

# Classroom Scenarios

**Essential Question:** What positive solutions would you embrace for each situation?

## **Scenario #1:**

Kenny and Juan are playing with blocks and wild animals in the block area. Kenny picks up a lion and makes it walk on the blocks. The teacher comes over to observe. What would you do next?

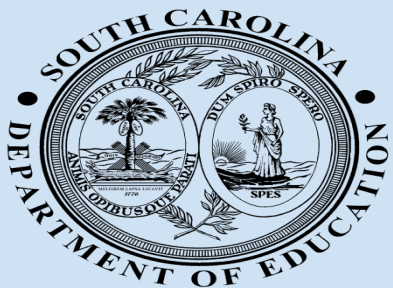
## **Scenario #2:**

Keyana is playing in the kitchen center, interacting with the dolls, and pretending to be a waitress. The teacher joins in her play...

## **Scenario #3:**

Four children at the sensory table are arguing over the two squirt bottles and one multicolor water wheel. What would you do? What would you say?

Adapted from <http://csefel.vanderbilt.edu/>



# *Embracing Positive Solutions for Promoting Social and Emotional Competence*

South Carolina Department of Education  
Division of College and Career Readiness  
Office of Early Learning and Literacy

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Molly M. Spearman – State Superintendent of Education



# Moment of Silence

Let's take some deep breaths to calm your mind before this session begins.

Students, follow the instructions on the slide



How children feel about themselves, how they develop relationships with others, and how they learn to express and manage their emotions affects their development in every cognitive domain and is a strong indicator of long-term academic success.

# The Profile of the Ready Kindergartener



**THE READY KINDERGARTNER**, with engaged support from parents, caregivers and community, has developed the skills and abilities necessary for achievement at age-appropriate levels. He/she is physically, socially and emotionally prepared to benefit from a quality kindergarten experience.

**What does it mean to be READY FOR SCHOOL?**

All children are ready for kindergarten when they are five years old by September 1 of that school year. But kindergarten readiness is more than a matter of age. For a strong start in school, children need positive relationships and supportive learning environments beginning at birth. It is our responsibility as families, caregivers and communities to nurture the health and development necessary for school success.

South Carolina's Profile of the Ready Kindergartener describes the physical, cognitive, social and emotional signs of school readiness. Because each child develops differently, each child will be ready in different ways. That is why schools and educators must also be ready: prepared to meet the individual needs of students at all levels of readiness and providing whatever support and services are needed for a quality kindergarten experience.

**For more information, visit [SCFIRSTSTEPS.ORG](http://SCFIRSTSTEPS.ORG)**

Resources are available to help parents and caregivers foster school readiness from birth through age five.



**READY FOR SCHOOL**  
South Carolina's Profile of the Ready Kindergartener

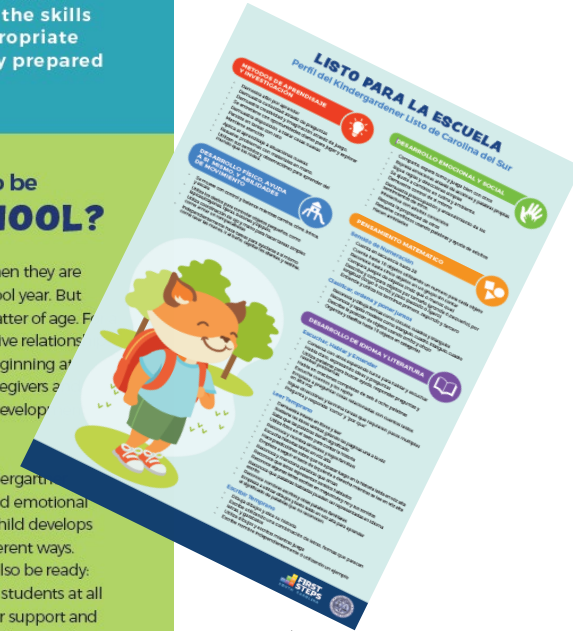
**APPROACHES TO LEARNING & MOTIVATION**

**EMOTIONAL & SOCIAL DEVELOPMENT**

**MATHEMATICAL THINKING**

**PHYSICAL DEVELOPMENT, HEALTH & MOTOR SKILLS**

**LANGUAGE & LITERACY DEVELOPMENT**



**LISTO PARA LA ESCUELA**  
Perfil del Kindergarten Listo de Carolina del Sur

**APROCHES A LA APRENDIZAJE Y MOTIVACION**

**DESARROLLO EMOCIONAL Y SOCIAL**

**PIENSA MATEMÁTICA**

**DESARROLLO DE LA LENGUA Y LECTURA**

**DESARROLLO FÍSICO, SALUD Y HABILIDADES MOTRICES**

# The Profile of the South Carolina Graduate

## PROFILE OF THE South Carolina Graduate

### WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



### WORLD-CLASS SKILLS

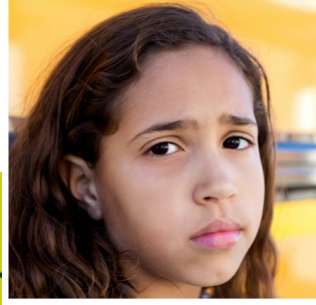
Creativity and innovation  
Critical thinking and problem solving  
Collaboration and teamwork  
Communication, information, media and technology  
Knowing how to learn

### LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

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Adopted by: SC State Board of Education, SC Department of Education, SC Education Oversight Committee, SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC School Boards Association, TransformSC Schools and Districts.

# Stress Check



I'm in a  
good space  
and can  
focus

Something  
is bothering  
me, but I  
can still  
focus

I can't  
manage my  
emotions or  
behaviors  
right now

INSERT polleverywhere link



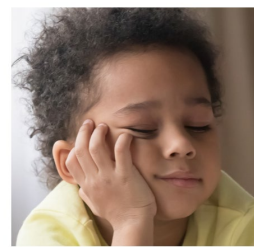
**Happy**



**Sad**



**Mad**



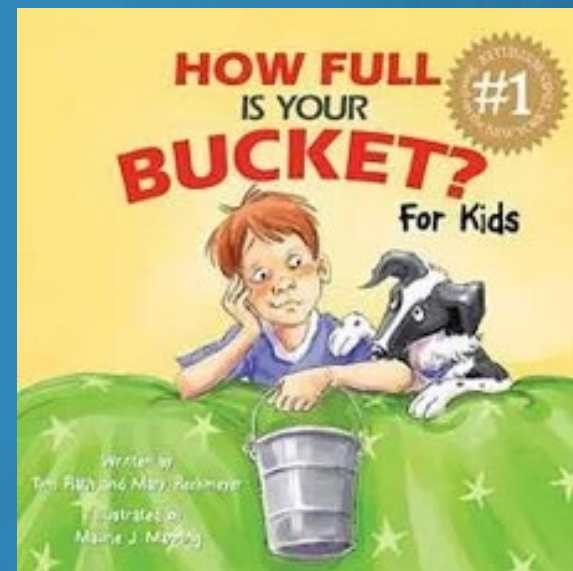
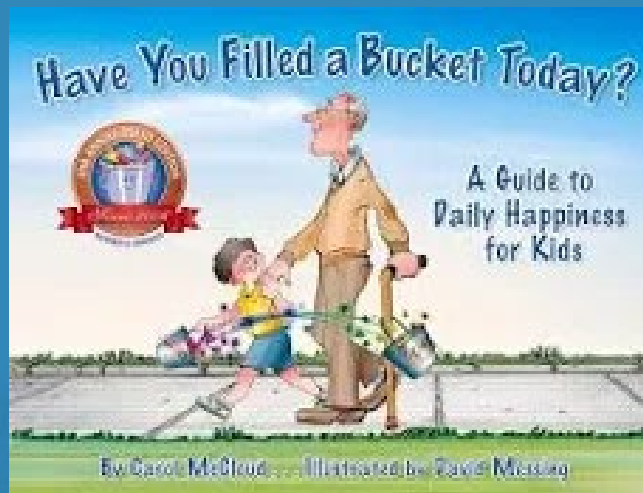
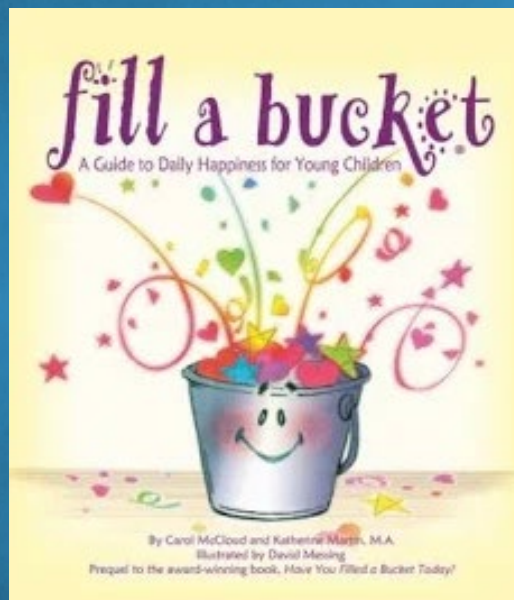
**Tired**



What is filling  
your bucket  
today and what's  
draining it?

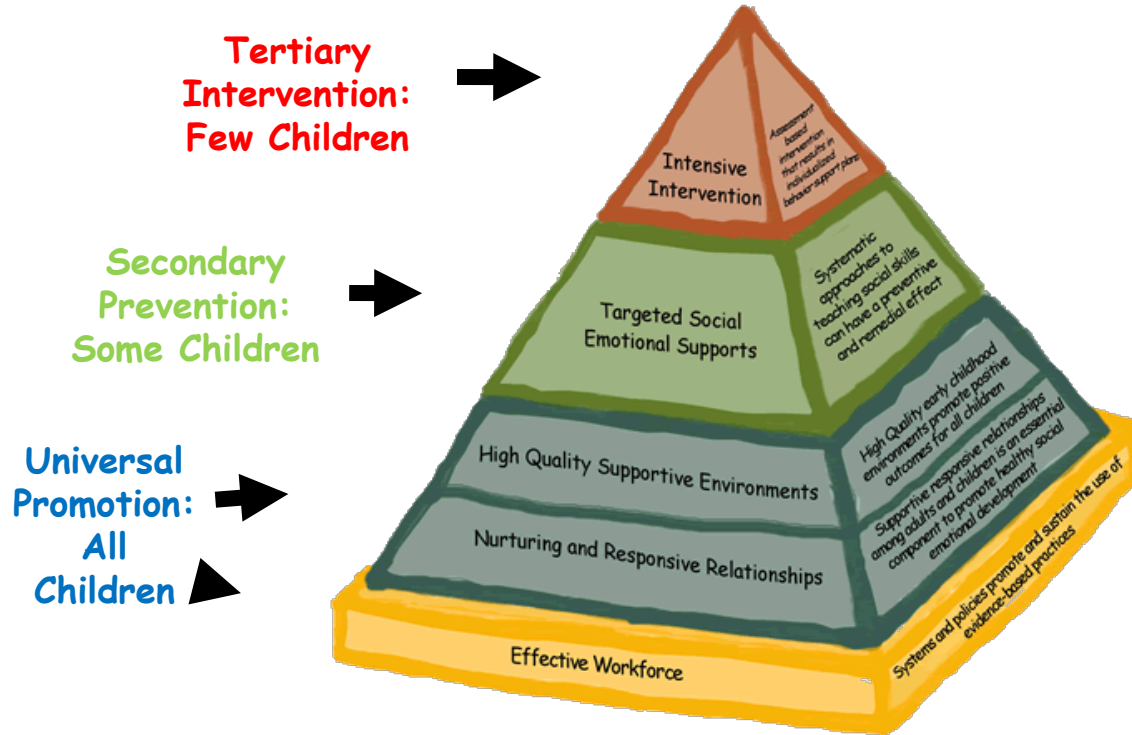


# Read Alouds



# The Pyramid Model:

## Promoting Social and Emotional Competence in Infants and Young Children



# Goals of the S.C. Pyramid Model

- Early childhood environments will be supported to implement procedural guidelines that lead to more children arriving at school with behavioral and cognitive skills ready to access the Kindergarten standards.
- Fewer children will be retained in 3<sup>rd</sup> grade due to reading achievement.
- The achievement gap between children with and without disabilities in third grade will diminish.

# The Ultimate Goal of the Pyramid is to Promote Children's Success By:

- Creating an environment where EVERY child feels good about coming to school.
- Designing an environment that promotes child engagement.
- Focusing on teaching children what TO DO!
  - Teach expectations and routines.
  - Teach skills that children can use in place of challenging behaviors.

# Someone Really Important...

Tag The Most  
Important Person Of  
Your Life.. 

# Relationships are Different than Interactions

- Relationships
  - Have **emotional connections**
  - **Endure** overtime
  - Have **special meaning** between two people
  - Create **memories and expectations** in the minds of the people involved

**Reciprocity** and  
**lengthy**  
**encounters** are  
**key!**



# “Every child needs one person who is crazy about him.”

--Uri Bronfenbrenner



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# So...What Can We Do?

**Positive Solutions for Filling  
Every Child's Piggy Bank!**



**Playing**

**Fill the  
Piggy Bank  
Everyday!**

**Showing  
Warmth and  
Affection**

**Giving  
Time and  
Attention**



“Instruction is more effective when it is embedded in the meaningful activities and contexts that occur throughout a child’s day.” (Katz & McClellan 1997)



# Social and Emotional Skills to Teach

- Identifying feelings in oneself and others
- Problem Solving
- Suggesting play themes and activities to peers
- Sharing toys and other materials
- Taking turns
- Helping adults and peers
- Giving compliments
- Understanding how and when to apologize
- Expressing empathy with others' feelings
- Understanding appropriate ways to express anger
- Learning how to calm down

# Fingerplays

One little friend cried, “Boo-hoo”; a friend gives a hug and then there are two.

Two little friends share with me; we play together and that makes three.

Three little friends ask for more; they all say “Please,” and then comes four.

Four little friends take turns down the slide; another comes to play, and that makes five.

Five little friends have fun at school, because they follow every rule.



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# THE POWER OF ENGAGING IN CHILDREN'S PLAY

# Powerful Practical Tips for Engaging in Play

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1. Follow the child's lead. Wait, watch, and then join the child's play.
2. Talk, talk, talk about what the child is doing.  
(Thick Conversations!)
3. Ask open ended questions.
4. Encourage the child's creativity.
5. Watch for the child's cues.
6. Avoid power struggles.
7. Have **FUN** together!

# Thick Conversations in Play





What do you know about  
thick conversations? How  
often are you engaging in  
thick conversations with  
children to promote their  
social-emotional  
well-being?



# Let's Compare...

**This Conversation**

- Child hears **7** words
- Child speaks **3** words
- Child has **2** opportunities to practice oral language skills

## Thick Conversation Example

Teacher: What was your favorite part of creating this piece of art?

**Child: I liked making the plane.**

Teacher: Oh, you made an airplane. Tell me how you made this airplane.

**Child: I drew on the paper.**

Teacher: I see. You used a marker to draw the airplane. What is your favorite part of making the airplane?

**Child: I am going to make the wings like the airplane in the book.**

Teacher: That sounds like a great idea. How will you make the wings fly?

**Child: Because I will throw it. I will make it fly!**

Teacher: Oh! So the wings help the airplane fly just like in the book we read. I think that is an excellent hypothesis. How will you test your idea and see if the wings will make your plane fly?

**Child: I will throw it. (throws plane and laughs) I did it!**

Teacher: Yes, your airplane soared across the table! How do you think you could make your airplane fly higher?

**Child: I will make it another wing. (Child heads back to the drawing and writing center.)**

- Child hears **113** words
- Child speaks **44** words
- Child has **6** opportunities to practice language skills

# Tips for Encouraging and Engaging in Powerful “Thick” Conversations!

- Get the child’s attention.
- Use behavior specific language.
- Keep it simple—avoid combining encouragement with criticism
- Encourage with enthusiasm.
- Double the impact with physical warmth.
- Use positive comments and encouragement with the child in front of others.

# Ways to Give Children Encouragement

- “Thank you for \_\_\_\_\_.”
- “What a good problem solver you are, you were able to \_\_\_\_\_.”
- “It is so much fun to play with you; you are so good at \_\_\_\_\_.” (sharing, taking turns, using kind words, etc.)
- “You were being so kind when you \_\_\_\_\_.”
- “Thank you for using your inside voice when you were upset with Cara.”
- Thank you to Josie for asking me how I was doing.

# Let's Practice...

## CLASSROOM SCENARIOS

What positive solutions/strategies would you use?



# Example 1A: Max and the Teacher

Max is sitting in the block area, playing with Legos. He makes a Lego structure and holds it up as the teacher walks by...

Max: Look!

Adult: That's nice. (continues on her way)

Max: Look! It goes fast, see...Vroom, vroom.

Adult: (Turns around) I see. (Turns back around to monitor the room)

Max: Looks sad and places his structure on the floor.

# Example 1B: Max and the Teacher

Max is sitting in the block area, playing with Legos. He makes a Lego structure and holds it up as the teacher walks by...

Max: Look!

Adult: (Stops, watches Max, and comments) Max, this is really cool. What is it going to be? (sits down in the block area with Max)

Max: It is a superfast airplane. It can go faster than Superman!

Adult: What makes your plane go so fast?

Max: It has super fast motor that takes it to places really fast.

Adult: Yes, planes have engines, wings, and a propeller (like a fan that moves it forward. Where is your plane going?

Max: Into space.

Adult: In space, you will see lots of planets, stars, and the moon! What can I build?

Max: You can build an airport.

Adult: An airport! What a wonderful idea! Well...I think I need some help. What should I do first?

Max: You can use these blue blocks and start stacking them.

Adult: (smiles) Thank you. That is very nice of you to share your blocks with me.

IT'S YOUR  
TURN TO  
PRACTICE!

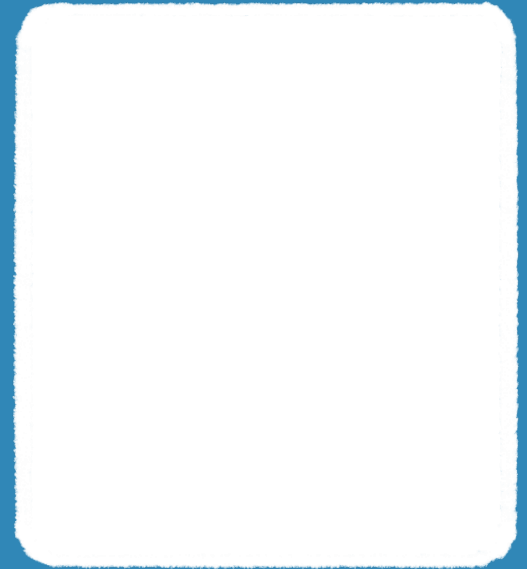
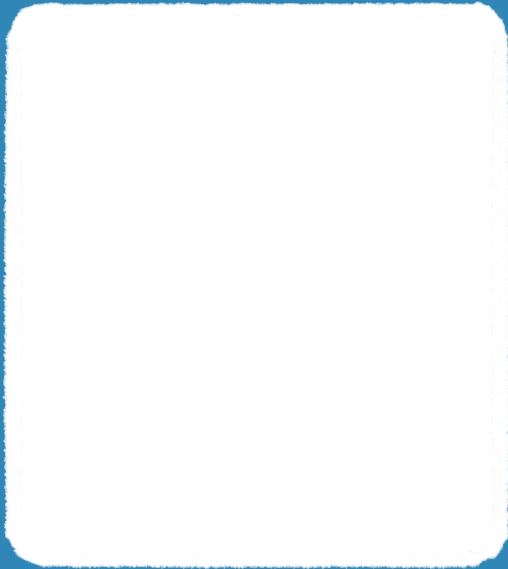




What was easy  
about the  
situation?

What was interesting  
and challenging about  
the situation?

What was  
difficult about  
the the  
situation?



Thank you for  
joining me today  
and participating!



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