

How to Build Positive Social Emotional Engagement with Early Learners

Children who have a strong social emotional foundation experience:



More Academic Success



Fewer Negative Interactions with Adults



More Friendships with Peers

Without quality early interventions, children who exhibit challenging behavior, especially aggressive behavior, in preschool tend to continue this pattern of behavior throughout school.



Part 3: Providing Targeted Social Emotional Supports

Children need key social emotional skills as they enter school and develop throughout life:



Confidence



Capacity to develop good relationships with peers and adults



Concentration and persistence on challenging tasks



Ability to effectively communicate emotions



Ability to be attentive and listen to instructions



Ability to solve social problems

Step One:

Teach and Encourage Friendship Skills



Giving suggestions (organize play)



Sharing and taking turns (reciprocity)



Being helpful (assists)



Giving compliments



Beginning to empathize

Adults can promote social interaction among children by:

Creating opportunities for children to interact regularly



Encouraging eye contact and engagement

Modeling friendship skills and demonstrating the appropriate behavior.



Arranging materials and environment to promote social interaction

Step Two:

Teach Problem-Solving

Children need assistance learning problem-solving skills such as:



Thinking of alternative solutions



Learning to evaluate solutions



Learning that solutions have consequences



Figuring out what to do when a solution doesn't work



Adults can teach these steps through role play

Support problem-solving in the moment by:

- Anticipating problems
- Seeking proximity
- Supporting
- Encouraging
- Promoting

Step Three:

Develop Social Emotional Literacy

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

CHILDREN NEED TO:

- Recognize emotions in oneself and others
- Understand appropriate ways to express emotions
- Recognize and express feelings and use self-regulation



ADULTS CAN TEACH BY:

- Direct teaching ("use these words and emotions")
- Indirect teaching (labeling)
- Adult modeling and acknowledgement
- Use of songs, books, pictures, and games



Strategies here provided by SW-PBIS and PW-PBIS frameworks.

Start with the Heart represents an approach to implementing one of the critical pillars of the Get Georgia Reading Campaign: positive learning climate. To see how all four pillars help children on a path to reading proficiently by the end of third grade visit getgeorgiareading.org