CDE/ECE Faculty Initiative Project Instructional Guide

California Preschool Curriculum Framework,
Volume 1 (2010)

Unit 3
Social-Emotional Development Domain
Focus Statement
Students explore the influence of a relationship in their own social-emotional development to help understand the importance of the social-emotional development domain.

Getting Ready for the Unit
As you prepare to explore the social-emotional development domain in the California Preschool Curriculum Framework, Volume 1 (PCF, V1), it will help to scan the key topics in this domain. In doing this, you will get an idea of what your students can experience overall in this domain and decide how you can best use this instructional guide for your particular students. Social-emotional development is a developmental domain whose importance has been increasingly recognized in California’s programs for young children. The instructional guide provides opportunities for students to gain an understanding of the rationale for this trend as well as an understanding of what social-emotional development looks like in young children and what adults can do to support that development.

This unit is not designed to provide experience in integrating the content of the social-emotional development domain in the PCF, V1 across other domains. The approach of this instructional guide is to provide opportunities for students to get to know the domains individually before thinking about how each domain actually plays out in an integrated fashion with other domains. Integration across developmental domains is an essential piece of addressing social-emotional development in group settings, but this integration is addressed in Unit 7 of this instructional guide. You might want to scan that unit to see if there are any key topics there that would be relevant and appropriate for your students and compatible with the particular course in which you are using this domain.

This unit supports exploration of the content of the social-emotional development domain in the PCF, V1. This domain parallels the social-emotional development domain in the California Preschool Learning Foundations, Volume 1 (PLF, V1). It will be important to support students in their recognition of the parallels and distinctions relating to the foundations and curriculum framework. The foundations and the curriculum framework have the same structure of social-emotional development.
strands and substrands; these are identical across the two documents. As professionals in the field, it will be important for students to understand that the social-emotional development foundations are the goal-like statements of what we hope to see in young children’s development and learning and that the social-emotional development domain in the curriculum framework provides us with guidance on how to support and guide young children as they move forward in their social-emotional development and learning. This is addressed directly in this unit’s Key Topic 1, but it would be wise to return to it from time to time.

There is an instructional guide that accompanies the PLF, V1, and it is available online at http://www.wested.org/facultyinitiative/plf.html. If students are not familiar with the foundations, you might find some activities in that instructional guide that could be used to introduce them to the social-emotional development foundations. In particular, “Exploring The Substrands of the Social-Emotional Development Domain” (Activity 4 in the social-emotional development domain of the PLF, V1 instructional guide) could be helpful to students in becoming familiar with the content of the social-emotional development strands and substrands, which are identical in the foundations and the curriculum framework.

Students can be introduced to the topic of social-emotional development by exploring its importance in their own development and learning. The “Motivator and Connection to Experience” that follows provides an opportunity to do that. This exercise is very similar to one used in the PLF, V1 instructional guide, which introduces students to the social-emotional development domain of the foundations. If you are exploring the foundations and curriculum framework in tandem, this exercise could serve to give students a personal connection to the content of the social-emotional development domain in both documents.

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Motivator and Connection to Experience

Before You Start

This exercise asks students to remember a family member or teacher in their own lives who has had a strong positive emotional effect on them. There might be some students who find this difficult. It is crucial to use the terms “family member” or “important adult,” in order to acknowledge that family structures vary within the experiences of students and of the children with whom they work. Sometimes students will first remember an adult or teacher who did not have a positive effect. It will be important to acknowledge this and, at the same time, focus on positive relations. This exercise might work well for students to do in pairs or groups of three or four.

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Active Learning

Getting it started

First, ask students to think of a significant adult other than their
parents who was influential in their childhood or adolescence and whom they knew really cared about them. This could be a grandparent, aunt, uncle, sibling, or cousin.

Then ask them to respond to the following questions. These responses could be done by students in pairs or groups of three. Remind them that they do not have to label or name the person.

• What do you remember that this person did or said that made you feel accepted?

• Were there certain things you knew you could count on this person to do for you or help you with?

• Can you remember a particular incident that made you know that you were totally accepted?

Keeping it going
Ask the students to take three minutes to write down a few key words that describe what made this relationship so positive. Some possibilities might be trust, forgiveness, and understanding.

These key words then can be shared with the whole group. It would be helpful to record them for the next part of the exercise.

Taking it further
Discuss how these attributes could be used as potential strategies for working with children.

For example, if students list words such as acceptance, humor, or patience, ask them to think about how these characteristics could be helpful in working with children.

Putting it together
Ask students if they can think of a teacher that they remember as supportive and caring.

• What did this teacher do or say that made you feel that way?

• What does this mean for your teaching and work with young children?
Social-Emotional Development

- What do you remember that this person did or said that made you feel accepted?
- Were there certain things you knew you could count on this person to do for you or help you with?
- Can you remember a particular incident that made you know that you were totally accepted?
• What did this teacher do or say that made you feel that way?
• What does this mean for your teaching and work with young children?
Focus Statement

Students explore the rationale for including social-emotional development in the California Preschool Curriculum Framework, Volume 1 and learn how the domain is organized. They also become familiar with the guiding principles for this domain.

Before You Start

As students work through this key topic, they will explore the organization of the social-emotional development domain in the California Preschool Curriculum Framework, Volume 1 (PCF, V1) as well as its relation to the domain in the California Preschool Learning Foundations, Volume 1 (PLF, V1).

There is a key topic in Unit 1 that covers the overall organization of the PCF, V1 and of its four domains. That coverage is more extensive than what is given here for this domain. If you have done that key topic, you probably won’t need to do all of the work here in introducing students to the organization of this individual domain. Some of what is suggested here is similar to what is done in Key Topic 1 in Unit 1. If you are covering this domain independently from the rest of the PCF, V1, you might find this key topic specifically for social-emotional development more helpful.

It will be important that you are familiar with the domain in both the foundations and curriculum framework before you begin this work with students. There are three strands and 12 substrands in the social-emotional development domain. These numbers will guide how you divide students for the active learning work below. Depending on the number of students in your class, it might work best to use pairs, or you might need to give more than one substrand to a group or assign more than one pair or group to a substrand. This key topic can be covered in a short period of time or extended by lengthier discussion of the included questions to give greater depth to students’ understanding of where things are in the social-emotional development domain of the PCF, V1.

This key topic leads students through a fairly straightforward introduction to the rationale and organization of the social-emotional development domain. Deeper exploration of the content is available in key topics for the social-emotional development domain that follow this one.
Questions for reflection are provided at the end of each social-emotional development strand in the PCF, V1. These tend to guide reflection related to practice and will be referred to again in the other key topics for the social-emotional development domain. The questions for reflection that are offered in this key topic are intended to support students' experience in encountering the organization of the social-emotional development domain in the PCF, V1.

**Information Delivery**

**Subtopic 1: Rationale for the Social-Emotional Development Domain**

The following information is important to share with students (PCF, V1, pp. 38-39).

There are three main reasons given in the PCF, V1 for intentionally supporting social-emotional development in early care and education:

1. Many social-emotional qualities are essential to learning at any age.
2. Social environments influence how learning occurs.
3. Brain research indicates the interdependence of different regions of the brain that govern learning, thinking, and emotions.

**Active Learning**

**Subtopic 2: Organization of the Social-Emotional Development Domain**

**Getting it started**

Organize students into pairs. Make sure that each pair has at least one print copy of the PCF, V1 and a supply of Post-it® notes. Ask them to find and tab the sections listed below. It might be helpful for students to label the sections on their Post-it® notes.

- Domain Guiding Principles (pp. 39-42)
- Environments and Materials (pp. 42-44)
- Summary of Strands and Substrands (p. 44)
- Strands (pp. 45, 62, and 79)
Substrands (pp. 46, 48, 52, 55, 57, 63, 65, 69, 73, 79, 81, and 83)

Engaging Families (pp. 60, 76, and 85)

**Keeping it going**

When the students have finished the tabbing described in “Getting it started” and are still in pairs, ask each pair to tab the following elements for each of the 12 substrands. This should not take more than about 10 minutes, and going through each of the 12 substrands will help students gain some familiarity with what is available in the social-emotional development domain. Ask the students to complete these two tasks:

- Find the vignettes and teachable moments for each substrand.
- Find the suggested interactions and strategies for each substrand. (Note that these are not labeled in a separate section but follow each vignette. It might help to guide students to find these in the first substrand on page 47 of the PCF, V1 as an example.)

When students have finished this tabbing, ask them to find what else is in the domain that is important but has not been tabbed.

Be sure they note the “Research Highlights,” “Questions for Reflection,” and “Teacher Resources” among other topics they find.

At this point, it is important to point out the parallel organization of the *California Preschool Curriculum Framework, Volume 1* and the *California Preschool Learning Foundations, Volume 1*.

While the students are still in pairs, ask each student to find the summary of strands and substrands for the social-emotional development domain on page 44 of the PCF, V1.

Then direct them to the appendix on page 173 of the *California Preschool Learning Foundations, Volume 1*, which summarizes the strands, substrands, and foundations for the social-emotional development domain. This can also be found following this key topic as Handout 1.

Ask them to compare these two documents and respond to these two questions:
• What do they see?

• Why do they think it is like that?

This is a good time to point out that the foundations are the what and the curriculum framework is the how. It is also important to remind students that the curriculum framework does not provide a one-to-one match between individual foundations and curriculum guidance.

Again, the extent to which this relationship is explored here will depend on how much of Unit 1 of this instructional guide you have used or on the students’ familiarity with the early childhood education system in California.

**Putting it all together**
Finish by asking these questions:

• What new vocabulary did you encounter?

• What would you like to go back to in this domain and look at in more depth?

These two questions can be used for discussion or as a follow-up written assignment. They could also be used in combination with the questions for reflection.

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**Subtopic 3: Guiding Principles for the Social-Emotional Development Domain**

**Getting it started**
Have students read the four domain guiding principles (PCF, V1, pp. 39-42). Ask them to write two key points for the first three domain principles. For the fourth domain principle, ask students to write two key points and, from the 12 bullet points on page 42, to find two they want to know more about so that they will be able to do them better. It is suggested that this exercise be done individually so that each student becomes familiar with all four domain guiding principles.

**Keeping it going**
Ask for students to share key points for one of the domain principles until all four domain guiding principles have been discussed. Then ask students to share which of the bullet points they want to know more about. Ask students if they can offer
suggestions for how to find out more about these bullet points. Let students know that these strategies will be covered more fully as they go through the domain.

**Putting it together**
Conclude the examination of the four domain guiding principles by asking the students to respond to the following questions:

- What domain guiding principle stood out for you?
- Which ones were familiar and consistent with what you already know about young children’s social-emotional development? Which ones were new to you?
- How do you think these domain guiding principles are relevant in planning curriculum to support children’s social-emotional development?

**Reflection**
The following questions are offered for reflection and can be done as a journaling exercise or as a class discussion.

- In encountering the rationale, guiding principles, and organization of the social-emotional development domain in the PCF, V1, what ideas stood out most for you?
- How can understanding the organization of the social-emotional development domain in the PCF, V1 help you in your work now or in the future?
- To use the social-emotional development domain of the PCF, V1 now or in the future, is there further information or support that you would need?
- How or where could you find that information or support?
# APPENDIX

## The Foundations

### Social-Emotional Development

#### Self

<table>
<thead>
<tr>
<th>1.0</th>
<th>Self-Awareness</th>
<th>1.1</th>
<th>Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>At around 48 months of age</td>
<td>Describe their physical characteristics, behavior, and abilities positively.</td>
<td>At around 60 months of age</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.0</th>
<th>Self-Regulation</th>
<th>2.1</th>
<th>Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.0</th>
<th>Social and Emotional Understanding</th>
<th>3.1</th>
<th>Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.0</th>
<th>Empathy and Caring</th>
<th>4.1</th>
<th>Respond to another's distress and needs with sympathetic caring and are more likely to assist.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Demonstrate concern for the needs of others and people in distress.</td>
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</table>

<table>
<thead>
<tr>
<th>5.0</th>
<th>Initiative in Learning</th>
<th>5.1</th>
<th>Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.</td>
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</tr>
</tbody>
</table>
### Social Interaction

#### 1.0 Interactions with Familiar Adults

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>At around 48 months of age</td>
<td>Interact with familiar adults comfortably and competently, especially in familiar settings.</td>
</tr>
<tr>
<td>At around 60 months of age</td>
<td>Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.</td>
</tr>
</tbody>
</table>

#### 2.0 Interactions with Peers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Interact easily with peers in shared activities that occasionally become cooperative efforts.</td>
</tr>
<tr>
<td>2.1</td>
<td>More actively and intentionally cooperate with each other.</td>
</tr>
<tr>
<td>2.2</td>
<td>Participate in simple sequences of pretend play.</td>
</tr>
<tr>
<td>2.2</td>
<td>Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.</td>
</tr>
<tr>
<td>2.3</td>
<td>Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.</td>
</tr>
<tr>
<td>2.3</td>
<td>Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.</td>
</tr>
</tbody>
</table>

#### 3.0 Group Participation

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.</td>
</tr>
<tr>
<td>3.1</td>
<td>Participate positively and cooperatively as group members.</td>
</tr>
</tbody>
</table>

#### 4.0 Cooperation and Responsibility

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.</td>
</tr>
<tr>
<td>4.1</td>
<td>Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</td>
</tr>
</tbody>
</table>
**Social-Emotional Development**

**Handout 1 – Organization and Rationale of the Social-Emotional Development Domain**

## Relationships

### 1.0 Attachments to Parents

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Seek security and support from their primary family attachment figures.</td>
<td>1.1 Take greater initiative in seeking support from their primary family attachment figures.</td>
</tr>
<tr>
<td>1.2 Contribute to maintaining positive relationships with their primary family attachment figures.</td>
<td>1.2 Contribute to positive mutual cooperation with their primary family attachment figures.</td>
</tr>
<tr>
<td>1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher’s assistance.</td>
<td>1.3 After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.</td>
</tr>
</tbody>
</table>

### 2.0 Close Relationships with Teachers and Caregivers

| 2.1 Seek security and support from their primary teachers and caregivers. | 2.1 Take greater initiative in seeking the support of their primary teachers and caregivers. |
| 2.2 Contribute to maintaining positive relationships with their primary teachers and caregivers. | 2.2 Contribute to positive mutual cooperation with their primary teachers and caregivers. |

### 3.0 Friendships

| 3.1 Choose to play with one or two special peers whom they identify as friends. | 3.1 Friendships are more reciprocal, exclusive, and enduring. |
Many social-emotional qualities are essential to learning at any age.

Social environments influence how learning occurs.

Brain research indicates the interdependence of different regions of the brain that govern learning, thinking, and emotions.

Organization of the Social-Emotional Development Domain

- Domain Guiding Principles
- Environments and Materials
- Summary of Strands and Substrands
- Strands
- Substrands
- Engaging Families
Summary of Strands and Substrands

**Self**
1.0 Self-Awareness
2.0 Self-Regulation
3.0 Social and Emotional Understanding
4.0 Empathy and Caring
5.0 Initiative in Learning

Summary of Strands and Substrands

**Social Interaction**
1.0 Interactions with Familiar Adults
2.0 Interactions with Peers
3.0 Group Participation
4.0 Cooperation and Responsibility

**Relationships**
1.0 Attachments to Parent
2.0 Close Relationships with Teachers and Caregivers
3.0 Friendships
Substrands of Social-Emotional Development Domain

- For each substrand, locate:
  - Vignettes
  - Teachable moments
  - Suggested interactions and strategies

Guiding Principles for the Social-Emotional Development Domain

- Support social-emotional development with intentionality.
- Attend to the impact of overall program design on social-emotional development.
- Utilize curriculum practices that support healthy social-emotional development.
- Encourage play-based active learning.
What domain guiding principle stood out for you?
Which ones were familiar and consistent with what you already know about young children’s social-emotional development? Which ones were new to you?
How do you think these principles are relevant in planning curriculum to support children’s social-emotional development?

What ideas stood out most for you?
How can understanding the organization of the social-emotional development domain help you in your work now or in the future?
To use this domain now or in the future, is there further information or support that you would need?
How or where could you find that information or support?
Unit 3 – Social–Emotional Development
Key Topic 2: Getting to Know Environments and Materials That Support Social-Emotional Development

Focus Statement
Students explore essential concepts and fourteen characteristics of environments and materials that support social-emotional development and learning.

Before You Start
The text in the *California Preschool Curriculum Framework, Volume 1* (PCF, V1) relating to environmental arrangements and materials that support social-emotional learning is found on pages 42-44. Depending on your coursework and students, this can be assigned for reading prior to class or can be read in class. If it is read in class it can be done silently or, depending on your students, you can have students take turns reading sections of the text aloud.

Active learning for this key topic is designed so that the topic can be explored in a short period of time, or it can be expanded so that students have opportunities for further exploration through observation and planning. Again, the purpose is to provide students with opportunities to become familiar with the content of the domain. Eventually, students will use this domain in the framework as part of an integrated approach to curriculum planning, but its usefulness in that process will be greatly enhanced when students know what is in this domain.

Most of the active learning in this key topic can be organized in several ways: pairs, small groups of three or four, and whole group discussion. For some of the active learning exercises, it might be best to go through one together so that students gain a better understanding of what is asked of them.

Information Delivery
The “Getting it started” exercise that follows can be used to uncover the essential concepts in the introductory section of environments and materials:

- Environments provide expectations for behavior.
- Environments reflect a program’s philosophy.
- High-quality environments provide opportunities for social-
emotional exploration and growth.

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**Active Learning**

**Getting it started**

After students have read the text on pages 42-43 of the PCF, V1 that introduces the topic, ask them to find a sentence or phrase that stands out to them as especially important to remember.

Remind them that many are important, but ask them to find one that they particularly connect with and can remember.

One way to stimulate discussion on these key sentences or phrases is to ask each student to do this individually (allow about three minutes for this) and then discuss his or her choice with one or two others. Finally, as a whole group, find three or four sentences or phrases that will be important to remember as students plan environments and materials.

**Keeping it going**

Fourteen characteristics of environments and materials that support social-emotional learning and development are listed in bold-faced type on pages 43-44 of the PCF, V1. Assign at least two of these to each pair of students or groups of three or four, depending on your class size.

Ask students to read through the characteristics they have been assigned and provide some specifics or concrete examples that they have seen or read about. Also suggest that they note any vocabulary that is not familiar.

For example, for the first characteristic listed, “Challenging and developmentally appropriate materials,” ask the students to think of some specific examples such as certain art supplies and problem-solving materials.

Depending on their level of experience and education in early care and education, students might further describe how these could be presented to children—for example, an art table with different open-ended materials each day. It is important not to spend too much effort here; the purpose is to expand students’ awareness but not to be definitive. Hopefully, this stimulates thinking and will enable students to see how the social-emotional development domain in the framework can be used as a resource when they return to it in the future.
Taking it further
Following or during the “Keeping it going” exercise, ask students to brainstorm what social-emotional learning each characteristic might support. When the group has reviewed the organization of the social-emotional development domain (Key Topic 1 in this domain) and are somewhat familiar with its strands and substrands, they can try to find which of the 14 characteristics might support various substrands. This can be done as a whole group or in the original pairs or small groups with their assigned characteristics. The summary of strands and substrands on page 44 of the PCF, V1 will be helpful here. A sample handout is provided following this key topic.

Two cautions are important. First, students are not likely, at this point, to have deep knowledge of the content of the substrands. Suggest that, in this task, they are to confer with their partner or others in their group and come up with some general thoughts on how different environmental arrangements and materials support the substrands. The purpose of doing this is to become familiar enough with the 14 environments and materials listed and where they might be useful in supporting social-emotional development that students can go back to them as a resource for their work in the future. Second, it will be important here to point out that many of the characteristics of environments and materials that support social-emotional learning can be relevant to many of the substrands. In other words, there will not be one environmental arrangement or set of materials that will support one substrand only, but rather many things can be intentionally done to support development and learning in more than one substrand.

This exercise will yield varying levels of breadth and depth, depending on the educational and experiential levels of your students. It is a chance to strengthen students’ understanding of the link between intentionally planning environmental arrangements and social-emotional development. For students with more experience or education in the field, it is an opportunity to see that the PCF, V1 provides support for concepts that are important and foundational to the field.

Putting it together
Following this exploration of environments and materials or instead of it, students can be introduced to these characteristics through video or on-site observation.
Some programs use video as a means of documentation. If any of your students have this available, it could be used for the following exercise. Take great care here to ensure that all applicable permissions and video releases are in place.

If students have access to early care and education programs and can obtain permission to observe through several segments of the schedule, ask them to do an observation of an early care and education classroom. This can be done individually or in pairs.

For either type of observation, ask students to prepare the following as a written assignment or for class discussion or both. At this point, you might choose to expand the number of characteristics assigned to each pair or team of students. Duplication of characteristics across students is sometimes a good way to facilitate deeper discussion, as different students will find different examples in different environments.

Using their assigned characteristics, ask students to consider the following questions and provide written descriptions of their responses:

1. What examples did you see of your assigned characteristic(s)?

2. How did these examples suggest that teachers had prepared the environments and materials intentionally and with careful planning?

3. Was there evidence of attention paid to the needs of children with diverse home languages, families, or traditions?

4. Did you see examples where environments and materials supported
   - development of the child’s self-awareness or self-confidence,
   - the child’s competence in interactions with adults or peers and/or the child’s relationships with adults and peers?

If the students’ responses are then shared with the whole
Another approach
Assign students in pairs or small teams to develop a floor plan that would provide support for social-emotional development. For students with more experience, this could include some indication of materials that would also support social-emotional development. For example, students might set up an area for individual children and some tables for work in small gatherings of children. They might be able to indicate what materials would be used at the tables that would encourage cooperation and sharing.

Reflection
The following questions can be used to support reflection on this key topic. These can be done as a journaling exercise or as a class discussion.

- What was new information in this key topic?
- How did this new information surprise you?
- What was familiar?
- How can you use this information in your work now or in the future?

Deeper Understanding
Ask students to explore a commercially available curriculum or curriculum that has been developed for a setting they are working in. As a written assignment, ask them to take the three main concepts in the introductory text and describe how they are addressed in those curricula. The three concepts are listed here for reference:

- Environments provide expectations for behavior.
- Environments reflect a program’s philosophy.
- High-quality environments provide opportunities for social-emotional exploration and growth.
Which of the Social-Emotional Development Strands and/or Substrands Would Be Supported By Each of the Suggested Environments and Materials?

<table>
<thead>
<tr>
<th>Suggested environments and materials</th>
<th>SELF</th>
<th>SOCIAL INTERACTION</th>
<th>RELATIONSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenging and developmentally appropriate materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ample supply of materials</td>
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<td></td>
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<tr>
<td>Organized learning areas</td>
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<tr>
<td>Appropriately sized small group activities</td>
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<tr>
<td>A variety of small group activities</td>
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<td></td>
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<tr>
<td>Aesthetically appealing</td>
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<td></td>
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<tr>
<td>Public and private spaces</td>
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<td></td>
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<tr>
<td>Furnishing and materials accessible to children</td>
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<tr>
<td>Display of children’s art work</td>
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<tr>
<td>Space for children’s belongings</td>
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<tr>
<td>Reflection of diversity</td>
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<td></td>
<td></td>
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<tr>
<td>Space for arrival and departure</td>
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<td></td>
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<tr>
<td>Supportive of children’s active engagement</td>
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<td></td>
<td></td>
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<tr>
<td>Outdoor area supportive of social-emotional development</td>
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</tbody>
</table>
Environments provide expectations for behavior.

Environments reflect a program’s philosophy.

High-quality environments provide opportunities for social-emotional exploration and growth.
Environments and Materials That Support Social-Emotional Development

1. What examples did you see of your assigned characteristic(s)?
2. How did these examples suggest that teachers had prepared the environments and materials intentionally and with careful planning?
3. Was there evidence of attention paid to the needs of children with diverse home languages, families, or traditions?
4. Did you see examples where environments and materials supported...
   - development of the child’s self-awareness or self-confidence?
   - the child’s competence in interactions with adults or peers?
   - the child’s relationships with adults and peers?
Environments and Materials That Support Social-Emotional Development

- What was new information in this key topic?
- How did this new information surprise you?
- What was familiar?
- How can you use this information in your work now or in the future?
Focus Statement
Students work with the substrands of the social-emotional development domain to explore recommended interactions and strategies that support social-emotional development and learning in young children.

Before You Start
There are a large number of interactions and strategies listed in Chapter 3 of the California Preschool Curriculum Framework, Volume 1 (PCF, V1) that support social-emotional development. They are presented in the strands and substrands of the social-emotional development domain. For each of the 12 substrands, there are vignettes and teachable moments followed by particular interactions and strategies that are evident in that vignette or could be applied in it. The active learning suggested in this key topic is based on focusing on these vignettes, becoming familiar with the interactions and strategies that relate to that vignette, and then asking students, where appropriate, to recognize the interactions and strategies in their current practice or courses. Following that, observations are suggested where they might see these in action or where they might see environments that would encourage these interactions and strategies. It would be helpful, but not necessary, if they have been through the active learning for the key topic of environments and materials.

For this key topic, the focus is to learn about and recognize the suggested interactions and strategies in this domain of PCF, V1 so that they can be used as resources when students are, or continue to be, active practitioners.

Students will be working within the 12 substrands of the social-emotional development domain’s three strands. Looking at the summary of strands and substrands for the social-emotional development domain on page 44 of the PCF, V1 might help you decide how to assign these to pairs or teams of students. Based on the number of students you are working with, you might assign one substrand per student or per pair or use whatever configuration will work. The number of interactions and strategies per strand and substrand are shown in Table 1.
Table 1. Total number of vignettes, interactions, and strategies for the social-emotional development domain by strand and substrand

<table>
<thead>
<tr>
<th>Strands and substrands</th>
<th>Number of vignettes</th>
<th>Number of interactions &amp; strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand: Self</strong> (PCF, V1, pp. 45-61)</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>1.0 Self-Awareness</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>2.0 Self-Regulation</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>3.0 Social and Emotional Understanding</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>4.0 Empathy and Caring</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>5.0 Initiative in Learning</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td><strong>Strand: Social Interaction</strong> (PCF, V1, pp. 62-77)</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>1.0 Interaction with Familiar Adults</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2.0 Interactions with Peers</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>3.0 Group Participation</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>4.0 Cooperation and Responsibility</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td><strong>Strand: Relationships</strong> (PCF, V1, pp. 78-86)</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>1.0 Attachments to Parents</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2.0 Close Relationships with Teachers and Caregivers</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3.0 Friendships</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>


Note to Faculty: A full list of the interactions and strategies is on pages 75-77 at the end of this key topic.
Information Delivery

The following content from the *California Preschool Curriculum Framework, Volume 1* (PCF, V1) is referenced in this key topic and may be delivered through lectures and/or assigned readings.

Familiarize students with the strands in this domain of the PCF, V1:

- Summary of strands and substrands (p. 44)
- Self strand (p. 45)
- Social Interaction strand (p. 62)
- Relationship strand (p. 78)

Active Learning

**Getting it started**

All of this segment could be done as a written assignment and brought to class for discussion.

Ask students to find the substrand(s) assigned to them. Ask them to read the vignettes and the teachable moments. Then ask them to read the interactions and strategies that follow that vignette.

As they do that, ask them to think about these questions:

- Which interactions or strategies are seen in the vignette?
- How?
- Which are not? How could they be?

**Keeping it going**

Label a sheet of chart paper for each substrand and tape them up around the classroom. Ask students to write out the interactions and strategies for their substrand on half-sheets of paper, using one half sheet for each of the strategies or interactions. These can be prepared prior to or during class. Then ask students to attach their half-sheets to the appropriate substrand label.

Next suggest that students take paper and pencil with them and walk around to view what is in each substrand. Ask them to note their thoughts about these questions:
• Is there anything that stands out about any of the substrands?

• Why do some substrands have more interactions and strategies than others?

• Are there some interactions and strategies that appear in more than one substrand? What are they?

After students have completed this walk-about, provide a share-back so that students can discuss their responses to the questions.

Taking it further
If students have access to early care and education programs and can obtain permission to observe through several segments of the schedule, ask them to do an observation of an early care and education setting. Doing this in pairs would maximize students’ opportunities to engage in reflective dialogue with one another and compare observations. It will also add interest to the follow-up discussion if they can observe in more than one setting.

Ask students to prepare responses to the following questions as a written assignment or for class discussion or both. Here it might be a good idea to assign new substrands to students or have them observe an entire strand in pairs. In this way, they will gain broader familiarity with the interactions and strategies in the domain. Following this key topic, a handout listing the interactions and strategies is provided.

Using their assigned interactions and strategies, ask students to answer the following questions:

• What examples did you see?

• Which examples were seen that indicated intentional and planned activities or environmental arrangements?

• Which examples were seen as teachable moments—where the teacher was responding to something that a child was doing or saying or that was emerging in play or group?

Make sure that students have a chance to observe for long enough (at least an hour) and in enough areas of a classroom that they will have chances to observe a number of interactions.
and strategies. They will most likely not see everything on their list.

**Putting it together**
Set aside time for discussion when the students have completed their observations. The following questions can be addressed in small groups or with the whole class, again depending on the size of the class.

- In one word or a two-word phrase, name what kind of thoughts or feelings this observation elicited.

Note to faculty: You might need to remind students that this question is not intended to elicit criticism or judgment of what they saw but provide an opportunity to just describe how they felt.

- What were some examples that stood out for you?
- What was hard to find examples of?
- Were there some interactions and strategies that occurred frequently?
- Were there opportunities for some interactions and strategies to be used where they were not used?
- Which strategies and interactions would be hard or not possible to observe in a single observation?
- Did you see examples where a teacher tailored an interaction or strategy for a child who is an English learner?
- Were there specific strategies to support children’s cultural and language communities?

**Reflection**
Ask students to write responses to the following questions:

- What are three main concepts that you learned from doing these exercises?
- How will these influence your work in early care and education?
- What else would you like to know about how to support children in their social-emotional development?
- What ideas do you have about where or how you might learn more about how to support children’s social-emotional development?

**Deeper Understanding**

The following exercise is a written assignment that will challenge students to think critically about the interactions and strategies that support social-emotional development that are in the PCF, V1. There are several books and/or papers available in the field that describe interactions and strategies for supporting social-emotional development. For example, *The Intentional Teacher* (Epstein 2007) has a chapter devoted to “Social Skills and Understanding.” Have students prepare responses to the following questions:

- How do the interactions and strategies in their chosen book or paper compare with the interactions and strategies suggested in the social-emotional development domain in the PCF, V1?
- Where are they similar? Different?
- Are there any differences indicated in underlying philosophy or guiding principles?
Social-Emotional Development
Interactions and Strategies

SELF
Self-Awareness
1. Designate learning areas to help children select preferred sites for exploration
2. Observe individual children attentively
3. Incorporate artwork and play materials that reflect children’s home culture
4. Describe aloud for children observations of what do and express
5. Compare aloud children’s past and present abilities
6. Give specific feedback to children about their efforts
7. Use planned activities and children’s own observations to draw attention to people’s similarities and differences, including preferences and feelings
8. Set up opportunities to practice problem solving with children who have not yet developed those skills

Self-Regulation
1. Use appropriately stimulating aesthetic elements
2. Eliminate or reduce background noise
3. Observe individual children closely
4. Model behavior and attitudes toward others
5. Maintain developmentally appropriate expectations for preschool children’s behavior
6. Guide and coach children’s behavior
7. Reinforce children’s good choices and link their actions to positive outcomes
8. Provide consistent but flexible daily routine
9. Alternate between active and quiet activities
10. Time group experiences to match children’s developing attention spans, social skills and self-control
11. Introduce children to relaxation exercises
12. Prepare ‘private’ spaces for children
13. Plan developmentally appropriate transitions
14. Play games with rules

Social and Emotional Understanding
1. Observe the levels of social and emotional understanding that children already have
2. Label the emotions people express and communicate with children about what may be provoking those feelings
3. Generalize from specific examples to broader realities
4. Discuss characteristics openly
5. Make use of the experiences and emotions of characters in stories

Empathy and Caring
1. Model behavior and attitudes toward others
2. Label children’s feelings
3. Prompt and guide desired behavior
4. Acknowledge and express appreciation for children’ empathic responses
5. Participate in and elaborate on children’s pretend play scripts that include rescue and caring themes
6. Read and tell stories that include characters in distress as well as the caring responses of others
7. Encourage empathy and caring for the natural world, including plants and animals

Initiative in Learning
1. Provide ample space, use child-sized shelves and furnishings, and adapt materials to make all learning areas and activities accessible
2. Make use of adaptive tools and play materials to help the autonomous exploration of children with special needs.
3. Observe individual children while they pursue their own activities
4. Model curiosity and enthusiasm when you learn new things
Social-Emotional Development
Interactions and Strategies (cont.)

5. Encourage children to make activity choices based on their own interests
6. Engage in play and exploration with children
7. Provide ample time for free exploration
8. Help children generate ideas for solving problems
9. Model persistence during challenging tasks
10. Document and display children’s work
11. Periodically reassess the school environment

Social Interactions
Interactions With Familiar Adults
1. Get to know each child by observing
2. Be at the child’s level as much as possible
3. Inquire conversations with children about their activities and experiences
4. Communicate observations, verbally or through other means
5. Provide specific feedback to children about their efforts
6. Show respect for cultural differences
7. Encourage children to see familiar adults as resources

Interactions With Peers
1. Observe the level of social interaction skills that each child brings to the group
2. Model effective and respectful interaction
3. Verbalize interactions
4. Incorporate play materials that promote and encourage peer play
5. Suggest extensions for children’s cooperative play
6. Coach young children, step by step, as they learn conflict resolution skills
7. Generalize from actions to principles
8. Use books, puppet stories, and group discussions
9. Plan for project work

Group Participation
1. Model cooperative behavior and attitudes
2. Plan large group gatherings with flexibility
3. Guide and coach children’s behavior
4. Comment on children’s actions
5. Rehearse and prompt desired responses
6. Acknowledge positive choices
7. Generalize from action to principle
8. Build a sense of community through planned group experiences
9. Arrange large group meeting spaces to enhance planned activities
10. Structure small group activity areas to maximize focus
11. Think through group size and composition
12. Prepare materials ahead of time
13. Incorporate non-verbal prompts
14. Use strategies and tools to address individual needs

Cooperation and Responsibility
1. Develop a warm and secure relationship with each child
2. Ensure that adult expectations for children’s behavior are developmentally appropriate
3. Move beyond rules to expectations to emphasize guiding principles or values
4. Children can participate in creating examples of school or classroom expectations
5. Focus on building a sense of classroom community
6. Refer children to each other for assistance
7. Rehearse and prompt desired actions, especially for transition times
Social-Emotional Development
Interactions and Strategies (cont.)

Relationships
Attachments to Parents
1. Establish a warm and collaborative relationship with each child’s family
2. Talk with children regularly about their families
3. Create predictable arrival and departure routines
4. Communicate frequently with family members

Close relationships with teachers and caregivers
1. Build and maintain a pattern of warm, nurturing interactions
2. Demonstrate in the child’s presence a friendly, cooperative, and respectful relationship with the child’s family
3. Encourage child-adult collaboration in learning

Friendships
1. Plan a program that encourages child choice of activities and associations
2. Use ongoing observations to inform your social structuring of experiences
3. Use books, puppet plays and group discussions to identify and reinforce friendship skills
4. Communicate with children’s families about their preschool friendships
Interactions and Strategies That Support Social-Emotional Development

- Which interactions or strategies are seen in the vignette? How?
- Which are not? How could they be?
Interactions and Strategies That Support Social-Emotional Development

- Is there anything that stands out about any of the substrands?
- Why do some substrands have more interactions and strategies than others?
- Are there some interactions and strategies that appear in more than one substrand? What are they?

Interactions and Strategies That Support Social-Emotional Development

- What examples did you see?
- Which examples were seen that indicated intentional and planned activities or environmental arrangements?
- Which examples were seen as teachable moments, where the teacher was responding to something that a child was doing or saying or that was emerging in play or group?
In one word or a two-word phrase, name what kind of thoughts or feelings this observation elicited?

What were some examples that stood out for you?

What was hard to find examples of?

Were there some interactions and strategies that occurred frequently?

Were there opportunities for some interactions and strategies to be used where they were not used?

Which strategies and interactions would be hard or not possible to observe in a single observation?
Did you see examples where a teacher tailored an interaction or strategy for a child who is an English learner?

Were there specific strategies to support children’s cultural and language communities?

What are three main concepts that you learned from doing these exercises?

How will these influence your work in early care and education?

What else would you like to know about how to support children in their social-emotional development?
Interactions and Strategies That Support Social-Emotional Development

- What ideas do you have about where or how you might learn more about how to support children’s social-emotional development?

How do the interactions and strategies in your chosen book or paper compare with those suggested in the social-emotional development domain in the California Preschool Curriculum Framework, Volume 1?

- Where are they similar? Different?
- Are there any differences indicated in underlying philosophy or guiding principles?
Unit 3 – Social-Emotional Development
Key Topic 4: Universal Design, Individualizing, and Family Partnerships

Focus Statement
Students explore ways to support social-emotional development while working with each child as an individual through universal design and individualizing curriculum. Students also learn ways to form partnerships with families to support social-emotional development in preschool children.

Before You Start
As stated in the introductory chapter to the framework, “a fundamental consideration in planning curriculum for individual children is being responsive to the competencies, experiences, interests, and needs each child brings to the preschool classroom” (California Preschool Curriculum Framework, Volume 1, p. 3). This requires being responsive to diverse cultural communities, languages, family structures, abilities, and socioeconomic backgrounds.

To support these contributions in curriculum planning, this key topic is divided into three subtopics. Each emphasizes features of the curriculum framework that focus on working with each child as an individual: universal design, individualizing curriculum, and forming partnerships with families.

Please note that the same active learning segments for the Universal Design, Individualizing, and Family Partnerships subtopics are used in the language and literacy, English-language development, and mathematics domains. Slight modifications are made in each domain to reflect its specific content. This should enable instructors to use each key topic individually in each domain or to expand the subtopics across domains. Note, however, that the content for this key topic for English-language development has some unique content.

Information Delivery
The following content from the California Preschool Curriculum Framework, Volume 1 (PCF, V1) can be used to lead students into this key topic and/or is referenced in this key topic. This content may be delivered through lectures and/or assigned readings.
• California’s Preschool Children (pp. 3-5)
• Universal Design for Learning (p. 13)
• Domain guiding principle in social-emotional development: “Support social-emotional development with intentionality” (p. 39)
• Overarching principle from PCF, V1: "Individualization of learning includes all children" (pp. 7-8)
• “Partnering with families in curriculum planning” (p. 23)

Point out that Appendix D in the PCF, V1, “Resources for Teachers of Children with Disabilities or Other Special Needs,” could be a starting point for students in finding resources for supporting the social-emotional development of young children with disabilities or special needs (pp. 319-322).

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**Active Learning**

**Subtopic 1: Universal Design**

**Getting it started**

Begin by having students read the definition of and key points about universal design for learning described in the PCF, V1 on page 13. Write each approach (i.e., “multiple means of representation,” “multiple means of expression,” and “multiple means of engagement”) at the top of a sheet of chart paper. Because these concepts may be new to your students, it is suggested that you spend some time discussing each one by reviewing the examples provided in the PCF, V1 and providing some additional ones. Also encourage students to share any experiences they have had with adapting curriculum for young children with disabilities or special needs. Ask a few students to write these examples from the PCF, V1 under each heading.

**Keeping it going**

The following could be done as an out-of-class assignment.

Point out to students that suggestions for supporting children with disabilities and special needs are included in the interactions and strategies.

Assign students in pairs or small groups to different strands or
substrands and ask them to review the interactions and strategies.

Note to faculty: In Key Topic 3 of this unit, there is a list of the number of interactions and strategies for this domain that could help you assign roughly equal amounts to pairs or groups. Ask them to find those interactions and strategies that would be useful in working with children with disabilities or special needs. They are likely to find that most are useful for all children if applied with reflection and intention.

It is important to point out here that partnering with special education early childhood education staff is an essential part of determining appropriate adaptations for a child with a disability or special need.

Taking it further
Have students work individually or in small groups to review the interactions and strategies that they found. Have students write each interaction or strategy on a half sheet of paper or large Post-it® note. Then ask them to decide if they fall under “multiple means of representation,” “multiple means of expression,” or “multiple means of engagement.” Remind students that some may fall under more than one heading.

Then ask them to place the note on the chart paper with the appropriate heading. You could also have students do this by labeling three sheets of paper or three columns on a sheet of paper with the three approaches and writing the suggestions under their chosen heading.

After students have finished posting their suggestions on the appropriate categories, discuss why they made their matches.

Putting it together
You may wish to conclude this subtopic by having students discuss the following questions:

• What are some of the key concepts in universal design?

• Which concepts were clear to you? Which concepts were confusing?

• What other questions do you have about universal design related to children’s social-emotional development?
• What resources do you think would be most helpful to you in your work?

Another approach
This could be done instead of the preceding exercises or in addition to them as an expansion.

Explain to students that they will be hearing from a guest speaker or panel to discuss considerations when planning for children with disabilities or special needs. This is not intended as an in-depth exploration but as an introduction to some of the ways in which curriculum can be made responsive to the needs of all children. Suggestions for panelists include early childhood special education teachers, speech and language therapists, occupational therapists, assistive technology specialists, preschool teachers with experience in including children with disabilities in their classes, and parents of children with disabilities or special needs.

Ask the presenters to address the importance of supporting children’s social-emotional development, ensuring that children with disabilities can interact with their peers and adults in the class, and partnering with families. Provide the presenters with the information on universal design in the PCF, V1 (p. 13) and ask them to include examples of how they’ve used some of the strategies suggested. If students are not familiar with special education, ask the presenters to also give a brief overview that includes a summary of the assessment and IEP process; how services are provided; and ways that the special education teachers, therapists, and other specialists can work with teachers in preschool programs to figure out and/or provide the adaptations for each child who has a disability.

Ask students to note examples of each of the three universal design approaches from page 13 of the PCF, V1 that the speaker or panelists describe that support social-emotional development.

After the speakers have left, ask students to write any additional suggestions from the speaker or panel on the chart papers or their own lists.

Ask students to respond to the following questions individually or through a class discussion:
• What information from the presenter(s) caught your attention or stood out for you?

• What are you most confident about in supporting the social-emotional development of children with disabilities? What concerns you?

• What new or different perspectives do you have? How has this discussion been helpful?

Subtopic 2: Individualizing

Getting it started
Begin this subtopic by reviewing the section in the framework titled “California’s Preschool Children” (PCF, V1, pp. 3-5). Have students find and summarize the key points and share them through a classroom discussion.

Keeping it going
Next have students read the sixth overarching principle, “Individualization of learning includes all children” (PCF, V1, pp. 7-8).

Ask students to give examples of differences you might see in different children for each of the characteristics described in the sixth overarching principle: “. . . temperament, family and cultural experiences, language experiences, personal strengths, interests, abilities, and dispositions . . . ” Ask some students to chart or take notes of the examples.

Taking it further
Assign a substrand to individual or groups of students and have them review the interactions and strategies for the assigned substrand. The students can reference the lists developed in Key Topic 3, or you may provide them with a list. As they review the interactions and strategies, ask them to note ways that the strategy can help teachers get to know children individually. For example, the strategy “Designate learning areas to help children select preferred sites” (PCF, V1, p. 47) can help teachers learn about children’s interests and preferences.

After the students have had time to identify examples in their assigned strategies and interactions, ask for some students to share one or two of their ideas with the whole class. Continue
the discussion until students have a good sense of how the interactions and strategies can support individualization for children.

**Putting it together**
Conclude this subtopic by having students consider the following questions that could help them get to know the individual characteristics of children who might be in their classrooms and how to plan for each child’s continuing progress in social-emotional development:

- What kinds of documentation could you use to help you understand individual children in terms of their social-emotional development?
- What are some ways you could get to know the families of individual children?
- How could you learn about the child’s community?
- How could you find out what things a child is interested in?
- What different kinds of information about the child could you obtain by observing her during the different parts of the daily routine?
- What are some ways you could determine each child’s strengths?

### Subtopic 3: Family Partnerships

**Getting it started**
Point out to students that there is a section entitled “Engaging Families” at the end of each strand (PCF, V1, pp. 60, 76, and 85-86). In each of these sections, ideas are listed to give to families for use at home. Assign groups of students to each strand and have them list a brief summary of each strategy in their strand on pieces of chart paper—two strategies per sheet with blank space between the two strategies or as headings for two columns. Then ask them to list examples or expansions from the framework under each strategy and post their chart sheets on the wall.
Keeping it going
Next have the groups move to another sheet of strategies and add other ideas for implementing the strategy. This is similar to a brainstorming activity, so allow about 5 minutes per rotation and continue until all groups have added ideas to all the strategies.

Taking it further
Continue this exercise by having students review pages 3-5 of the PCF, V1, “California’s Preschool Children,” and identify examples of how children’s families are diverse.

Ask students to next think about other ways families are unique:

• Family composition in the home including primary caregivers, siblings, other family members

• Length of time in the United States

• Parents’ educational experiences in the U.S. or other countries

• Parents’ literacy skills

• Types of employment and work schedules

• Parenting beliefs and practices

Discuss how each of these characteristics might impact children’s social-emotional development.

Next have the students identify any considerations or additional ways to individualize the strategies for families. You could do this as a large group discussion or have the original groups add the considerations and additional strategies for their strand. Each group could then present its ideas.

Another approach
Instead of having students brainstorm ways to implement the strategies for engaging families (described in “Keeping it going”), ask students to interview teachers and/or parents to identify examples. These interviews could be conducted in different ways:

• Students first ask teachers and parents for ways that they have partnered, and the students then list these examples under the different strategies.
• Assign students different strategies and have them ask teachers and parents for examples for those specific strategies.

**Putting it together**
Conclude this subtopic by having students respond to these questions:

• What considerations or ideas about the influence of families on children’s social-emotional development caught your attention?

• Which ones resonated with you because of your experiences with children and families?

• Which strategies or interactions do you think are most important to include in order to build strong partnerships with families that foster children’s social-emotional development?

• What is a first step you would take in building these partnerships?

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**Reflection**
You could have students reflect on this key topic by having them respond to the following questions for each subtopic or for the overall key topic. This could be done through journaling or as a discussion.

• What ideas stood out most for you today?

• Which ones reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?

• How might you apply a new perspective to your work now or in the future?

• What further information or support do you need?

• What first step do you need to do?

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**Deeper Understanding**
The introduction of the social-emotional development domain in the PCF, V1 notes the relationship between social-emotional development in the early years and later school success. There
are several sources listed in the reference section of this domain on pages 91-93 of the PCF, V1 that directly address this relationship. Ask students to find these references and, after reviewing one or more of them, write a discussion of the findings reported in these papers. How you assign this to students will depend on their familiarity with reading research and with discussing findings. This topic could be extended to deeper research if appropriate for your students and particular class.
Universal Design for Learning

- Multiple means of representation
- Multiple means of expression
- Multiple means of engagement
Universal Design for Learning

- What are some of the key concepts in universal design?
- Which concepts were clear to you? Which concepts were confusing?
- What other questions do you have about universal design related to children's social-emotional development?
- What resources do you think would be most helpful to you in your work?

Universal Design for Learning

- What information from the presenter(s) caught your attention or stood out for you?
- What are you most confident about in supporting the social-emotional development of children with disabilities? What concerns you?
- What new or different perspectives do you have? How has this discussion been helpful?
“Individualization of learning includes all children.”

Individualizing

- What kinds of documentation could you use to help you understand individual children in terms of their social-emotional development?
- What are some ways you could get to know the families of individual children?
- How could you learn about the child’s community?
Individualizing

• How could you find out what things a child is interested in?
• What different kinds of information about a child could you obtain by observing during different parts of the daily routine?
• What are some ways you could determine each child’s strengths?

Family Partnerships

• What considerations or ideas about the influence of families on children’s social-emotional development caught your attention?
• Which ones resonated with you because of your experiences with children and families?
Family Partnerships

• Which strategies or interactions do you think are most important to include in order to build strong partnerships with families that foster children’s social-emotional development?
• What is a first step you would take in building these partnerships?

Universal Design, Individualizing, and Family Partnerships

• What ideas stood out most for you today?
• Which ones reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
• How might you apply a new perspective to your work now or in the future?
• What further information or support do you need?
• What first step do you need to do?