



May 24, 2022

## Individualizing Instruction to Support Social Emotional Learning for Children with Disabilities and Suspected Delays

### Viewer's Guide

This viewer's guide will help you capture your ideas as you engage with the webinar content. During this webinar we will focus on strategies to support children with disabilities and suspected delays to learn important social emotional skills. We will discuss what we know from research about social emotional outcomes for young children with disabilities, identify critical social emotional skills to promote school readiness, and explore evidence-based instructional strategies. Helpful resources can be found in the Resources section of this guide.

### Why Social Emotional Skills?

*"...critical child outcomes of belonging, participating, and forming positive social relationships reflect success of inclusive placements for children with disabilities" (Odom, Buysse, and Soukakou, 2012)*

*"Getting along with peers and establishing friendships are major developmental tasks of early childhood that predict later outcomes" (Shonkoff & Phillips, 2000)*

*"A recent review on school readiness... concluded that many children who enter kindergarten without the requisite social and emotional skills are often plagued by behavioral, academic, and social problems that can persist into adulthood, if untreated" (The Child Mental Health Foundations and Agencies Network [FAN], 2001)*



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**Reflect: What are other important reasons to support social emotional learning for young children with disabilities and suspected delays?**

## Social Emotional Competence & School Readiness

Early social emotional development is critical to both school readiness and to a child's lifetime ability to form relationships. Children who can manage and regulate their emotions are more likely to adjust to school and have better learning outcomes. What skills do young children need to learn to enhance their social emotional competence?



### Emotional Literacy

Emotional literacy is a child's ability to identify and describe emotions in themselves and in others. Specific skills and behaviors include:

- Recognize feelings in self and others
- Label feelings in self and others
- Understand feelings in self and others
- Appropriately respond to feelings in self and others

**Reflect: What other emotional literacy skills and behaviors do children need to learn?**



### **Emotional Regulation**

Emotional regulation is a child's ability to monitor and adjust their emotional activity and expression. Specific skills and behaviors include:

- Following routines, rules, and directions
- Recognizing anger in self and others
- Controlling anger and impulses
- Learning appropriate ways to express anger and other 'big feelings'
- Learning how to calm down

**Reflect: What other emotional regulation skills and behaviors do children need to learn?**



## Friendship Skills

Friendship involves a child having positive and reciprocal interactions with other children. Specific skills and behaviors include:

- Sharing toys and other materials
- Taking turns
- Initiating play
- Suggesting play ideas and activities
- Following a friend's play ideas and activities
- Asking and responding to questions from friends

**Reflect: What other friendship skills and behaviors do children need to learn?**



## Problem Solving

Problem solving is a child's ability to effectively identify and use strategies to address personal and social problems and persist until a solution is found. Specific skills and behaviors include:

- Learning how to identify a problem
- Learning how to find a solution
- Learning to evaluate solutions
- Thinking of a different solution when one doesn't work

**Reflect:** What other problem-solving skills and behaviors do children need to learn?

## Try it Out!

In this webinar, we explored four highly individualized teaching practices that can be used to teach social emotional skills to young children with disabilities and suspected delays: Visual supports, social narratives, prompting, and descriptive feedback.

Think of a child you support: What social emotional skill do you want to target? Which teaching practice do you want to try first? What do you need to know or do to use this practice effectively?

**Reflect:** Which child could benefit from individualized social emotional instruction? What skill do they need to learn?

**Reflect: What highly individualized teaching practice could I use to teach that skill?**

**Reflect: What support do I need to be effective in my teaching practice?**

## Helpful Resources

### Online Resources

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Supporting Interactions for Children with Disabilities and Suspected Delays

<https://eclkc.ohs.acf.hhs.gov/video/supporting-interactions-children-disabilities-or-suspected-delays>

Instructional Practices to Support Individualization

<https://eclkc.ohs.acf.hhs.gov/video/instructional-practices-support-individualization>

Selecting Evidence-Based Practices

<https://afirm.fpg.unc.edu/selecting-ebp>

Social Emotional Teaching Strategies

[https://challengingbehavior.cbcs.usf.edu/docs/Implementation\\_practice\\_social.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Implementation_practice_social.pdf)

Practical Strategies for Teaching Social Emotional Skills

<https://www.youtube.com/watch?v=jVqjF7BDsnw>

The Pyramid Model for Promoting the Social and Emotional Development of Infants and Young Children

<https://eclkc.ohs.acf.hhs.gov/mental-health/article/pyramid-model-promoting-social-emotional-development-infants-young-children-fact-sheet>

Fostering Emotional Literacy in Young Children: Labeling Emotions

<https://eclkc.ohs.acf.hhs.gov/mental-health/article/fostering-emotional-literacy-young-children-labeling-emotions>

Discovering Feelings

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/discovering-feelings.pdf>

Promoting Self-Regulation with Tucker the Turtle

<https://eclkc.ohs.acf.hhs.gov/video/promoting-childrens-self-regulation-tucker-turtle>

You've Got to Have Friends

[https://challengingbehavior.cbcs.usf.edu/docs/Youve-got-to-have-friends\\_article.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Youve-got-to-have-friends_article.pdf)

Playing with Friends

[https://ectacenter.org/~pdfs/decrp/PGF\\_INT7\\_playingfriends\\_2018.pdf](https://ectacenter.org/~pdfs/decrp/PGF_INT7_playingfriends_2018.pdf)

Problem Solving Steps

[https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills\\_problem-solving-steps\\_poster.pdf](https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_problem-solving-steps_poster.pdf)

## **Online Communities**

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MyPeers: Head Start Disabilities-Inclusion Network

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>