

Promoting Social and Emotional Learning in Young Children

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Academy for
SOCIAL-EMOTIONAL
Learning in Schools



We are preparing our students for an uncertain future! But one constant will be the importance of caring interpersonal relationships.

- *To thrive in the 21st century, students need more than traditional academic learning. They must be adept at collaboration, communication and problem-solving, which are some of the skills developed through social and emotional learning (SEL). Coupled with mastery of traditional skills, social and emotional proficiency will equip students to succeed in the swiftly evolving digital economy.*
- Report of the World Economic Forum, 2016, p. 4
- <https://www.weforum.org/reports/new-vision-for-education-fostering-social-and-emotional-learning-through-technology>

We Set Our Sights on the Wrong Equity Goals

- **Preparation for College
Completion“+” and
Career Continuity**

Ready, Willing, and Able— Savitz-Romer & Bouffard

A person is a person
through
other
persons.
–Bantu



- What do we know with certainty?

From John W. Whitehead

*Children are the living
message we send to a time
we will not see.*



“Simply passing the accountability assessment is not enough for them to navigate this complex world”

(Metz Elementary Principal)



From Pablo Casals

Each moment we live never was before and will never be again. And yet what we teach children in school is $2 + 2 = 4$ and Paris is the capital of France. What we should be teaching them is what they are. We should be saying:

Do you know what you are? You are a marvel. You are unique. In all the world there is no other child exactly like you. In the millions of years that have passed, there has never been another child exactly like you. You may become a Shakespeare, a Michelangelo, a Beethoven. You have the capacity for anything. Yes, you are a marvel.

How Students Can Truly Achieve: Climate, Character, and SEL Competencies

True achievement in school and in life integrates the intellectual, emotional, and social facets of learning. These are inextricably interconnected.

Positive,
Character-Building
School
Climate

+

Explicit
Instruction
in SEL Skills

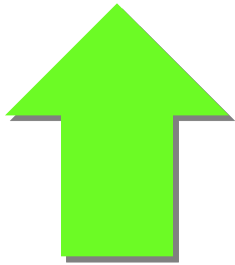
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Habits of mind and patterns of thinking that include curiosity, explaining their reasoning, feedback process, asking questions, and defining and solving problems, and striving to communicate clearly and proudly.

Source: *SEL and Academics: Research Brief*, Collaborative for Academic, Social and Emotional Learning, 2007.

Benefits of SECD

Good Science Links SECD to the Following Student Gains:



- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 10-11 percentile-point gains on standardized achievement tests

And Reduced Risks for Failure:



- Conduct problems
- Aggressive behavior
- Emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*. (available at www.casel.org) and M. Berkowitz & M. Bier, *What works in character education*. (Washington, DC: Character Education Partnership, 2006) (available at www.characterandcitizenship.org.)

Circle of Courage

generosity

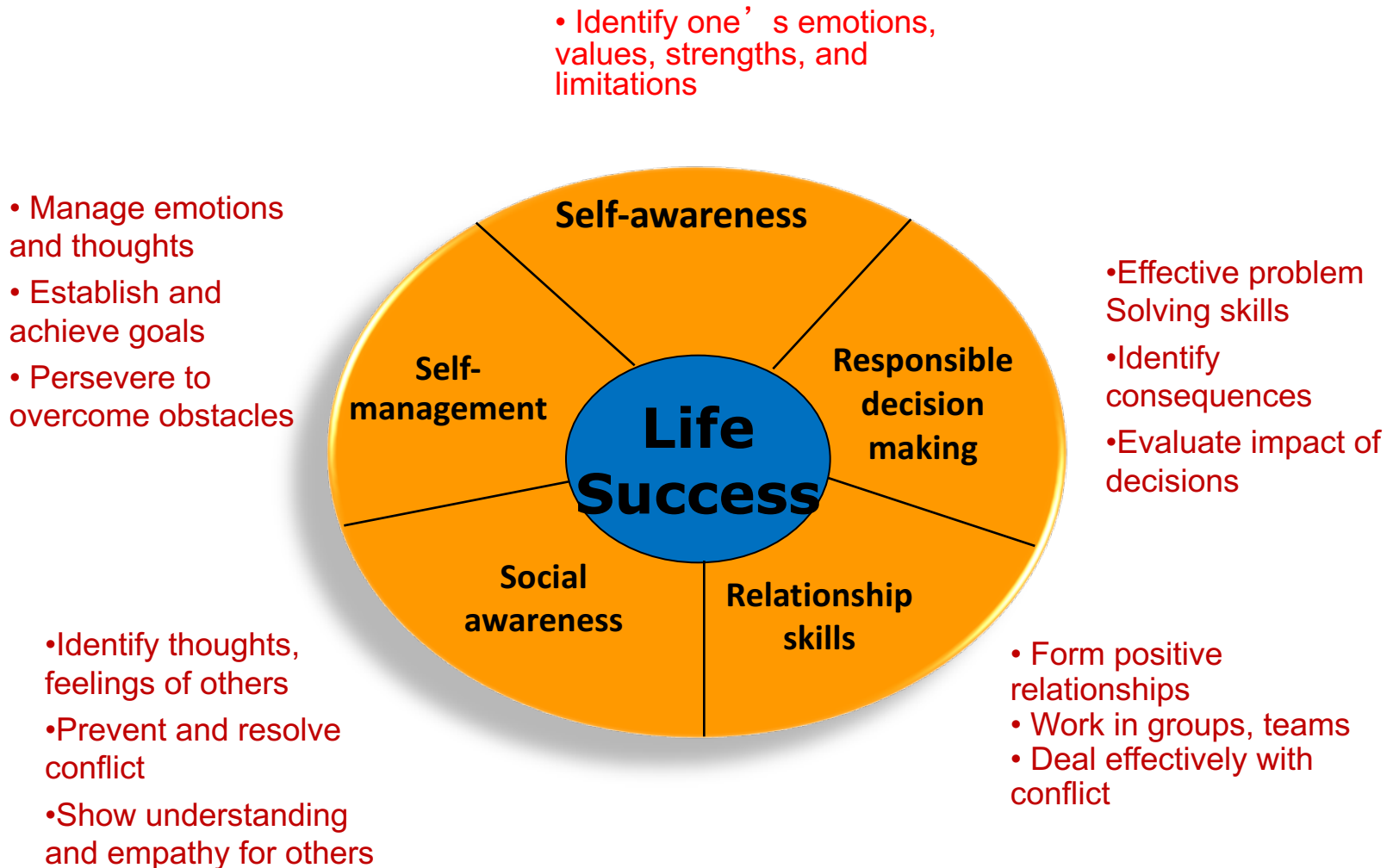


independence

belonging

mastery

What Skills are Needed for Success in School and Life/Participatory Competencies?



Key SECD Skills in Emotional Intelligence/ Social and Emotional Learning for Young Children

1. Self-Awareness

- Recognizes signs of different feelings
- Names many different emotions and knows when to use these terms



2. Self-Regulation of Emotion

- Uses words to express times when feeling anxious, angry, sad
- Able to calm down when prompted by adults and to some degree on one's own
- Expresses positive feelings about, self, school, family, and friends
- Shows self control (e.g., when waiting one's turn; when entering and leaving classrooms at the start and end of the day and other transition times; when working on something in a group or alone)

Key SECD Skills in Emotional Intelligence/ Social and Emotional Learning for Young Children

3. Self-Monitoring and Performance

- Shows a good attention span
- Remembers and uses feedback on tasks
- Can stick with a simple project over a reasonable period of time
- Eager to participate and help out in class
- Generally has a positive attitude and mood
- Puts forth his or her best effort most of the time
- Cares about social norms about health, appearance, safety (e.g., washing face or hair, brushing teeth; crossing street with adults; avoiding electrical sockets, pills that look like candy)

Key SECD Skills in Emotional Intelligence/ Social and Emotional Learning for Young Children

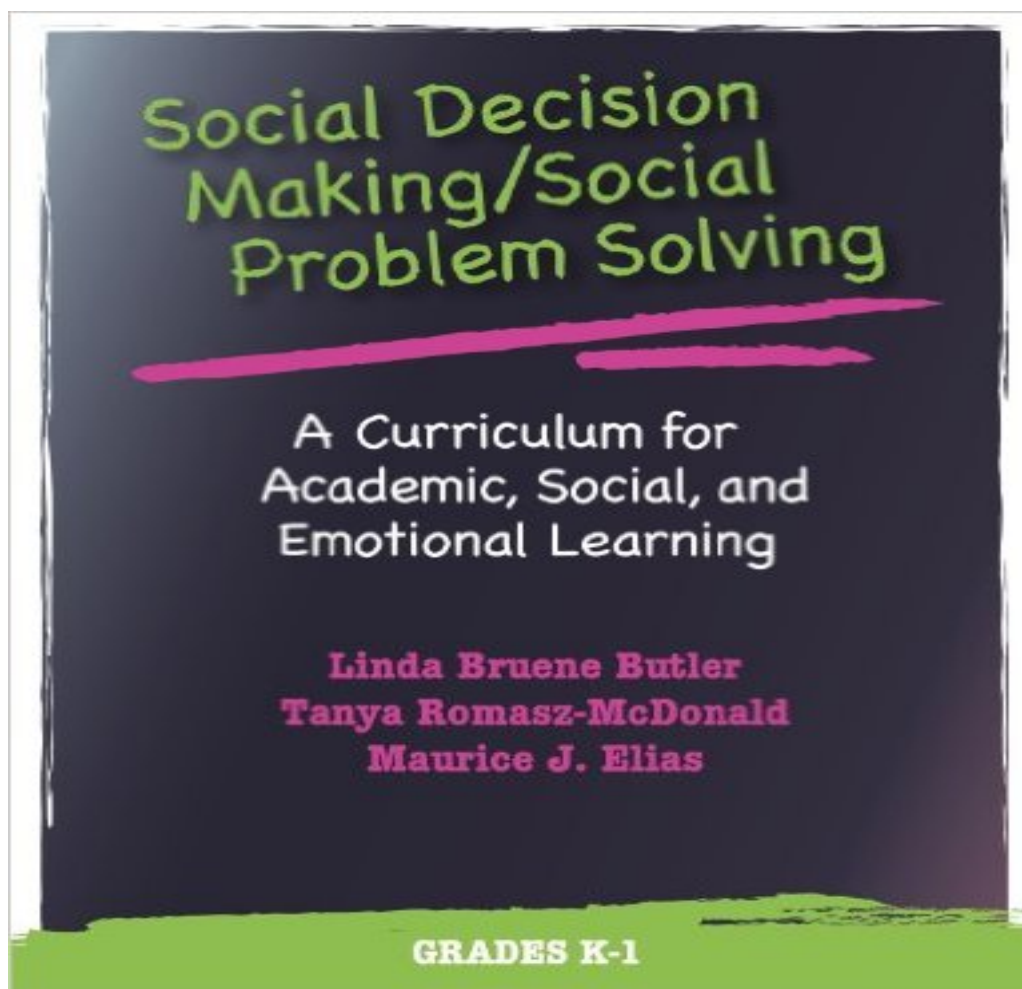
4. Empathy and Perspective Taking

- Pays attention to the nonverbal cues of peers, adults
- Shows at least some concern for the distress of others
- Shares in the positive joy of others
- Listens carefully to others
- Follows directions well
- Responds well when presented with others' perspectives, points of view, and feelings

5. Social Skills in Handling Relationships

- Harmonizes difficulties among peers in an appropriate way
- Works well as part of a team/cooperative learning group
- Uses age-appropriate social decision-making and problem-solving skills
- Responds constructively and in a problem-solving manner to interpersonal obstacles

Build Children's Social-Emotional and Character Skills and Positive Classroom Climate!!



Use Prompts to Build Skills: Listening Position

1. Sit or stand straight
2. Face the speaker or source of sound
3. Look toward the speaker or source of sound

Use Prompts to Build Skills: Choose Your Own

1. In pairs or threes, select a skill you want to build
2. Think about the age range of the child you would be teaching
3. How would you break down and prompt the everyday use of the skill?

HANDOUT

- Trigger Situation Monitor

Creating a Positive Social and Emotional Climate in the Early Childhood Classroom

- Have clear, visibly posted classroom, school rules that include expectations for positive behavior, respecting classmates and adults
- Provide opportunities for all children to regularly make contributions to the routines and maintenance of the classroom
- Provide frequent teacher redirection as an alternative to verbal reprimands

Creating a Positive Social and Emotional Climate in the Early Childhood Classroom

- Ensure that classrooms and school-related locations are free from violence and threat
- Arrange for school life to include consistent, stimulating contact with caring adults
- Allow opportunities for physical movement periodically

Creating a Positive Social and Emotional Climate in the Early Childhood Classroom

- Create vehicles for positive recognition and acknowledgement of the strengths of all children
- Experience laughter, joy, fun, a sense of wonder, curiosity about how and why things happen around them in school, community, the world
- Celebrate holidays and family customs and respect those of others; Participate in community events so that children learn a sense that they matter and can make a difference in the world (e.g., recycling; sharing; helping others)

How Are Literacy and SEL Connected?

- *Emotional literacy*- a key aspect of Emotional Intelligence and an essential element among social-emotional learning (SEL) skills— is based on *Emotion Vocabulary*. *Emotion Vocabulary* is more than word recognition. It shapes how children see the world. If one only knows black and white, one will not be able to see and appreciate all the colors that there are in the world. Similarly with feelings, if one only knows sad, mad, and glad, one will not be able to appreciate all the nuances of relationships and understanding in the world.
- This begins in preschool and influences how children understand the world, engage in it, and engage others. Myrna Shure and George Spivack have been champions and leaders in defining the strategic vocabulary young children need for social cognition and problem solving.

Essential Literacy Elements

- **Conversational vocabulary** around key social situations is the main context within which emotional literacy skills are developed.
- **Key social situations for preschoolers include:**
 - Asking for help Helping others
 - Asking/using your words Thanking
 - Showing concern Talking about Accomplishments
- **Emotion Vocabulary**, which was acknowledged by Shure and Spivack, is now recognized as an area for explicit focus within preschool and subsequent SEL
- **Key emotions include:**
 - Sad Mad
 - Happy Afraid
 - Surprised Upset
 - Worried Proud



For news of the heart, ask the face. –Guinea

Linking Feelings to Faces – With or Without Emoji!



hopeful



Glad



Angry



proud



Safe



Scared



happy



Sad



worried



Mad



Frustrated



Tired



Surprised



lonely

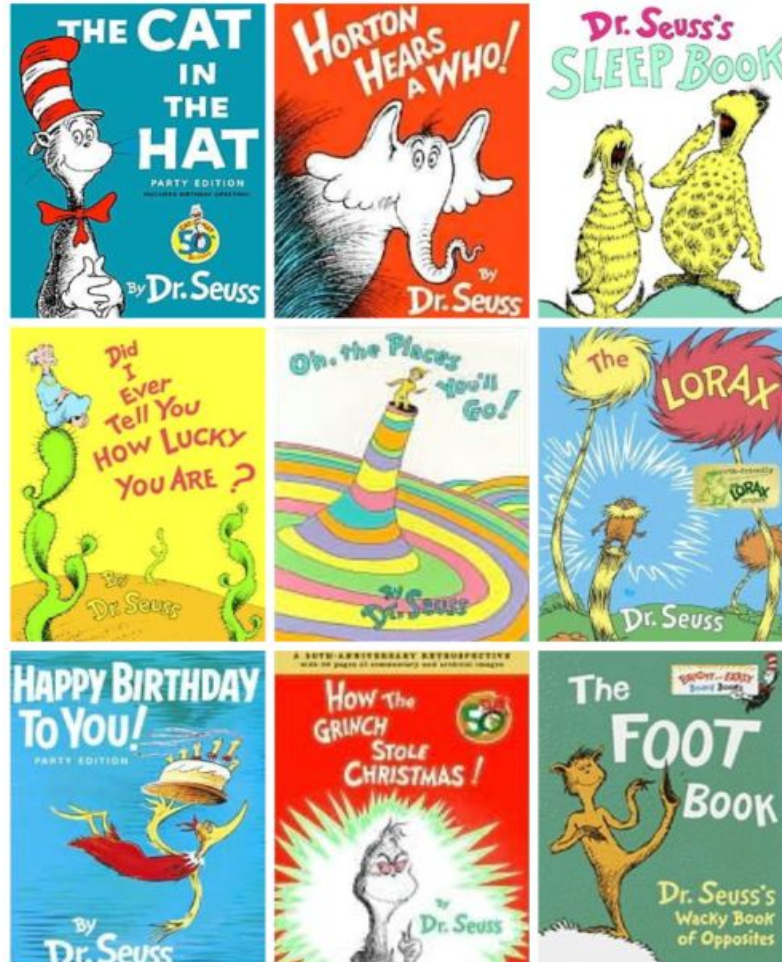


excited



Nervous

Read the Pictures First!



Read With Emotional Intelligence!!

Talking Treasure

Stories to Help Build
Emotional Intelligence and Resilience
in Young Children



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Illustrations by Nurit Yuval

Key Word Pairs/Concepts for Social and Emotional Literacy

- Shure and Spivack identify key word “pairs” that are the foundations of human relationships and problem solving.
- **IS/IS NOT;**
- **SAME/DIFFERENT**
- **CAN/CANNOT, MAY/MAY NOT (implying permission)**
- **AND/OR/ELSE**
- **SOME/ALL**
- **BEFORE/AFTER/NEXT**
- **If/Then, Might/Maybe**
- **Why/Because, What happened so that X happened *next***
- HINT: Watch Nickelodeon Preschool!! Rusty Rivets, Blaze, Dinotrucks...

PICTURE NAMING AND RHYMING

- *Pictures of a cat, rat, bat, table, chair, dog*
- Who can tell us which pictures sound the SAME as cat?

Point to ALL the pictures that sound the same as cat.

Point to SOME of the pictures that sound the SAME as cat. Point to a picture that does NOT sound the SAME as rat.

Point to ALL the pictures that do NOT sound the SAME as rat.

ALLITERATION

- *Pictures of a sock, table, book, bag, ball, bat*
- Point to ALL the pictures that start with the SAME sound as *book*.
Point to SOME of the pictures that start with the SAME sound as *book*. Point to SOME pictures that start with a DIFFERENT sound from *book*.

Examples: Is/Is Not; Same/Different

– Non-problem situations

- Who ***is*** painting? Who ***is not*** painting?
- Which of these three things are the ***same***?
- One of these things ***is not*** like the other.... (different)
- Who is eating the ***same*** thing as Johnny? Who is eating something ***different***? Who is ***not*** eating the ***same*** thing as Johnny?

– Problem situations

- ***Is*** your idea a good idea or ***not*** a good idea? (What makes your idea a good idea?)
- If your idea ***is not*** a good one, can you think of something (***else***) that ***is*** a good idea?
- Can you think of a ***different*** way to solve this problem?
- Hitting and kicking are kind of the ***same*** because they can both hurt someone. Can you think of something to do that is ***different*** from hurting someone?
- How do you think Brother felt when he said this?
How ***might*** Sister feel when Brother said this?
Can you think of a ***different*** way Brother could tell Sister how he feels? (How would you feel if someone said that to you?)



What the
child
says, he
has
heard at
home.

- Nigeria

Encourage Teachers and Parents to Recognize That Kids Only Know What You Show

- **How and when do you show caring?**
- **How do you handle anger, annoyance, praise, apology?**
- **When is there fun and humor in the household?**
- **The 24 Karat Golden Rule of Parenting:**
“Do unto your children as you would have other people do unto your own children.”

Emotionally Intelligent Parenting and Educating

- Find the Strengths in Every Child
 - Love the unlovable
 - Build parents' pride in their children
- Make Them Helpers



- Create an Oasis Against Stress with Fun and Humor
- Follow the 24 Karat Golden Rule: Do Unto Your Children as You Would Have Others Do Unto Your Children

The Joys
of Parenting



Insight and Wisdom from the Jewish Tradition

Emotionally Intelligent Parenting and Educating

- **Parents Need the 3 R's:**
 - **Respect**
 - **Reassurance**
 - **Resources**
 - **Know what they have**
 - **Know their extended families**
 - **Know what they need**

Questions/Reflections



Creating the Caring Core:

“We must prepare our children for the tests of life, not only a life of tests.”

From “Prepare Children for the Tests Of Life, Not a Life of Tests” By Maurice J. Elias
Education Week, Sept. 26, 2001, Vol. 21, No. 4, page 40.



If Staff or Parents Resist....
Send in the Enforcer!!

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