

# Social and Emotional Foundations for Learning

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## Creating a Socially and Emotionally Aware Classroom



**Participant Workbook**



Funded by the Missouri Department of Social Services, Children's Division,  
Early Childhood and Prevention Services Section.

**2019**

## **Learning Session 4: Creating a Socially and Emotionally Aware Classroom**

What does a socially and emotionally aware classroom look like? In this training, we will examine some of the components of a socially and emotionally aware classroom. We will discuss temperament and strategies to engage children. In addition, emotional literacy is key to a socially and emotionally aware classroom. We will define emotional literacy and how to best develop it within your classroom.

### Learning Objectives:

1. Identify the three types of temperament.
2. Define emotional literacy.
3. List three strategies to teach emotional literacy in your classroom.

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This training is developed by Child Care Aware® of Missouri and funded by the Missouri Department of Social Services, Children's Division, Early Childhood and Prevention Services Section.

# Agenda

## Creating a Socially and Emotional Aware Classroom

Welcome.....10 minutes

- Shared Agreements
- Review Objectives
- The Big Question

*Temperaments*.....40 minutes

- Define character traits and temperament
- Goodness of fit

Break.....10 minutes

*Show Me Child Care Resources*

Emotional Literacy.....50 minutes

- What is Emotional Literacy?*
- Benefits of emotional literacy
- Emotional Development

*Wrap Up* .....10 minutes

- The Big Question
- Review Objectives
- Action Steps
- Exit Assessment
- Session Satisfaction Surveys
- MOPD Systems Key Functions
- CDA Scholarship Project
- T.E.A.C.H. MISSOURI Scholarship
- Online On Demand Training—MO Workshop Calendar
- Show Me Child Care Resources*

# the **BIG** **QUESTION**

***What does a socially  
and emotionally  
aware classroom look  
like?***

**What are the three temperament types?**

- 1.
- 2.
- 3.

**What is emotional literacy?**

**What are three strategies that you can use to teach emotional literacy?**

- 1.
- 2.
- 3.



*“Beneath every behavior is a feeling. And beneath every feeling is a need. And when we meet that need rather than focus on the behavior, we begin to deal with the cause not the symptom.”*

—Ashleigh Warner, Psychologist

**Write two ideas you would like implement when you return to your classroom.**

#1—Idea to implement:

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Strategies to use for success:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

#2—Idea to implement:

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Strategies to use for success:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

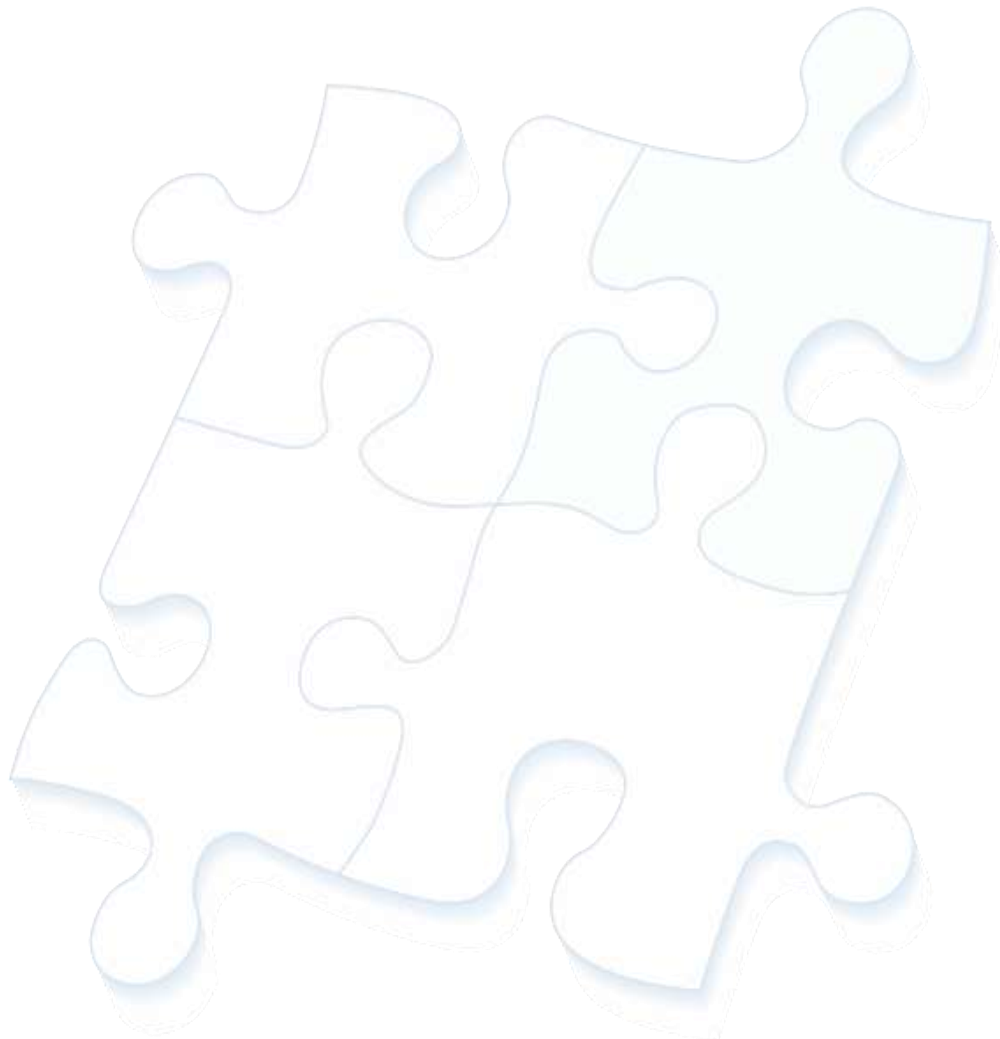
# Character Traits

- Character traits are aspects and qualities of a person's behavior.
- These traits inform how you think about the world, overcome obstacles and complete tasks.

**Make a list of character traits you admire in others.**

**POSITIVE TRAITS**

**CHALLENGING TRAITS**



**Temperament** is important because it helps us better understand and meet children's individual differences to help them thrive.

### **Flexible**

- Laid-back
- Easy going
- Easily follows routines
- Calm and are not easily upset
- Can be too compliant

### **Cautious**

- May be less active or tend to be fussy
- May withdraw or react negatively to new situations
- Over time they may become more positive with repeated exposure to a new person, object, or situation.

### **Feisty**

- Has lots of energy
- Can be easily over stimulated
- May have intense reactions to change

### **Character Traits relate to:**

1. **Level of activity:** Amount of physical motion or energy your child has while doing activities. Can range from being very low to very high
2. **Adaptability to daily routines:** Is the child predictable or unpredictable regarding sleeping, eating and toileting?
3. **Response to new situations:** Does the child adjust to unfamiliar circumstances easily or with difficulty?
4. **Mood:** Is the child normally happy and pleasant or unhappy and unpleasant?
5. **Intensity of reactions:** Does the child show low or high energy when reacting to stimuli?
6. **Responsiveness:** Does it take a small or large amount of stimulation to elicit a response (e.g., laughter, fear, pain) from the child?
7. **Distractible:** Is the child's attention easily diverted from a task by external stimuli?
8. **Persistence:** How long will the child continue at an activity despite difficult or interruptions.
9. **Attention Span:** How long can the child maintain interest in an activity?



# Temperament: Goodness of Fit

Temperament	Positives of having this temperament in your classroom	Challenges of having this temperament in your classroom	Activities to engage a child with this temperament
<b>Flexible</b>			
<b>Active or Feisty</b>			
<b>Cautious</b>			



## Accommodating Different Temperaments

1. **Observe Children's Behavior.** Notice when children do not readily adjust to a new situation. The information from your observations will help you plan future activities.
2. **Classroom Arrangement.** Observe the functionality of the classroom. Is it working for the children and the educators? Rearrange to accommodate temperaments, uses and safety.
3. **Provide a Variety of Activities.** Use open-ended activities that encourage exploration and focus on the process as much as the product. For classroom activities, plan alternatives and choices. For instance, children who are slow to warm up may not want to share during circle time. Provide alternate methods of sharing, including writing or drawing in a journal, and simply sharing with a friend or smaller group.
4. **Evaluate What You Teach and How You Teach.** Sometimes what we teach and how we teach are not flexible enough to accommodate all of the temperaments in our class. Evaluate what you are teaching the children and how you are teaching them. Do you need to make some changes for more intentional purpose and flow?
5. **Choose Appropriate Guidance Techniques.** A guidance technique that works for one child may not work with another. Guidance techniques often do not take temperament differences into account. Careful observation and anecdotal record-keeping can help you guide young children's behavior.
6. **Share Information With Parents.** A parent is the child's first teacher. Parents can tell teachers much about their child's temperament. Sometimes a parent's description of his or her child is different from how the teacher perceives the child. A parent/child/teacher partnership can help make transitions between home and school easier and less stressful for everyone.

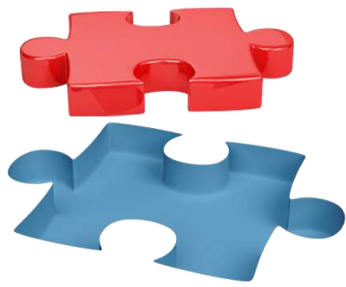
*[http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleID=673](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=673)*

### NOTES:

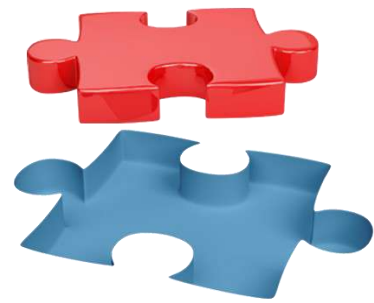




1. How would you describe your temperament?
2. How does it effect your work with children and families?
3. What are some things you will do in your classroom to work more efficiently with different temperaments?



## Creating a Good Fit



**I know I have a high energy level. When I am with a child who is moving slower, I need to:**

**I prefer quiet activities. When I am with a child who likes to run and has a high energy level, I need to:**

**I like to try new activities and food. When working with a child who is very cautious when trying something new, I need to:**

**I am at my best with a regular daily routine. When I am with a child who has irregular eating and sleeping patterns, I need to**

# Emotional Literacy



**Emotional Literacy** is the ability to identify, understand and express emotions in a healthy way.

By having a strong **emotional vocabulary** we:

- Are able to accurately label our feelings
- Can be more fully understood by others
- Can readily identify emotions in others
- Can assist children in identifying and managing their emotions and feelings we manage and express our emotions.

Teach children to identify their emotions to give them ways to express themselves while understanding how others' are feeling too.

Young children who are can **accurately read cues** from other's emotions and make healthy decisions about their own, are more ready for school success and make friends more easily and better concentrate on learning.

# Emotional Development in Young Children

**Infants  
0-12 Months**



Birth to 6 months	6 months-12 months
<p><b>Contentment:</b> Smiles after eating</p> <p><b>Interest:</b> Tracks new objects</p> <p><b>Distress:</b> Cries when left alone</p>	<p><b>Fear:</b> Suddenly shows fear of strangers at 7 or 8 months when they did not at 6 months</p>

**Infants and Other’s Emotions:**

When one infant starts crying, another joins in.

**Social Referencing:**

At 8 to 12 months, infants use caregivers’ facial expressions or vocal cues to decide how to deal with new situations.

**Ages 2 to 4 Years**

2 years old	3 years old	4 years old
Begins to understand others’ emotions and to have empathy	Understands cause and effect in interactions with children and adults	Knows that others have separate feelings and desires



**Embarrassment**  
**Guilt**  
**Shame**  
**Pride**

About age 2, children start to understand that they are distinct from other people and begin to form a sense of self. They develop self-awareness.

*(Emotional Literacy, EarlyEdU Alliance)*

# By age three to five, children start to develop self-conscious emotions:



## EMBARRASSMENT

A complex emotion that first emerges when self-awareness allows for the idea of a “me” and that some things can make me feel awkward.

## GUILT

- Emotion resulting from the realization of having committed a specified or implied offense or doing something considered wrong.
- Guilt is connected to empathy for others and involves feelings of remorse and regret about one’s behavior and the desire to undo the results of it.
- Guilt is learned and relates to social norms which can vary by culture.

## SHAME

- A painful feeling of humiliation or distress caused by the consciousness of wrong or foolish behavior.
- Shame comes from any specific situation but rather from the individual’s interpretation of themselves.
- Shame relates to what we feel about ourselves not what we did.
- Shame can be damaging to a person since it is not an emotion we get over but a negative feeling about ourselves we carry with us.

## PRIDE

- A sense of satisfaction derived from one’s own achievements.
- The first signs of pride are clear in children’s smiling glances at others when they have successfully met a challenge or achieved something new.

*(Emotional Literacy, EarlyEdU Alliance)*

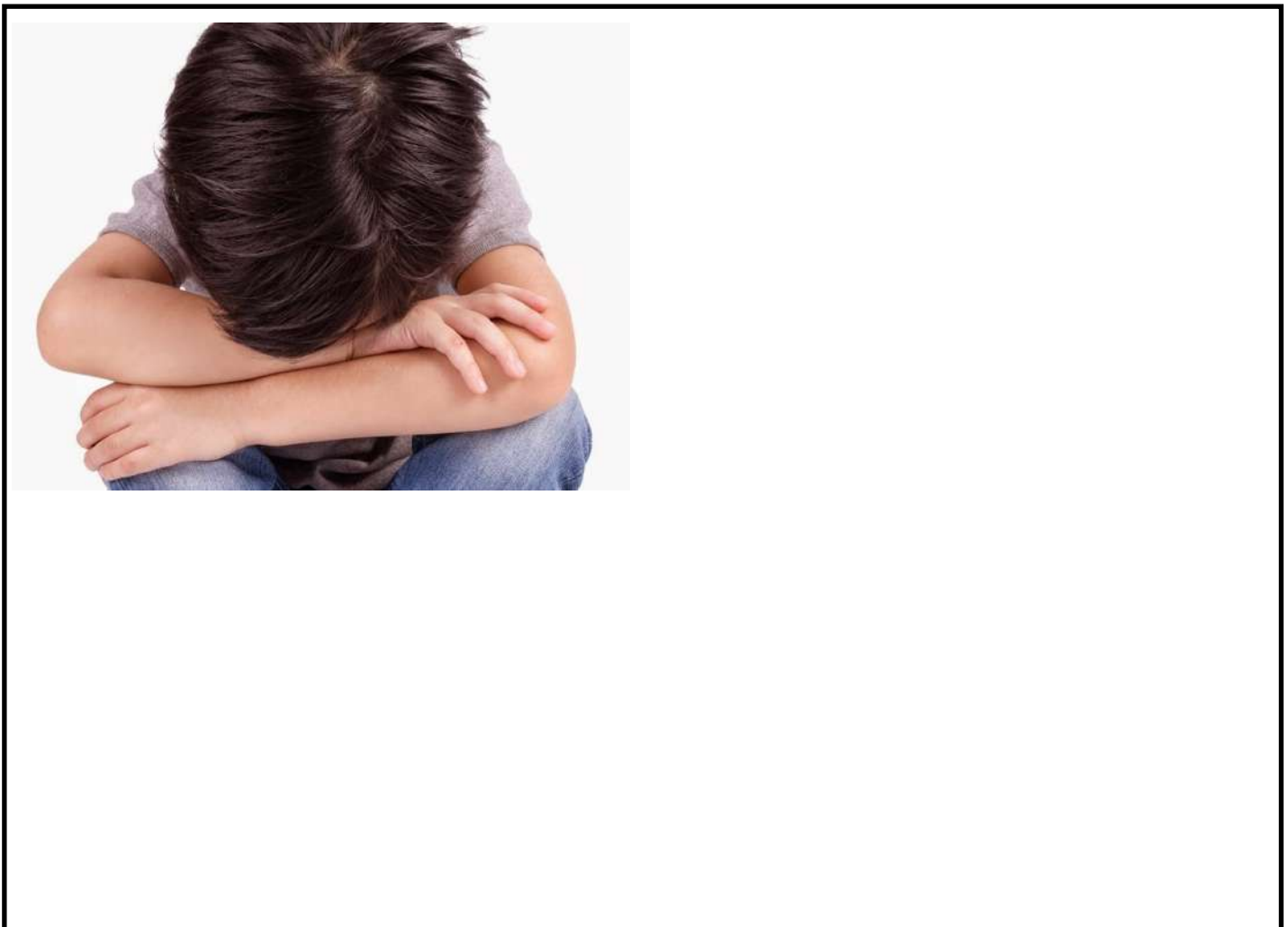
### Adult Responses:

- Whether children feel guilt or shame partly depends on adult responses.
- Children are more likely to experience guilt than shame if, when they have done something incorrect, adults emphasize the inappropriate behavior.

**GUILT:** “You did something mean.”

**SHAME:** “You are a bad child.”

- Children are more likely to feel guilt rather than shame if adults help them to understand the results that their actions have on others.
- Teach them the need to repair harm they have done, avoid publicly humiliating them, and communicate respect and love for the child even in disciplinary situations.



*(Emotional Literacy, EarlyEdU Alliance)*





# Teaching Emotions

*What emotions/feelings would you like to teach the children in your classroom?*

*How will you teach these emotions?*

*(Emotional Literacy, EarlyEdU Alliance)*



## From a Young Child's Perspective



I feel **safe** when...I can rely on you to meet my need consistently and when you greet me with a warm and loving smile every day.

I feel **confident** when...you praise me for my efforts and encourage me to keep trying when I'm learning something new.

I feel **heard** when...you look me in my eyes, tune into my thoughts and feeling or notice the things I'm looking at or pointing to in the world.

I feel **secure** when...I know what to expect in the day and when we cuddle up to talk, read, and sing together.

I feel **happy** when...we play games and do fun activities, laugh and act silly together and share fun stories.

I feel **calm** when...I am in a warm, nurturing environment and cuddles when I need to be comforted.

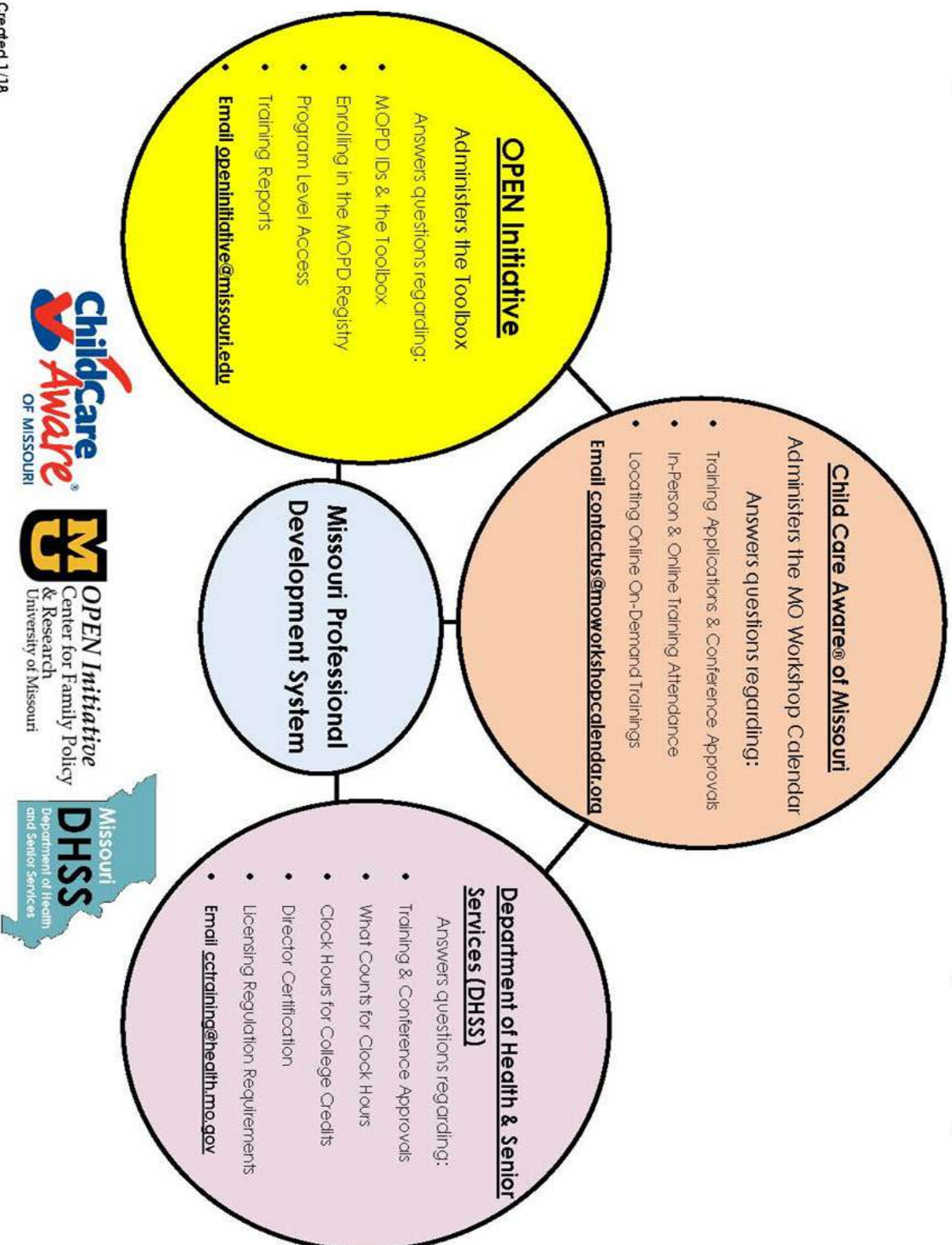
I feel **loved** when...you take care of needs, hug me often, use gentle words and show care and patience.

*Fostering Healthy Social-Emotional Development in Young Children: Tips for Early Childhood Teachers and Providers*

US Department of Education

# Resources

## Key Functions of the Missouri Professional Development System



Credited 1/18



*Questions?*

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 or 314-535-1458 x611

The screenshot shows the homepage of Child Care Aware of Missouri. At the top, there is a navigation bar with the site's logo, a search bar, and a user profile for 'Lauri'. Below the navigation bar is a main banner for 'Routine Vision Coverage & More' featuring a photo of a doctor examining a child. Below the banner are four promotional tiles: 'New and Noteworthy' with a list of resources, 'Everyday Savings' with a 'Save Now' button, 'Flu Season' with a 'View Now' button, and a 'Child Care Aware of Missouri' logo with a 'Show Me Jobs' section. The footer contains links for 'About Us', 'Contact Us', and 'Privacy Policy & Terms of Service', along with a note about being powered by CCA For Social Good.



# Resources

## T.E.A.C.H. MISSOURI Scholarship

**Want to continue your education?**



- Support college credits towards early childhood AA/AAS or BA/BS
- Statewide scholarship available to directors, teachers and assistants in *licensed* child care programs
- Partnership between the scholarship recipient, sponsoring employer and T.E.A.C.H. MISSOURI with each paying a portion of tuition and books
- Applications accepted year round
- Visit our website [www.teach-missouri.org](http://www.teach-missouri.org) to learn more and access an application



1-866-892-3228

[mo.childcareaware.org](http://mo.childcareaware.org)

- Our referral service uses a database containing Missouri child care programs.
- Families are able to access the database and search for programs near them or contact a resource specialist to assist them in their search.
- All information in the database is self-reported by programs.
- We encourage families to ask questions about the child care programs in order to find a program that best suits the needs of their children.
- Update your Program Information Form (PIF) at least



CDA SCHOLARSHIP  
PROJECT



# GET YOUR CDA CREDENTIAL!

Get Paid \$380 | No Assessment Fee | Advance Your Career



Do you work in a licensed or  
license-exempt child care program?



Do you work in a child care program  
that accepts DSS subsidy?



Do you work a minimum of  
20 hours per week?



Have you worked in the same child  
care program for at least 3 months?

If you answered **YES** to these questions, enroll in the CDA Scholarship Project at [www.cdасcholarshipmo.org](http://www.cdасcholarshipmo.org). Space is limited.

Don't delay...sign up **TODAY!**

Funded by the State of Missouri - Children's Division

SEFL: Creating a Socially and Emotionally Aware Classroom (2019)

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