PRISM Training Series: Teaching About Feelings

Pyramid Resources for Infant-Toddler Social Emotional Development University of Kansas

Adapted from:

The Center on the Social and Emotional Foundations for Early Learning Vanderbilt University

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Learner Objectives

- Learn about emotional literacy and why it is important
- Identify strategies teachers can use to help identify and name emotions
- Learn how you can use real-life situations to teach about feelings

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Agenda

- Setting the Stage
- What is Emotional Literacy?
- How does Emotional Literacy develop?
- Strategies to Develop Emotional Literacy in Infants and Toddlers
- Establishing developmentally appropriate expectations
- Wrap-up and Reflection

Our Learning Environment

What can the trainer do to facilitate a safe learning environment?

How can other training participants help make the training environment conducive to your learning?

What are some agreements we can make?

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Possible Shared Agreements

- Confidentiality
- Take Care of Yourself and Others
- Demonstrate Respect
- Right to Pass and Take Risks
- Assume Positive Intent
- Recognize We Are All Learning

How Caregivers Promote Healthy Social Emotional Development

Support social-emotional learning for all infants and toddlers

Help infants and toddlers learn to identify and name feelings and emotions

Use real-life situations to teach about emotions and problem-solve

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CSEFEL Definition of Social Emotional Development

The developing capacity of the child from birth through five...

- to form close and secure relationships;
- experience, regulate, and express emotions in socially and culturally appropriate ways; and
- explore the environment and learn;
- all in the context of family, community, and culture.

Adapted from ZERO TO THREE, 2001

The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children

Few Children
Children
Assessment based intervention that results in individualized behavior support plans

Children
At-Risk

At-Risk

High Quality
Supportive Environments

Nurturing & Responsive
Relationships

Systematic approaches to teaching social skills can have a preventative and remedial effect

High quality early childrood environments promote positive outcomes for all children

Supportive responsive relationships among adults & children is an essential component to promote healthy social emotional development

Systems and policies promote & sustain the use of evidence-based practices

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What is Emotional Literacy?

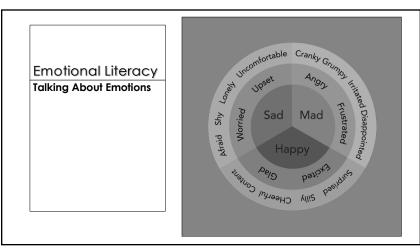
Emotional Literacy is the capacity to:

- · Identify and name our emotions
- Understand and express emotions in a healthy way
- Recognize, name, and understand emotions in others

Adapted with permission, Cradling Literacy, 2007

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Emotional Literacy
How does emotional literacy develop?





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Strategies to Develop **Emotional Literacy**

Talk about the Use questions Verbally **Assist infants** acknowledge & toddlers fact that about feelings and label feelings can to see if & with emotions change how a child regulating expressed by their emotions responds children in care



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Strategies to Develop Emotional Literacy in Infants and Toddlers

Find opportunities in group settings to talk about feelings:

- Stay close & support children when they experience difficulties with peers & need adult support Show positive feelings for both children in conflict
- · Let children know through your calm approach that conflict is to be expected and that it can be resolved with help

Video: Staying Close to Provide Support to Peer Interactions

What did the careaiver

do to help these children deal with this challenging interaction? How can this teacher follow-up and teach about feelings and emotions in this scenario.

or other similar types of scenarios?



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Strategies to Develop Emotional Literacy

Choose books, music, finger plays with a rich vocabulary of feeling words

Use puppetry or felt board stories that retell common social experiences & emphasize feeling vocabulary and conflict resolution

Read stories about characters that children can identify with who express a range of feelings



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Strategies to Develop Emotional Literacy

Model Positive Relationships:

- Between other caregivers in the care setting
- With other children
- With parents



Using Books to Support Emotional Literacy: Activity

Select a book to

share with your group
Talk about how you
would use the book in
your classroom
As a group, list feeling
words in the book or

feeling words you would use to enhance the book



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Using Books to Support **Emotional Literacy** What stands out to you as you watch the video?



Practice **Implementation** Checklist

Handout 5

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Reflect on strategies you use to teach about emotions

Think about what you do now, how you might like to change or improve those practices, or use those practices in new or different ways.



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Reflection



What questions do you have about the material we discussed?

What insights, if any, do you have about your own practices, the children, and/or their families?

What strategies did you see or hear that might be useful in your role and work?

Messages to Take Home

Emotional literacy involves:

- Identifying and naming emotions in ourselves and others Understanding and expressing emotions in a healthy way

Emotional literacy in very young children is a result of having supportive relationships with adults

The language we use it an important element of emotional literacy

Specific strategies to develop emotional literacy include:

- Using Adult/child relationships to expand child's awareness Finding opportunities in group settings
 Using enriching language tools

- · Modeling positive relationships

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