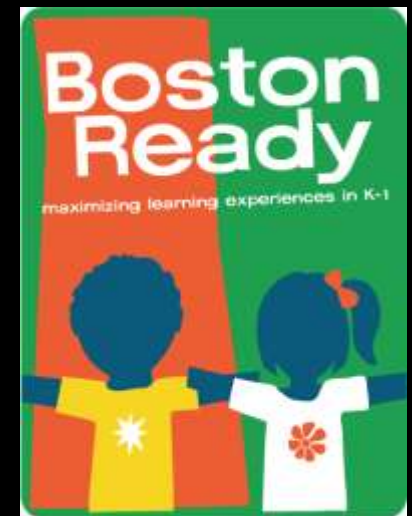


# ***Relationships: A Proactive Approach to Emotional Literacy***

Boston Ready Professional  
Development for Teachers  
November 7, 2008



# Session Goals

To:

- Understand teachers' relationships with children as an influence on learning
- Understand how to use information about children and their families to build relationships/foster learning
- Foster emotional vocabulary
- Answer: What can you do in the classroom to build relationships that foster learning and classroom community?

# Revisiting Work Plans

- Assemble in coaching cohorts with your coach
- What did you implement from our last session?
- What were your challenges?
- What are your successes?



# Overview

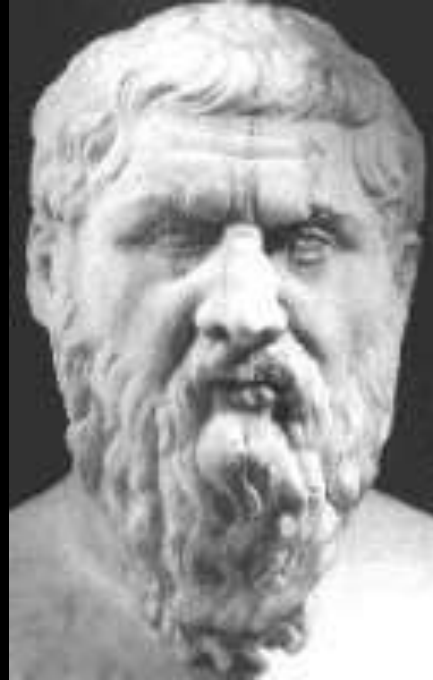
- What do the children in your class do that drives you crazy?



# What Research Tells Us About Social-Emotional Learning



# Plato



“All learning has an emotional base.”

- Maslow (1972) showed the importance of satisfying social and emotional needs before intellectual pursuits.
- Gardner (1982) named intrapersonal (emotional) intelligence as one of multiple intelligences humans can possess.
- Weare (2000) positioned intellectual, social, and emotional sides as parallel and equal rather than hierarchical.

# Emotional Intelligence

1. Self-awareness
2. Handling emotions
3. Motivation
4. Empathy
5. Social skills



- Goleman, D. (1996). *Emotional Intelligence: Why it can matter more than IQ*



# Analysis of Results of SEL Programs

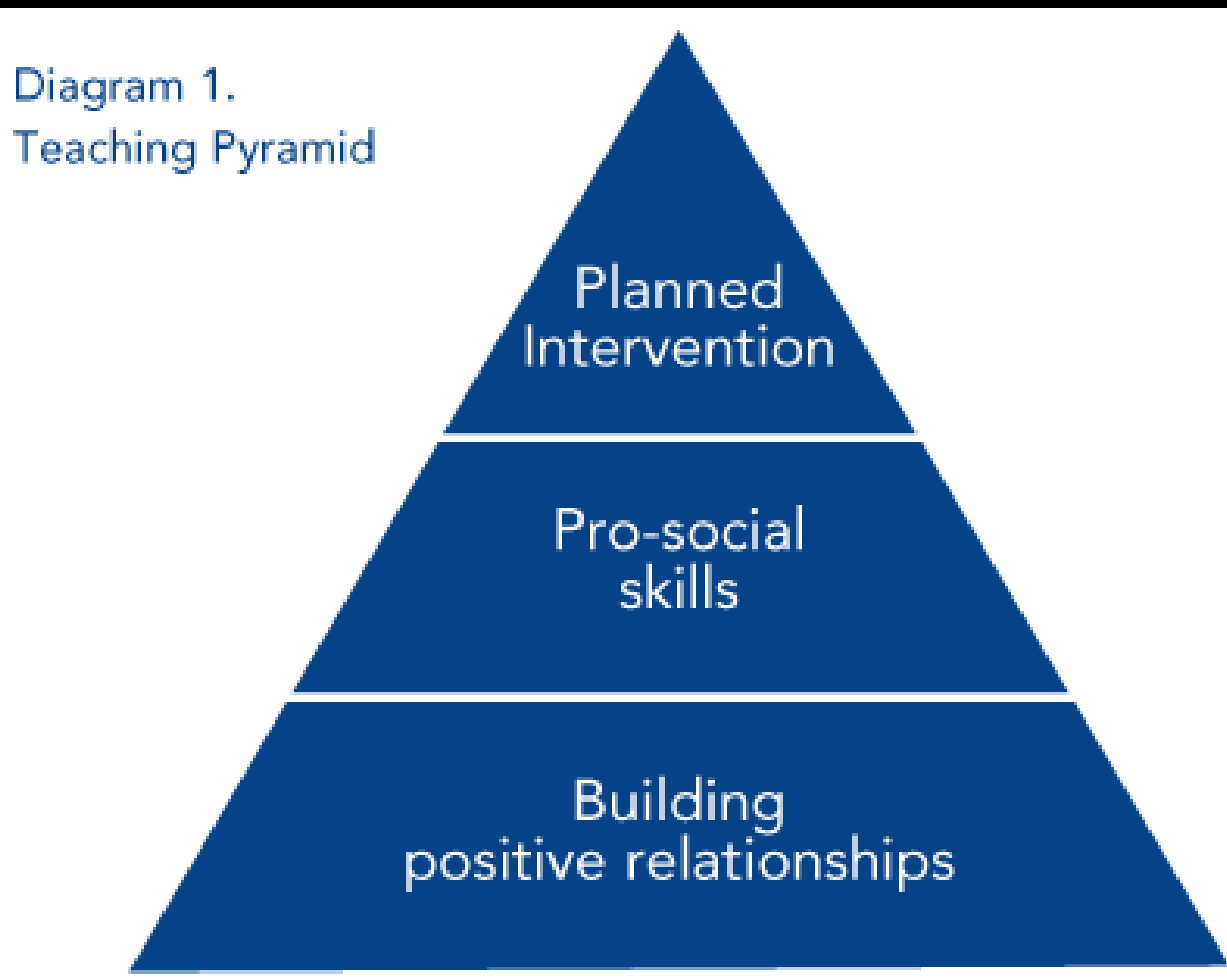
- Strong benefit in achievement test results and grade-point averages in up to 50 percent of children.
- Incidents of misbehavior dropped by 28 percent; suspensions by 44 percent; other disciplinary actions by 27 percent.
- Attendance rates rose
- 63% of students demonstrated significantly more positive behavior.

- Children who are emotionally literate, manage their feelings well, and respond appropriately to the feelings of others are at an advantage in all aspects of life (Goleman, 1995).
- Children who experience unresolved emotions are more prone to learning and memory difficulties (McKnight & Sutton, 1994).
- Children who have trouble regulating their negative feelings are more prone to poor relationships with peers and adults (Eisenberg & Fabes, 1995).

# Research-based Preschool Curricula that Emphasize Social Skills

- **The Incredible Years: Teacher Training Program**
- **Positive Behavior Support**
- **Second Step**
- **Tools of the Mind**
- **Self-Determination Intervention**
- **Social-Emotional Intervention for At-Risk 4-Year-Olds**
- **Promoting Alternative Thinking Strategies (PATHS)  
Curriculum**

# Teaching Pyramid



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“Emotional well-being and social competence provide a strong foundation for emerging cognitive abilities. Together they are the bricks and mortar of the foundation of human development. ”

- Jack Shonkoff  
Harvard University



# Strategies for Expressing Emotions

- Offer words and language for feelings
- Read and discuss stories about emotional issues
- Do role plays where students can hide behind a character
- Write dialogue for other people to say
- Storytelling not only from books, but also from the media or real life situations
- Retell a story from points of view of different characters
- Look at reasons for characters' actions
- Think of alternative solutions for characters

# Dialogic Reading

## What to say when reading to children = “PEER”

- Prompt the child to say something about the book or page
- Evaluate the child's response.
- Expand the child's response by adding information to it.
- Repeat the child's response to make sure the child has learned something from it.

## Types of prompts = “CROWD”

- Completion
- Recall
- Open-ended
- W prompts
- Distancing



<http://www.cfchildren.org/issues/sel/litself/>

# The Importance of Emotional Adjustment

- Disruptive children get less positive feedback, spend less time on task, receive less instruction.





- Negative relationships with teacher forecast children's later academic difficulty through elementary school.



- Children disliked by teachers/peers like school less, avoid school more often, have lower school attendance.



- Emotionally negative children lose opportunities to learn from classmates
- Children rejected by classmates are at risk for lower academic achievement, grade retention, dropping out, delinquency, criminal offenses.



# Research on Teacher-Child Relationships

- The quality of teacher-child relationships is a predictor of children's later peer relationships
- A child's emotional experience in a relationship with a teacher can be a key feature influencing the nature and extent of learning.



- Children who internalize their teachers as reliable sources of support are more successful at overcoming challenges.
- Teacher-child relationships play a role in children's ability to acquire skills necessary for school success.



- Children with less secure relationships with preschool teachers had more adjustment problems.
- Positive teacher-child relationships serve as a buffer against risk



- 7. Low engagement = negative affect;  
High engagement = positive affect**



“It is through educating the heart as well as the mind that early childhood educators address the needs of the whole child and help to establish a solid foundation for future education and life paths.”

- Reesa Sorin





# What was expected of you when you were 4?

Draw a typical slice of a day from when you were 4.

Include:

- Who was there
- Context
- Setting
- Expectations
- social situation
- Time context
- Etc.



# Debrief in Dyads

1. How did the relationships you had as a child influence your learning?
2. How did your experiences impact your teaching?
3. In today's world, how are our expectations the same or different for 4 year olds? Why?

# Perspectives

Rate the climate of the classroom 1-5

**Negative**

**Positive**

1

3

5



# Classroom Climate

- The adult's role
- How does it feel?
- How does it sound?
- What does it look like?
- What can children do?



# Behavior and Beyond

## Understanding behavior

- Communication
- Motivation
- Skills
- Response



# Lunch



# Small Group Activities

1. In your group, use the worksheet to explore and process the activity, answering all questions
2. Develop a plan to sell this activity to your peers in a 5 minute presentation.
3. Use your discussion, knowledge of behavior, child development, and social emotional development.



# Developing Your Work Plan

- Please re-form your coaching cohorts
- Characteristics of Classrooms that Foster Emotional Vocabulary
- Bring small group record sheets to December PD





# Classroom Resources

- One set of feelings cards
- Two feelings

