Social Emotional Development

Social Emotional Learning. "Children develop best when they have secure, consistent relationships with responsive adults and opportunities for positive relationships with peers" (NAEYC Principle 7). Young children make great advances when they have opportunities to build: relationships with others, their self-understanding, and their ability to understand and regulate their emotions (Copple & Bredekamp, 2009).

Self-Control (EI 18.1)
- Provide boundaries for activities
- Help children to identify and label their feelings, "How did it make you feel when ________?"
- Play games such as red light green light or a board game

Cooperative Play (EI 20.1)
- Encourage more complex pretend play that involves planning and cooperation
- Encourage children to role play, act out, or make up stories
- Provide materials that encourage collaborative play

Social Problem Solving (EI 20.2)
- Treat conflicts as learning opportunities
- Encourage the use of negotiations, compromises, and discussions to solve problems

Guidance & Support (EI 21.2)
- Encourage children to do things for themselves
- Encourage children to use problem-solving steps
- Notice and label children's feelings, "I can see you are frustrated when ________.
- Provide classroom books and photos about various feelings and emotions

Cares for Possessions (EI 19.1)
- Encourage children to help clean up during the clean-up song
- Model care and concern for possessions
- Refer to others for ideas or assistance

References: