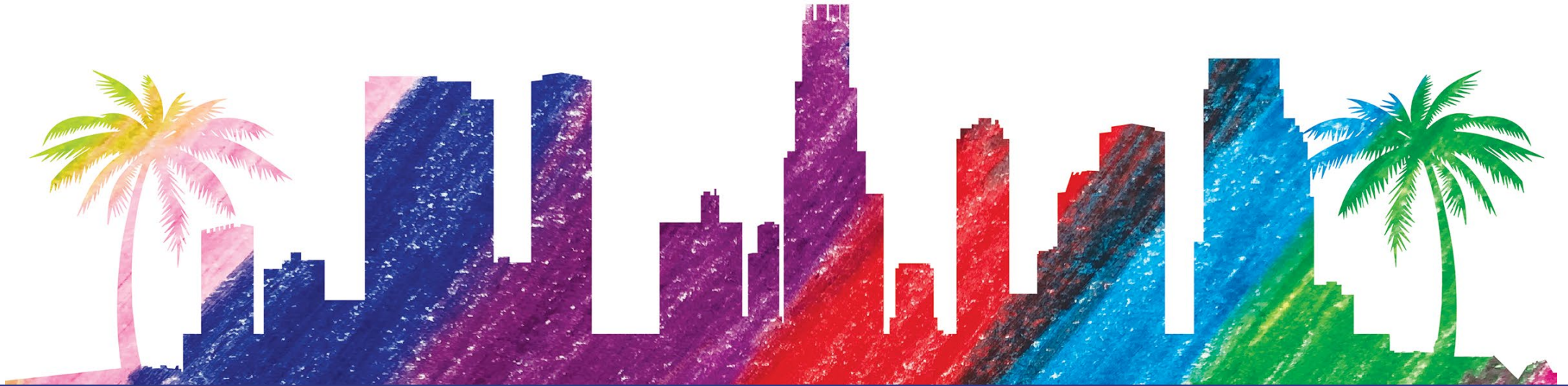


2018 TK CONFERENCE LOS ANGELES



Social Emotional Development: Relationships
Presenter: Usha Sampath, Early Education Consultant,
CPIN Region 11

Social-Emotional Development in the TK Classroom:

Relationships

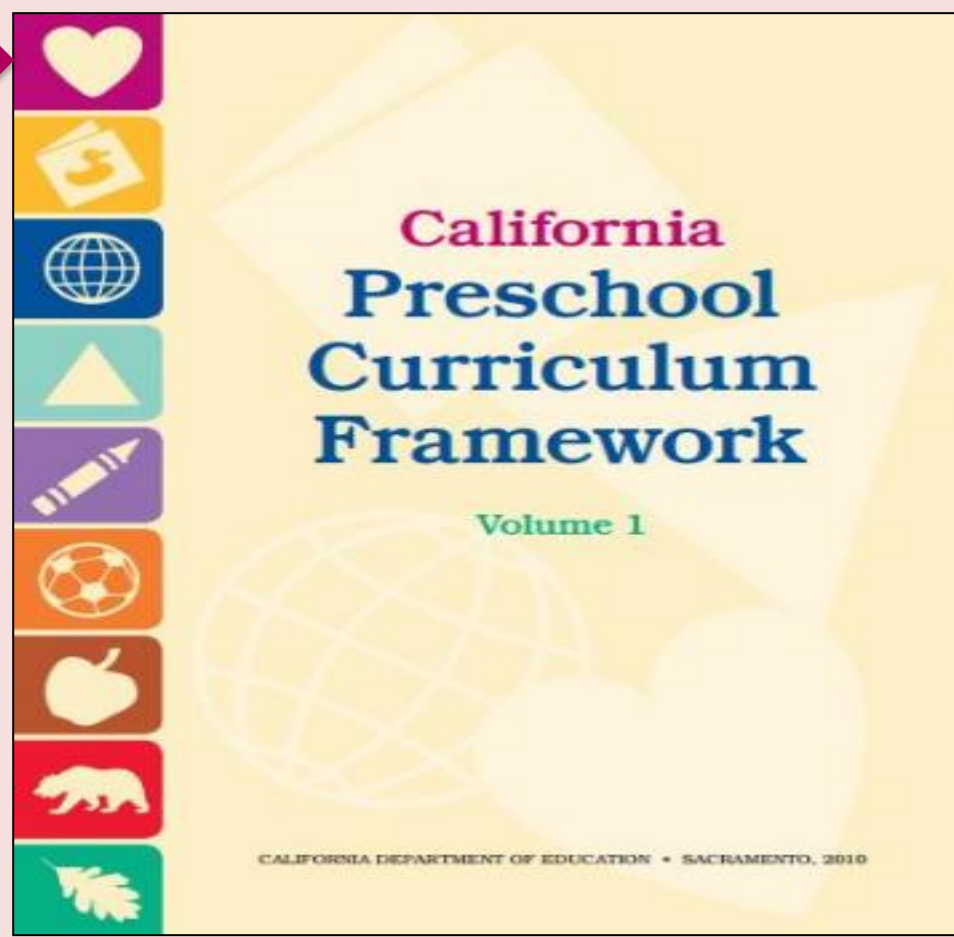
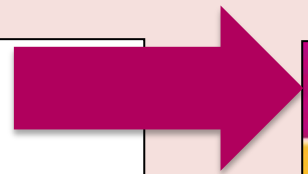
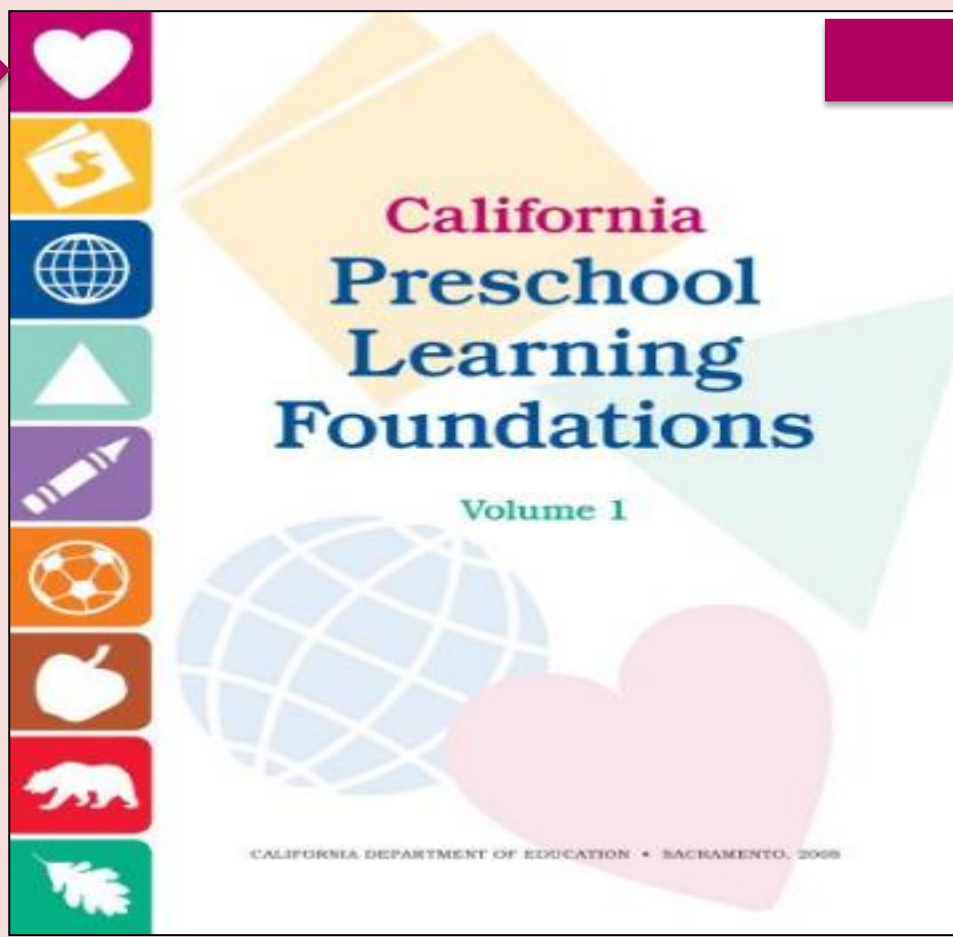
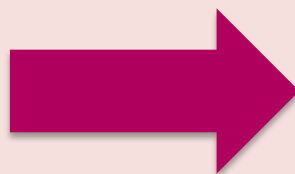


Objectives

- Gain understanding of key concepts from the *California Preschool Learning Foundations, and the California Preschool Curriculum Framework, Volume 1*—Social-Emotional Development domain, Relationships Strand
- Use The Alignment of the California Preschool Learning Foundations with Key Early Education Resources that support building relationships
- Practice using the Preschool Learning Foundations (PLF) and Preschool Curriculum Framework (PCF) to intentionally plan developmentally appropriate, cultural, and inclusive strategies that promote the development of skills, knowledge, and behaviors related to social-emotional development

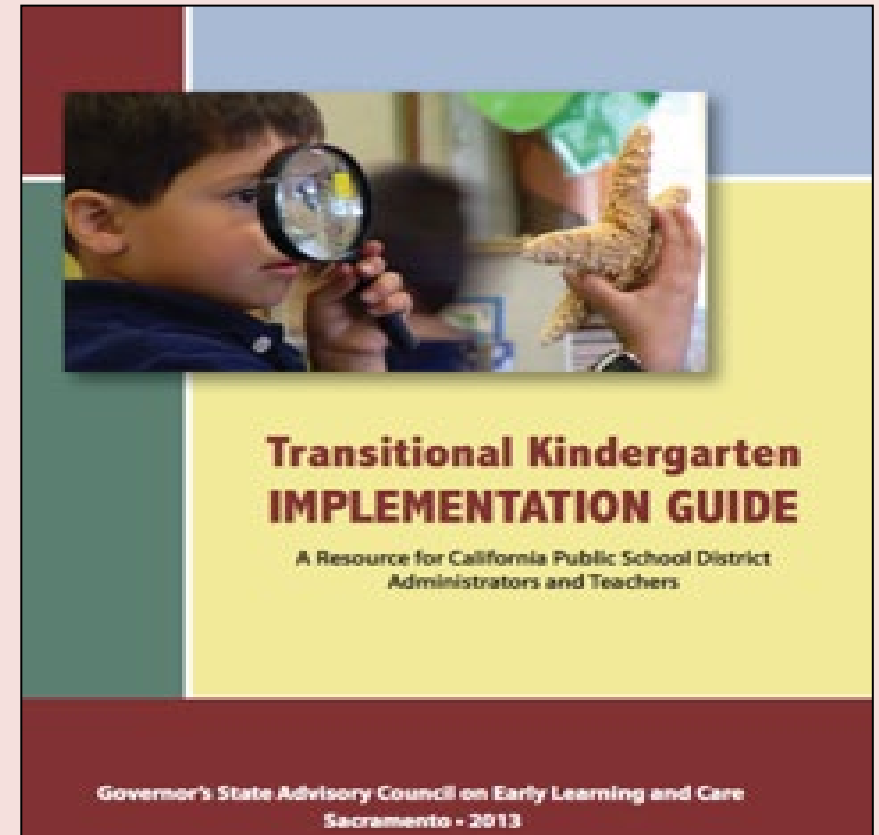


Foundations and Framework, Volume 1



Transitional Kindergarten Implementation Guide

The TK Implementation Guide is a resource for California public school district administrators and teachers to support implementation of comprehensive TK programs.



CDE Publications and Resources that Support TK Implementation

Preschool Learning Foundations



California Common Core State Standards



Health Education Content Standards for California Public Schools



Preschool Curriculum Framework



English Language Arts/English Language Development Framework



DRDP Specific to TK and K



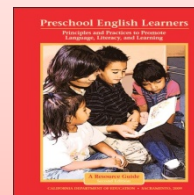
Preschool Alignment Document



Developmentally Appropriate Practice



Preschool English Learners Guide



Transitional Kindergarten Implementation Guide



Why Use the Preschool Learning Foundations for TK?

CA Law (EC 48000):

- Transitional Kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.
- Transitional Kindergarten programs are intended, by legislative action, to be aligned to the California Preschool Learning Foundations developed by the California Department of Education.



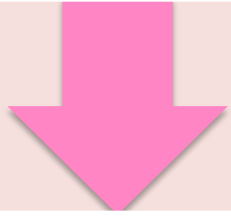


**Focal Point in TK Year
Social-Emotional Development**

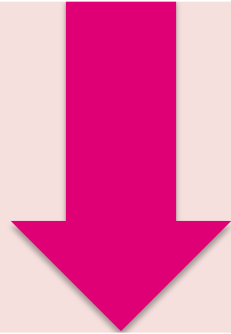
Focus: The Relationships Strand



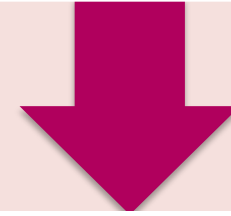
Three Guiding Questions



What are the developmental progressions for the Relationships strand?




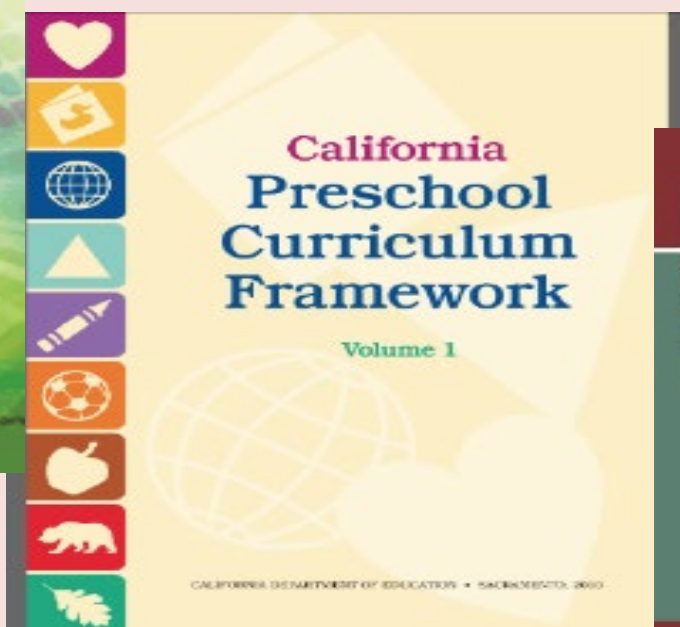
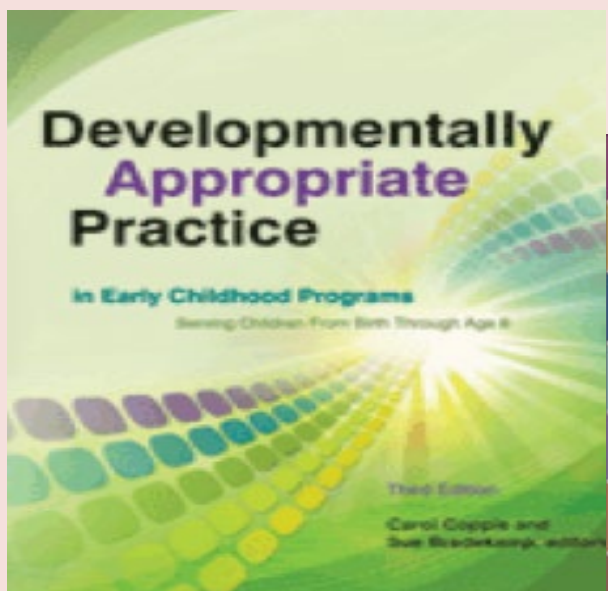
What are the developmentally appropriate strategies to support the development of relationships?



How can I incorporate these strategies into my existing TK classroom?



Resources to Support Relationships




Transitional Kindergarten IMPLEMENTATION GUIDE

A Resource for California Public School District Administrators and Teachers

Governor's State Advisory Council on Early Learning and Care
Sacramento • 2013

Center on the Social and Emotional Foundations for Early Learning



Home / About / Contact
Resources by Type
• Grant Announcements
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• Technical Assistance
• Training
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• Webinars
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• Webinars: Teachers (PDF)
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Checklist for quality for the Technical Assistance Center on Social Emotional Intervention (TASCEI)

Addressing Challenging Behavior
This document provides a national training module on effective strategies for addressing challenging behavior in young children. It is intended for use by state and local education agencies, technical assistance providers, and other professionals who work with young children and their families. The module includes information on the importance of addressing challenging behavior and provides a variety of strategies for doing so. It also includes a checklist for quality for the Technical Assistance Center on Social Emotional Intervention (TASCEI).



Attachment to Parents



For More Strategies...



- Preschool Curriculum Framework, Volume 1, page 80
- DAP, pages 252-253
- TK Guide, page 104



Family Partnerships

- Use family culture to create bridges between the program and the child's home supporting children's pride in their family and experience and understanding individual differences in background and viewpoint" (PCF, Vol. 1, p. 42).
- Books, photographs, artwork, music, and other classroom materials (and displays) should reflect the diversity of families in the groups. Relationships and abilities should be portrayed in the environment" (PCF, Vol. 1, p. 44).



Alignment Document



Table 1.2 Detailed View of the Alignment Between the Social–Emotional Domain and the California Standards for Kindergarten

Strand: Relationships		Content Area: Mental, Emotional, and Social Health
1.0 Attachment to Parents		Standard 1: Essential Concepts Standard 2: Analyzing Influences Standard 3: Accessing Valid Information
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Seek security and support from their primary family attachment figures.	1.1 Take greater initiative in seeking support from their primary family attachment figures.	Standard 1: Essential Concepts 1.2 Identify trusted adults at home and at school. Standard 2: Analyzing Influences 2.1 Identify ways family and friends help promote well-being. Standard 3: Accessing Valid Information 3.1 Identify trusted adults at home and at school who can help with mental and emotional health concerns.
1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	1.2 Contribute to positive mutual cooperation with their primary family attachment figures.	
1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher’s assistance.	1.3 After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.	



Close Relationships with Teachers and Caregivers



Second Substrand

Building Teacher-Child Relationships



Teachers Support Children When They...

- Develop a bond with the child
- Design activities to meet emotional needs.
- Encourage open expression of feelings
- Help develop positive feelings such as joy and satisfaction
- Are aware of the child's unique emotional responses to various tasks and situations

(Sue Bredekamp and Carol Copple, DAP, p. 196)



Make Meaningful Connections

- “The TK teacher’s effort to connect one-on-one has a powerful effect on the developing student” (TK Guide [CDE], p. 16).
- “Teachers who spend quality time with students build meaningful connections that will shape future interactions and relationships for kindergarten and later grades” (TK Guide [CDE], p. 16).



Strategies to Integrate Throughout the Day

- Personally greet each student, every day.
- “Smile, high five, pat on the back”
(TK Guide [CDE], p. 16).
- “Offer detailed commentary: ‘I noticed you are adding a new level to your structure’”
(TK Guide [CDE], p. 16).
- “Ask open-ended questions: ‘What ideas do you have for this section? Will you add windows to your structure?’ (TK Guide [CDE], p. 16).



Table 1.2 Detailed View of the Alignment Between the Social–Emotional Domain and the California Standards for Kindergarten

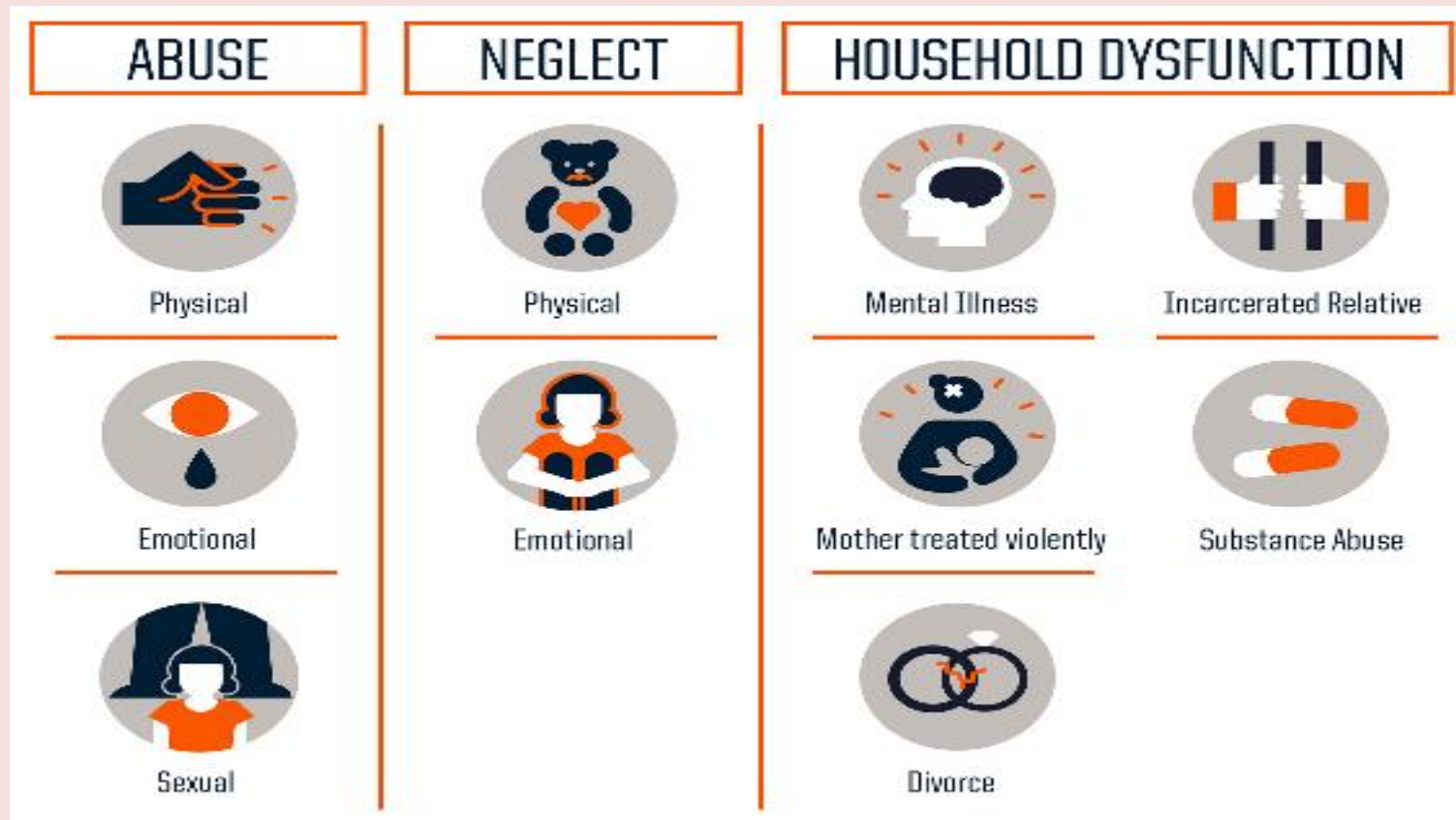
2.0 Close Relationships with Teachers and Caregivers		Standard 1: Essential Concepts Standard 3: Accessing Valid Information
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Seek security and support from their primary teachers and caregivers.	2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.	Standard 1: Essential Concepts 1.3 Identify trusted adults at home and at school. Standard 3: Accessing Valid Information 3.1 Identify trusted adults at home and at school who can help with mental and emotional health concerns.
2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.	2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.	
3.0 Friendships		
At around 48 months	At around 60 months	
3.1 Choose to play with one or two peers whom they identify as friends.	3.1 Friendships are more reciprocal, exclusive, and enduring.	
		Other areas covered in the health education content standards for kindergarten under Mental, Emotional, and Social Health: Standard 8: Health Promotion 8.1 Encourage others when they engage in safe and healthy behaviors.

Behaviors of Toxic Stress

“The tendency to deny or ignore children’s emotional development most hurts those with special vulnerabilities, such as children with special needs and those growing up in poverty.” (Peth-Pierce and Raver & Knitzer as cited in DAP, p. 195).



Other Factors Connected to Toxic Stress



Source: Centers for Disease Control and Prevention
Credit: Robert Wood Johnson Foundation



Connection

“The more defiant and unlovable a child is, the more important it is that the teacher work to love and connect with the child.”

(Jenna Bilmes, Beyond Behavior Management, p. 247).



Friendship

Third Substrand



The Classroom Should Provide...

- Ample time and opportunities for peer interactions
- Space, materials, and encouragement for dramatic play
- Opportunities for cooperative work
- Problem solving opportunities with peers
- Opportunities for conversations and group discussions.

(Sue Bredekamp and Carol Copple, DAP, p. 199)



Transitional Kindergarten and Kindergarteners Tend to Choose Friends Who Are Similar in...

- Gender
- Age
- Socioeconomic Status
- Ethnicity
- Personality
- School performance

(Sue Bredekamp and Carol Copple, DAP, p. 194)



Substrand Progression

48 months

3.1 Choose to play with one or two special peers whom they identify as friends.

Children play with many peers but also seek the company of one or two specific children whom they identify as friends. Children are more cooperative and share more complex play with friends than with other children.

PLF, Vol. 1, p. 20

60 months

3.1 Friendships are more reciprocal, exclusive, and enduring.

Children seek to share activities with special friends who, in return, seek their company. Friends act more positively toward each other but may also experience greater conflict. Children respond with enhanced efforts at conflict resolution.

PLF, Vol. 1, p. 20

What social skills might need additional focus as children approach 5 years old?



Friendships

“Teachers’ efforts to help less socially adept children develop and maintain friendships will do much to bring joy, confidence, and success into their lives.”

(Sue Bredekamp and Carol Copple, DAP, p. 195).



Friendship Books

Using Books to Support Social Emotional Development



Big Al

By Andrew Clements
Picture Book Studio, 1998

Big Al is a fish who wants to make friends! He tries everything he can think of to make friends, but nothing seems to work! The other fish are afraid of him because he is different. They all think that Big Al is very big and very scary! When Big Al comes to the rescue of the other fish when they get caught in a fisherman's net, they realize what a great friend he really is! (Ages 4-8)

Examples of activities that can be used while reading Big Al and throughout the day to promote social and emotional development:

- While reading the story, ask the children how they would feel if they were Big Al. How would they feel if they really wanted to make friends with someone, but no matter what they tried—it didn't work? Ask if they think Big Al is different? How is he different? Talk about how we are all different—some of us are tall/short, have blue eyes/brown eyes/green eyes, etc.—and just because we are different doesn't mean we can't be friends! Ask what they think they would do if Big Al tried to be their friend?

(Source: <http://csefel.vanderbilt.edu/booknook/bigal/bigal.pdf>)



Friendships

Friendship Opportunities throughout the Day				
	One idea is...	I already do this	I plan to do this	Another idea might be to...
Arrival	One child is assigned to be the “greeter” and greets children by name as they arrive			
Large group meeting time	One child is selected to pass out needed materials to each classmate			
Free choice/Center time	Set up a “buddy” table. Children must find a friend to work with at the table in order to gain access to the high preference materials/activity there			
Small group	Plan cooperative work, such as working in pairs to compare and record weights of nuts			



Friendships: History-Social Science Domain

“Encourage friendships among all children in the preschool community”
(PCF, Vol. 3, p. 79).



34
"Won't you please, Won't you please? Please won't you be my neighbor?" – Fred Rogers



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