

# Social Emotional Development: Early Identification and Intervention

## Start Early, Go Far, UBC

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# Objectives of workshop:

- Understand social-emotional development at different developmental stages
- Understand the difference between social skills and social thinking
- Learn practical strategies to enhance social-emotional learning (SEL) in children
- Learn factors that contribute to positive SEL in children with special needs

● ● ● | Why we care about  
social-emotional  
development . . .





# Did you know:

“The evidence is now overwhelming that children who are taught to understand their own feelings and those of others do much better in school, careers and long term relationships”

D. Goleman, Emotional Intelligence



# Did you know:

“4-5 kids in every classroom of 30 across the country struggle to learn, make friends, participate in activities and function in their families”

Families Matter: A framework for Family Mental Health in British Columbia, 2012

“Every month, more than one half of children in Grades 4 to 7 are bullied or bully others”

United Way, 2012



# Did you know:

“60% of children enter school with cognitive skills to succeed, but only 40% have the social emotional skills needed to succeed in Kindergarten”

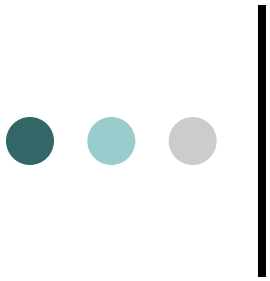
National Academy of Science, 2008



# Definitions

**Social emotional development** includes a child's ability to:

- form close and secure relationships with adults and peers,
- experience, regulate, and express feelings
- participate in socially and culturally appropriate ways



What is the difference  
between social skills and  
social thinking?





# Definitions

- **Social skills** are the personal skills needed for successful social communication and interaction
- **Social thinking** is teaching the “why” behind the social skills

# Social skills



# Social thinking



“Good,” said Mr. Rogers.

“It’s time to hit the road.”

“Hit the road?”

asked Amelia Bedelia.

“All right.” She picked up a stick.

And Amelia Bedelia hit the road.



# Core competencies

## **Self-awareness**

- accurately assessing one's feelings
- interests, values, and strengths
- maintaining a well-grounded sense of self-confidence

# Core competencies



## Self-management

- regulating one's emotions to handle stress, controlling impulses, and persevering in addressing challenges
- expressing emotions appropriately
- setting and monitoring progress toward personal and academic goals



# Core competencies

## **Social awareness**

- being able to take the perspective of and empathize with others
- recognizing and appreciating individual and group similarities and differences
- recognizing and making best use of family, school, and community resources

# Core competencies

## Relationship skills

- establishing and maintaining healthy and rewarding relationships based on cooperation
- resisting inappropriate social pressure
- preventing, managing and resolving interpersonal conflict
- seeking help when needed





# Core competencies

## **Responsible decision making**

- making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions
- applying decision-making skills to academic and social situations
- contributing to the well-being of one's school and community





# Social and/or emotional competencies at different developmental ages

## **Group Discussion**

(0 to 3 years; 4 to 6 years)

● ● ● | Assessment leads  
to understanding

# Assessment leads to understanding





# Importance of understanding the child's profile

- Medical / physical health
- Invisible disabilities
- Mental health (individual and family)
- Family context
- Individual strengths
- Unique challenges

# Understanding special needs

- Are **modifications and/or adaptations** at school, home and in the community required to:
  - Support learning (e.g. visuals, simple language)
  - Support inclusion and participation (e.g. environmental adaptations, equipment, assistant, de-mystification for classmates)
- Is **extra support** required to:
  - join in play (opportunities to practice, practice, practice)
  - support social thinking, for example





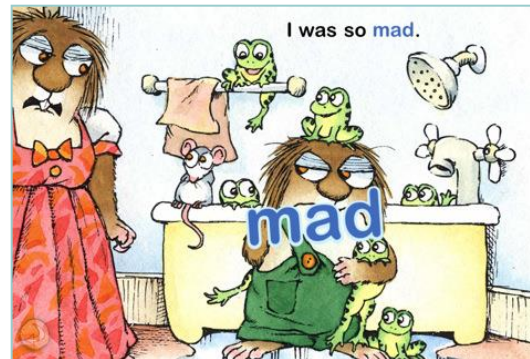
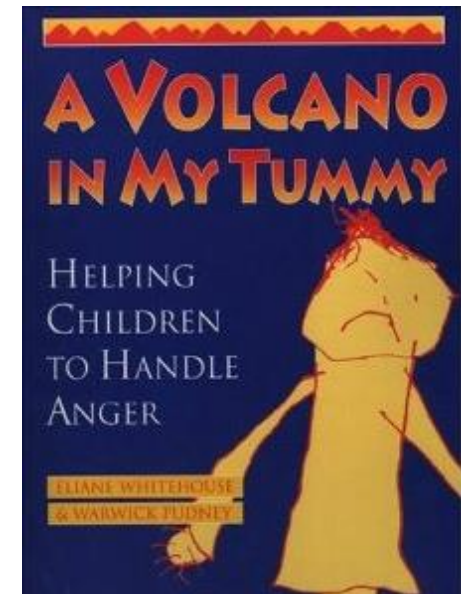
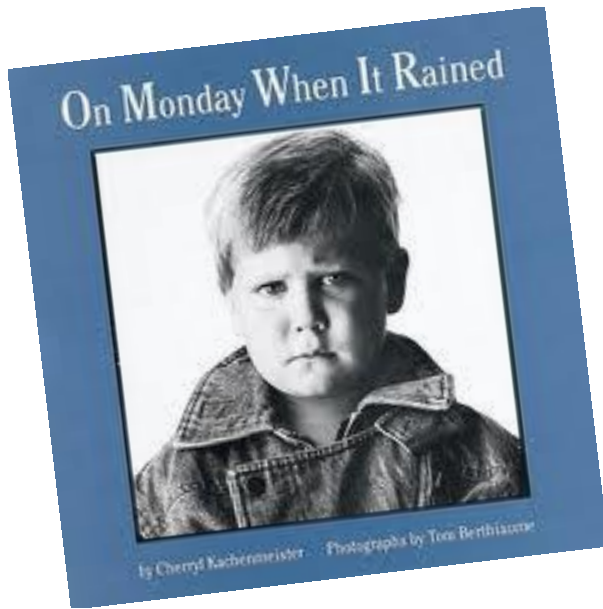
# Practical Strategies in social emotional learning (SEL)



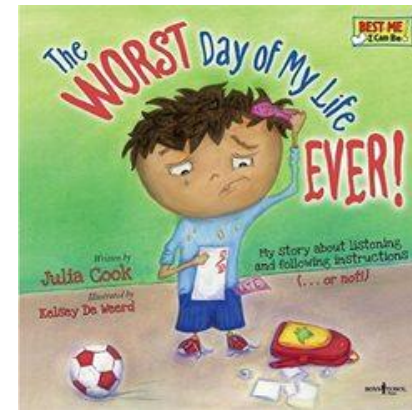
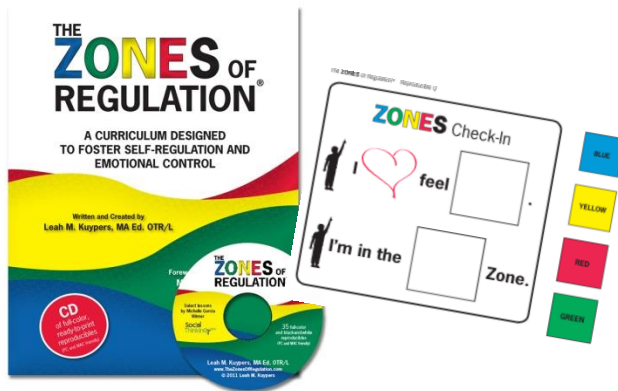
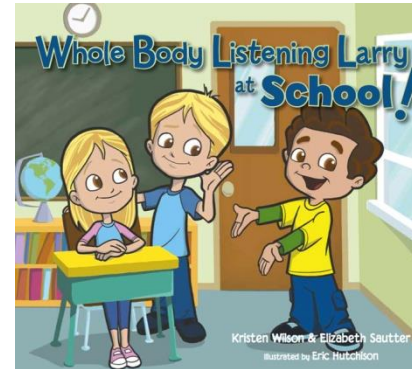
# Teaching strategies

- Find teachable moments
- Be a good role model
- Respect where the child “is at”
- Tell them what to do, instead of what not to do
- Consider co-regulation
- Joint attention versus eye contact

# Self-awareness: feelings

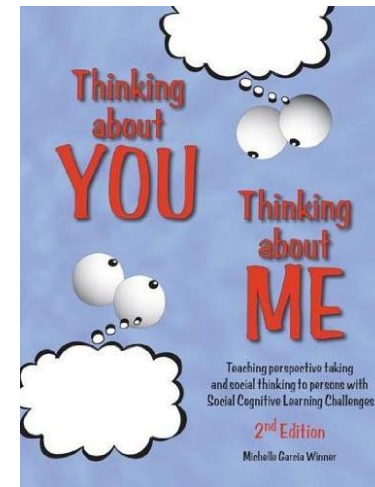
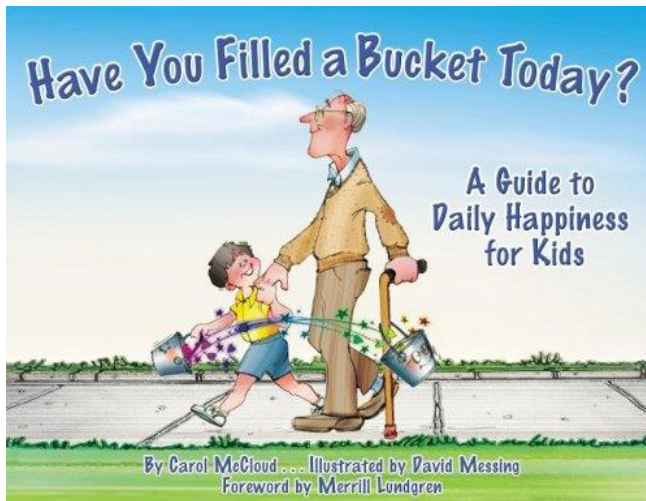


# Self-management: regulation

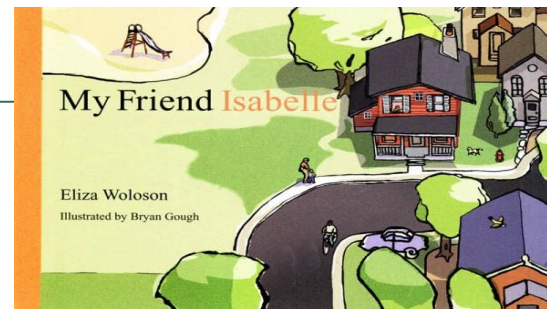
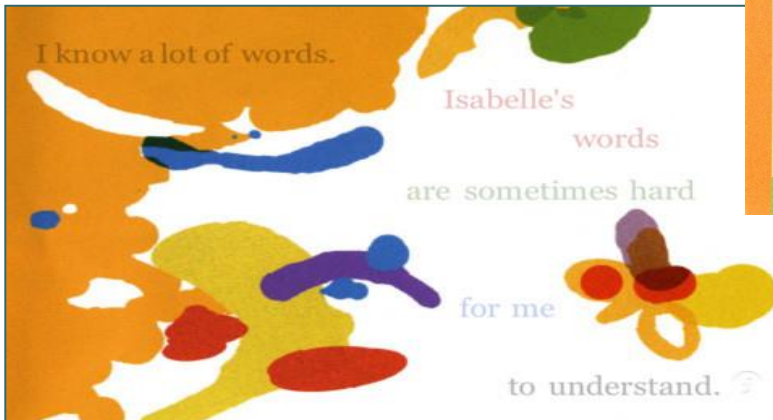




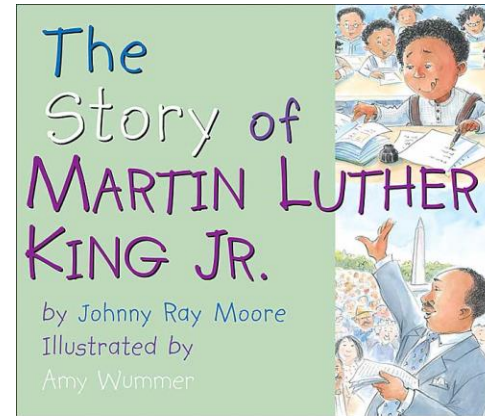
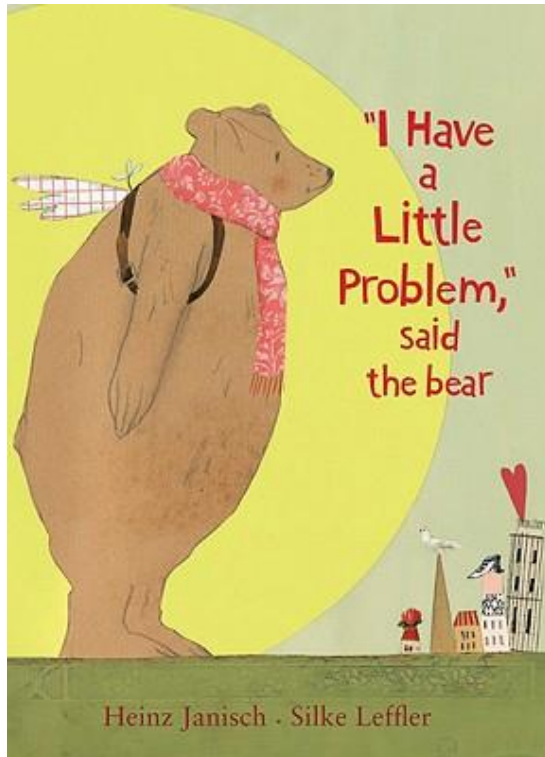
# Social awareness: perspective and empathy



# Relationship skills:



# Responsible decision making:



**Social  
responsibility  
projects**

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# Working with Families





# Working with Families

- Identify family's goals and concerns
- Understand and respect family traditions and cultural views about social-emotional development and learning
- Provide education about why social-emotional development is important
- Suggest strategies to support SED
  - quality 1-to-1 time, family time, catch them being good; praise



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To thrive, ***every child needs*** to  
know ***someone who is crazy***  
about him or her (Bronfenbrenner, 1976)





Questions & comments

Evaluation

Thank-you!