

Engaging families to support socio-emotional development and learning readiness

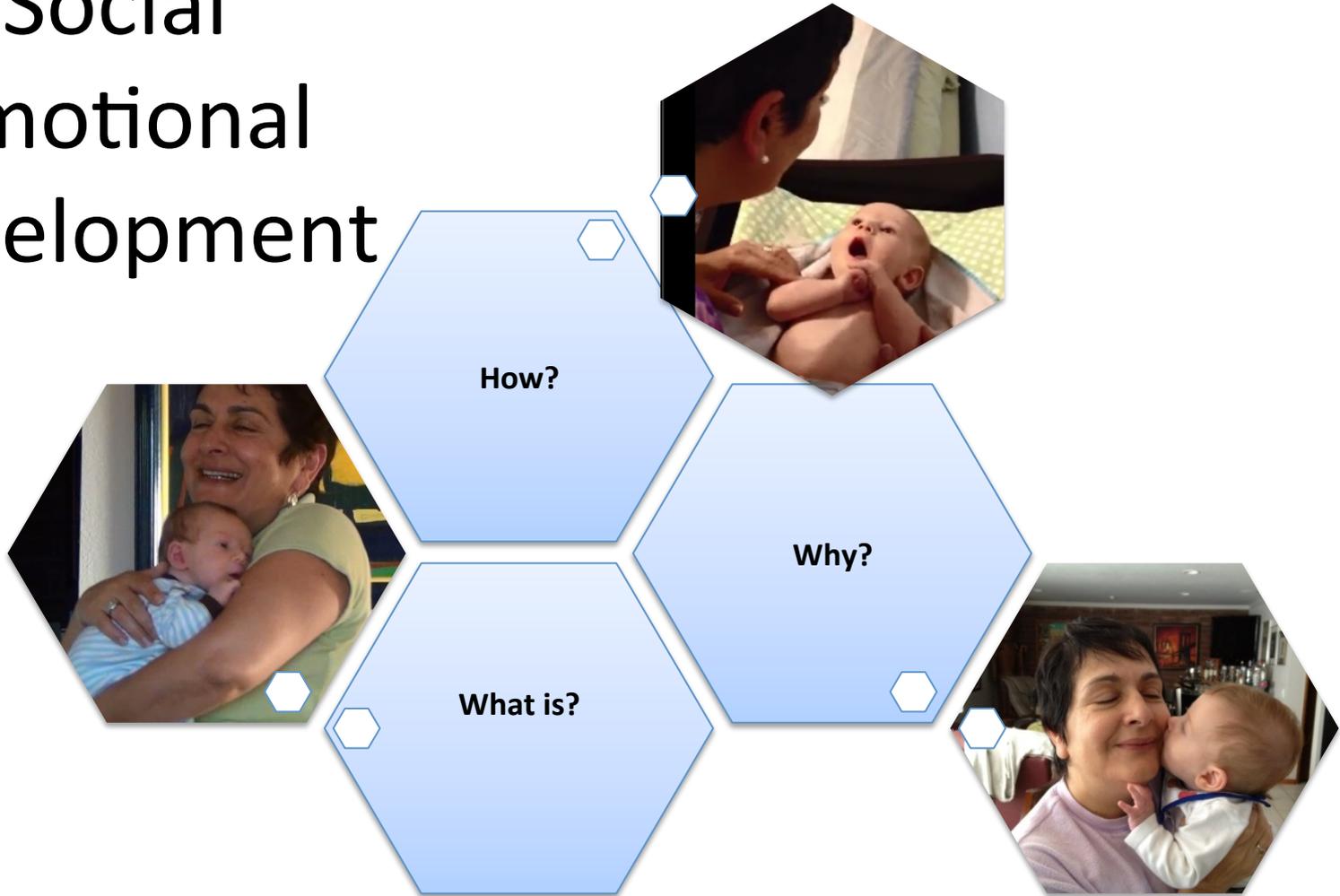
Dr. Shulamit N. Ritblatt
First Things First Conference
Monday August 18, 2014
3:30 -5:00 pm

Objectives for today's workshop:

- Understand the importance of social emotional development and readiness to learn skills
- Understand the importance of family engagement
- Learn about music as a “connector”
- Experience first-hand how to engage families to support young children's socio-emotional development and readiness to learn.

WHAT DOES A YOUNG CHILD NEED TO BE READY TO LEARN?

Social Emotional Development



What is Social Emotional development?

Child learns to identify and understand own feelings



What Is Social Emotional Development?



Child learns to accurately read and comprehend emotional states in others

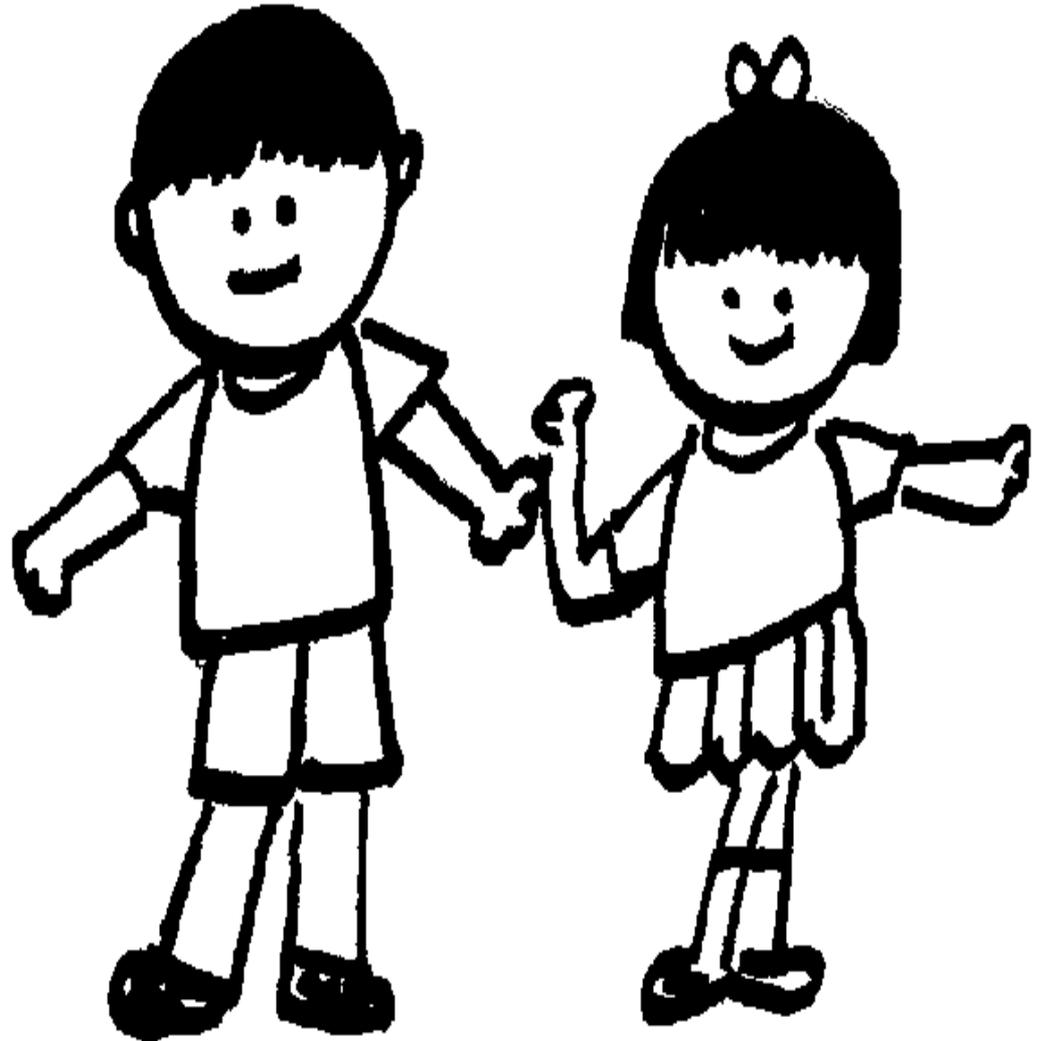
What Is Social Emotional Development?

Child learns to manage strong emotions and express them in a constructive manner.



What Is Social Emotional Development?

Child learns to regulate one's own behavior.



What Is Social Emotional Development?

Child learns to develop relationships and maintain friendships.

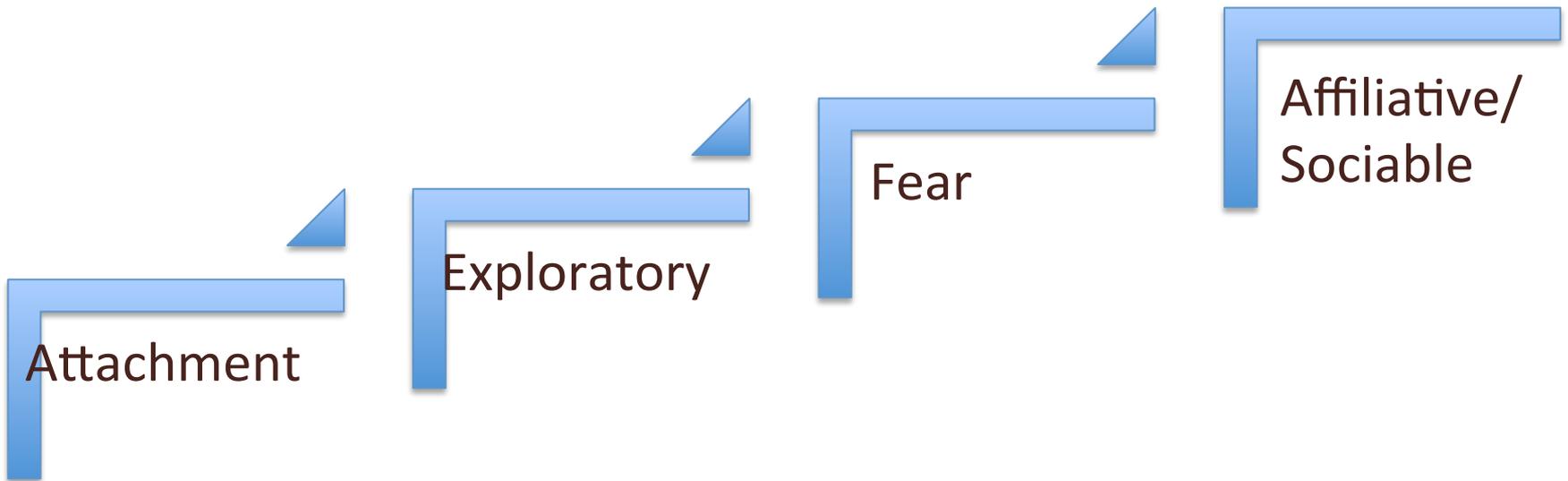


What Is Social Emotional Development?

Child learns to develop empathy for others.



Four Behavioral Motivational Systems (Bowlby)



Readiness To Learn



School Readiness

- School readiness, defined as a child's ability to successfully transition to kindergarten, has been a national education goal, since 1989's Charlottesville summit declared that "All children in America will start school ready to learn" (National Education Goals Panel, 1991). And yet more than one-third of preschoolers are still considered unprepared to transition into kindergarten, due to problems in behavioral and emotional skills (Knitzer, 2001).

- Piotrkowski et al. (2001) argued that school readiness consists of: Health and self-care, emotion and behavior regulation, interactions with and attitudes towards adults and children, effective communication of needs and feelings; an interest and engagement of the child in the world around, motivation to learn; motor skills; cognitive knowledge; and ability to adjust to kindergarten classroom's demands.

School Readiness Skills

- **Importance of socio-emotional skills.** In a study examining the views of 3,000 kindergarten teachers, Lin, Lawrence, and Gorrell (2003) found that the teachers' concerns in regard to school readiness centered on children's social skills and self-regulation behaviors (henceforth referred to as socio-emotional skills) in schools (tells wants and thoughts, 83.9%; not disruptive of the class, 78.6%; follows directions, 77.5%; takes turns and shares, 73.6%; sits still and alert, 61%; finishes tasks, 53.6%; problem solving skills, 35.1%; sensitive to others, 61.8%). Less emphasis was put on specific academic skills (counts to 20 or more, 14.6%; knows most of the alphabet, 21.4%; names colors and shapes, 32.3%; and uses pencil, brushes, 36.0%).

Learning Readiness Skills

- **Health and self-care**
- **Emotion and behavior regulation**
- **Positive interaction with adults and children**
- **Effective communication of needs and feelings**
- **An interest and engagement of the child in the world around**
- **Motivation to learn**
- **Motor skills**
- **Cognitive knowledge**
- **Ability to adjust to kindergarten classroom's demands (Piotrkowski et al. 2001)**

Socio-Emotional Readiness

- “Approximately 10-15% of typically developing children have chronic mild to moderate levels of behavior problems” (Timm & Fox, 2006, p. 1).
- A report by the Frank Porter Graham Child Development Center (2002) reports “40% of preschoolers exhibit at least one antisocial behavior each day, 24% exhibit three or more per day and 10% exhibit six or more antisocial behaviors each day”.

MUSIC AS THE “CONNECTOR”

MUSIC & SOCIAL EMOTIONAL DEVELOPMENT

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Why Music?



How Do We Use
Music?

What is the Effect
of Music?



Why Music?

- Music has the potential to be an ideal tool for enhancing school readiness. It can impact a child's approach to learning, by increasing enthusiasm for and engagement in learning new skills. Robinson (2002) stated that movement and music are joyful for children and therefore can be used effectively to teach children.
- The National Association of Child Care Resource and Referral Agencies (NACCRRA) (2008) described music as a universal connector that inspires, soothes, excites, and bonds human beings of all ages and cultures.
- Parents and caregivers instinctively communicate with young children in musical fashion because children are more likely to attend to and be motivated by messages communicated through music.

WHY MUSIC?

Music was looked at as a cultural phenomenon.

Neuroscience recently has started to look at music and language and the use of music to change behaviors.

Music activates deep emotional responses. It activates the same areas of rewards area of eating or reproducing. Connection to auditory and motor systems

WHY MUSIC?

*Before there was language
there was music*

WHY MUSIC?

Using music in learning puts you in a good mood will improve performance on the test taken immediately afterward. (Mozart effect)

WHY MUSIC?

Our emotional response to music is universal: anyone of us can listen to music and feel some form of emotion.

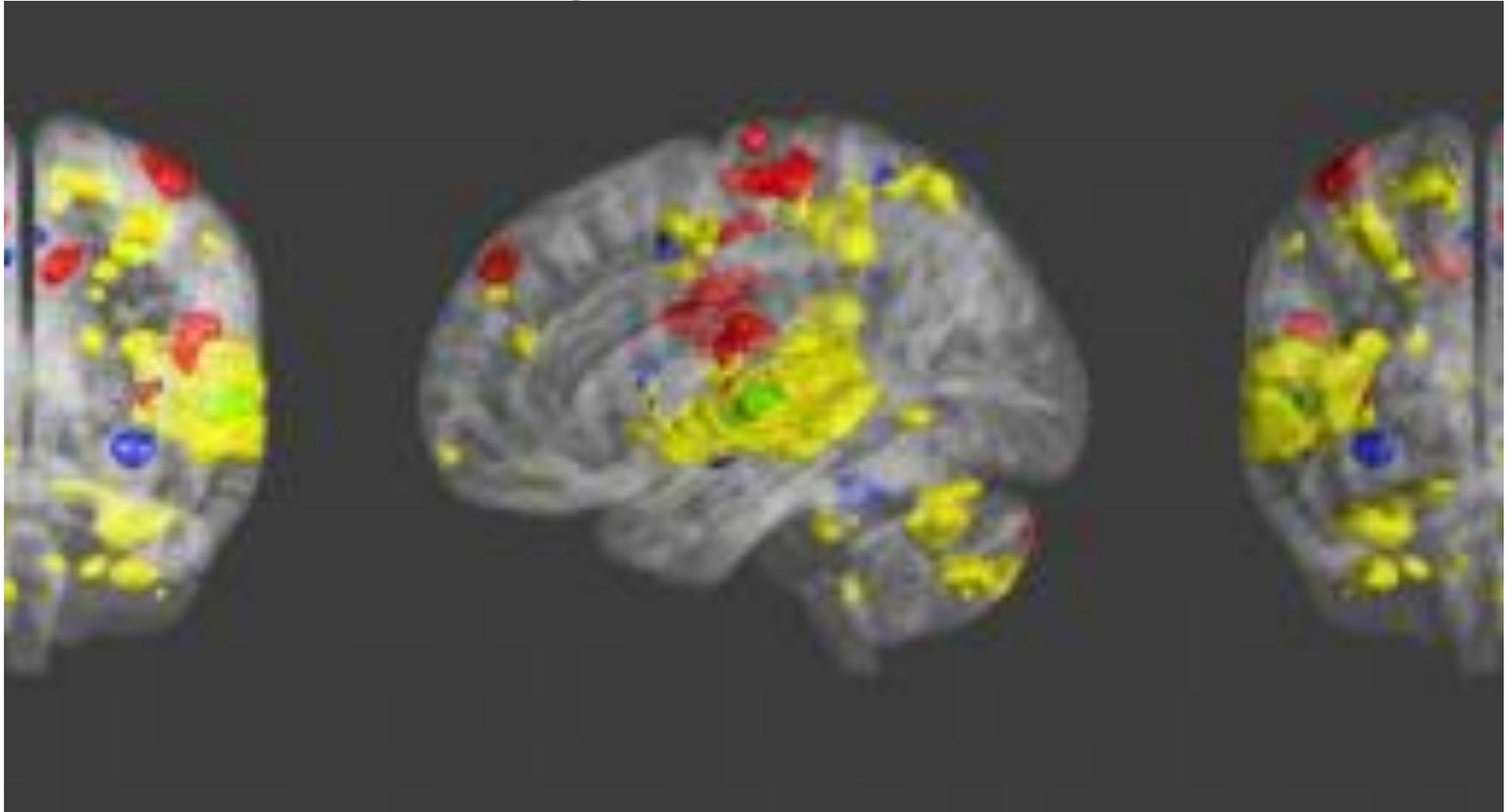
Research and Music

- According to Robinson (2002), music helps children's social-emotional development in that music experiences and interactions with other children provide children who have difficulty initiating an interaction with another child the motivation and context for practice of this skill. In addition, music activities (e.g., song texts, rhyming words, rhythmic patterns, steady beat, dramatization of stories through movement and instruments) have a dramatic effect on reading and literacy.

WHY MUSIC?

*The whole brain reacts to
music*

Listening to music activates not only the auditory areas, but large networks throughout the brain.



Why Music?

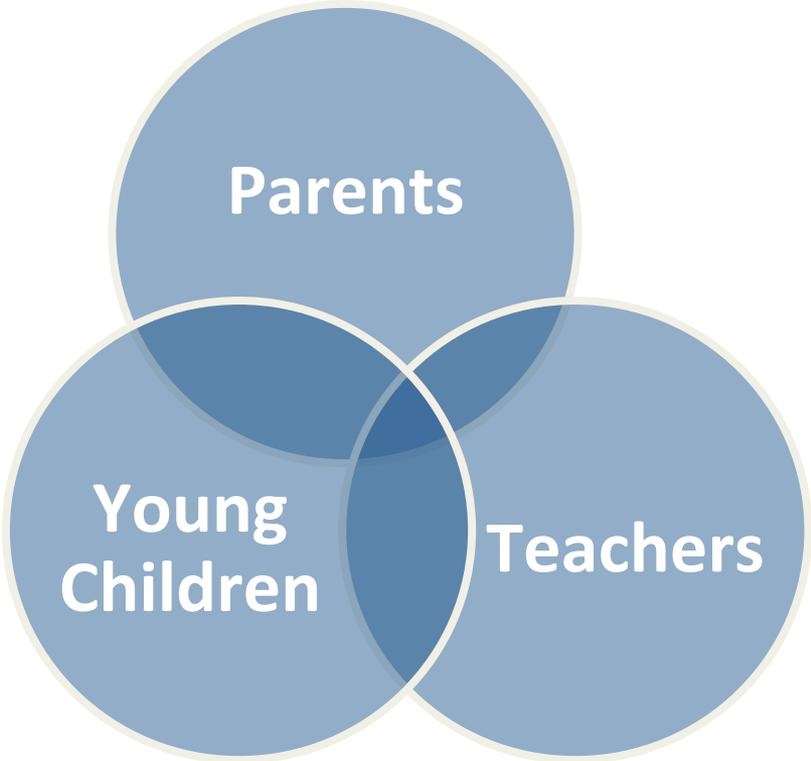
- NACCRRA (2008) recommended using music as part of the daily routine to help children transition smoothly from one activity to another and adjust to demands. In addition, there is extensive research highlighting the benefits music has on building self-regulation and new skills (Custodero & Johnson-Green, 2008), making it appropriately suited for use in developing school-readiness skills.

ENGAGING FAMILIES

Engaging Families

- Music is a universal connector
- Programs that involve parents and show them how to support their young children's emerging literacy and numeracy skills can produce gains among children from both low- and middle-income families.
- Music facilitates parents' learning process and their introduction to new information.

CIRCLE OF EDUCATION



What Is Unique About the Circle of Education?

