



Social and Emotional Skills and Resilience: Planning for a Smooth Kindergarten Transition

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EDC

**Education
Development
Center**

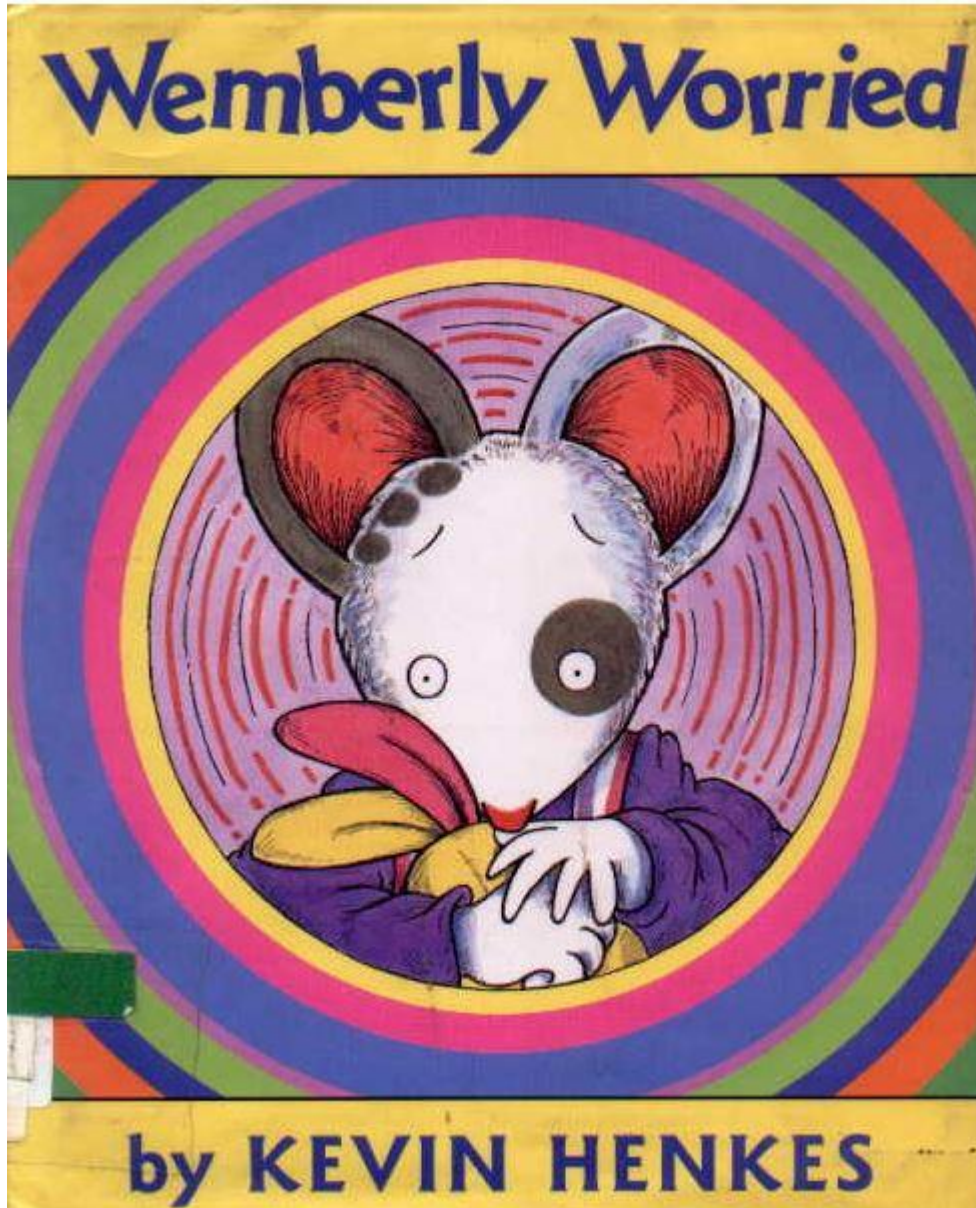
In addition to what you have learned, planned for, and implemented thus far...

- Fostering connections between school/child; school/family; school/program; school/community
- Supporting aligned curricula from pre-K to K
- Helping Kindergarten teachers prepare
- Supporting children with SEL IEP's

What else?

Resilience

We all struggle with transition...



[Read aloud](#)

3:03

Change is hard.

There is a real “fear of the unknown”
phenomenon.

Moving outside our comfort zone is stressful.





- **Quick overview of resilience**
- Identify social and emotional skills and behaviors (protective factors) related to resilience
- Learn about activities and strategies to build resilience
- Plan for a smooth kindergarten transition based on strong social emotional skills and resilience

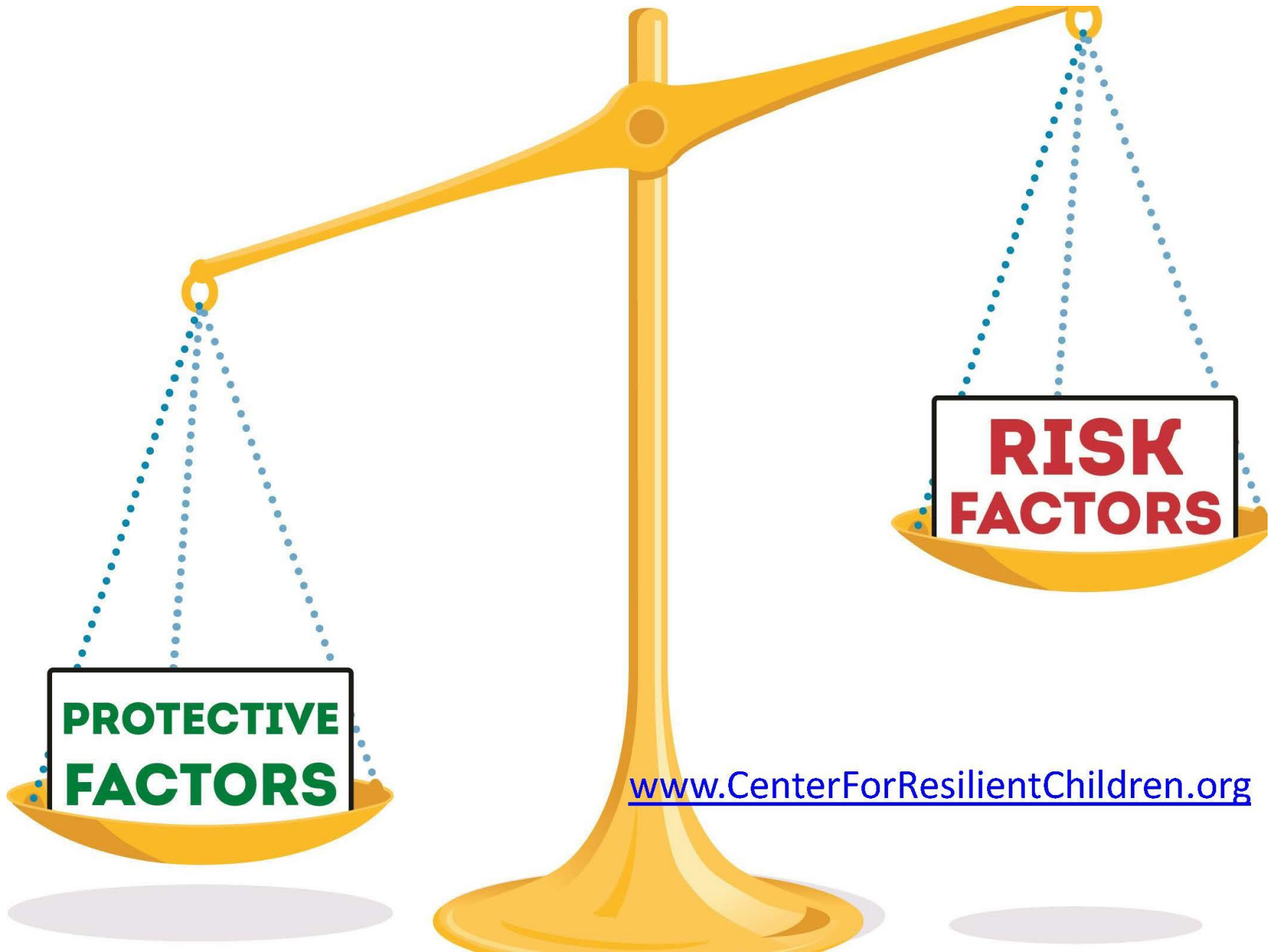
Resilience

The ability to bounce back

The ability to overcome misfortune or change

Requires strong protective factors





www.CenterForResilientChildren.org

Risk Factors


Like being caught in the storm without an umbrella





Protective Factors

Like an umbrella that provides shelter from the storm

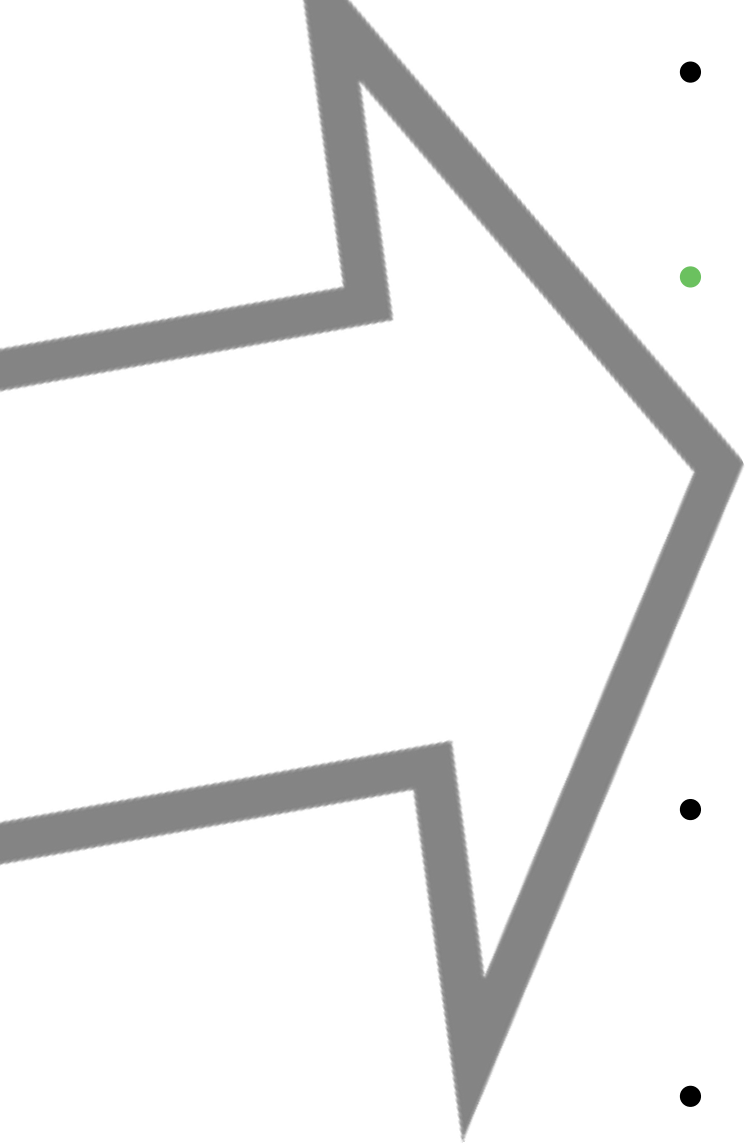
A young boy with short dark hair is sitting on a wooden playground structure. He is wearing a red zip-up jacket with dark blue sleeves and dark blue pants. He is smiling broadly, showing his teeth. The background is a clear blue sky with some light clouds. The text "Protective factors help children do well in life." is overlaid on the right side of the image in a bold, black, sans-serif font.

**Protective
factors help
children do well
in life.**



Often **missing** from the forefront of our minds when we consider protective factors are those that come from **WITHIN the child**



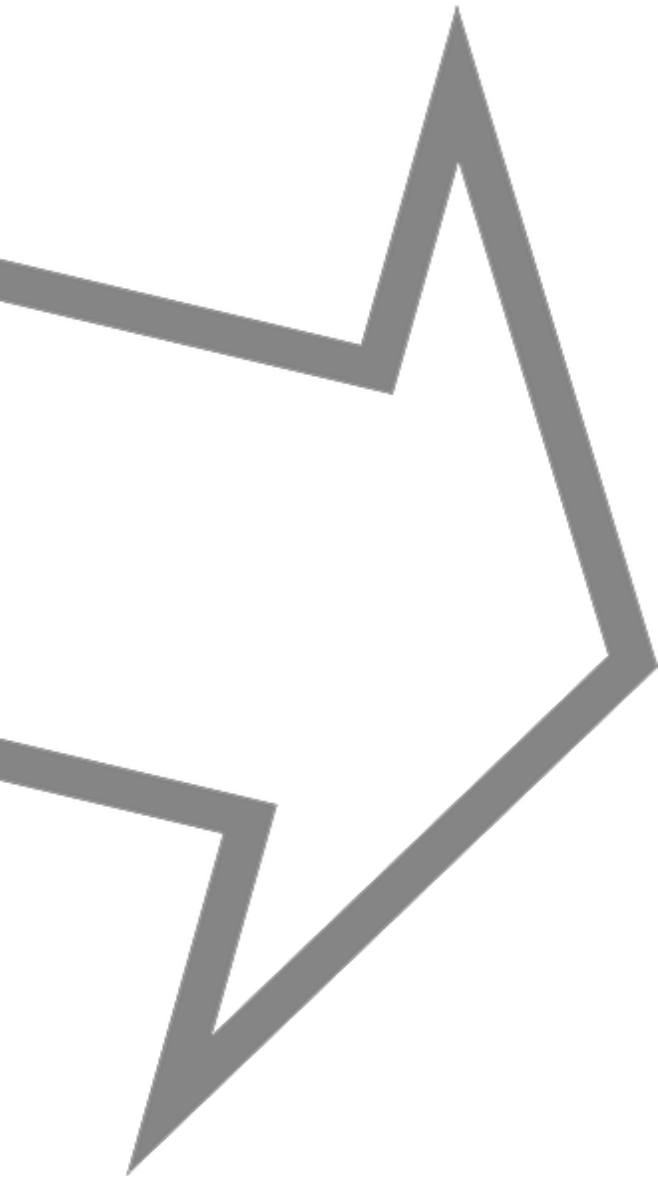


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FOUR BIG WITHIN PROTECTIVE FACTORS RELATED TO RESILIENCE

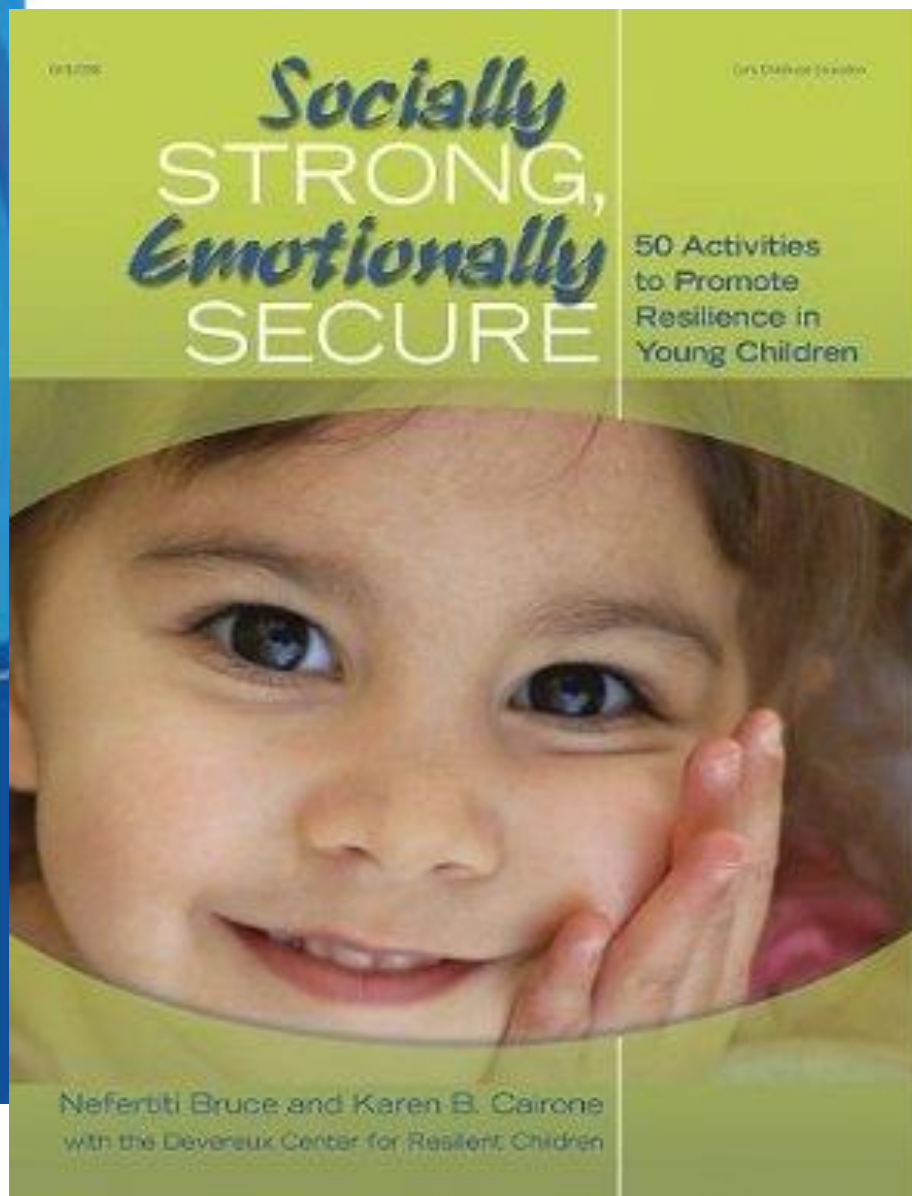
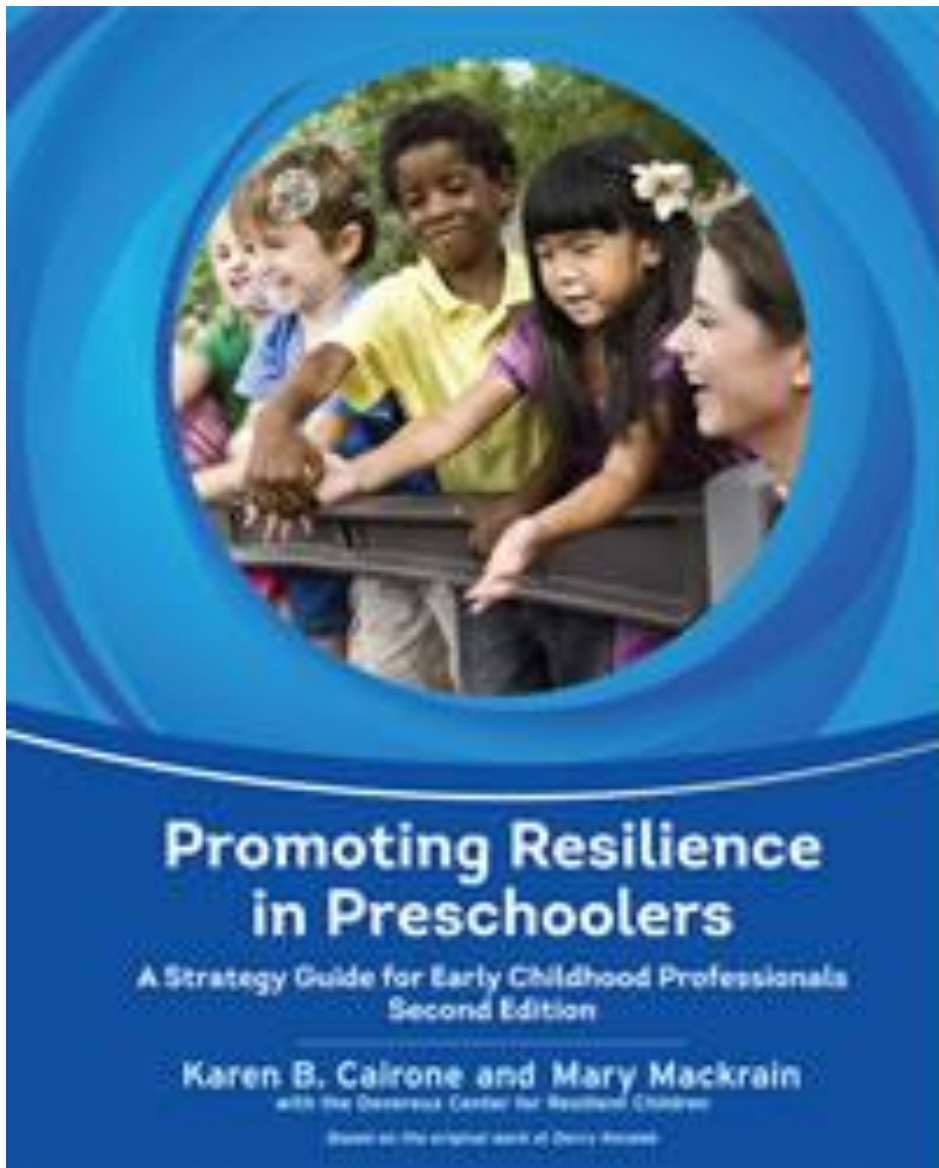
- ✓ Empathy/Relationship Skills
 - ✓ Self-Regulation
 - ✓ Initiative
 - ✓ Engagement





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Strategies and Activities for Children



Empathy/Relationship Skills



Remember to Connect: Penny Transfer





How would
you
feel?



- 1) You can only eat vegetables & fruits for a whole day.
- 2) Your friend or significant other surprises you by cleaning out your closets while you are away.
- 3) Your next door neighbor pops by for a surprise visit.
- 4) You have to deliver a speech in front of 100 people.

Acknowledge the Personal Nature of Feelings

The Complex Nature of Feelings

Feeling a different way about something than others do

Ex: An animal visiting the classroom

Feeling two (or more) feelings at one time

Ex: Being asked to lead the class in a dance

Reading the feelings (body language) of others

Ex: Does a smile or laugh always mean someone is happy?

Self-Regulation





Try FLIP IT®

FLIP IT!®

Transforming
Challenging Behavior



Four supportive steps to help young children
learn about their feelings, gain self-control,
and reduce challenging behavior

Rachel Wagner Sperry, MSW
with the Devereux Center for Resilient Children

1. **FEELINGS:** Gently talk with the child about his feelings. Tell him what you see and hear as a result of his emotions. Help him to identify the root feelings causing the behavior.



2. **LIMITS:** Remind the child of the positive limits and expectations you have for his behavior. Loving and simple limits help surround children with a sense of consistency, safety, and trust.



3. **INQUIRIES:** Encourage the child to think about solutions to his challenges. Ask questions that promote problem-solving and healthy coping skills. Inquiries invite children to think, learn, and gain self-regulation.



4. **PROMPTS:** Provide creative cues, clues, and suggestions for the child who is having difficulty. Enthusiastic, bright ideas can lead the way to better problem-solving skills.



Help Children Process Tough Situations

Create mini-plays/vignettes/social stories

Use videos and images/sayings/quotes

Suggest books that address the issue

Search “images” to gather inspiration

Tell an appropriate personal story

Match children up with similar needs

Help children brainstorm ideas

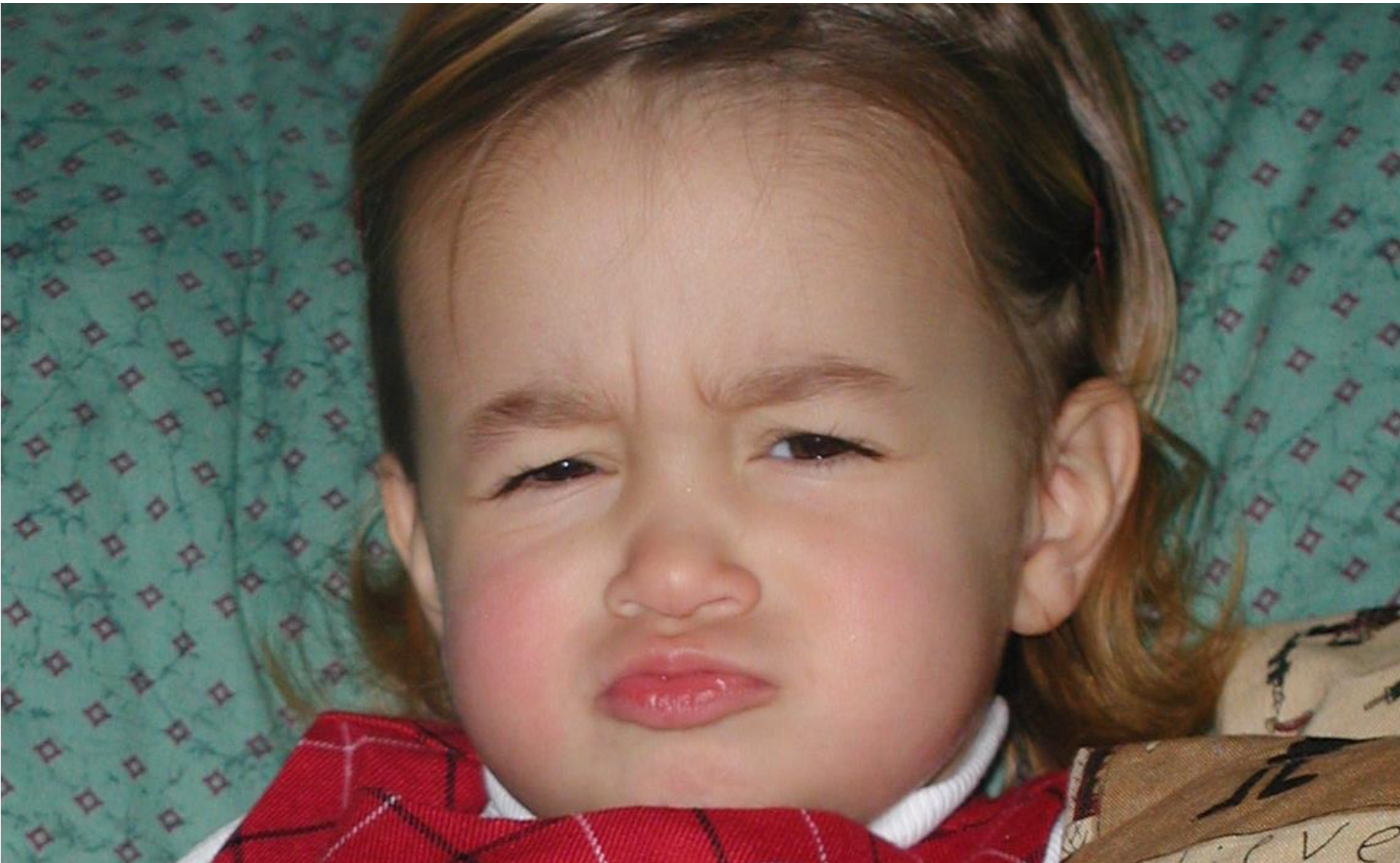
Keep running list of healthy solutions



Initiative



Encourage Self-Talk



Involve Children in Building and Maintaining Classroom Community



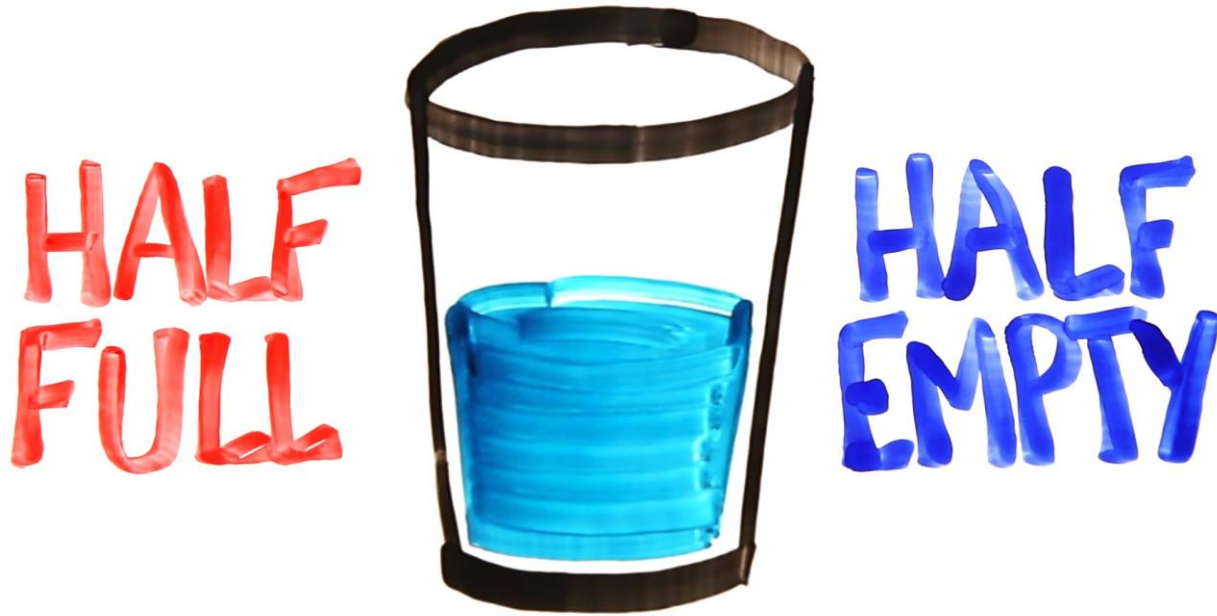
Classroom “Jobs” for the Virtual Learning Environment

- Attendance captain
- Time-out patrol (Short break needed!)
- Energizer bunny
- Three key questions
- So in summary...
- Ray of sunshine

Engagement



Gauge how much “extra room” is up for grabs: Up the Engagement Factor!



Partially engaged



Be PRESENT – with whole body listening



Listen. Teach children how to really listen.

1.) Ask better questions


- How?
- Why?
- Tell me more!
- What are your ideas?
- Please share an example.

2.) Tune in to the speaker

- Eyes and ears – In addition to the content, what is the speaker's body language and tone of voice telling you?
- Mind – Push out distractions and your own agenda.
- Body – “Square up”

3.) Reflect and recap

- Ask a follow-up question “How did that happen?”
- Restate/recap the speaker's comment “You biked three miles. That's amazing!”
- Reflect for clarity “So are you saying that...”

- 
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Conscious Discipline

- Adult commits to being a Safekeeper through active calming
- All behavior is a form of communication
- D.N.A.: Describe child's behavior, breathe, Name child's feeling, Acknowledge child's inner desire/intent
- A.C.T.: Acknowledge child's inner desire/intent, Calm by breathing, Target two positive choices
- 7 Powers and Skills are mixed and matched to any situation
- Identify child's brain state to determine appropriate response: Survival (lowest), Emotional (middle), Executive (highest)
- Assertive Language – A.C.T.; M.A.P. It; Name, Verb, Paint
- Empathetic responses
- Structures for practicing the 7 Powers and Skills.

Overlap with Resilience-building

- Relationships-based
- Utilize empathy
- Acknowledge behavior as communication
- Identify and name feelings
- Establish clear expectations of behavior
- Utilize assertive language
- Engage children in problem-solving
- Build confidence
- Provide consistent and predictable approaches
- Build self-regulation
- Transform challenging behaviors
- Promote healthy behaviors and coping skills

Check in with Yourself as a Role Model



Common Qualities of Children Who Lack Resilience

- 1 Difficulty forming and maintaining relationships
- 2 Low frustration tolerance; difficulty regulating
- 3 Hesitancy to face challenges and explore new things

Common Qualities of Adults Who Lack Resilience

- ① Difficulty forming and maintaining relationships
- ② Low frustration tolerance; difficulty regulating
- ③ Hesitancy to face challenges and explore new things

There is no time like the present to help children start on their path to resilience!

My Plan for Building Resilience

ME

Strengths

Goals

Strategies

OTHERS

Strengths

Goals

Strategies

Completing the Transition Plan

- Fostering connections between school/child; school/family; school/program; school/community
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- Helping Kindergarten teachers prepare
- Supporting children with SEL IEP's
- *Building Resilience in self and others*

Make building Resilience part of your day to day practices