

# The Power of SEL: Making Superheroes for Post Pandemic success

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M.Ed

A diagram with a light orange background. At the top center is a white arrow-shaped box pointing left and right, containing the text "Lesson objective". Below this are three white speech bubble boxes with black outlines, each containing a sentence. The diagram is decorated with several white exclamation marks and yellow question marks scattered around the text boxes.

# Lesson objective

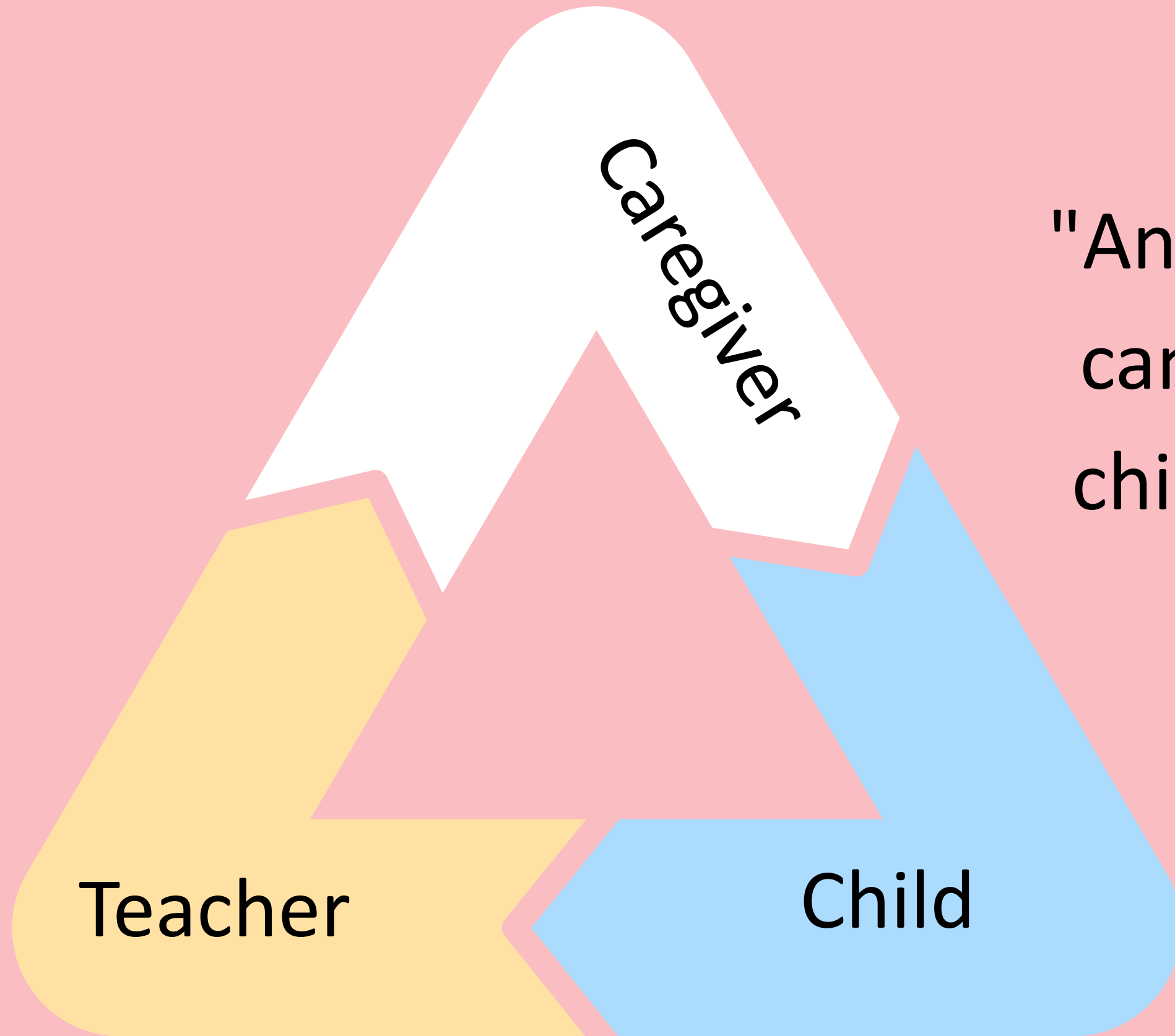
Participants will discuss social emotional development.

Participants will identify ways they can connect with caregivers on a human level

Participants will identify opportunities to use daily life activities to teach children school readiness skills.

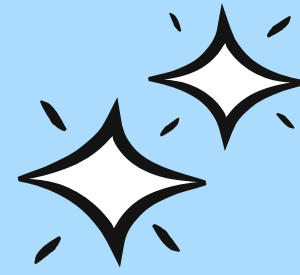
## an introduction

- Linnavalli and Kalland (2021) found that parent -child relationships declined during the covid shutdowns.
- Egan, et al. 2021 reported decline in opportunities for play because of mandatory isolation and travel restrictions both close and far



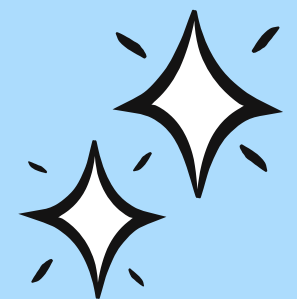
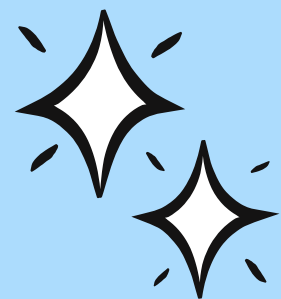
"An unlimited amount of ability  
can develop when parent and  
child are having fun together."

~ Shinichi Suzuki



# Connections

If a level of trust, mutual respect, and comfort with one another is not yet reached when a provider asks to discuss social-emotional concerns, caregivers may understandably feel defensive or upset. Thoughts can include "I'm a terrible mom." "The teacher only calls when something is wrong." "I can tell they think I can do better."

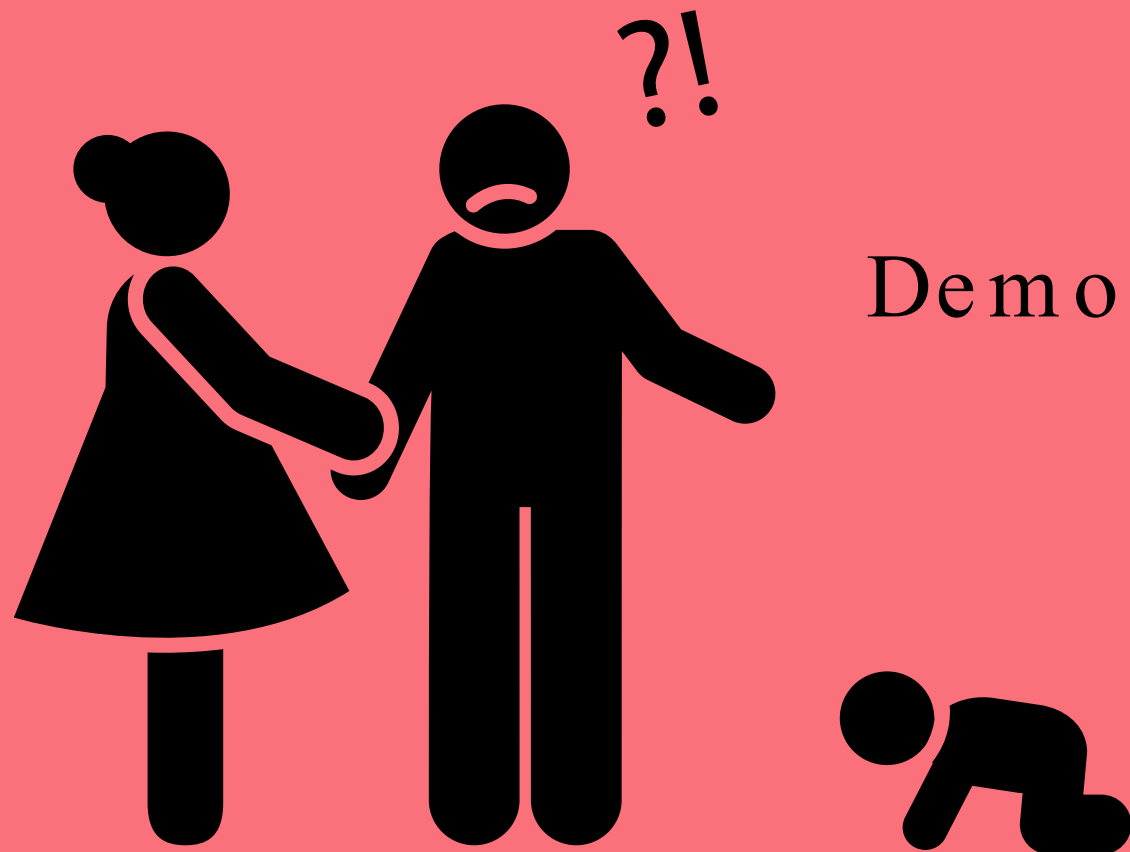


# Conveying Concerns



I had a mom in tears saying "I hate to pick my child...."

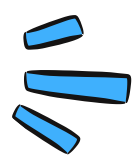
Point out all types of age appropriate behaviors



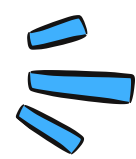
Demonstrate data taking and encourage caregivers to use it too



Childish



Child Like

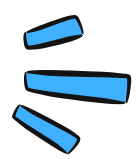


- Uncontrolled
- Emotional
- Self-centered
- Distracted
- Unpredictable
- Aggressive
- Developing Vocabulary
- Developing Sense of Others

- Curious
- Excited
- Forgiving
- Developing Sense of Humor
- Trusting
- Energetic
- Honest
- Loving



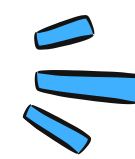
## Childish



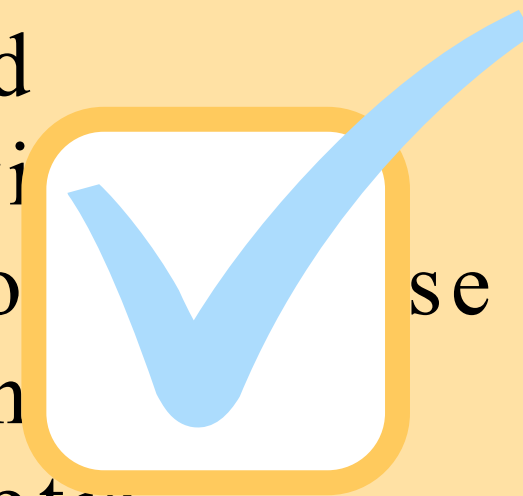
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## Child Like

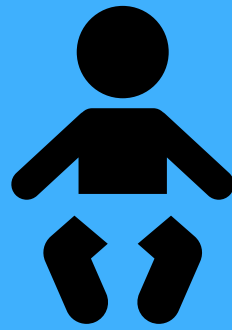


- Curious
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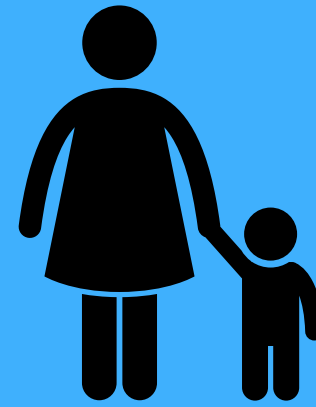


# SEL Developmental Milestones



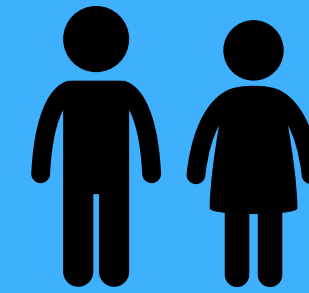
## BY 1 YEAR

- Are shy or nervous with strangers
- Cry when parents leave
- Have favorite things and people
- Show fear in some situations
- Hand books to adults when they want to hear a story
- Repeat sounds or actions to get attention
- Put out arm or leg to help with dressing
- Play call and response games such as “peek-a-boo” and interactive games like “pat -a-cake”



## BY 18 MONTHS

- Like to hand things to others as play
- May have temper tantrums
- May be afraid of strangers
- Show affection to familiar people
- Play simple pretend, such as feeding a doll
- May cling to caregivers in new situations
- Point to show others something interesting
- Explore alone but with parent close by



## BY 2 YEARS

- Copy others, especially adults and older children
- Get excited when with other children
- Show more and more independence
- Show defiant behavior (doing what he has been told not to)
- Play mainly beside other children but are beginning to include other children, such as in chase games

# SEL Developmental Milestones



## BY 3 YEARS

- Copy adults and friends
- Show affection for friends without prompting
- Take turns in games
- Show concern for a crying friend
- Understand the idea of “mine” and “his” or “hers”
- Show a wide range of emotions
- Separate easily from mom and dad
- May get upset with major changes in routine
- Dress and undress themselves



## BY 4 YEARS

- Enjoy doing new things
- Play “mom” and “dad”
- Are more and more creative with make-believe play
- Would rather play with other children than alone
- Cooperate with other children
- Often cannot tell what is real and what is make-believe
- Talk about what they like and what they are interested in

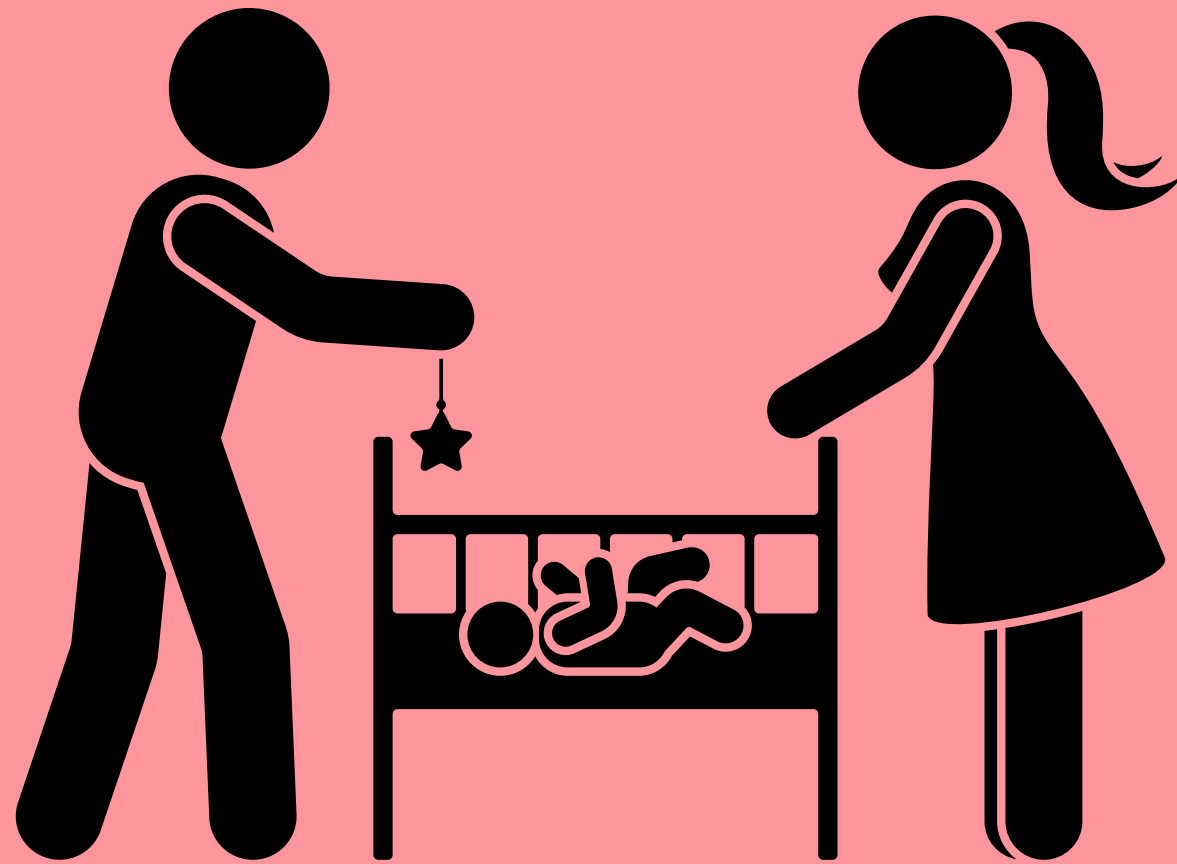


## BY 5 YEARS

- Want to please friends
- Want to be like friends
- Are more likely to agree with rules
- Like to sing, dance, and act
- Can tell what is real and what is make-believe \*
- Show more independence (for example, may visit a next-door neighbor by themselves with adult supervision)
- Are sometimes demanding and sometimes very cooperative

# How much is too much

Behavior is communication  
What's normal human level



# moving forward

## Pandemic Effects

Developing minds focused on regulating stress over typical development. Combined with other factors, anticipate increased delays in social-emotional skills.

Regulating  
Stress

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Language  
Development

Screen Time/  
Remote Work

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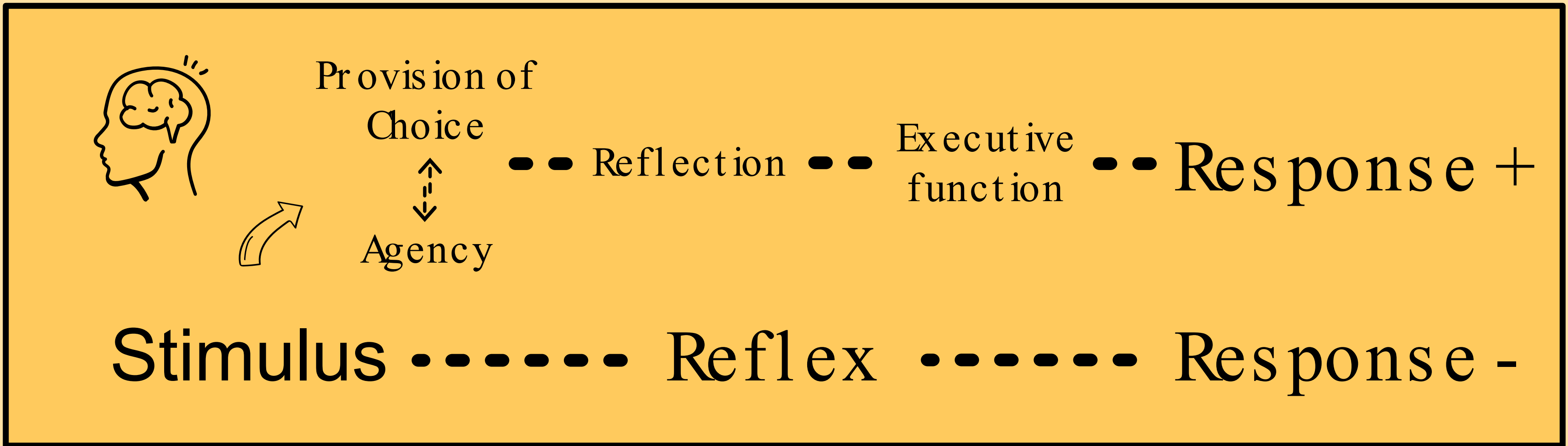
In person  
Play

## in School Success


Research shows the two largest factors for success in school are SEL and feelings of achievement. This focus needs to be in the forefront of intervention.

Feelings of  
Achievement + Social Emotion  
Development  
= Academic  
Success

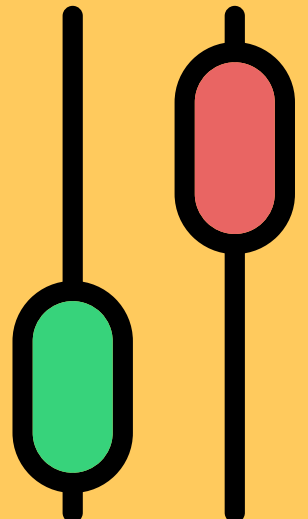
# Why We Co-regulate

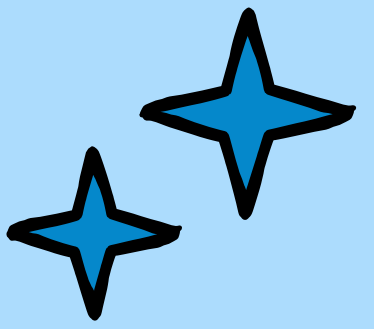
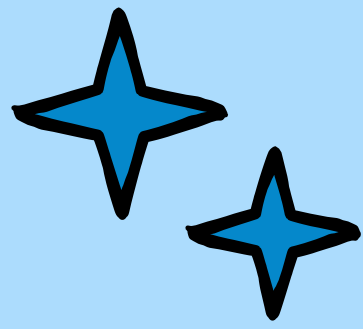


**PAuse= Positive**  
We build the brain's executive functioning skills when we increase the time between stimulus and response.



**Co-regulation**  
We model the appropriate strategies that help developing brains recognize how to create these pauses and create positive responses.





# Decrease Social Emotional Skills

## EXCESSIVE SCREEN TIME

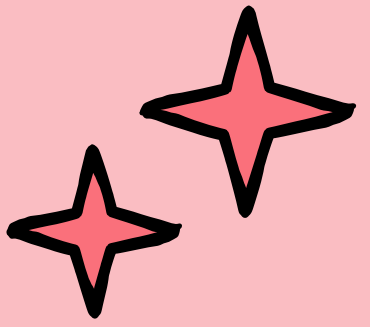
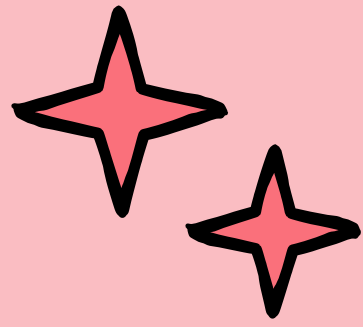
Screen time can overstimulate a developing brain and when that stimulus stops, a child will seek other sensory input to replace it. This can include hitting, yelling or other forms of acting out that usually enable a strong reaction from those around them.

## INCONSISTENT CONSEQUENCES

Create a consistent system with clear rules for breaking home rules. Be consistent with consequences. Both positive and negative. This creates safety and a strong understanding of cause and effect.

## SOLVE PHRASES

Phrases like "soft hands" skip understanding the emotion and give the "quick solve". Wait until a child is regulated enough to receive the alternative strategy.



# Decrease Social Emotional Skills

## Isolated Play

Although isolated play can be an important break for everyone, children need opportunities in play to support emotional learning and communication

## unClear Expectations

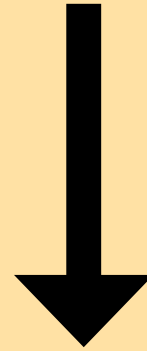
Picture yourself being asked to make an olympic dive but you don't know how to swim or have any of the right equipment...

## No Flexibility

Rigid routines with no room for flexible thinking or voicing a choice.

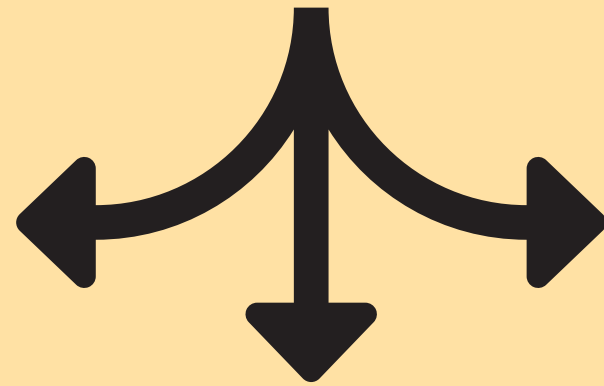


School Readiness Skill



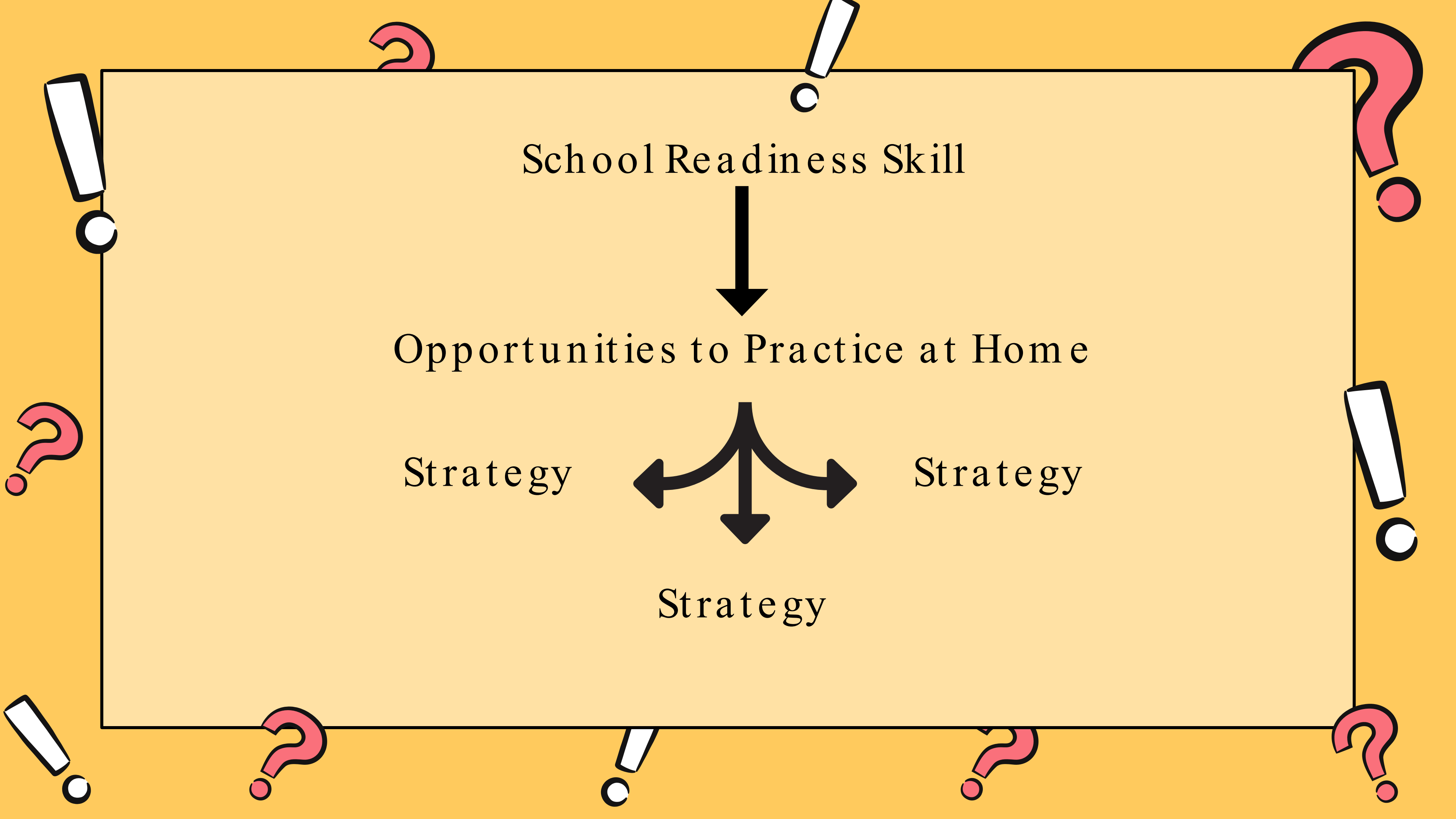
Opportunities to Practice at Home

Strategy



Strategy

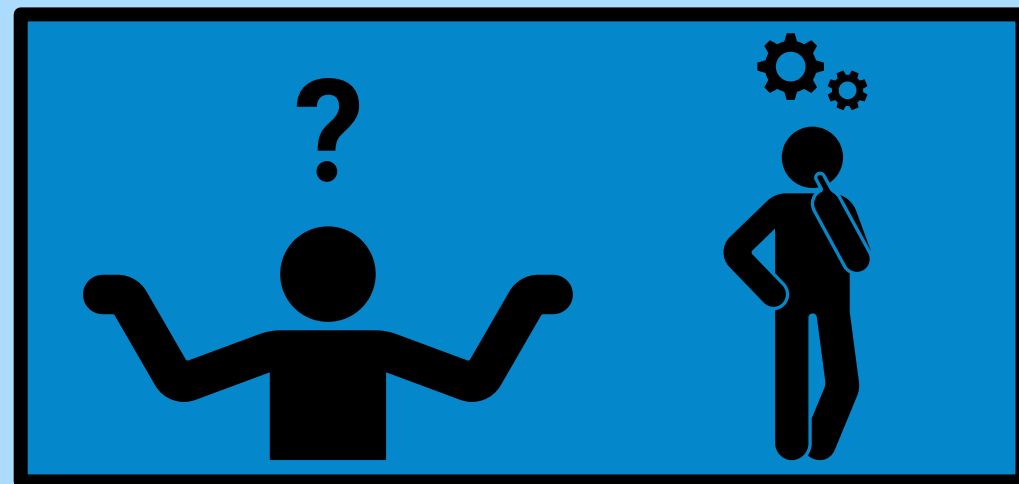
Strategy





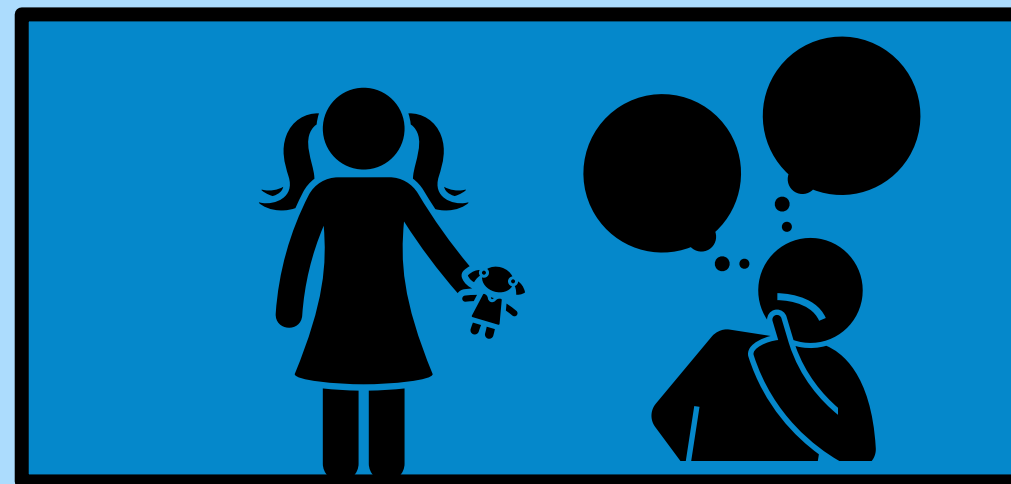
# Transitions to new activities

Opportunities at home: Getting in the car, turning off the tv, time for dinner, time for bed, time to clean



## Metacognitive Talk

Talk about your emotions and feelings



## label emotions

Talk about their emotions

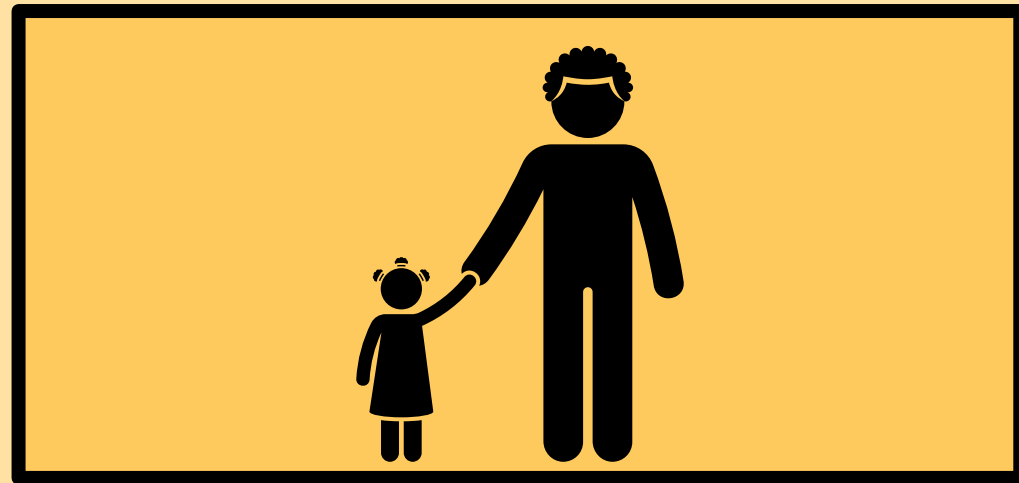


## Set Clear Expectations

Prep child about what you expect them to do.

# Seperation from Caregiver

Opportunities: Babysitter, leaving the room, moving to the other side of the room



## Trust building

Be consistent.



## Flexibility in start time

Children think in the here and now. A timer can help them adjust to recognizing time passing.

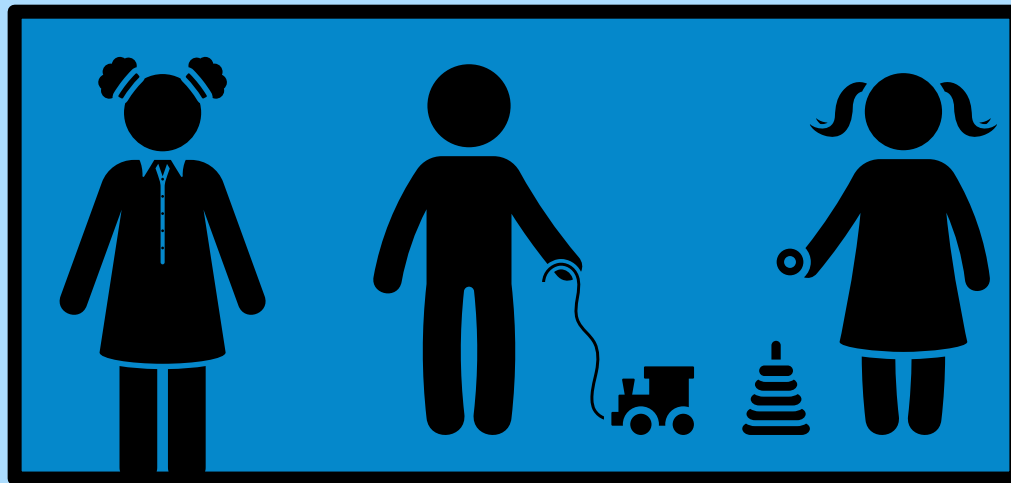


## Change the focus

Talk about something they will like about the new setting

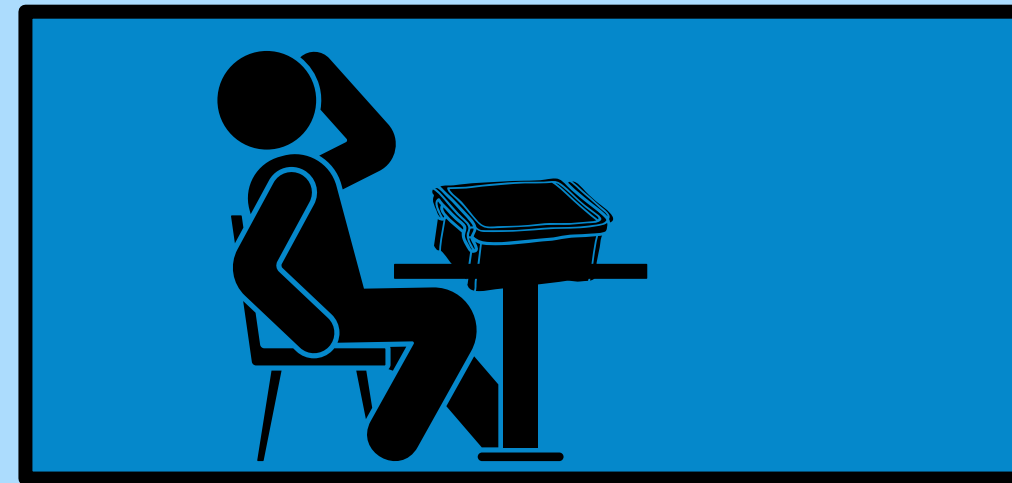
# Turn-Taking

Opportunities: Waiting their turn to talk, sharing toys, sharing caregiver attention



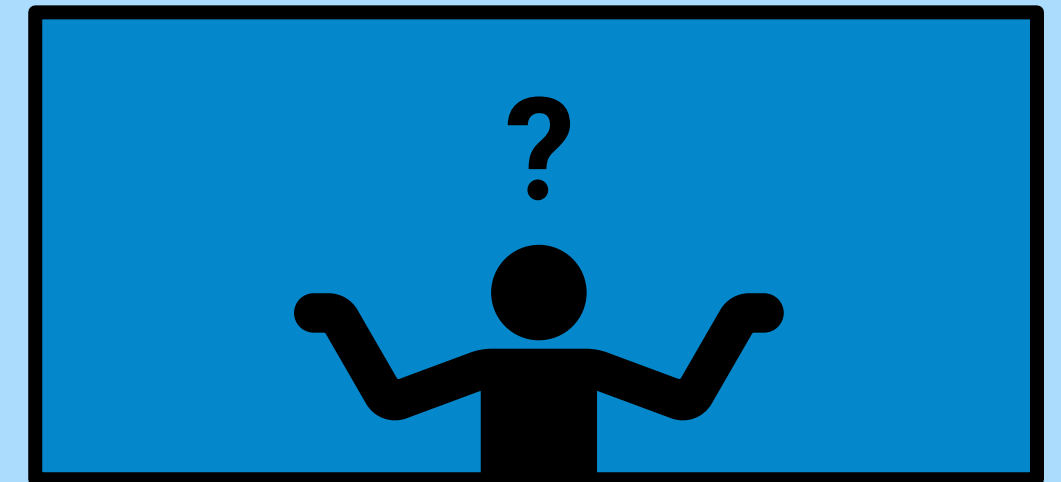
## Check In

Being able to identify if they are going to take turns



## "I can" Motor

Opening lunch bags  
zippers on jackets

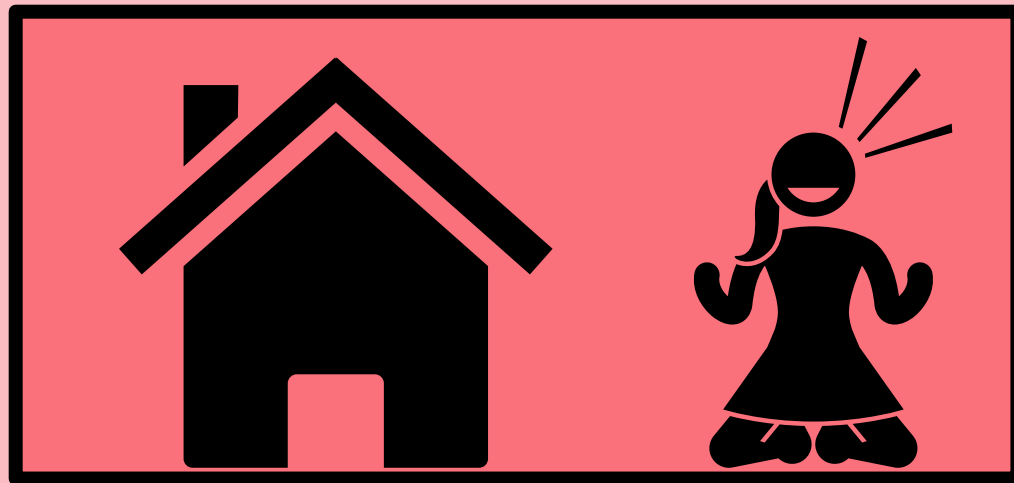


## Build In Choices

caregiver dictates the choices so that child can learn flexible thinking

# Navigating peer play

Opportunities: Play with Siblings, play with adults, Laundry, cooking



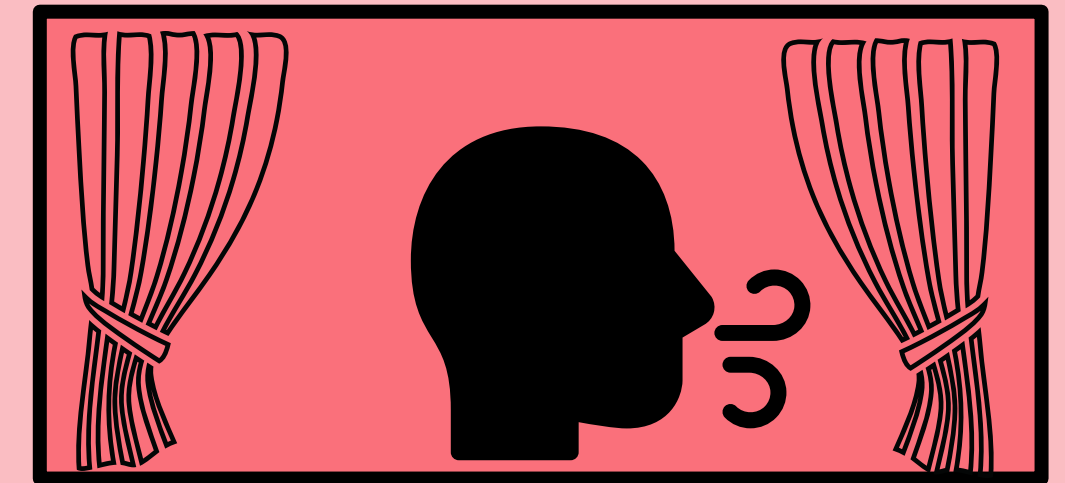
## Right Space

Direct them to where they can do the action they are trying to do



## Calm Your Body

Support your child in their big feelings



## Practice strategies

Play out what to do when you feel different emotions

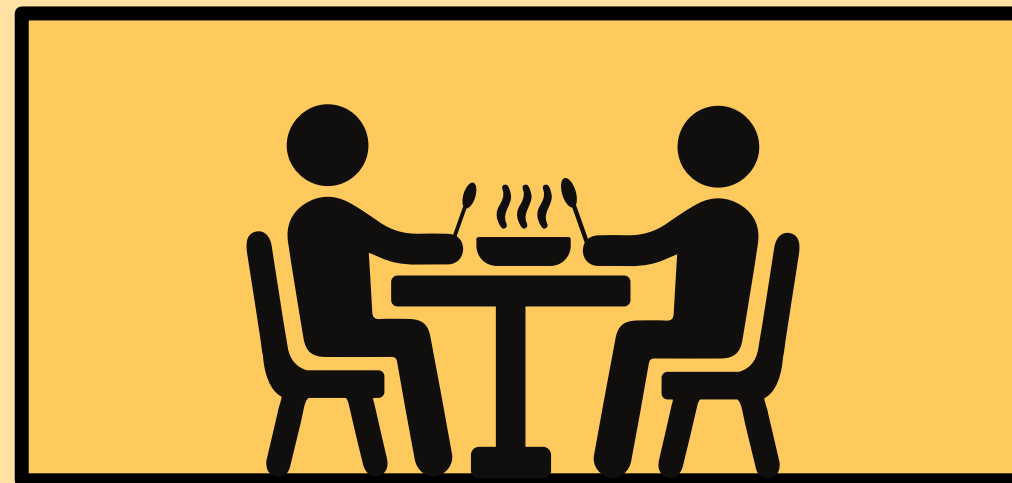
# Flexibility/Group Thinking

grocery list making, planning family activities, daily schedule, getting dressed



## Metacognition

Talk about the process



## Feed the 2nd Brain

Normalize family turn taking  
in choice

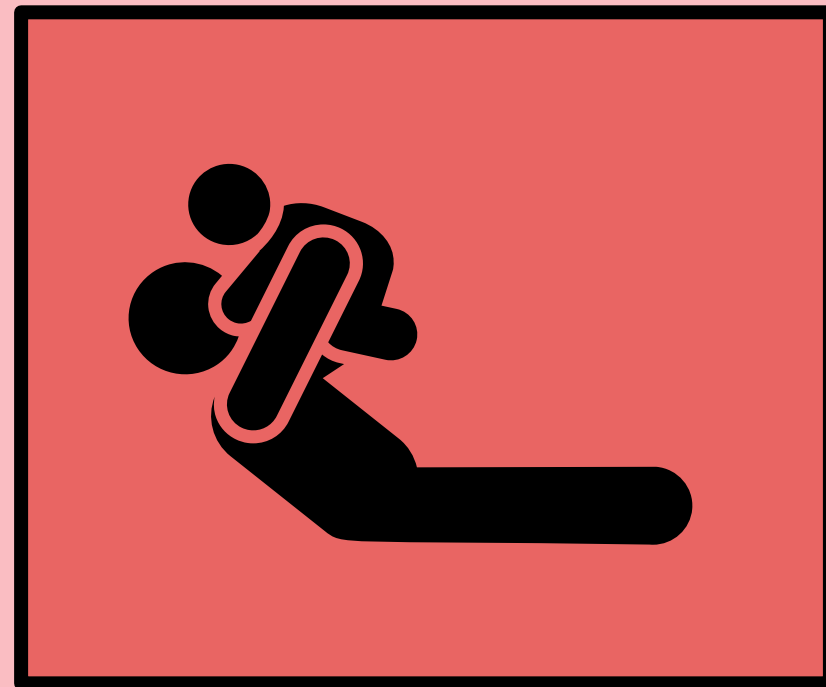


## Label Emotions

Keep the boundary and  
label how the child is feeling.

# What comes next

Focus on SEL learning allows space for you to focus on growing your student's brain instead of always needing to mitigate behavior



## Laughter

- Soothes tension
- Activates stress relief

## Movement

- Brain and body are connected





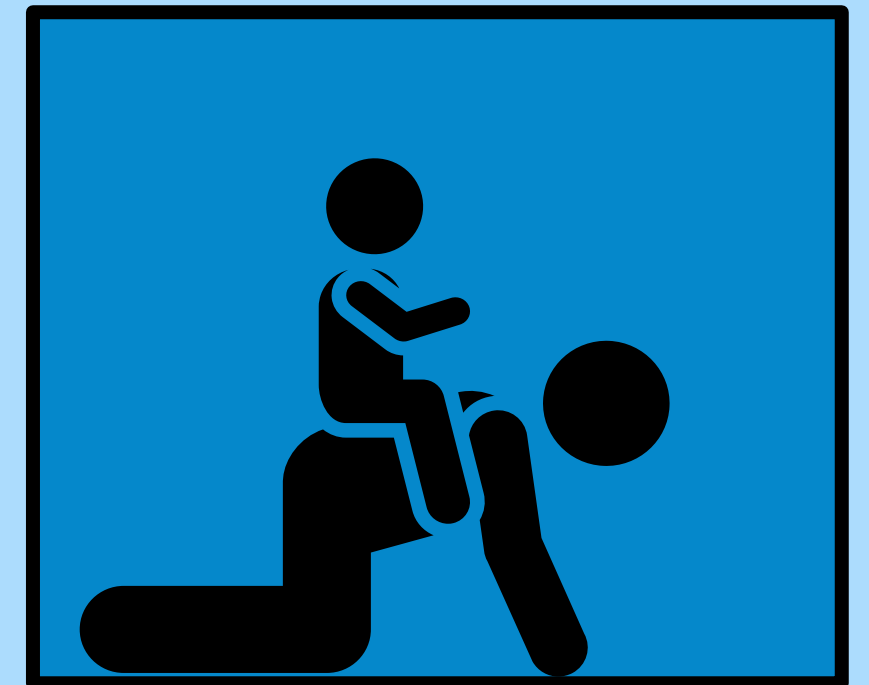
## Peers and Parents

- Allows opportunity for observation of social-emotional skills
- Safe space for support for big emotions



## Play

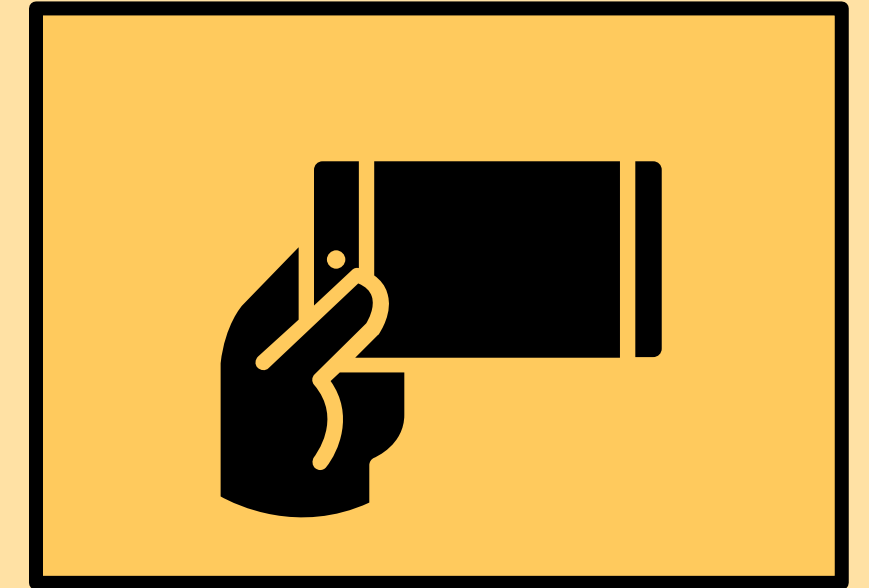
- Improve brain function
- Release endorphins





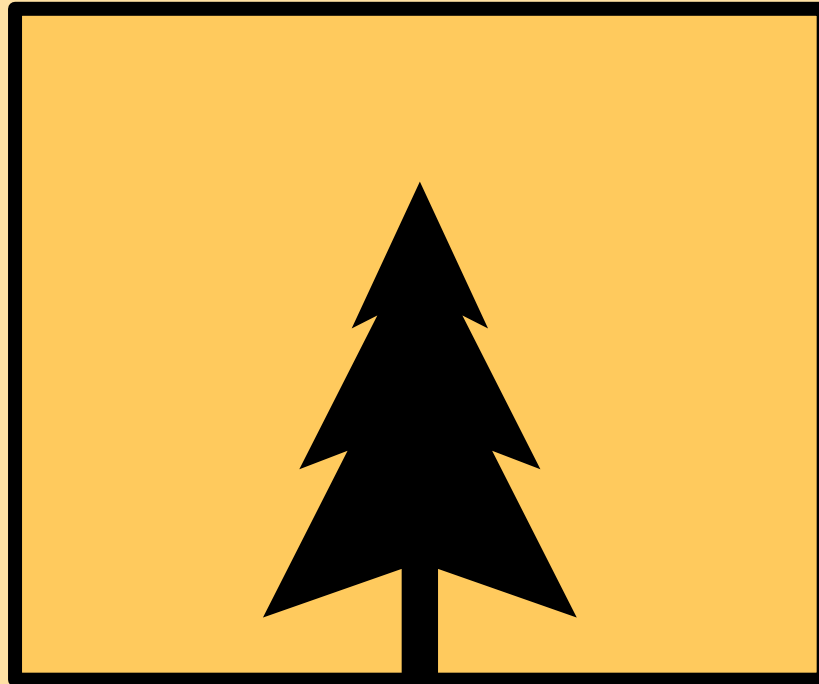
## Screen Time

- Overuse creates addiction
- Decreases attention span
- Increases need for stimulation



## Green Time

- lowers stress
- increases endorphins



## Communicating

- lowers stress
- increases endorphins





# References

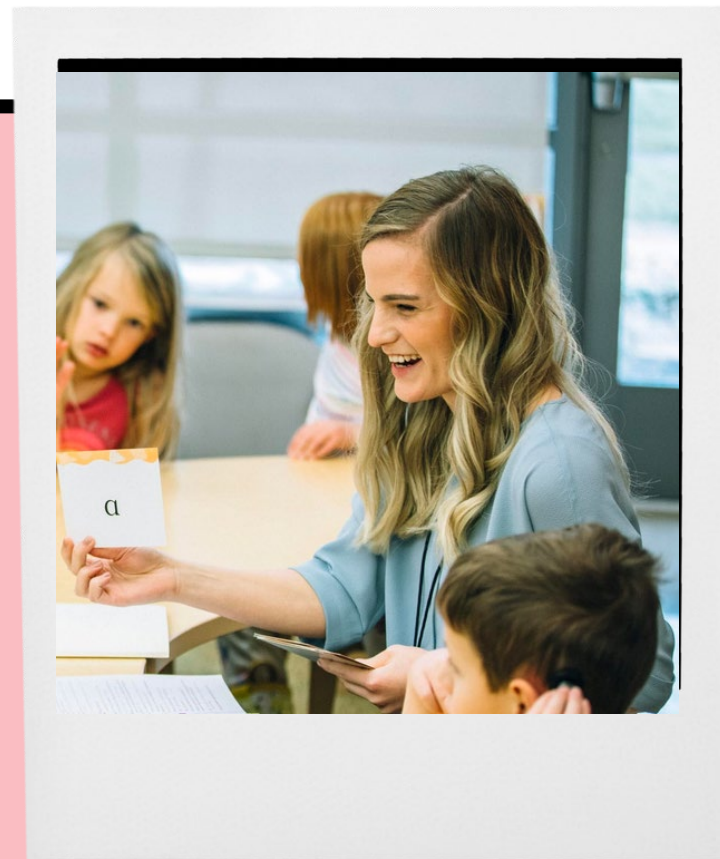
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# Questions and Connect

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