

## ***Social-Emotional Development:*** **Understanding the Research and Evidence Base for the Social-Emotional Development Domain**

<b>Strands:</b>	<b><i>Self</i></b>	<b><i>Social Interaction</i></b>	<b><i>Relationships</i></b>
-----------------	--------------------	----------------------------------	-----------------------------

**GETTING READY**

**Instructional Component(s):** In-Class Activity; Assessment

**Strands:** This activity can be used to develop familiarity with and deepen understanding of all strands or of individual strands.

**Focus:** Students explore the research and evidence base of the foundations by reading, summarizing, and presenting the bibliographic notes.

**AFTER PARTICIPATING IN THIS ACTIVITY**

Students will demonstrate **knowledge** and **skills** that are consistent with an increased understanding and application of the concepts addressed in this activity.

**Students will demonstrate an understanding of:**

- The research underlying the PLF, V1 (introductory understanding) (*Standards 1 & 6*)\*
- How bibliographic notes can be a useful introduction to core research ideas (*Standard 6*)\*
- How an individual’s culture, community, and language can affect how young children demonstrate different skills and behaviors (*Standard 1*)\*
- Considerations to meet each child’s individual needs, including those who have special needs or are English learners (*Standards 1 & 4*)\*

**Students will be able to:**

- Use bibliographic notes to become introduced to research underlying the PLF, V1 (*Standard 6*)\*
- Reflect upon how current research impacts how they work with young children (*Standards 1, 4, & 6*)\*

\*See Appendix A

## ***Social-Emotional Development:*** **Understanding the Research and Evidence Base for the Social-Emotional Development Domain**

### ***Before you start***

The *California Preschool Learning Foundations, Volume 1* (PLF, V1), includes a section of bibliographical notes for each domain. These bibliographic notes provide summaries of the research and evidence that underlie the foundations. You might want to assign the work in “Getting it started” in one week or class and ask students to bring their key words or phrases to the next class.

### **Getting it started**

Students can do this activity individually, in pairs, or small groups. Additionally, as individuals, pairs, or small groups, they can be assigned any number of strands or substrands. Ask them to find and read the bibliographic notes in the PLF, V1 relating to the particular strand or substrands that they were assigned. Students should identify three to five key phrases or ideas from the notes and be ready to report them to the whole class.

It will be helpful to record the phrases or sentences as they are reported to the whole group. This will be most helpful if they are organized by strand and if the questions below are asked by strand.

### **Putting it together**

As a whole group, consider these questions as students share their findings with the class.



Slides 2-3

- Is there one phrase or sentence that seems most important?

For students who are more familiar with reading or conducting research, you might ask this question:

- What is the main idea or what is the researcher’s thesis statement?
- How would one’s cultural community or language affect how children demonstrate these capacities?
- What might be some differences for children with special needs?
- What are the implications of this research for how you might relate to young children?

**Another  
way**

This activity could be completed all in one class period; however, it might work better to spread this activity out over several classes, using one strand for each class. The sentences or phrases from each group also could be posted online. This would give students time to consider the responses to the questions prior to class.

**Assessment**

This could be done as an individual written assignment to be completed out of class. In that case, you would probably want each student to review all the strands and perhaps find three key ideas in each strand. Students' responses could still be used for class discussion.