



Early Beginnings to Social and Emotional Health

South Carolina Department of Education Division of College and Career Readiness Office of Early Learning and Literacy

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Someone Special

- Write the name of someone who was really special to you as a child.

- What did this person do that made him/her so important to you?

“Every child needs one person who is crazy about him.”

Uri Bronfenbrenner



The S.C. Pyramid Model

The Pyramid model is a tiered framework of evidence-based social emotional supports and strategies to eliminate persistently challenging behavior and to teach desired ones in the early childhood sector.

Purpose

It is a priority that together, the pyramid state leadership team, master cadre and all early childhood sectors can work with families and communities to meet our shared obligations of providing high quality early learning environments to all children at risk of not being ready for Kindergarten.

Goals of the S.C. Pyramid Model

- Early childhood environments will be supported to implement procedural guidelines that lead to more children arriving at school with behavioral and cognitive skills ready to access the Kindergarten standards.
- Fewer children will be retained in 3rd grade due to reading achievement.
- The achievement gap between children with and without disabilities in third grade will diminish.

Key Social Emotional Skills Children Need as They Enter School

- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems

What do children do when they don't have each of these skills?

Building Relationships

Why is it important?

- The relationships that we build with children, families, and colleagues are at the foundation of everything we do. It is important to build these relationships early on rather than waiting until there is a problem.
- Children learn and develop in the context of relationships that are responsive, consistent, and nurturing.

Building Relationships

- Children with the most challenging behaviors especially need these relationships, and yet their behaviors often prevent them from benefiting from those relationships.
- Adults' time and attention are very important to children, and we need to be sure that we are giving them that time and attention at times other than when they are engaging in challenging behavior.
- Parents and other colleagues (such as mental health providers and therapists) are critical partners in building children's social emotional competence. We should all work together to ensure children's success and prevent challenging behavior.

Building Relationships

- Helps each child feel accepted in the group
- Assists children in learning to communicate and get along with others
- Encourages feelings of empathy and mutual respect among children and adults
- Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group

South Carolina Early Learning Standards



What Can We Do To Fill/Refill a Child's Bucket?

As a table group, create a list of ways to fill/refill a child's bucket.

More ideas for filling/refilling a child's bucket

- Reading a book together
- Taking a walk together
- Singing favorite songs together
- Saying “I love you”
- Eating dinner together
- Asking the child about his/her day
- Giving hugs, high fives, kisses, winks, thumbs-up
- Playing together
- Letting the child be your special helper (helping with dinner, laundry, etc.)
- Having conversations

Filling/Refilling Activity

List **5** things that you will try to do in the next week to “fill/refill” a child’s relationship tank. Things that will make the child feel really special! Things that will help build a positive relationship with the child.





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