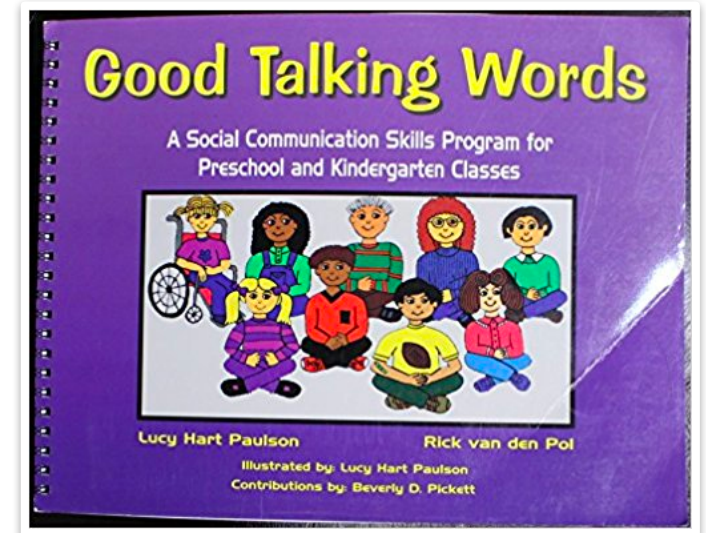
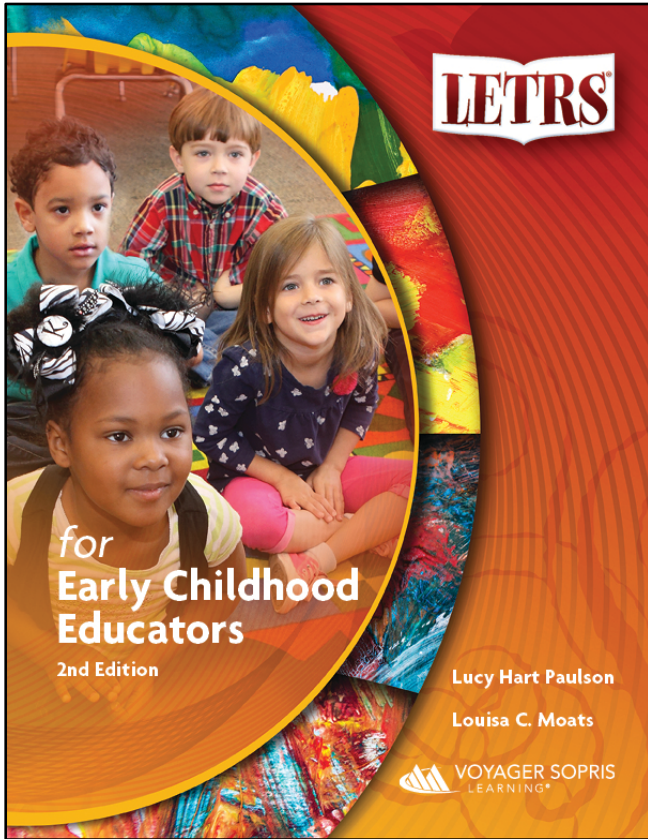
Give Opportunities for Collaboration and Cooperation



Language Nutrition is About the Relationship: Honoring the Relationship between Teacher and Student



Voyager Sopris Learning Resources



Advice from our Beloved Mr. Rogers

There are three ways to ultimate success:

The first way is to be kind.

The second way is to be kind.

The third way is to be kind.

—Mr. Rogers



Teaching from the Heart



Kind words can be short and easy to speak, but their echoes are truly endless.

(Mother Teresa)

izquotes.com

2018 WEBINAR SERIES

Q & A



**JOIN US FOR
UPCOMING
WEBINARS**

Wednesday, May 23 | 3:00 p.m. ET

Teaching Reading: The Connection Between Student Literacy and Professional Development

Presented by Dr. Mary Dahlgren and Michelle Elia

voyagersopris.com/webinar-series/dahlgren-elia-register

Wednesday, May 30 | 3:00 p.m. ET

Strategies for Building Proficient K–12 Writers

Presented by Jenny Hamilton, M.Ed.

go.voyagersopris.com/jenny-hamilton-register

**WEBINAR
SERIES
2018**



Headliners@voyagersopris.com

Thank you
for attending
today's webinar



WEBINAR
SERIES
2018



Header
webinars@voyagersopris.com