>> Alright, I hate breaking up the snacking, sorry that is my job. It is great to see everybody , thank you for coming. He will jump in and get started. Today our presentation is called the power of SEL, making superheroes for post pandemic success. These are objective today . We will talk to each of these things and spend a little time talking about strategies that you can have parents government at home, or if your parents and limit themselves to build up the social and emotional skills to help her school. Okay, you guys know a lot of things that happened in the last couple of years. Luckily, we do not have to rely on our intuition to know that is true. Some really good researchers come out that is showing our students are having a harder time coming into mainstream settings. Researchers have found that evidence in the study with - - found that parent-child relationships were declining during the Covid shutdowns. We are also finding that there are different opportunities for children to play because of the mandatory isolation of travel restrictions that were both close and far. Another study we have been looking at his talked about our brains had to prioritize managing stress and that took the place over language development and play development. I actually begin my teacher training a long time ago as a violin teacher. I was learning the Suzuki method of teaching and one of the first things that I learned from Doctor Suzuki who made this method of learning music was that any type of learning that is happening this dynamic of a teacher , a parent and the child requires relationships on all three sides. You have to have a good relationship between the caregiver and the child, a good relationship between the child and the teacher, and a good relationship between the teacher and the caregiver. We are going to focus on two sides of this today. We will focus on the caregiver child relationship and caregiver teacher relationship.

>> It all goes back to connections, I will go ahead and read the slide. If level of trust, mutual respect and comfort with one another is not yet reached when root provider - - understandably feel defensive or upset. Thoughts can include "I am a terrible mom" "the teacher only called him something is wrong" "I can tell that they think I can do better". It is vital that we understand our parents being an advocate, not a judge, they are already doing that to themselves.

>> That being said, it is to the job of the teacher or the therapist to share the concerns . But if you are trying to prioritize the relationship between caregiver and teacher, there are ways to share concerns and ways to not share concerns. We are going to talk about the idea of openness. Openness is that you are sharing all the information so the caregiver can make the choice for their own family. But, what feels like openness to tell them what you think is wrong right now , like I see this problem and I see this in your child is not doing good, but if you have not established a pattern openness , that is going to feel very overwhelming. I had a mom in tears that used to say I hate picking out my child because it is always something wrong. There is always something bad that happened at school today. That is what we are trying to avoid for some of the things to avoid that is to point out age-appropriate behaviors, things that the child is doing and is going to do. Things that might be coming up soon so you have an open dialogue happening with what is expected and unexpected before it is actually happening. Or demonstrated. In a home visit you can show the - - that they are finding and encourage them to take their own data. We all know that what we see when we are there is not always having the rest of the time . Parents sometimes feel crazy, they say I swear my kid is doing this but they never do it when you are watching. Select the right to data down and say yes, show me, tell me all about it, I want to hear more. That can help build that back and forth. I'm laughing at this comment I heard if you believe 50% of what happens at home, I believe 50% of what happens in therapy, that is fair. We want to talk about the idea of childish and childlike. Often when describing adult or unpleasant we might call them childish. We will use phrases like uncontrolled, emotional, self-centered, distracted, unprintable , developing vocabulary, they cannot tell me what is wrong, or they are not thinking of other people, how rude. We can also say that there are these beautiful childlike behaviors that we love and want other people to have. They are curious, forgiving, developing this great sense of humor, they are trusting, energetic , honest and loving. I have news for you guys which is not news at all. We are working in early intervention, all of these are appropriate because we are under five. We can be uncontrolled and curious. We can be distracted and trusting. We can be developing vocabulary with the funniest kid you've ever chatted with, it is okay that is all there because it's development of the appropriate we got the development milestones from the center for the developing child from Harvard. It is so important to keep taking parents back to what is expected . My father's copying everything they do and I wanted to stop because it will - - get a super typical and it will pass , but you might have to hang in there for a minute. Some of these things that are so worried some like why is my child still afraid of strangers? It is so hard, go to the audiologist they will do anything, they are clinging to me. That is a really typical behavior. It's okay that they feel that way. So, for your reference, they are both here if you download the slides, you will see both the early and the later one . And the question is how much is too much? We know that behavior from a child is just communicating what they need. We need to know what is normal. Although it is normal to tantrum for a little bit and we are two, it is not normal to the 45 minute tantrums. So knowing what those normal benchmarks are, knowing when you need to intervene is incredibly helpful and comforting. So, we talked about what we saw with the pandemic . The pandemic affects we saw an increase of stress and that brain moving over to take care of the stress. Everything was stressful around these kids, their parents were stressed, there were changes in routine that were happening over and over again as things try to open and shut and open. So their brains had to prioritize regulating stress over language development. That got to fall behind. Then we saw another increase in screen time for the kids and screen time for adults. When we are working from home, it's really easy to pop back on the computer and answer another email which then is reducing the responsiveness of adults in their kids life. We saw screen time and remote work prioritize over in person play, play between the parents and the child. But, we want school success, so what do we need? Research shows there are two things need to prioritize. We have to prioritize the child's feeling of achievement. They need to feel like whatever they are doing, they are doing it will. And, we have to prioritize their ability to develop social and emotional skills . If we have those two things together, that is our greatest likelihood for academic success .

>> Another study I'm really excited about the publishing January and it reiterates what we know. And we look at a child's behavior, but we want to do is create positives from the stimulus to what their response is. A lot of times when we see those frustrating behaviors , it is because there is not pause limiting what they feel and how they react. This made me angry, I am about to cry. You think it is funny when I run, I will run faster. Those ideas that this will happen really quickly, we always talk about the positive so when you see behavior that is atypical or frustrating, we're typically running on the bottom part of this. We are going stimulus, reflect a response without that pause. A lot of the strategy will talk about next is how do we increase the pause? How do we help is consciously used the agency to reflect , use that front part of the developing brains and then respond in a positive way. Suggest again, pause equals positive. When you take that time to build - - schemas in response. That helps us coagulate and we will talk about coagulation a lot as we come through here. This is a method , this is what we are hoping to do. When we model the appropriate strategies that help developing brains recognize how to create these pauses and create positive responses, we are coagulating and that is what we want to be doing. Alright, before we get into some positive strategies, we're just going to take time to highlight on each of the next two slides, one thing that is helpful to decrease in order to have increased social and emotional skills. These things do decrease social and emotional skills. The one I will highlight here, actually you are going to highlight, I am passionate about excessive screen time. This is not meant to make anyone feel guilty for what we do know about excessive screen time is that is stimulating the brain. In the young minds with was taken away, we don't have to react. We had to go through withdrawals from I think that 15 minutes that withdrawal taken. So you medical be a screen, the brain craves the stimulus, and it is that they are so they are going to create it. Randomly, that is when the comes in and his their friend. Randomly, that is indicating to their SMAC, and is not always related the want to create a reaction from him was transferred if your findings when behaviors listen to be coming out of nowhere, decrease the screen time. We all need to reset and need a little bit of time apart, but what we saw the pandemic was there were unprecedented levels of isolated play. Kids not did not descend spent time with their peers, parents were very busy. We need it is good to entertain themselves. When kids only entertain themselves there is a limited amount of opportunities for their brain to be exposed to new ideas and new things . Playing with someone else is a great opportunity for kids to learn all kinds of things, whether that person is another peer or apparent . So now, we are going to some strategies. We set up these slides to show a school readiness scale. Some places where you might be able to practice the skill at home and at three different strategies that you might use. Given the time, we will probably only address one strategy on each of the slides, but we wanted you to have access to multiple ideas. At the end of the presentation, we will have a QR code that will link you to the strategies in detail. So the first school readiness skills we want to address is transitioning to new activities. The strategy that we want to highlight is called metacognitive talk. Listening and spoken language providers often talk about self talk where you are describing what you are physically doing right now. This is really closely related, it is talking about what you are feeling . If you are feeling frustrated, you are going to say I am frustrated, we have to go to work right now and I really don't want to go. We all feel these things, right? It is okay to express that and have your child here that I don't want to go right now, but I have to go so I will put on my favorite shoes and eat my favorite breakfast on the way and make it to work. It is going to be okay. The other thing that we are seeing, I am a kindergarten , it is never hard to not leave your mom but it is especially scary when you are three, four and five, is awful. I will invite you to change the focus , which is not meant to contradict metacognition but you may not use them at the same time. When we are changing the focus, I have seen this and kind of wanted to feel like this was not helpful , this mom and came down and yelled by her kid and said I know school is really scary and there people that you don't know, I understand you don't know where your cubby is, you might be worried there are snakes in the scented , like mom please stop. You are only telling her the things that could possibly be wrong in the child's mind set to focus on well if you are afraid for me, maybe that is how I should feel for myself . That is really hard , if we are struggling with this transition specifically, how to talk about something they know that they are going to like in the next setting. I know that you love the sandbox, don't say there are no snakes. Say I know you love the sandbox and that is a fun place to play with your friends. I can't wait to hear about the sandbox play when you come home. It is a lot more positive. Navigating peer play, especially as we have reduced opportunities for this. How are these kids figuring out how to put together? I kind of want to cover all of these in one selfishly . You can't work on something when you're already feeling high emotions , that is at the moment where kids are going to learn new skills. If they are already amped up you can't be like we are going to share, it's going to be great. They are not going to do it. First you have to get into a space where you can learn social and emotional skills. You can calm your body , engage in some of these practices of deep breathing together , giving hugs, all these things. Even more important, practice the strategies before it happens. You can always have a puppet be a friend that steals a toy, or you can be that bad guy friend and like I am going to steal your toy, what are you going to do about it? There is a right space for every reaction. Maybe it's not okay for them to hit when someone steals their toy, but it would be appropriate for them to hit if someone tries to take them. If we are always time them that is not okay , we will take away some other opportunities to respond appropriately with something. Just practice things out . Turn-taking, do you guys struggle with turn-taking as an adult? I appreciate that some of you have, thank you for the moderating . I see a lot of kids that really struggle with their motor movement . If possible, I will say from the rooftops that the best You can do the transition into a school or day care setting is to empower them to the fine motor and gross motor activities. In the open their own snacks or backpack? Can they change the issues quickly? A lot of anxiety that - - started for the last go out to recess and lastly get back in the bathroom. That's okay because we will work on those skills. I will find this kid that have the independence and the idea I can do that for myself , they tend to have an easier time in turn-taking. Also when they do need help, they can ask the teacher and it is not about something they need help with, they can play with that toy. They can focus on some of these other skills that we want them to learn.

>> Alright, we will talk about this idea of flexibility in group thinking. A lot of kids are not used to the idea of when they walk into their classroom, their ideas not the golden idea. We don't always read the book that they want to read or do the activity that they want to do . How do we handle that? You want to talk about the strategy of labeling emotions. Kids often don't have the vocabulary or the pause moment to decide that they should tell someone how they feel about what is happening. The pause that we want to demonstrate here is to tell them what you might think. We are not always right, but if we start using words like you did not get the cushion that you wanted to sit on , that makes me sad when on the cushion to sit on . If you are right about the emotion, you will see it on their face . If you are wrong, you keep trying . Maybe I'm not said, maybe I am angry. She took my cushion! If you're giving them the emotions, you are creating that pause and you still hold the boundary. She took your cushion, that makes me so mad. But, I cannot take it from her . I'm going to have to do something else. Everybody likes validation, even that young, it is a true fact. So on that note, because we have a minute, I will talk about something we skip the head of the four . If this idea of avoid solid phrases until they are in regulated states. What I mean is soft hands, quiet lips , low feet . I had a child in my class that was having a rough go , and that is a nice way to put it. And after because in the behavior specialist which is something I recommend when we see increased behaviors we cannot solve with some of the strategies. He came in and watch me use that phrase , soft hands with the most loving voice he came in and said Katie, when you're mad and you come home and slam the door , or shut the cupboard really hard, that your heart has been say soft hands? No, I would murder him if he did. [Laughter]. It's a signal that they are upset and teacher strategy is to label that emotion . I see you are upset . I'm not upset, I am mad. Well, I can see that you are mad. Labeling the emotion is a lot easier of a strategy, save those solvent phrases from when you are regulated and we can look at it at a different time. Earlier in the research, we talked a little bit about this group of kids is different than the groups we have seen. We actually have weaker brains and I wish you could say that in a slightly different way, what they are seeing that the stress of the pandemic or this new life for having this information is hardening the dendrites in our brain. Because we have had less exposure to social situations, we are three years behind. Our brains are hardening three years faster and social emotional we are three years behind. We are creating a six year gap meeting some of these things will just go away. We physically have different brains that will be coming into this and will be helping kids with different brains than we had. What comes next? There are six strategies that really help with strengthening the brain. The good news is that they are all very doable and most of them are fun. I will quickly glance through the so we have time for questions , but they are my favorite. Laughter, medical research it is the best medicine. It soothes tension come actively relieves stress, it is great. Before you teach them about soft hands, tell them a joke . It will be better received. Movement can market to the highest behaviors need to move the most , not the kids that need to be - - play in the snow, they need to be outside and moving so they can process their feelings and then regulate. Peers and parents. I hope at this conference, we never forget the relevance of friends and parents and caregivers. That is the reason that we have this and that is what the research shows, we need to build those connections so that opportunity and motivation to talk to each other. Plague my love play. It improves brain function and releases endorphins. Reducing screen time, I won't say it again but it is really important. Increase the green time, lowers stress and in communicating, we want to increase the communicating opportunity with everyone that we can. These are our references, we like to read the research and the procedures that they are really fantastic readers out there telling us about all the things that we are seeing anyway. Like Katie said at the beginning, it is really wonderful to have the confirmation of yes, I saw that. The research said is really happening, it is not just me. These are the things that we read. Does anybody have any questions or thoughts?

>> Just a question about the QR code , I don't know why it is not on there. I will quickly Google it and send it to you .

>> If you just log into our presentation online Katie, it will be there .

>> Was there a demographic or socioeconomic differences between the research that was done?

>> Specifically? It was so interesting. Email me and I will send you the position that it came from. They said that success and feelings of achievement and social emotional skills outweighed socioeconomic income which I thought was really interesting. Now, recognize that some of those factors are related. Those are probably addressing some of the same problems but they outweighed it when doing the studies which is really interesting. It shocked me to the point where I was like really? I would love to send you that article , it was really good.

>> Also in addition to our PowerPoint, we also have a handout that went through all the strategies.

>> We did upload to EHDI as well. If we can get it to come on, you can get into the conference . Thank you so much for joining us, we know it is getting late on a Tuesday so we really appreciate you coming in and talking about social emotional learning with us . It's amazing. You just say I want something colorful and it's like how about this common book? Yes, that sounds great thank you so much for joining us.