

Guiding Social Emotional Learning Through Movement and More

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Learning Objectives: The participant will...

- Define social emotional learning including typical social emotional development and atypical development characteristics
- Describe key components of resiliency (relationships, environment, self regulation and efficacy)
- Demonstrate ways in which movement supports a healthy environment and promotes social emotional learning.



Speaker Disclosure Information

Laurie L. Gombash, PT, M.Ed., is physical therapist and the creator of The ABC's of Movement® and ABC's of Active Learning™.

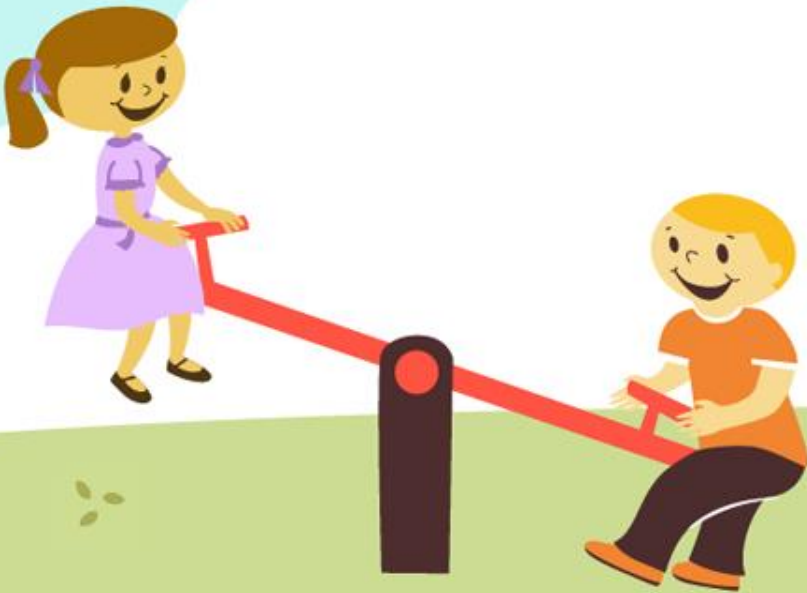
These products will be discussed in this session. In keeping with Head Start Policy, presenters are not to sell or promote any product, service, or publication during their session.

She is speaking at the Conference on a voluntary basis. She has no relevant financial or non-financial relationships to disclose other than she holds the trademark for these educational movement products and she is a paid author for AirChildCare.com, and a National OPEN trainer.



Social Emotional Learning

Definition: “is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.”



What the research says...

Self regulation as a predictor of academic ability

- evaluated 343 K's ability to self regulate using the Head-Toes-Knees-Shoulders Task.
- measures the ability to listen, remember instructions, and follow motor commands.
- children w higher levels of self regulation achieved higher scores in reading, vocabulary and math.

Self regulation and early writing skills

- results show self regulation was significantly and positively related to aspects of early writing.
- Pre: letter writing and spelling & K: composition tasks



Crucial “Non-Cognitive” Skills

- Self awareness
- Social awareness
- Responsible decision making
- Self management
- Relationship skills



Typical Social Emotional Development 3-5 year olds

- Self
 - aware and express emotions
 - self concepts
 - self comforting
 - self regulation
 - sense of accomplishment
- Relationships
 - attachment,
 - interaction with adults
 - peer interactions/relationships
 - empathy



Atypical Developmental Characteristics

Learning	Behavior	Physical
Attention deficits	Lack self regulation	Causes injury to self, others
Language deficits	Lack impulse control	Poor health
Difficulty problem solving	Oppositional	Physical complaints
Difficulty with new concepts	Extreme reactions	
	Defensive	
	Aggressive	



Combatting the Atypical Through:

- Development of **resiliency** – the ability to “bounce back or adapt despite adversity”
- Development of **protective factors** – buffers that are present in caring adults, the environment and within the child



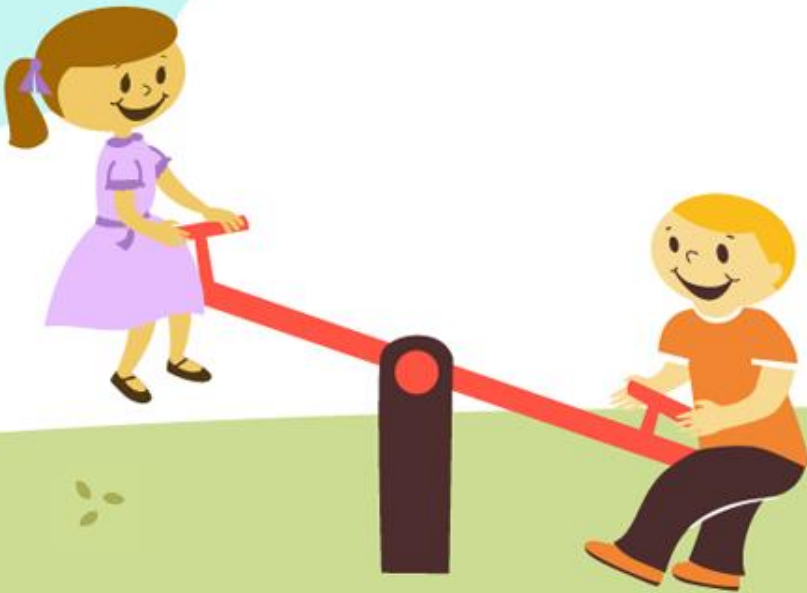
Buffers in preschool

Secure relationships

Safe, predictable, stimulating environment

Self regulation

Self efficacy



Secure Relationships

- Only takes one caring adult = **YOU!!!**
- The adult **RESPONDS!** Takes real interest and forms real connection
- The adult maintains consistent contact
- The adult models appropriate behavior, coaches, helps the child
- We need to build **TRUSTING** relationships with children and listening to a child builds **TRUST** so **FAST!**
- Take care of yourself too!!!!



Secure Relationships

Early childhood educator and author, Erika Christakis wrote in her book, *The Importance of Being Little*:

“If I had to characterize the key difference between a high-quality and a low-quality preschool program, it is this:

In a high-quality program, adults are building **relationships** with children and paying a lot of attention to children’s **thinking processes** and, by extension their **communication**. They attend carefully to children’s language and find ways to make them **think out loud.**”



Labeled Praise

- Positive, specific feedback to assist in positive relationships, increase desired behaviors, and increase levels of confidence.
- You did a great job of putting toys away.
- I like it when you are helpful to your friends.
- Thank you for...
- I like the way...
- I am proud of you for...

<http://www.oumedicine.com/docs/ad-pediatrics-workfiles/helpful-handouts-for-parents.pdf?sfvrsn=2>



Environment

- Safe
- Predictable -> consistent expectations, rules, and consequences
- Stimulating, high quality
- Space available for Alone Time: Quiet area/cube, soft music, soft cushion
- Provides for basic needs – nutrition, physical activity, rest
- Routine oriented with schedules (transitions are planned into schedule)

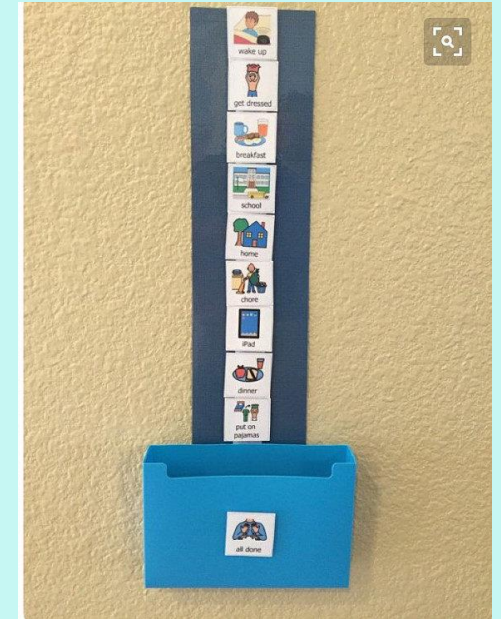


Schiaraffa, 2018



Transitions - tips

- Visual timer, sand timer
- Picture schedule
- Use songs, fidget toys
- Distract with movement, heavy work (sensory or movement break)
- Signal for when activity is over (lights off; hey, hey hey preschoolers; clap sequence)
- Don't rush
- Praise, use rewards
- Special toy (last resort)



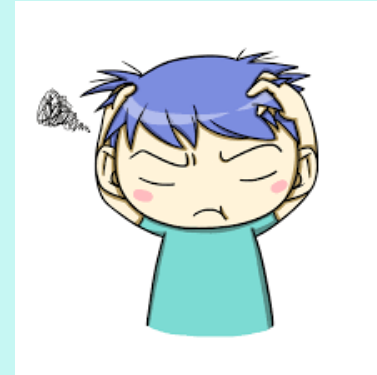
Heffron, 2017



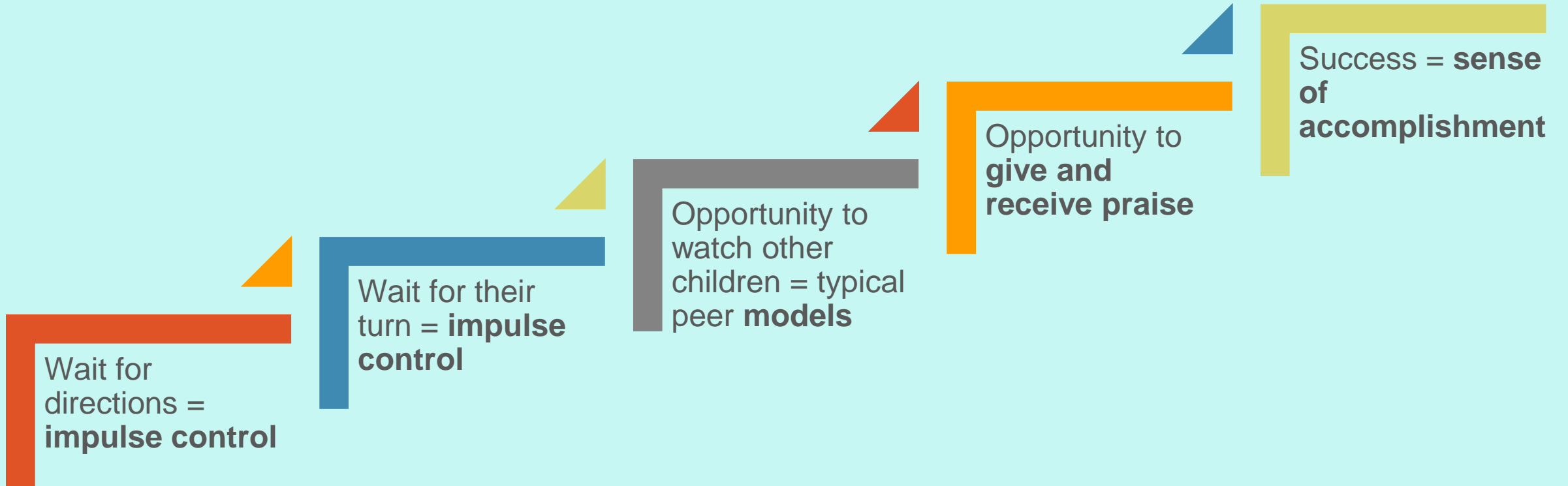
Self Regulation

Why Movement is Good

1. Movement increases circulation to the brain -> better brain function
2. Movement reduces stress
3. Movement helps to develop balance and coordination
4. Movement contributes to the recommended amount of physical activity needed



Why movement games help with self regulation

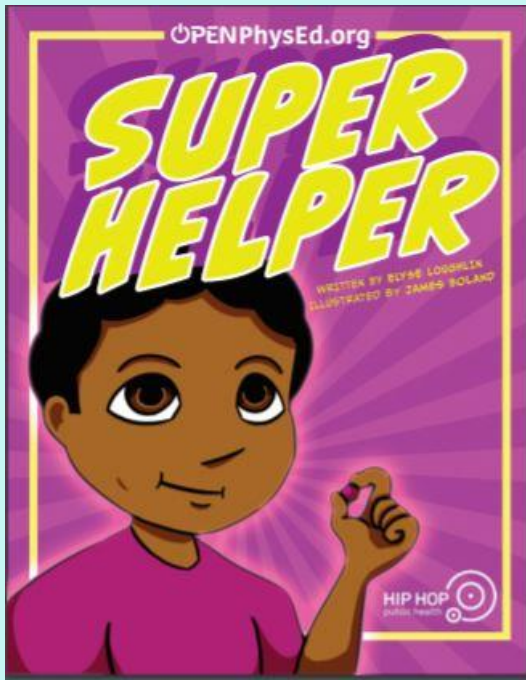


Self regulation movement games from OPENPhyised.org

ABC's of Movement- ABC Yoga
Scarves -Mirror Me & Scarf Pass and Share
Ropes-"A" is for Activity
Bean Bags -Bean Bag Body Parts

And... one using Power Deck cards





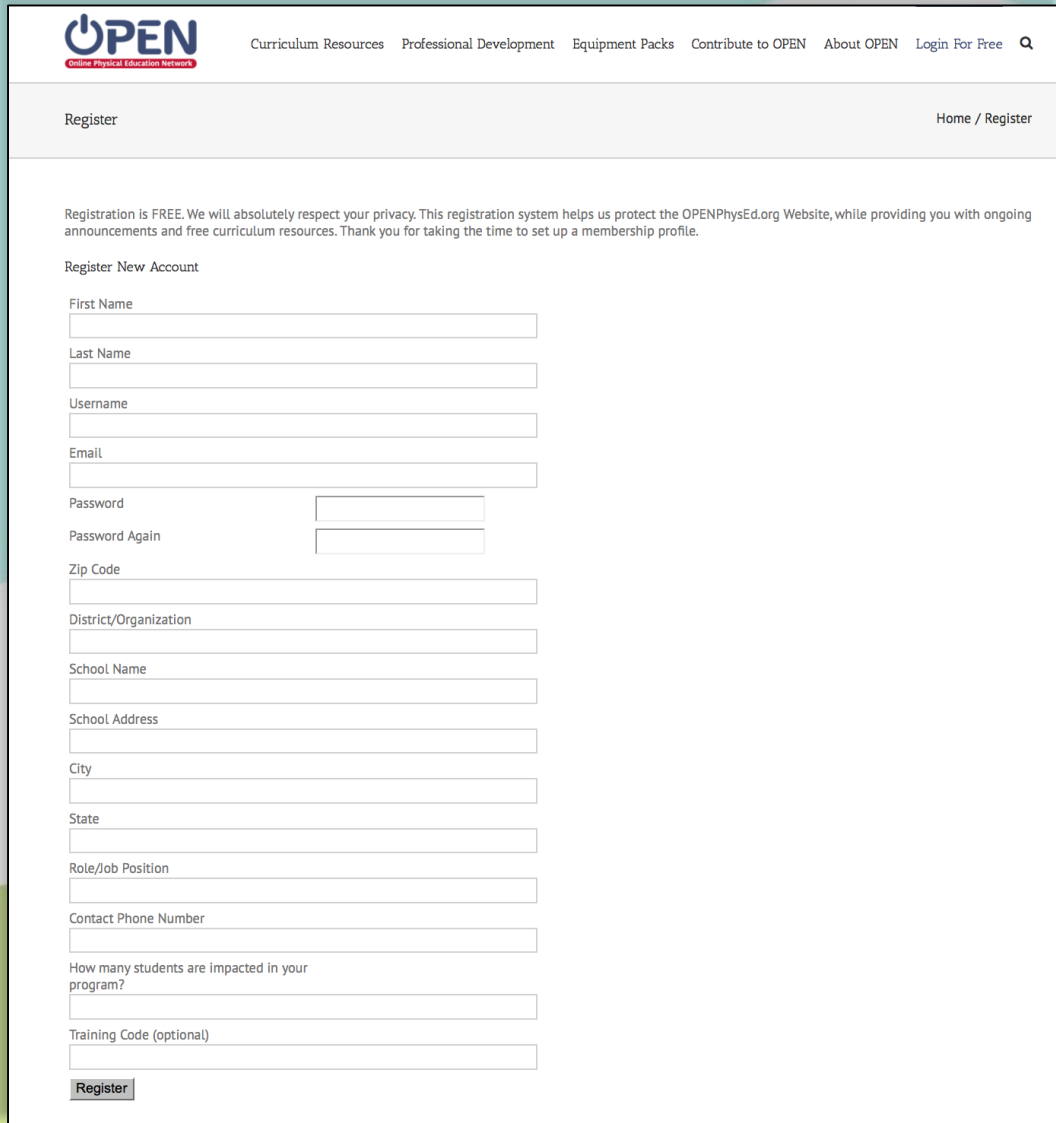
RHYTHM & MOVE TEACHING TOOLS

EARLY CHILDHOOD

Rhythm & Move uses the Multisensory, Multilevel Health Education Model to teach young students about emotional and behavioral self-regulation, relationships with other children, and basic nutrition education concepts.



Let's Register for FREE



The screenshot shows the registration page for the OPEN (Online Physical Education Network) website. The page has a light blue header with the OPEN logo and navigation links: Curriculum Resources, Professional Development, Equipment Packs, Contribute to OPEN, About OPEN, and Login For Free. Below the header is a breadcrumb trail: Home / Register. The main content area contains a registration form with the following fields: First Name, Last Name, Username, Email, Password, Password Again, Zip Code, District/Organization, School Name, School Address, City, State, Role/Job Position, Contact Phone Number, How many students are impacted in your program?, and Training Code (optional). A 'Register' button is located at the bottom left of the form. A privacy notice is visible above the form, stating that registration is free and that the website respects user privacy.

OPEN
Online Physical Education Network

Curriculum Resources Professional Development Equipment Packs Contribute to OPEN About OPEN Login For Free

Register Home / Register

Registration is FREE. We will absolutely respect your privacy. This registration system helps us protect the OPENPhysEd.org Website, while providing you with ongoing announcements and free curriculum resources. Thank you for taking the time to set up a membership profile.

Register New Account

First Name

Last Name

Username

Email

Password

Password Again

Zip Code

District/Organization

School Name

School Address

City

State

Role/Job Position

Contact Phone Number

How many students are impacted in your program?

Training Code (optional)

Register

Step 1: Visit

www.OPENPhysEd.org/register

Step 2: Fill out information, then click the “Register” button (bottom of page)

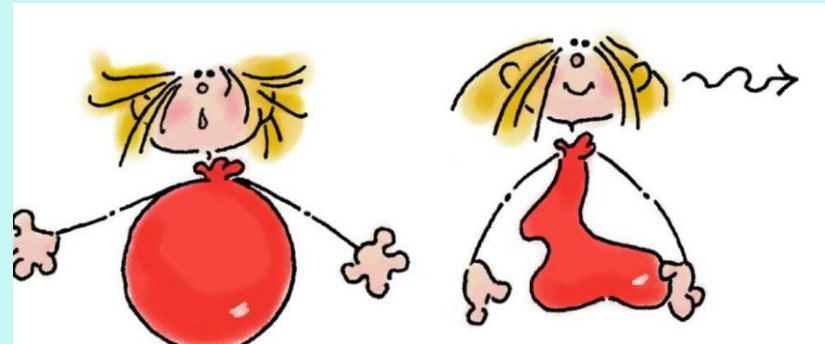
Step 3: Login using your new username and password

Step 4: Go to “Curriculum Resources” to access all of the OPEN content



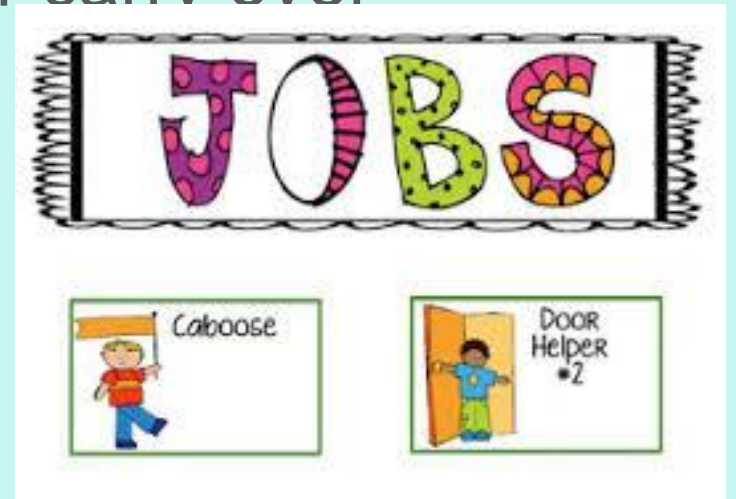
Self regulation – quieting activities

- Yoga
- Balloon breaths
- Blow out the candle breath
- Take 5



Self efficacy

- Practice making choices and carrying out the choice
- Give responsibilities (classroom job)
- Repeat successful experiences for carry over from day to day
- Provide specific praise



Conclusion

Time to reflect on how you guide children's social emotional learning through movement and more!

What will you take back to your EC setting and use?

Questions? Comments?

Please contact me, Laurie Gombash at
abcsofmovement@gmail.com

THANK YOU FOR ALL YOU DO FOR KIDS!



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