What do I know about emotional development?


This practical text presents Beady’s unique system of observing and recording child development using *The Child Development Checklist*. This system is based on a progression of children’s skill development in six major areas: emotional, social, physical, cognitive, language, and creative.


Emotions


From the Encyclopedia on Early Childhood Education. Emotional learning begins at a very young age, as children discover a wide range of emotions, and evolves as they grow. This topic aims to provide a better understanding of the key stages of emotional development, its impacts, interrelated skills, and the factors that influence emotional competence.

Emotional Development in Childhood


In this document you’ll find markers of emotional development and a list of skills indicative of emotional competence.


From infancy on, children count on rituals and routines to offer comfort and security.
Aggression (2012)

This topic aims to provide a better understanding of aggressive behaviour in young children, its normal course of development, when parents or caregivers should be concerned, and what policies, programs and interventions can be implemented to reduce its long-term incidence.

Why play-fighting can be good for children? (2012)

Studies show that play-fighting, like all forms of playing, is an important source of learning for young children.


The book describes developmentally appropriate guidance in the encouraging classroom. With this approach, teachers think beyond the kind of conventional classroom discipline that aims merely to keep children in line. The author shows teachers how to help children develop lifelong skills such as mutual acceptance and cooperation, creative and peaceful problem-solving strategies, and acceptable ways to express difficult emotions. Includes a special chapter on guidance with boys.


Web site on emotional development related topics seen through the lens of Dan Gartrell’s approach to Guidance. For example:
Fostering Resilience: Teaching Social-Emotional Skills,
From Rules to Guidelines: Moving to the Positive
Aggression, the Prequel: Preventing the Need
Children Who Have Serious Conflicts—Part 1: Reactive Aggression
Etc.

What do I know about self-regulation?

Executive functions (2013).

Executive functions are the cognitive abilities needed to control our thoughts, emotions and
actions. This topic aims to increase understanding about how these functions develop, their role and their impact on a person’s social, emotional and intellectual life, from early childhood to adulthood.

How Kids Use Executive Functions to Learn
Retrieved January 10, 2016 from

Executive functions are skills everyone uses to organise and act on information. The pages look at 8 areas or skills that are involved: impulse control, emotional control, flexible thinking, working memory, self-monitoring, planning and prioritizing, task initiation and organization.

Canadian Self-Regulation Initiative.
Retrieved June 27, 2017 from
http://www.self-regulation.ca

A site dedicated to promoting and teaching about self-regulation in the classroom and in the home.

Dr. Shanker, Stuart (2011). TEDxYMCAAcademy - Self Regulation and Learning .
Retrieved October 16, 2014 from
https://www.youtube.com/watch?v=HTbAFmOdImY

Dr Stuart Shanker speaks about the nature of self-regulation; the experiences that promote the development of self-regulation and the factors that can impede its development; and what teachers can do to enhance the self-regulation of each and every child in their classroom.

Recent research tells us that one of the keys to student success is self-regulation - the ability to monitor and modify emotions, to focus or shift attention, to control impulses, to tolerate frustration or delay gratification. This book looks at how a child's ability to self-regulate can be improved.

MacDonald, Barry. (2013). Channel Boisterous Energy at Recess
Retrieved 20 February 2015 from

Barry MacDonald talks about the importance of channelling boys' boisterous energy and teaching them how to regulate their emotions on a daily basis instead of attempting to restrict their physicality.

Intervention Resources

http://www.learnquebec.ca/special-needs-in-k
The Fluppy program promotes the cognitive, emotional and behavioural components of social competence and includes universal and selective interventions. The universal component takes place in the classroom and is aimed at improving social, problem-solving and self-control skills. The selective components is aimed at students with disruptive behaviour and involves applying an intervention plan with the teacher, home visiting, academic intervention and support for friendship development. 

Use of appropriate means to meet his/her needs

**English Language Learners in Kindergarten.** LEARN. 
Retrieved October 7, 2014 from 
[http://www.learnquebec.ca/esl](http://www.learnquebec.ca/esl)

Available at [http://www.naeyc.org/store/node/17218](http://www.naeyc.org/store/node/17218)

Drawing from evidence-based practice and the latest research, the article describes what constitutes Big Body Play or Rough and Tumble play, addresses some of the misconceptions there are about it, why it’s important and how to support it. It explains the multitude of benefits of big body play for young children’s social-emotional, cognitive, and physical development. Also learn how to organize the physical environment, set rules and policies, and supervise the play.

Practical Ideas and Suggestions

The author proposes a series of simple relaxation techniques that she presents to the children as “games”. They can be used in a variety of circumstances and work very well as transition activities.

**Children’s books**

[http://www.learnquebec.ca/special-needs-in-k](http://www.learnquebec.ca/special-needs-in-k)

*Follows young Sophie, who gets so angry, she wants to smash the world to smithereens. She finds a way to cope with her emotions in a way that is universal.*


*Feelings come and feelings go. I never know what they’ll be. Silly or angry, happy or sad—They’re all a part of me! A delightful, word book of feelings that explain the world out there, as well as the world within.*


*Sometimes it’s hard to tell someone that you are sad or happy, lonely or glad. This joyful and useful book enables children and adults to discuss feelings in an easy and nonthreatening way. By using the various masks that fold out from almost every page, everyone will find it easier to talk about the things that are making them glad or sad.*

Litwin, Eric (2013). **Pete the Cat and His Magic Sunglasses.** New-York: Harper Collins Publisher

*Pete the Cat wakes up feeling grumpy—nothing seems to be going his way. But with the help of some rockin' magic sunglasses from Grumpy Toad, Pete learns that a good mood has been inside him all along.*

Bender, Rebecca (2010). **Giraffe and Bird,** Toronto: Dancing Cat Books.

*It’s true that getting along can be difficult, but Giraffe and Bird don’t even try. A funny and slightly tender story of two enemies who eventually realize they are much better off together.*


*Your little one will love learning to say NO to hitting- and biting and pushing and kicking and spitting- and YES to nice manners!*


*The Feelings Book vibrantly illustrates the wide range of moods we all experience. Todd Parr’s book pays special attention to the ever-changing, sometimes nonsensical emotions that we all feel. Targeted to young children first beginning to read, this book will inspire kids to discuss their multitude of feelings in a kid-friendly, accessible format, told through Parr’s trademark bold, bright colors and silly scenes.*

*A lesser known Seuss classic about different emotions. Each day is given a color, based on emotion, presented in classic Seuss rhyme.*


*Education about how to identify and handle our emotions (especially those that are unpleasant or frightening) is as important as other kinds of learning. In The Way I Feel Books, therapist Cornelia Maude Spelman uses simple and reassuring language to help young children understand and manage their feelings and relate successfully to others.*


*The story of an angry mouse stomping through the forest trying to find the right way to be mad.*


*From the time he wakes up until he goes to bed, Alexander gets the bad shake of the day, enough that he wishes to move to Australia.*

**Appropriate expression of his/her tastes, interests, ideas, feelings and emotions**

Roe, Victoria (2003), **The Selectively Mute Child in School,** SMIRA - SELECTIVE MUTISM INFORMATION & RESEARCH ASSOCIATION


*What can teachers do when dealing with a child who chooses not to speak in school: do’s and don’ts*

Sluckin, Alice (1999), **Shy and Selectively Mute Children of Nursery Age: Guidelines for Nurseries and Playgroups,** SMIRA - SELECTIVE MUTISM INFORMATION & RESEARCH ASSOCIATION


*Most of these guidelines apply to preschool Education as well.*

Saggers, (2013), **Transferring Speech to the Classroom and Working towards Generalisation within the School Environment.** SMIRA - SELECTIVE MUTISM INFORMATION & RESEARCH ASSOCIATION

This document contains lots of ideas and suggestions on how to plan and deliver an intervention which promotes generalisation within the school environment. It is authored by a parent. Not all suggestions apply to preschool.

**Selective Mutism.**

From the American Speech-Language-Hearing Association, an information page on Selective Mutism: what it is; sign and symptoms; how it is diagnosed; how to help a child with selective mutism.

**Demonstration of autonomy in games, activities, projects and everyday life in the class**


Barry MacDonald examines the difficulties some boys have with non-cognitive skills such as organization. Connecting learning, work habits and motivation, he examines ways in which teachers and parents can help their students learn the skills required to find their way to structure their environment.

**Various manifestations of emotional security**
*(setting challenges for himself/herself, speaking up)*


An anxious child faces many challenges at once, and sometimes other factors may intensify the anxiety.

**Children’s books**


Louis always interrupts! All of his thoughts are very important to him and when he has something to say, his words rumble and grumble in his tummy, they wiggle and jiggle on his tongue, and press firmly against his teeth, right before he ERUPTS (or interrupts). His mouth is a volcano! But when others begin to interrupt Louis, he learns how to respectfully wait for his turn to talk. Told from Louis’ perspective, this story takes an empathetic approach to the habit of interrupting and teaches children a witty technique to help them manage their rambunctious thoughts and words. This book is the first in the series *Best ME I Can Be!* to teach children social skills.

Litwin, Eric (2014). *Pete the Cat Saves Christmas.* New-York: Harper Collins Publisher

Despite Pete’s ongoing anxieties about being too small for the job, there aren’t any hiccups along the way, making for a gently off-kilter but fairly straightforward.