

Module 4: Handout #4

Directions:

Read the following excerpt from the white pages of the Connect4 Learning Curriculum (USD #457 implementation) regarding early childhood social emotional learning. Then view the video clips and reflect on the prompts below:

Research into Practice with Connect4Learning

[SOURCE: https://www.connect4learning.com/pdfs/C4L_White_Paper_URC_FINAL_REV_10_16_1.pdf]

When designing all instructional activities, the principal investigators of Connect4Learning (C4L) reviewed practices related to the promotion of social-emotional development and the prevention of problem behaviors. They consistently emphasized three key areas, 1) designing the learning environment to promote children's engagement with activities, materials, and peers; 2) supporting the development of children's social skills and emotional competencies, particularly self-regulation; and 3) implementing a planned and intentional approach to preventing and addressing challenging behaviors. The C4L curriculum incorporates the principles and practices associated with the *Pyramid Model for Promoting Social-Emotional Competence* (Fox et al. 2003; Hemmeter, Ostrosky, and Fox 2006) as its foundation for social-emotional development. This model provides guidance for early childhood educators on the use of effective research-based instructional practices and behavior support for all children, including those from more under resourced backgrounds and with the most severe behavioral challenges. The *Pyramid* is a framework of best practices rather than a specific curriculum. As such, it can be seamlessly integrated into an interdisciplinary curriculum with an adaptive approach that is uniquely tailored to the characteristics of the context and the individual needs of the children being served. C4L further addresses current research on the importance of play by melding explicit instruction with playtime. The curriculum encourages intentional dramatic play during collaborative projects and diverse learning centers, making play a primary context for helping children learn social-emotional skills and develop their executive function competencies.

- (1) Video explain Pyramid Model: https://www.youtube.com/watch?v=A_byPfNPkKM
- (2) Video of Pyramid instructional practices: <https://www.youtube.com/watch?v=ohzEujRKtLg>

Prompts:

- How does the ASQ:SE-2 screening tool align to the Pyramid model in terms of promoting social competence in young children?
- What is an example of how you intentionally design the children's learning environment in your classroom to support their growth in social skills and emotional competencies, particularly in terms of self-regulation?