

**While You're Waiting**  
Download the webinar Viewer's Guide and follow along!

National Center on  
Early Childhood Development, Teaching, and Learning

1

---

---

---

---


---

---

---

---

### Webinar Features



National Center on  
Early Childhood Development, Teaching, and Learning

2

---

---

---

---

---

---

---

---




January 11<sup>th</sup> 2023  
Emotional Literacy in Preschool

**Host**  
Gail Joseph  
NCECDTL

**Host**  
Saameh Solaimani  
NCECDTL

3

---

---

---

---

---

---

---

---

**Viewer's Guide**  
Emotional Literacy

---

---

---

---

---

---

---

---

4

**Our Time Together**

- Positive Behavior Support Teaching Practices
- It's All About You
- Neuroscience Nook
- BASICS
- Small Change, Big Impact
- Focus on Equity
- The Book CASE

---

---

---

---

---

---

---

---

5

Feelings Tree

---

---

---

---

---

---

---

---

6

## Head Start Early Learning Outcomes Framework

		CENTRAL DOMAINS				
		APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development	
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development	

National Center on  
Early Childhood Development, Teaching, and Learning

7

---

---

---

---

---

---

---

---

## PBS Teaching Practices A Continuum of Support



Adapted from Fix, L., Dunlap, G., Hemmeter, M., Joseph, G. E., & Strain, P. S. (2003). The teaching pyramid: A model for supporting social competence and preventing challenging behavior in young children. *Young Children, 58*(4), 48-52.

National Center on  
Early Childhood Development, Teaching, and Learning

8

---

---

---

---

---

---

---

---



What's one way you support emotional literacy with the preschool children in your care?

Share in the Q & A

National Center on  
Early Childhood Development, Teaching, and Learning

9

---

---

---

---


---

---

---

---

PBS Teaching Practices  
A Continuum of Support



Positive approach to challenging behavior:

- Focuses on building social and emotional skills
- Recognizes that all behavior is communication

National Center on Early Childhood Development, Teaching, and Learning

10

---

---

---


---

---

---

---

---



It's All About You

National Center on Early Childhood Development, Teaching, and Learning

11

---

---

---

---

---

---

---

---

It's All About You!

Color Visualization



- **Sit** in a comfortable position with your body relaxed. Allow your eyes to softly close
- **Imagine** a color that feels soothing or happy to you
- **Inhale** and **visualize** that color entering your body
- **Allow** the color to wash over you feeling calm, safe, and fresh
- **Feel** your color travel through your body from head to toe relaxing your muscles
- **Exhale** and return to this moment

National Center on Early Childhood Development, Teaching, and Learning

12

---

---

---

---

---

---

---

---

## Emotional Literacy



- Emotional literacy is the ability to monitor the emotions of oneself and others
- All children need guidance to learn emotional literacy skills
- When children can manage their emotions, they are more equipped to establish healthy relationships, focus better on learning tasks, and engage in positive behaviors.



13

---

---

---

---

---

---

---

---

## Key Ideas



Identify Children's Emotions



Practice Empathy



Teach Self-Regulation Strategies



14

---

---

---

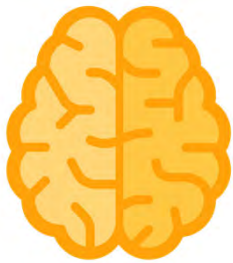
---

---

---

---

---



## Neuroscience Nook



15

---

---

---

---

---

---

---

---

**Neuroscience Nook**

**Prefrontal cortex**  
Decision-making

**Limbic regions**  
Emotional response

**Cerebral cortex**  
Language, memory, reasoning

**Brain stem**  
Regulates autonomic functions

**Spinal cord**  
Pathway from brain to body

Credit: Dr. Greg Siegel

National Center on Early Childhood Development, Teaching, and Learning

16

---

---

---

---

---

---

---

---

**Neuroscience Nook**  
Flipping Your Lid

National Center on Early Childhood Development, Teaching, and Learning

17

---

---

---

---

---

---

---

---

**BASICS**

- B** Behavioral expectations in advance
- A** Attend to and encourage appropriate behavior
- S** Scaffold with cues and prompts
- I** Increase engagement
- C** Create or add challenge
- S** Specific feedback

National Center on Early Childhood Development, Teaching, and Learning

18

---

---

---

---

---

---

---

---

### Scaffold with cues and prompts



Use **emotion words** to describe what you notice about a child's emotions and your own emotions

- "Yes! It's going to be your birthday party tomorrow! I can hear how excited your voice sounds! I feel so happy for you!"
- "That was such a nice hug, thank you so much! That makes me feel loved."

Help children **read cues**. Name and describe expressions on faces, body language, and tone of voice.

- "You ran into Leo. Look at his face. He has tears coming down his cheeks. It seems like he might be upset."



19

---

---

---

---

---

---

---

---

### Scaffold with cues and prompts: Relaxation Thermometer



This is a wonderful, engaging tool that can:

- Help us teach important feeling words to teach young children
- Provide children with opportunities to practice certain feelings like "calm" or "relaxed"
- Help children connect a color to a feeling as a cue to regulate through techniques like breathing to shift their color from red down to blue!



20

---

---

---

---

---

---

---

---

### Increase engagement: Checking In



Checking in provides children an opportunity to be actively involved in determining how they are feeling when they arrive at school, or during the home visit.

They identify how they are feeling and indicate the feeling next to their name.

There are so many creative ways to "check in", but the key is to pay attention, scaffold if necessary and validate.



21

---

---

---

---

---

---

---

---

### Increase engagement: Building Emotional Literacy with Paper Dolls



Create "paper dolls" with a variety of feeling faces.

Provide each child with a "paper doll" and assorted feeling faces, then tell a story featuring the paper doll character.

Pause after each event and before using a feeling word, ask the children to consider how their "paper doll" character might be feeling and to change the "paper dolls" facial expression accordingly.



22

---

---

---

---

---

---

---

---

### Increase engagement: Paper Doll Examples



23

---

---

---

---

---

---

---

---



Increase Engagement  
Talking About Emotions



24

---

---

---

---

---

---

---

---





Small Change  
Big Impact



25

---

---

---

---

---

---

---

---

Small Change Big Impact

Visual Supports: Emotional Regulation Kit



- Visual supports provide key information to a child in a visual format.
- Visual supports can be used to support children to understand and process verbal information, as well as to serve as reminders of choices.



26

---

---

---

---

---

---

---

---



Visual Supports




27

---

---

---

---

---

---

---

---

**Small Change Big Impact**

**Modifications**




**Excited**



**Frustrated**



**Mad**

National Center on Early Childhood Development, Teaching, and Learning

28

---

---

---


---

---

---

---

---



**Focus on Equity**

National Center on Early Childhood Development, Teaching, and Learning

29

---

---

---

---

---

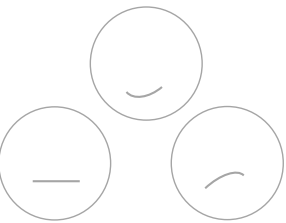
---

---

---

**Focus on Equity**

**Culture and Feelings**



- Cultures value and express emotions differently
- Sometimes subtle biases that we might not be aware of can interfere with our ability to interpret and respond to children's emotions

National Center on Early Childhood Development, Teaching, and Learning

30

---

---

---


---

---


---

---

---



Focus on Equity  
Culture and Feelings



31

---

---

---

---

---


---

---


---

Focus on Equity

Culture and Feelings



- Ask families to share labels for emotions in the child's *home language* and use those familiar words with children.



32

---

---

---

---

---


---

---


---

Reflection

Focus on Equity



- What emotions are you comfortable expressing?
- How do you manage your own strong emotions?
- How do you manage your own strong emotions within the learning environment?
- How do you expect children to express and manage emotions?
- Do you respond to all children's range of emotions with the same amount of patience and guidance?



33

---

---

---

---


---





---

---

---

The BookCASE



National Center on Early Childhood Development, Teaching, and Learning

34

---

---

---

---

---

---

---

---

The BookCASE

*B is for Breathe: The ABCs of Coping with Fussy & Frustrating Feelings* by Dr. Melissa Munro Boyd




National Center on Early Childhood Development, Teaching, and Learning

35

---

---

---


---

---

---

---

---



**Live Q&A**

If you have questions for us, put them in the Q&A and we'll do our best to answer your question!

National Center on Early Childhood Development, Teaching, and Learning

36

---

---

---

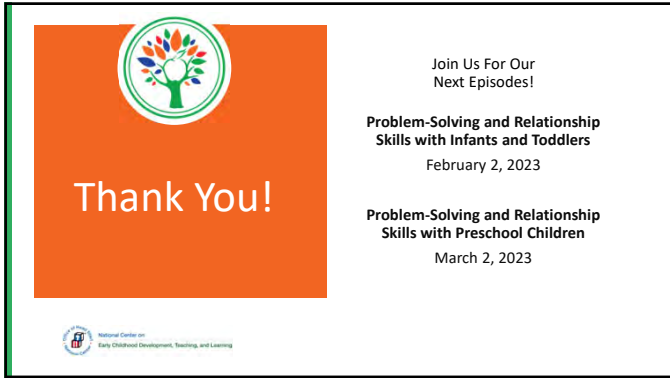
---

---

---

---

---



Join Us For Our Next Episodes!

**Problem-Solving and Relationship Skills with Infants and Toddlers**  
February 2, 2023

**Problem-Solving and Relationship Skills with Preschool Children**  
March 2, 2023

Thank You!

National Center on Early Childhood Development, Teaching, and Learning

37

---

---

---

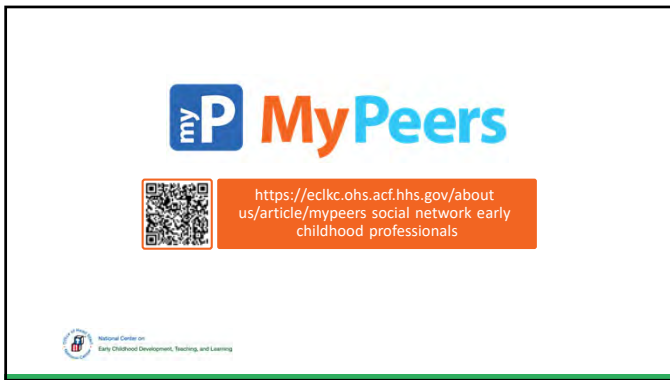
---

---


---

---

---



**myP MyPeers**

 <https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-social-network-early-childhood-professionals>

National Center on Early Childhood Development, Teaching, and Learning

38

---

---

---

---

---

---

---

---



**PUSHPLAY**  
DTL On Demand

 [https://bit.ly/DTL\\_PUSHPLAY](https://bit.ly/DTL_PUSHPLAY)

National Center on Early Childhood Development, Teaching, and Learning

39

---

---

---


---

---

---

---

---




We Want to Hear From You

**Please take some time to complete the session evaluation.**

**For more information contact:**  
[ecdctl@ecetta.info](mailto:ecdctl@ecetta.info)  
(Toll-free 1-844-261-3752)

This training was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.



---

---

---

---

---

---

---

---