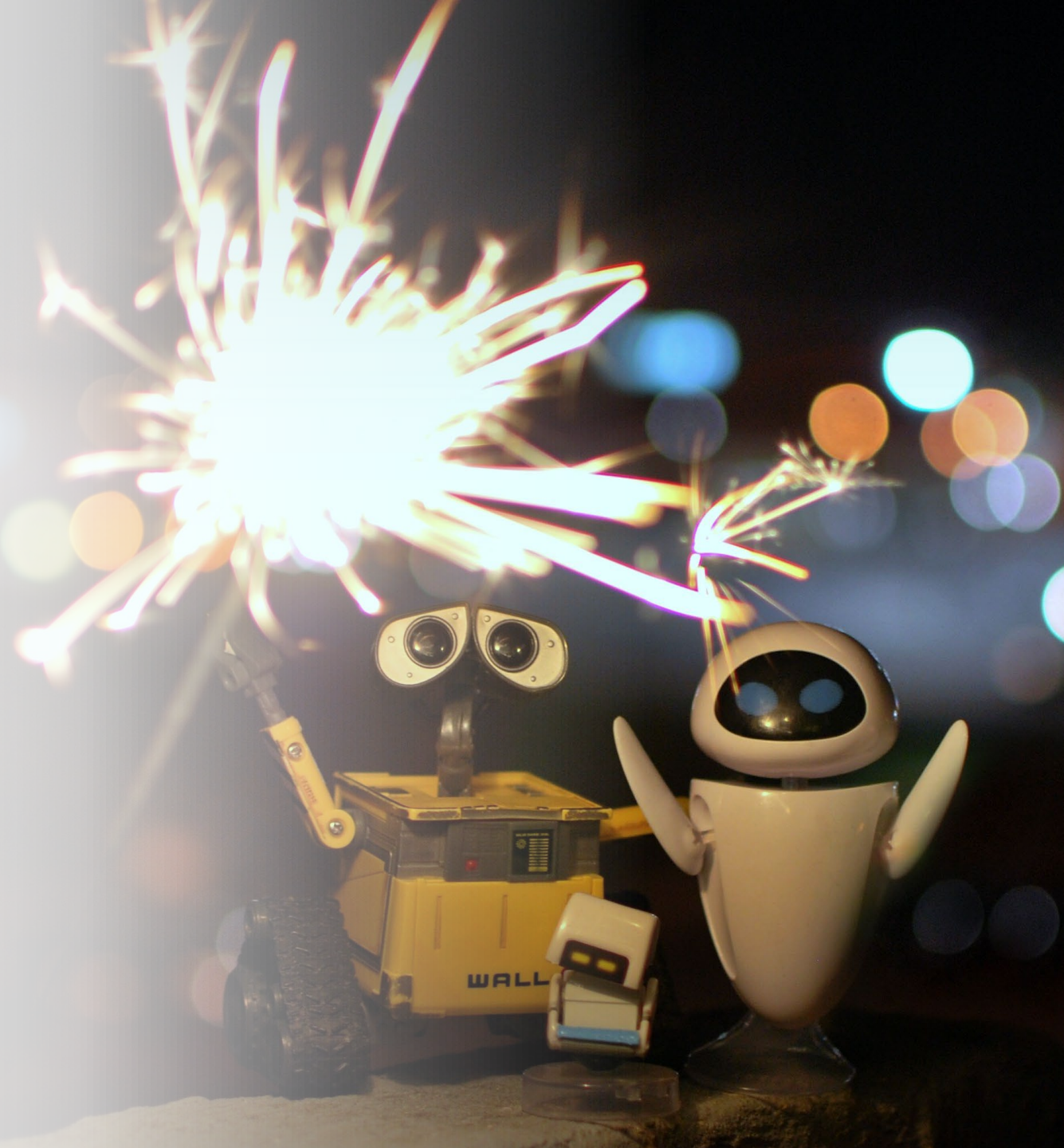# Arizona Spring 2022 Regional Cohort Meeting

Social Emotional Support and Child Outcomes: Looking Back and Looking Ahead

ESS Early Childhood Special Education
Exceptional Student Services

General Purpose of Cohort Meetings

To create a place where Early Childhood Special Education Specialists can hear the successes and challenges happening in the field, a place to collaborate with other agencies and districts to celebrate those successes, and problem solve through those challenges, and a place to work together to improve outcomes for preschool children with disabilities

Meeting Goals for Attendees

- Explore current Social Emotional Data on Child Outcomes

- Discuss implications of current trends and how to move forward

- Identify and discuss how to utilize standards, curricula, instructional practices, and assessment to implement high-quality social emotional support

- Review resources for professional development and technical assistance for practitioners in the area of Social-Emotional Development
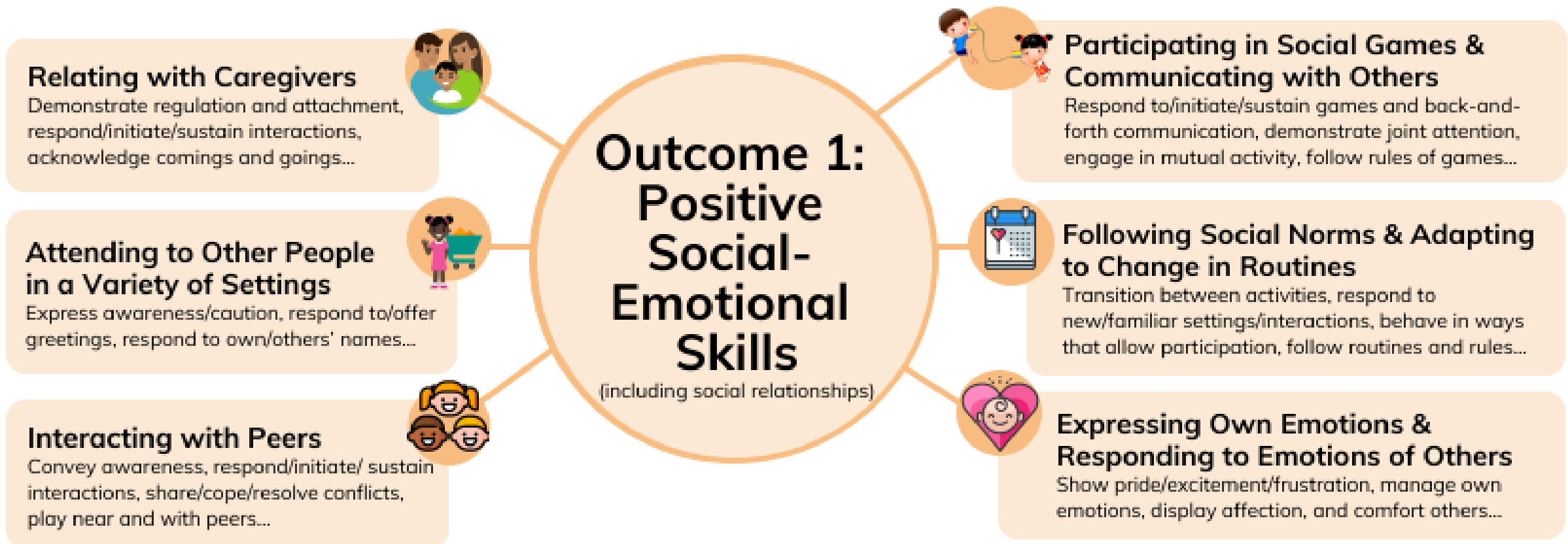
Social Emotional Support Affects All

BREADTH OF THE
THREE CHILD OUTCOMES

ecta DaSy

August 2021
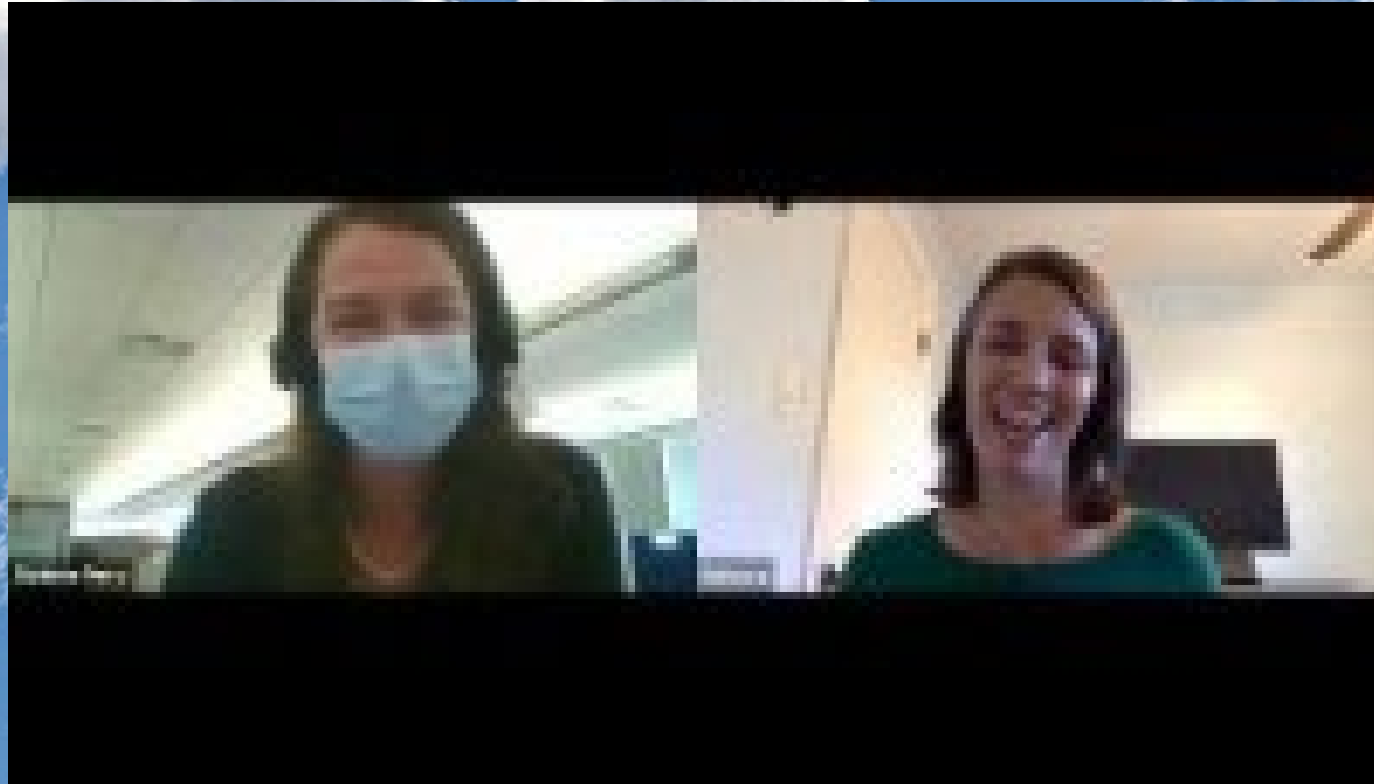
An accessible version of the content is available at: https://ectacenter.org/eco/pages/childoutcomes.asp

The three child outcomes, measured by early intervention and early childhood special education systems, encompass functional skills and behaviors that are meaningful for a child's participation in everyday routines. They cut across developmental domains to represent the integrated nature of how children develop, learn, and thrive. The breadth of these outcomes provides a framework for describing and consistently measuring children's functional skills and behaviors across settings and situations.

Outcome 1: Positive Social-Emotional Skills
(including social relationships)

Relating with Caregivers
Demonstrate regulation and attachment, respond/initiate/sustain interactions, acknowledge comings and goings...

Attending to Other People in a Variety of Settings
Express awareness/caution, respond to/offer greetings, respond to own/others' names...

Interacting with Peers
Convey awareness, respond/initiate/ sustain interactions, share/cope/resolve conflicts, play near and with peers...

Participating in Social Games & Communicating with Others
Respond to/initiate/sustain games and back-and-forth communication, demonstrate joint attention, engage in mutual activity, follow rules of games...

Following Social Norms & Adapting to Change in Routines
Transition between activities, respond to new/familiar settings/interactions, behave in ways that allow participation, follow routines and rules...

Expressing Own Emotions & Responding to Emotions of Others
Show pride/excitement/frustration, manage own emotions, display affection, and comfort others...

Indicator 7A: Summary Scores
Positive Social-Emotional Skills (Including Social Relationships)

	2014	2015	2016	2017	2018	2019	2020
Substantially Increased Rate of Growth	78.74%	78.66%	79.01%	67.93%	65.86%	63.19%	61.70%
Functioning Within Age Expectations at Exit	60.07%	58.59%	60.31%	50.36%	49.77%	42.96%	42.80%
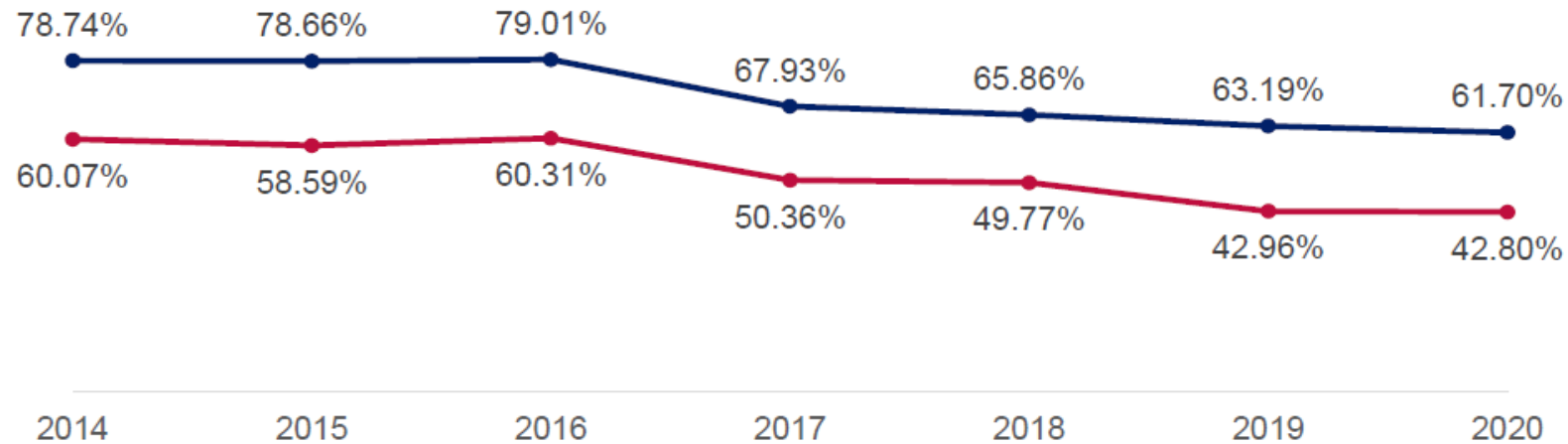
What might we be doing (or not doing) that may have contributed to the decline in social emotional skills over the past 6 years?

Slido.com

Word Cloud

#409546

Mental Health Impacts Social Emotional Development

"All early childhood programs, including Head Start, must balance their focus on cognition and literacy skills with significant attention to emotional and social development."

"Children's Emotional Development Is Built into the Architecture of their Brains." Developing Child Harvard Graduate School of Education

In Brief: Early Childhood Mental Health
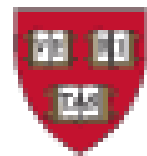
Center on the Developing Child
HARVARD UNIVERSITY

Self-Care Break
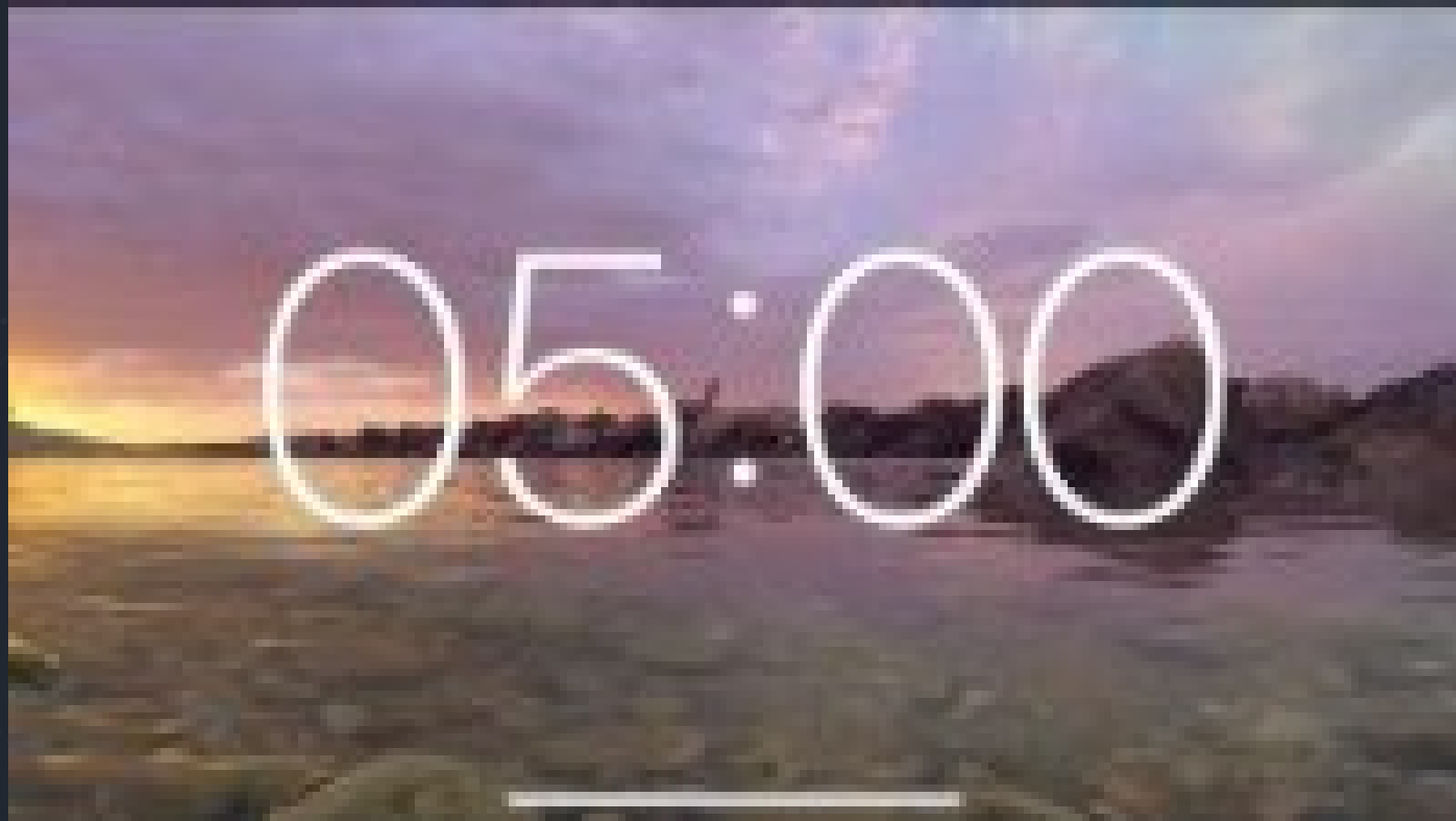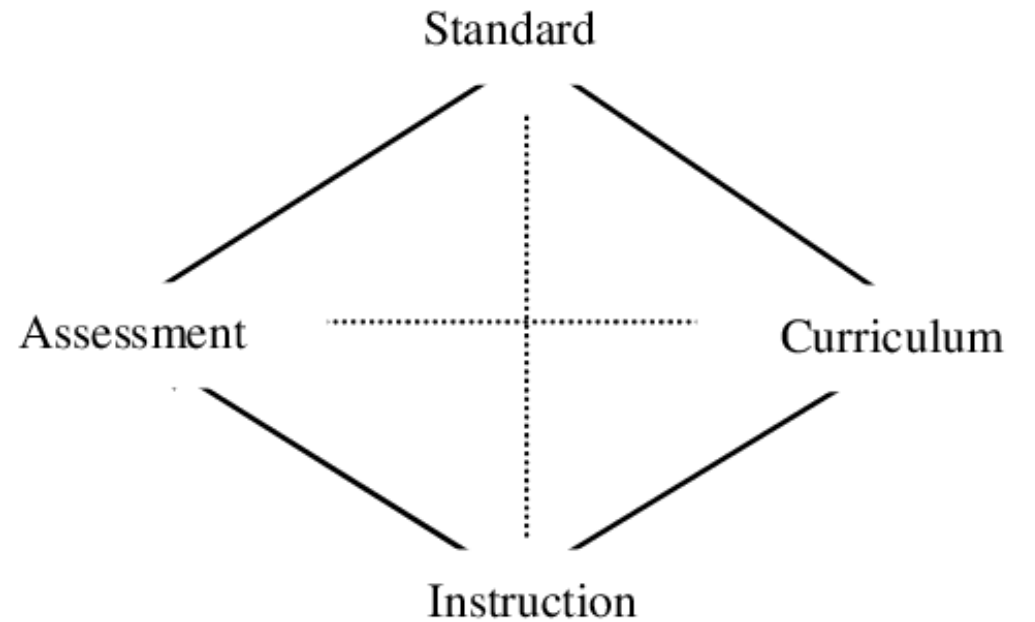
Emotional Intelligence and Why It Matters in Preschool

- Self-Awareness
- Self-Regulation
- Motivation
- Empathy
- Social Skills

(Goleman, D., 1995)

What is the relationship between these?

Az Early Learning Standards

Arizona Early Learning Standards

4th Edition

(Arizona Department of Education, 2018)

Early Learning Standards-Social Emotional Skills
STRAND 1: SELF-AWARENESS AND EMOTIONAL SKILLS

Concept 1: Self-Awareness
- The child demonstrates an awareness of self. Children develop a sense of personal identity as they begin to recognize the characteristics that make them unique as individuals and to build self-esteem

Concept 2: Recognizes and Expresses Feelings
- The child recognizes and expresses feelings of self and others. Children develop emotional literacy through the ability to identify and acknowledge their feelings and feelings of others through daily interactions.

Concept 3: Self-Regulation
- The child manages the expression of feelings, thoughts, impulses, and behaviors. Young children develop self-control as they acquire the ability to regulate their impulses with decreasing support from adults. This enables children to function successfully and independently in both personal and social contexts. Temperament displays itself through the way a child manages their behaviors in daily activity; temperament is driven by both nature and nurture.

Early Learning Standards-Social Emotional Skills
STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS

Concept 1: Attachment
- The child demonstrates the ability to engage in and maintain secure relationships. Positive social relationships between adults and children develop in an environment where children feel safe and secure. When caregivers provide a secure base of physical and emotional support, children construct secure attachments with their caregivers which supports them in moving into deeper and more complex learning.

Concept 2: Social Interactions
- The child displays positive social behavior. A child's relationship with peers and adults reflect their ability to initiate and sustain positive and appropriate interactions while increasing their capacity to acknowledge someone else's perspective.

Concept 3: Respect
- The child has an increasing capacity to understand social boundaries about behavior and the environment. When children interact with others, they become aware of the boundaries of acceptable behavior and possess a growing sense of the potential consequences of their actions. Children thrive in environments when they have a sense of ownership.

Social Emotional Assessment Items (in TSG)

1. Regulates own emotions and behavior
  a. Manages feelings
  b. Follows limits and expectations

2. Establishes and sustains positive relationships
  a. Forms relationships with adults
  b. Responds to emotional cues
  c. Interacts with peers
  d. Makes friends

3. Participates cooperatively and constructively in group situations
  a. Balances needs and rights of self and others
  b. Solves social problems

8. Listens to and understands increasingly complex language
  a. Comprehends language

10. Uses appropriate conversational and other communication skills
  a. Engages in conversations
  b. Uses social rules of language

(Teaching Strategies LLC, 2022)

Outcome 1	Outcome 2	Outcome 3
Social Emotional	Knowledge & Skills	Adaptive
TSG Objectives: 1a, 1b 2a, 2b, 2c, 2d 3a, 3b 8a 10a, 10b	TSG Objectives: 7b 8a, 8b 9a, 9b, 9c, 9d 11a, 11b, 11c, 11d, 11e 12a, 12b 13 14a, 14b 15a, 15b, 15c 16a, 16b 17a, 17b 18a, 18b, 18c 19a, 19b 20a, 20b, 20c 21a, 21b 22, 23	TSG Objectives: 1c1 1c2 1c3 1c4 4 7a
Minimum of 8 dimensions needed for 70%	Minimum 18 dimensions needed for 70%	Minimum 5 dimensions needed for 70%

Alignment of Expectations, Standards, Assessment

Consider this piece of documentation and the preliminary level the teacher chose.

Documentation: "A child asked another child to sit next to her during mealtime, after seeing that the girl didn't know where to sit." Teacher chose to use TSG objective 2c. Interacts with peers.

	1a		1b		2c		3a		11a		11c

NOT YET	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7
		Plays near other children; uses similar materials or actions		Uses successful strategies for entering groups		Initiates, joins in, and sustains positive interactions with …	
				✓			

SEL Effective School Lesson-based Curricula

SAFE:

- Sequenced activities
- Active forms of learning
- Focused time
- Explicit defining and targeting of specific skills.

(Jones, S., Bailey, R, Brush, K., & Kahn, J., 2018)

(Kansas Technical Assistance System Network, 2015)

Instructional Practices

INS2: Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.

INS5: Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.

INS6: Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.

INS8: Practitioners use peer-mediated intervention to teach skills and to promote child engagement, play, and skills.
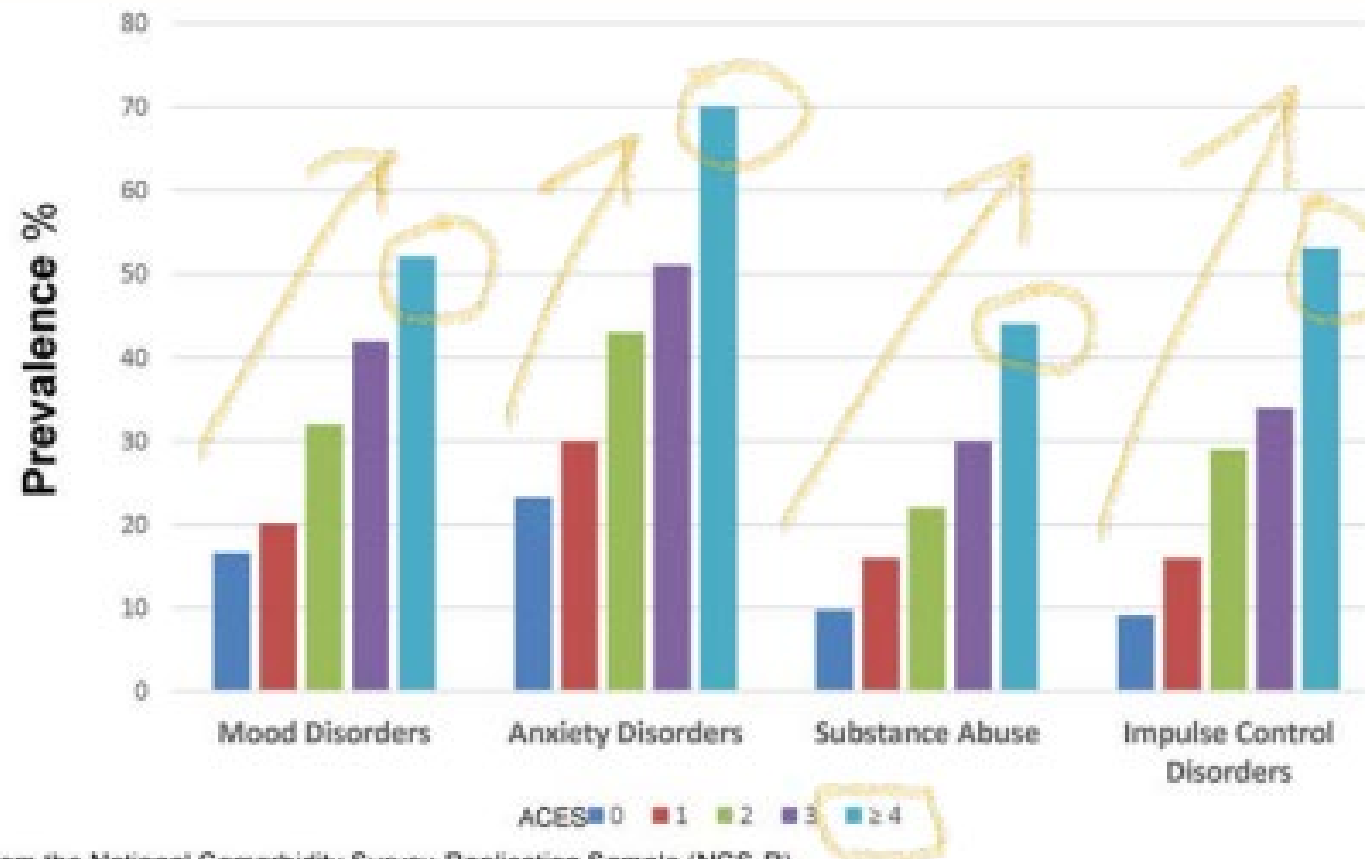
(Division for Early Childhood, 2014)

Junlei Li's Research

Louisiana Policy Institute for Children - Early Education Month 2022

Building and Investing in 'Good Enough' Relationships

Junlei Li, Ph.D.

Co-Chair, Human Development and Education Program
Saul Zaentz Senior Lecturer of Early Childhood Education
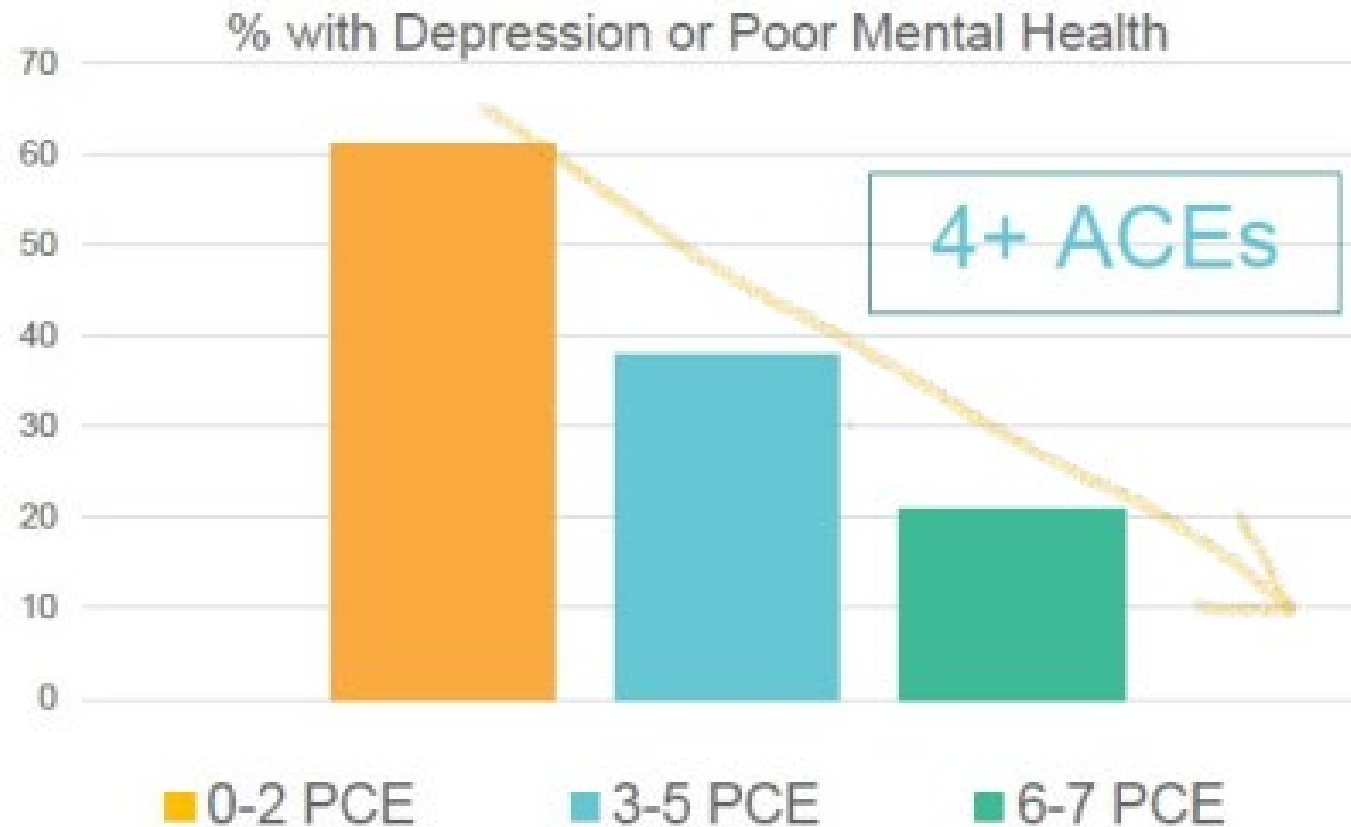Graduate School of Education, Harvard University

Cumulative ACES & Mental Health[1,2]

[1]Data from the National Comorbidity Survey-Replication Sample (NCS-R).
[2]Putnam, Harris, Putnam, J Traumatic Stress, 26:435-442, 2013.

CANarratives.org

Positive Childhood Experiences (PCE)

- **Safe and protected** by an adult in their home
- Able to **talk to their family** about feelings
- Their **family stood by them** during difficult times
- Had **at least 2 nonparent adults** who took genuine interest in them
- Supported by **friends**
- A sense of **belonging** in school
- Enjoyed participating in **community traditions**

Positive Experiences for Families

- Able to **talk to a trusted person** about feelings
- Having s**omeone stood by them** during difficult times
- Enjoyed participating in **community traditions**
- A sense of **belonging** in the neighborhood
- Supported by **friends**
- Had **at least 2 non-family adults** who took genuine interest in them
- **Safe and protected** in their home

HOPE
HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

Pyramid Model: Framework for Social Emotional Support

- Responsive Relationships

- Predictable Daily Schedules

- Creating Effective Classroom Routines

- Teaching Behavior Expectations Across Classroom Routines

- Teaching Social and Emotional Skills

- Systematic Instructional Strategies

- Function-Based Assessment and Intervention Planning

(National Center for Pyramid Innovations, 2021)

(Education Service Center Region 13, 2017)

Breakout rooms

- How do Standards, Assessment, Curriculum, and Instructional activities improve children's social emotional skills in your program?

- Pick a recorder to write up responses on the Jamboard. https://jamboard.google.com/d/1hgwkPIl6gDOfJVLndJguZxTqgmrhzV-UC0dbhX0V7OQ/edit?usp=sharing

Early Childhood Education Social Emotional Learning Day (Virtual)

- Keynote speaker: Tweety Yates
- Registration: https://ems.azed.gov/Home/Calendar?sd=8997

- Next Regional Cohort Week
- Save the Date: May 9 – 13

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