Bridging Social Emotional Development to School Readiness: *Getting from Here to There*

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**Before we get going..**
- Introduction
- Plan for the Afternoon
- Handouts

**Common School Readiness Domains**
- Oral Language & Literacy
- Cognition & General Knowledge
- Physical Development, Health & Safety
- Social–Emotional Development
- Approaches to Learning

**And what have Kindergarten Teachers asked for?**
- Emotional Maturity & Self–Regulation
- Enthusiasm & Eagerness to Learn
- Memory & Reasoning
- Sensitivity to & Respect for Others
- Early Academic Abilities
- Fine Motor/Shapes/Colors

& Related Work of Ellen Galinsky..

**Social competence model**

A comprehensive 4–Component Model:
- Self–Regulation & Self–Control
- Key Relationships
- Social Skills
- Social Cognition

And ALL are inter–related and inter–dependent
Self–Regulation

- Temperament
- Emotions
- The “Onion”
- Co–Regulation, Soothing & “Training Wheels”
- Tantrums

Defining Temperament

- Characteristic “style” of behavioral and emotional responding to events—across time and situations
- Constitutional & begins to emerge early (although may show transformations later in development)

Common Features of Temperament

- **Activity level** (amount & intensity of activity, impulsivity, persistence)
- **Emotionality** (quality & intensity of mood)
- **Sociability** (social approach or withdrawal)

Temperament & development

- Temperament *INTERACTS* with environment to affect development
  - “Goodness of Fit”
    - in relationships
    - in environments
    - in cultures

Sara Watamura & 2 Open Windows

- The idea that both the baby’s brain and the parent’s brains are open to shared experience and their emotional sensitivity to each other can help brain wiring for both baby and adult!

- Changes in parent’s reward, social information and emotion regulation circuits can support tuning in!
First Emotions
- Resonance
- Distress
- Contentment
- Joy/Smile
- Disgust

Other Emotions
- Interest
- Anger
- Fear & Shyness
- Pride & Shame
- Empathy
- Emotion Labels & Cause–Effect Understanding
- Expansion of Socialized & Self-Conscious Emotions

Self–Regulation: Layers of Self–Regulation/”Onion”

Developmental View of Layers Of Self–regulation
- Executive Control
- Behavior Regulation
- Emotion Regulation
- Attention Regulation
- Basic Physiological Regulation

Example of Early Links
- Moms with lower stress in early pregnancy have babies who are quicker to recover from “heel stick” challenge at birth
- Moms with more stress in early pregnancy have babies who have more difficulty in calming back down after the heel stick

Example of Later Links
- Better attention regulation at age 4 predicts higher college graduation rates

Classic idea..
From Alicia Lieberman!

**Anger & Anguish**
- words with the same root -
**Anguisse** (old French) for choking sensation, distress, anxiety, rage

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**S. Landy’s Self-regulation Milestones**

<table>
<thead>
<tr>
<th>Age</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth – 12 mos</td>
<td>Some self-soothing, needs to be watched, may “expect to be stopped”</td>
</tr>
<tr>
<td>12 – 24 mos</td>
<td>Desire for individuality &amp; “No”, Follows 45%, Concern when things “not right”</td>
</tr>
<tr>
<td>24 - 36 mos</td>
<td>Follows but struggles with “transfer” or no one watching</td>
</tr>
<tr>
<td>36-48 mos</td>
<td>Internalized “do’s” &amp; “don’ts”, Complies 80%</td>
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</tbody>
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Landy’s (2009) Pathways to Competence

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**Self-Regulation: Crying, calming & soothing**

- Developmental pattern in crying – Inverted U – with up & then down with average peak at 6–8 weeks
- Wide individual variety in amounts & magnitude of the peak
- “Colic” – catch-all term for unexplained excessive crying (the 3 3’s)
- Typically resolves, but can be important stressor

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Self-Regulation: Crying, calming & soothing

### Meltdowns/Tantrums

**Tantrums in Toddlers & Preschoolers**

Across the arc of the tantrum, you may see multiple strong and shifting feelings.

Easy to understand how overwhelmed they may feel in the “tornado” of feelings.

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#### To Calm

<table>
<thead>
<tr>
<th>Elements</th>
<th>To Alert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhythmic patting &amp; stroking (massaging the back)</td>
<td>Light touch (especially face, palms, and abdomen)</td>
</tr>
<tr>
<td>Wrap in soft, warm blanket</td>
<td></td>
</tr>
<tr>
<td>Hold child firmly for a hug</td>
<td></td>
</tr>
<tr>
<td>Help child stroke plush toy</td>
<td></td>
</tr>
<tr>
<td>Suck on pacifier</td>
<td>Suck mild flavors</td>
</tr>
<tr>
<td>Suck mild flavors</td>
<td>Induce slow breathing and blowing</td>
</tr>
<tr>
<td>Maintain food temperature and texture of food and liquid</td>
<td>Vary temperature and texture of food</td>
</tr>
<tr>
<td>Oral-motor</td>
<td></td>
</tr>
<tr>
<td>Rhythm/motor activities</td>
<td>Resilient activities</td>
</tr>
<tr>
<td>Suck or eat citrus, salty or sour flavors</td>
<td>Changeable motor activities</td>
</tr>
<tr>
<td>Drink cold liquid or frozen pops</td>
<td></td>
</tr>
</tbody>
</table>

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**Tantrums**

Adults can have many potential differences in perspectives, values and expectations— with gender and cultural variations too.
Since consistency is so helpful in managing Challenging Behaviors— Finding Consensus can be important 1st step.

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**TRY TO:**

- Stay calm and available
- Don’t talk too much – unlikely to be a teachable moment anyway
- Brief acknowledgement of feelings
- Careful with use of intrusive physical actions since they may just serve an escalating function (remember G. Williamson &/or model aggression)

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**Relationships**

- Primary Attachments
- Coparenting
- Siblings & Peers
- Functions of Relationships

Kate Rosenblum’s (University of Michigan) idea of “Relational Health” as a vital sign & stress buffer.
Bowlby’s ethological framework

Baby’s Behavioral “systems” –
- Attachment
- Affiliation
- Exploration
- Fear/Wariness

Summary: Bowlby’s Stages

Phase 1: Birth to 1–2 months
- Indiscriminate Social Responsiveness
Phase 2: 1–2 to 6–7 months
- Discriminating Sociability
Phase 3: Approximately 7–24 months
- Attachment in the Making
Phase 4: 24–36 months & onward
- Goal-corrected Partnership

COS Training in Phoenix!

- Coming up soon–
- November 13–16th with Deborah Harris
- [https://www.youtube.com/watch?v=1wpz8m0BFM8](https://www.youtube.com/watch?v=1wpz8m0BFM8)

Parent–Infant Attachment

Key feature is **Asymmetry**: It is parents’ role to provide comfort, safety and security for Baby & not for Baby to provide comfort, safety and security for Parent

Positive Attachment Relationships Predict:

- Greater cooperation with friendly strangers or peers
- Greater persistence in challenges & more resilience when frustrated
- Generally linked to later positive social–behavioral outcomes, but important to note that predictive power also linked to stability of child’s contexts

Coparents: Who are They?

“Two or more individuals who together take on the care and upbringing of children for whom they are responsible”
- James McHale & colleagues

“Triangle” (at least) rather than “2+1” Far more inclusive than older parent–child models
Optimal coparenting relationships:
- Parents are mutually respectful and able to come to agreements on child-rearing/family rules
- Parents present "unified front" to child
- Parents support child's relationship to other parent in ways that focus on child's needs rather than their own
- Parents do not routinely gate-keep, disparage other parent, do not use child as messenger

DC:0–5 Axis II refers to “Caregiving Environment” Dimensions–
- Problem-Solving
- Communication
- Conflict Resolution
- Emotional Investment
- Role Allocation
- Sibling Harmony

Positive sibling relationships are predicted by:
- Parents’ disciplinary styles
- Parents’ partner/marital satisfaction
- Greater parental monitoring
- Family’s network of warm relationships

Potential Benefits of Siblings
- Siblings as caregivers
- Siblings as providers of emotional support
  - (e.g., toddlers use 4-yr sibs as secure base)
- Siblings as models & teachers (scaffolding)

Positive Peer friendships are import and predictive of school adjustment (both social and academic)
- Young children show more advanced social skills with friends than with other children
- Nevertheless, friendships may be more “transitory” & opportunity-based at this age range (e.g., neighbors)
- BUT toddlers do miss their friends, & transitions can be hard
Thinking More Broadly about Self-Regulation and Relationships

Seligman (2002): Development Depends on Relationships

Security & Acceptance **support** Development

Mutuality & Dialogue **support** Development

Too much Anxiety **impedes** Development

Social Skills

- Turn-Taking & Play
- Gestural Social–Communication Skills
- Increasing overlap with Language
- Sharing
- Conversation
- Conflict Resolution

First – a Sidebar Conversation

- **Important Links to Shared Joy**
- **Important Links to Conversation**
  - Conversation & Language Quality key predictors of later vocabulary & other language skills, reading, AND other academic areas

Social Skills With Others

0–6 mos: –
- Interest in & Responds to faces & voices
- Smiles at mirror
- Vocal turn-taking
- Imitates movements/facial expressions
- Responds positively to other children
**Social Skills with Others**

- 6–12 mos:
  - Repeats acts for attention
  - Enjoys extended play with adults
  - Show simple turn-taking with peers
  - Shows humor
  - Follows gaze & points
  - Offers and gives toys or objects
  - Looks to familiar people when named

- By 24 months:
  - Imitates peers, but still much parallel play
  - Possessive of “stuff”
  - Active cooperation with others
  - Clearly expresses likes & dislikes w/ peers
  - Enjoys looking at books with others
  - Functional and simple pretend play

- By 36 months:
  - Spontaneously shows affection to peers
  - Shares without prompting
  - Can wait turn in games
  - Helps with simple household tasks
  - Expanding Pretend Play
  - Understands/uses emotion words in conversations

**Play & Peers in Preschool**

- Parallel Play declines & Cooperative Play increases
- Expansion of Symbolic Play
  - express feelings & emotional conflicts
  - learn about others’ emotions
  - learn & practice social roles & rules
  - learn & practice cooperation & negotiation
- Play reflects cultural values

**Social Cognition**

- Knowledge of Self and Others

**Early Signs of Self**

- Signs of Operant Conditioning in the first 2–4 months of life show emerging “personal agency”
- 5–9 month olds show evidence of discriminating self vs other on video by showing novelty preference for other’s action
Early Signs of Self

- Signs of recognizing Self–image in mirror by 18–24 months
- Me–self descriptors evident in toddlers' language

By 3, toddlers also begin to
- Assert their ownership
- Assert their competence & responsibility
- Show greater sensitivity to others' standards

Thinking about others: Gender

- By 6 mos, infants use vocal pitch to distinguish male vs female voices
- Early Social categories: by 9 mos – social categories in 2-dimensional stimuli for male vs. female
- By 2 years, clear knowledge of sex–typed activities & toys

Major Self Category: Gender

- Between 2–3 years, typically developing children begin labeling self as “boy” vs. “girl” (& may have earlier showed gender knowledge with “Mommy” vs “Daddy”)
- Gender as an enduring attribute appears to take longer (gender constancy)

Thinking about others: “Theory of Mind”

- By 12 months, infants interpret people's actions as “intentional” and goal–directed
- Preschoolers interpret actions in terms of desires and feelings
- By 5, children understand that thoughts and feelings can be mistaken

Thinking about self and others: Social rules

Important areas of “rules”/standards for preschoolers
- Appearance
- Language
- “Scripts”– social routines
- “Integrity” of objects (not broken)
- Rules of Conduct/ Do’s & Don’ts
Thinking about self and others: Social rules—*but*

May show inconsistency when violator is them vs. other

Even though they appreciate intention, may focus inflexibly on on outcome

*Piaget’s “who is naughtier?” questions*

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**Temperament – More types of “Fit”**

- “Parent” – important people in child’s life
- Group – many levels of group (family, peer, school…..culture)
- Environment – developmental “fit”, stimulation & stress

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**Helping “Fit” Helps Development**

- Helping parents and children make sense of each other’s behavior
- Adapting children’s environments so they can be challenged AND successful
- These 2 “fit” adjustments can promote child’s fit with “self” and parent’s positive feelings about their parenting
Helping “Fit” Helps Development

- Consider young children’s amazing desire to be “good”, “big”, helpful, competent and cooperative...
- We need to help adults be sure their expectations and demands are within the child’s capacity to comply

School Readiness:
Who All needs to be Ready?


Helping “Fit” Helps Development

- Supporting “fit” between child and LARGER environment –
- Informed Advocacy at ALL levels to ensure children and families get the beneficial services that are the best “fit” for them

Skilled Dialogue

- Developed in Early Childhood Intervention context/tradition (& longer term roots in “Medical Model” perspectives)
- Awareness that learning about different cultures insufficient to change beliefs & practices PLUS it can lead –even if inadvertently – to creating or maintaining group stereotypes

Skilled Dialogue: Some Key Ideas

1. We are all entirely the same, entirely different and somewhat the same and different – AT THE SAME TIME
2. Families have their own “Cultural Operations Manuals” that guide them for development & well-being in their contexts/environments

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1. We are all entirely the same, entirely different and somewhat the same and different – AT THE SAME TIME
2. Families have their own “Cultural Operations Manuals” that guide them for development & well-being in their contexts/environments
3. Cultural meanings drive what we observe, so when we consider advocating change in behavior patterns – Remember, it’s the meanings that impact the motivations, perceived risks and perceived benefits of maintaining or changing a behavior (So suggesting change in a “simple surface” behavior may require adjusting a fundamental aspect of the family’s cultural perspective)

4. Levels of culture/culture participation can vary – But, for the “core” (& maybe hidden, unconscious assumptions or values) – when Those are challenged – folks may respond as if absolute truths are being challenged rather than seeing the challenge as a cultural difference

When we “worry” about children’s behaviors and/or family child-rearing patterns and feel urgency about their changing:
• What is the source?
• Why are we mistrustful?
• Best practice knowledge?
• Ethnocentric values?
• Idea of single best way?

Diversity has many advantages – alternatives, options, adaptations –
• SO DIVERSITY IS NOT A PROBLEM, but responses to Diversity might be
  • Concept of Culture Bumps
  When people respond to diversity with feelings of dissonance, discomfort – usually with both cognitive and visceral reactions. (e.g., unexpected rudeness, “inappropriate” humor)

Challenges in 3 areas:
1. Information: Insufficient information about cultural dimensions/important meanings – we don’t see or understand
2. Judgment/Interpretation: When we hit the bump, it cascades into feelings & assumptions, & need for regulation
3. Relationships: Social-cultural relationships re: social position, power & privilege

Authors highlight that all who work with children & families must develop shared understandings with them to meet developmental needs – There are times when encouraging change is desirable or needed. But that happens in a co-constructed space.
Qualities of Skilled Dialogue: 3 R’s

- **Dialogue is, by nature, Relational** – Goal is to Balance Appreciation of Individual Uniqueness and Cultural Similarities BY:
  1. **Respect**: Honor Identity (who you are, what you bring)
  2. **Reciprocity**: Honor Voice (what you communicate)
  3. **Responsiveness**: Honor Connection (what we share & build together)

Quote from the book (p. 59):

*When we do not agree, perhaps it is because none of us see far enough. People living on opposite sides of a mountain rarely see the land the same way until they meet at the top.*

**Respect**

- Honoring Identities and Voices
- Valuing Partnerships And Sharing

**Reflections: Respect**

*Do I:*
  > Take time & “really” listen?
  > Take care to not jump ahead and presume?
  > Clarify with respect when I am unsure?
  > “Stay with the tension” as ideas or agendas emerge that are different from mine?

**Reciprocity**

- Willingness to Learn and Share without automatically privileging our knowledge or experience over others’
- Focus on current strengths with appreciation that “negative behaviors” may be “too much” of something good

**Reflection: Reciprocity**

*Do I:*
  > Ask questions that show my interest in how my partner makes sense of their experiences and values?
  > Express my appreciation of learning from my partner(s’) experience & competence?
  > Keep the “power” equal as we consider each others’ expertise?
Responsiveness

- Interpersonal “Place of Co-Creating” – Building new ideas, perspectives and plans that include the contributions of all and takes advantage of the diversity and similarities of partners, so
- What we are creating is new! Not simply what partners had initially started with

Reflection: Responsiveness

Do I:
- Keep in mind that actions/reactions of both my partner(s) and myself are linked in a unique “shared space” that is Ours?
- Highlight & value how complementary (rather than opposing) our different views are?
- “Trust the process”?

Let’s look back...

- To the start of the talk!

And what have Kindergarten Teachers asked for?

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- Early Academic Abilities
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What is new in your “tool kit”?

- Summaries
- Take-Aways
- Thanks & Close