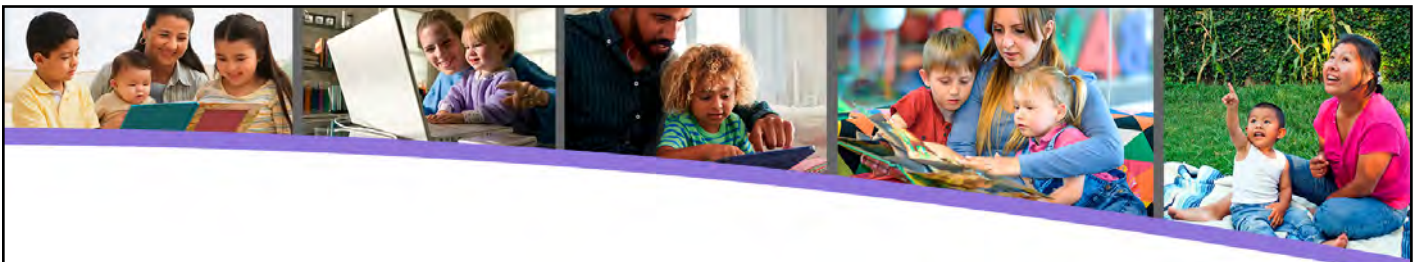




- **Lobby Icebreaker**
- **Use the Chat Box to share the following:**
 - What storybooks from your childhood do you keep coming back to as an adult?



Family Engagement, Language, and Literacy Webinar Series

Developing Children's Literacy and Social and Emotional Skills

September 26, 2017 | 2–3 p.m. EDT

Logistics

- If possible, connect via hard-wired internet (instead of WiFi).
- Help connectivity by closing other programs.
- Your phones will be on mute!
- To make a comment during the webinar, please use the chat box.
- This webinar will be posted on ECLKC.

Meet the Presenters



Debra Sosin, LICSW
debra.sosin@childrens.harvard.edu



Betty Bardige, Ed.D.
bettybardige@gmail.com

Learning Objectives

Participants will be able to:

- Understand the connection between language, literacy, and social-emotional development
- Learn about using books with infants, toddlers, and young children to support social-emotional development
- Identify opportunities to implement the Tell Me a Story model in your program

Language



Language develops in caring relationships through back-and-forth conversations that build on children's natural curiosity and desire to connect.



Language is key to:

- Literacy
- Learning
- Social-emotional development



Language enables children to express feelings, talk about tough situations, and engage in problem solving.



Reading and talking about books with children are powerful ways to build language, literacy, and social emotional strengths



Building What Matters Most for Literacy

- Literacy is rooted in oral language and story telling
- Language carries the meaning as well as the sounds that are read
- Word and sound play help build alphabet and phonics skills

Vocabulary, background knowledge, and active reading matter more in the long run than alphabet and phonics skills

Stories with Emotional Resonance Build Concepts and Vocabulary in Ways that Stick



Reading *No, David* with David

How Books Build Social-Emotional Strengths

- Resonate with children's feelings, fears, wishes, and emotional experiences.
- Offer words to label and describe emotions and interactions
- Model better ways of handling challenging situations
- Can help allay fears and build resilience



From babyhood through school age and beyond, stories play important roles in children's lives

- Books support language
- Concept development
- Provide information and entertainment
- Deepen adult-child relationships
- Help children become experts on their favorite subjects



For a young child, a book can be a familiar friend...



...or a door to an exciting new world



“The poetry and prose of the best children’s books enter our minds when we are young and sing back to us all our lives.”

–Vivian Gussin Paley,
The Boy Who Would Be a Helicopter, p. 44



“It is the talk that surrounds the story book reading that gives it power.”

–National Association for the Education of
Young Children(NAEYC) & International Reading
Association



Connecting Pictures and Events in Books to Real-Life and Play Experiences



Let's Chat. Share Your Thoughts in the Chat Box:

As you read with young children, what techniques do you find effective for holding their attention and engaging them in conversations?



Tips for Choosing Books



Choosing Books with Toddlers

Books are for ...

labeling
hearing over & over & over again
kissing
finding animal friends
patting pointing
turning pages
making noises
carrying

What else?



Toddlers like books that...

- Have pictures that are easy to name and talk about
- Give them lots of things to do, say, act out, or imitate
- Contain interesting words and phrases
- May show lots of members of a category
- Spark conversations that connect books to real life!



Two and three-year olds love books about separation and reunion – being lost and then found; making mistakes and being forgiven.



Choosing Books with Preschoolers



Books fuel dramatic and creative play with interesting facts, scenarios to reenact and vary, characters to emulate, and things to make and do.

Preschoolers like ...

- Books related to their special interests and questions – including picture books meant for older children or adults.
- Books with patterns that invite participation in reading.
- Books about children like themselves, and those who are different.
- Books made by themselves and their classmates.

Small Heroes Triumph Over Big Challenges – including their own emotions



Sharing stories

- Share with families what's happening at home and at school
- Ask families to share traditional songs and rhymes
- Create opportunities for parents to share stories about their children with teachers and each other
- Interaction



The Story of “Tell Me A Story”



What is “Tell Me A Story”?

- A literacy-based social-emotional project
- A social-emotional literacy project
- Designed to help children understand and describe their emotions

Tell Me a Story

- Watching circle time
- Listening to parents talk about adversity
- Listening to children and teachers in the classroom
- Talking about and learning to manage emotions
- Supporting each child's social-emotional development

Let's Chat. Share Your Thoughts in the Chat Box:

- How have you responded when a child raised a difficult topic, either in a group or with you individually?



Three Pillars of TMAS

Three key components of emotional competence:

- Knowledge of emotions
- Emotional expressiveness
- Self-regulation



What Guides Our Work

Children who experience engaging conversations with adults during their preschool years have been shown to achieve greater academic success in later years.

Massey, 2004



www.brazeltontouchpoints.org

What Guides Our Work

Learning to use and define emotion-related words and expressions is a skill that is missing in a critical way for many children who have experienced trauma and adversity.



www.brazeltontouchpoints.org

What Guides Our Work

Children's developing ability to understand and regulate their emotions can be supported with books. Characters who respond appropriately to their own emotions offer opportunities to talk and learn.

Brewer, 2001

www.brazeltontouchpoints.org

Implementing Tell Me a Story

- Personal preparation
- Review and reflect on the content
- Preparation of the materials & space
- Knowledge/Relationships with providers & children in the setting



www.brazeltontouchpoints.org

Implementing Tell Me a Story

- Classroom time – circle
- Choose book together
- Adapt book if necessary
- Repetitive readings – 3 to 4 times – Book Guides
- Activities before and after the reading
- Teacher debriefing



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Implementing Tell Me a Story

- Tell Me a Story and Families
- Family Modules for staff
- Tell Me a Story workshops with families



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Let's Talk about Sophie



Tell Me a Story Series

Reading stories with social-emotional themes is one of the ways parents and early care and education staff can support children's healthy development. Tell Me a Story will help build parent and staff capacity to use books and stories to help young children learn. Books can be used to explore important topics such as managing strong emotions, dealing with feelings of grief, or working on social skills. Head Start, Early Head Start, and early care and education staff can use the Tell Me a Story book guides, workshop materials, and additional resources to help children learn these skills that are crucial for school readiness.

Tell Me a Story was developed to support early childhood learning programs and their mental health outreach to families and children, with a focus on adversity and parental depression. Tell Me a Story is part of the Family Connections program at Boston Children's Hospital. For more resources, explore Family Connections: A Systemic Mental Health Consultation and Professional Development Model.

Introduction

Book Guides

Share developmental strategies for shared questions to spark

Introduction to the Book Guides [PDF, 127KB]

- Book Guide
- Book Guide
- Book Guide
- Book Guide
- Book Guide
- Book Guide
- Book Guide

Download the book here [PDF, 2.5MB]

- Book Guide: Only You [PDF, 135KB]
- Book Guide: Knuffle Bunny Too [PDF, 142KB]
- Book Guide: Quinto's Neighborhood / El Vecindario de Quinto [PDF, 141KB]

Workshops for Families

Additional Resources

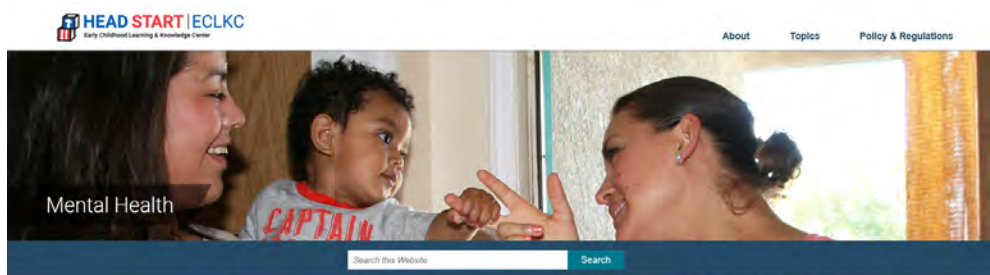
When Sophie Gets Angry – Really, Really Angry... [PDF, 130KB]

Working with Tell Me a Story Book Guides

- How do you think reading this story and using this book guide will benefit children in your setting?
- What challenges do you anticipate as a result?
- Beyond reading the book in this way, what follow-up or outreach activities could you use to further allow children to process and reflect on the subject matter?



Resources to Share



Tell Me a Story Series

Reading stories with social emotional themes is one of the ways parents and early care and education staff can support children's healthy development. Tell Me a Story will help build parent and staff capacity to use books and stories to help young children learn. Books can be used to explore important topics such as managing strong emotions, dealing with feelings of grief, or working on social skills. Head Start, Early Head Start, and early care and education staff can use the Tell Me a Story book guides, workshop materials, and additional resources to help children learn these skills that are crucial for school readiness.

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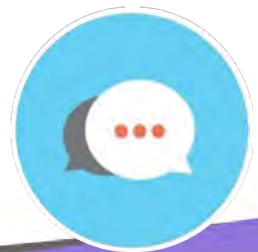
<https://eclkc.ohs.acf.hhs.gov/mental-health/article/tell-me-story-series>

Next Steps



What questions do you have?

Please use the chat box.



Online Survey and Certificates

- Your feedback is important to us!
- A Thank You email with a survey link is on its way! Keep an eye out for it in your inbox.
- You can print your certificate upon completion of the survey.

Upcoming Webinar

- October 31 – Partnering with Families to Support Dual Language Learners

Join the Chat After the Webinar!



NATIONAL CENTER ON
Parent, Family and Community Engagement

For more information about this resource, please contact us:
pfcewebinars@ecetta.info | 1-866-763-6481