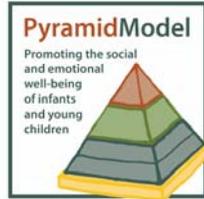


## Promoting Social and Emotional Competence in Young Children

### Wisconsin Pyramid Model

Julie Betchkal, Coordinator  
[julieb@cesa11.k12.wi.us](mailto:julieb@cesa11.k12.wi.us)



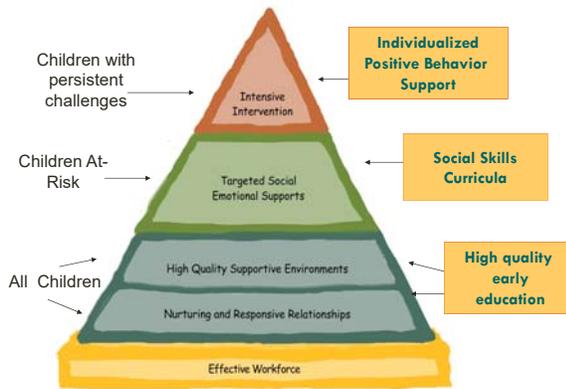
## Infant and Early Childhood Mental Health

Developing capacity of the child to:

- form close and secure adult and peer 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.

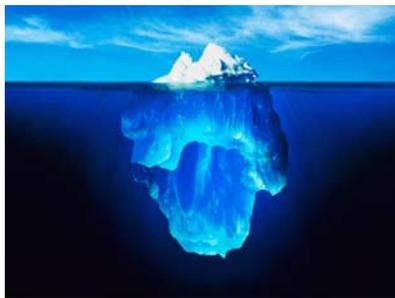
### Pyramid Model for Social Emotional Competence in Young Children



## Let's talk about responsive relationships..



## Know your hot buttons ... see the iceberg



## Grounding...teaming...nurturing adults

- Wow. I'm playing a negative script.
- Can you help me think about this?
- Will you watch me and give me your thoughts?
- How is this working for the child?
- How is this working for you?
- What should I try next?
- Do you have what you need?
- You seem stuck. Can I help?

"Vulnerability sounds like truth and feels like courage. Truth and courage aren't always comfortable, but they are never weakness"  
 - Brené Brown

### Children's Social Skills Impact Success in Adulthood

For every 1-point **decrease** in kindergarten social competence:

67% higher chance of having been arrested by early adulthood

52% higher rate of recent binge drinking and

82% higher chance of being in or on a waiting list for public housing

For every 1-point **increase** in kindergarten social competence:

Twice as likely to attain a college degree in early adulthood

54% more likely to earn a high school diploma and

46% more likely to have a full-time job at the age of 25

### High Quality Environments



Predictable schedules and routines

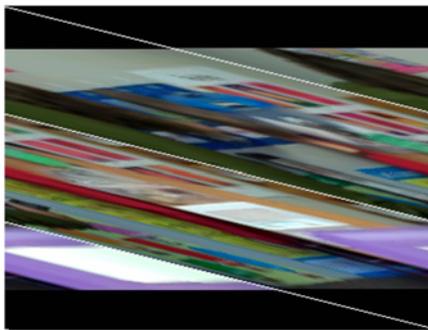
Clearly communicated expectations



Consistent positive descriptive feedback

Opportunities to practice social and emotional skills

### Predictable schedule and routine



### Strategy: Teach children to meet expectations

	Classroom	Bathroom	Playground
Be safe	<ol style="list-style-type: none"> <li>1. Use walking feet.</li> <li>2. Use gentle touches.</li> </ol>	<ol style="list-style-type: none"> <li>1. Wash my hands.</li> <li>2. Step up and down.</li> </ol>	<ol style="list-style-type: none"> <li>1. Slide on bottom and feet first.</li> <li>2. Keep gravel on the ground.</li> </ol>
Be a friend	<ol style="list-style-type: none"> <li>1. Listen and talk.</li> <li>2. Give ideas and get ideas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the doors.</li> <li>2. Wait my turn.</li> </ol>	<ol style="list-style-type: none"> <li>1. Take turns</li> <li>2. Listen to your friends.</li> </ol>
Be respectful	<ol style="list-style-type: none"> <li>1. Help other people.</li> <li>2. Solve problems together.</li> </ol>	<ol style="list-style-type: none"> <li>1. Flush the toilet</li> <li>2. Keep our bathroom clean.</li> </ol>	<ol style="list-style-type: none"> <li>1. Put balls and bikes back in the shed.</li> <li>2. Listen for the signal.</li> </ol>

### Clear communication

**Table Time Expectations**

**Be Safe** - Chair legs on floor -Shoes and feet under table -Feet on floor

**Be Kind** -Share -Take turns -Quiet voices -Keep hands to yourself

**Be Helpful** -Keep legs and feet under table -Push chair in when done -Clean up your area

**Hallway Expectations**

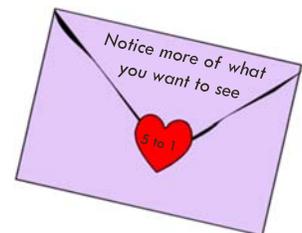
**Be Safe** -Walking feet -Stay in line

**Be Kind** -Quiet voices -Listening ears -Hands to yourself

**Be Helpful** -Stay in line

### Strategy: Positive Descriptive Feedback

Immediate  
Frequent  
Enthusiastic  
Eye level  
Descriptive





## Strategy: Teach the Turtle Technique

Recognize that you feel angry.

OUCH!

Step 1

“Think” Stop.

Step 4

Go into shell. Take 3 deep breathes. And think calm, coping thoughts.

1... 2... 3...

Step 3

Come out of shell when calm and think of a solution.

7.3 - Turtle Technique

## Practice, practice, practice

### Emotional Regulation

Find a Quiet Place

Hug Something

Listen to Music

Slow Deep Breaths

Breathe it through your nose

Take out of mouth

I thought like a turtle today!

I remembered to:

1. Recognize I had a **strong feeling**.
2. Tuck
3. Take 3 deep breaths
4. Try a solution when calm

## Resources for self-regulation

Resources: Promoting Mental Health through the Pyramid Model

General Information on Pyramid Model

- Find a Pyramid Model teacher training/in-service
- National Pyramid Model site
- Pyramid Model research base
- Program with Implementation Guides in Wisconsin
- Wisconsin Model Early Learning Standards

Resources to support universal social and emotional intentional teaching

- What the Data Tell Us About Social-Emotional Learning
- How SEL is Teaching Social and Emotional Skills
- Importance of teacher social and emotional skills
- Importance of teacher social and emotional skills
- Importance of Big Six Skills in social and emotional development

Teaching Strategies

- Building Challenging Experiences to Clarify Expectations, Roles, and Teacher-Witness
- Providing descriptive feedback to young children
- Communication strategies

Research Evidence

- Enhancing Emotional Competency in Young Children
- Teacher Education and Social-Emotional Learning
- Head Start and the Teaching Children Social-Emotional Learning

## Strategy: Intentionally teaching problem solving steps

What is the problem?

Think, think, think of some solutions.

What would happen?

Give it a try!

Would it be safe? Fair? How would everyone feel?

How did it go?

## Practice, practice, practice

*This looks like a problem...this is a chance to grow our brains!*  
(Pawlina & Stanford, 2011)

Oh my...  
Hm...  
Oh oh...

How would you describe the problem?

Can we think of some possible solutions? What would happen?

Which one do you think you'll try? Try it out.

How did that solution work for everyone?

## Solution Toolkit

Get a Teacher

Ask Nicely

Ignore

Say, "Please."

Play Together

Say, "Please Stop."

Share

Trade

Wait and take turns.

Get a Timer

