

Social development in Early Childhood

Catherine Korah, CEBM Coordinator



Social development in early childhood

Social development in the early years focuses on experiencing who they are and what to expect when interacting with others, through:

- Exploring and engaging with the environment
- Establishing a sense of belonging (creating connections with other children, with adults, participating in group activities)
- Forming a sense of self and begin to develop relationships
- Progressively exploring and practicing social abilities to interact positively with others

Social development

Being socially MATURE means to have the ability to consider others and “**mix well**” with others, which must begin with development of the SELF



Younger children still need the support of adults to gradually become aware of what is expected depending on the context.



The child's brain needs time to become oriented to the world and who they are.

To do this they are present in the moment with their dominant thought or emotion, and no other thoughts or emotions coming in.

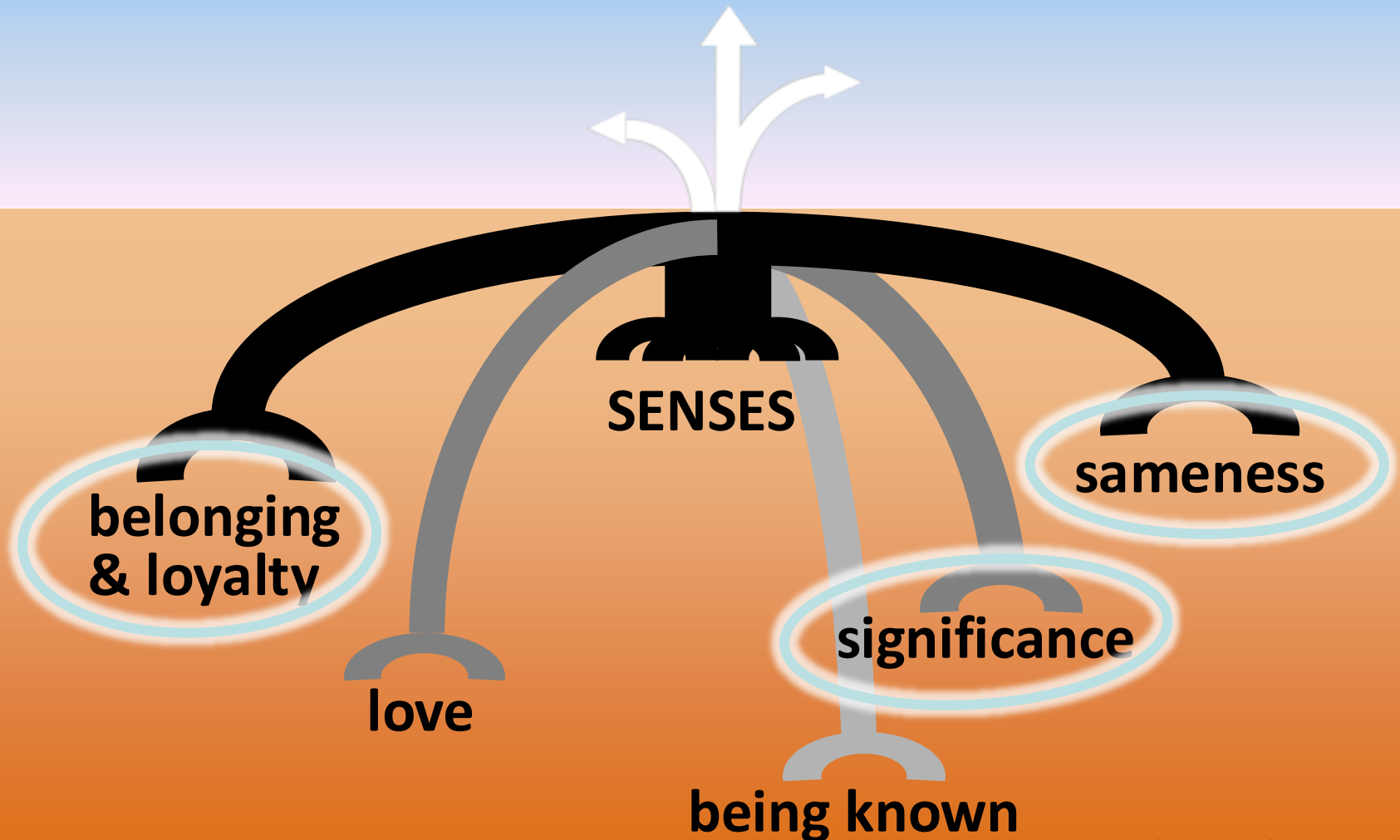
They They become absorbed in their own thoughts and cannot see beyond what they can handle.

They don't always listen because they can only attend to one thing at a time, and it isn't always us.

Deborah MacNamara

Dr. Gordon Neufeld's Attachment Roots

The child's instinct to attach to the adult
provides a natural leadership influence



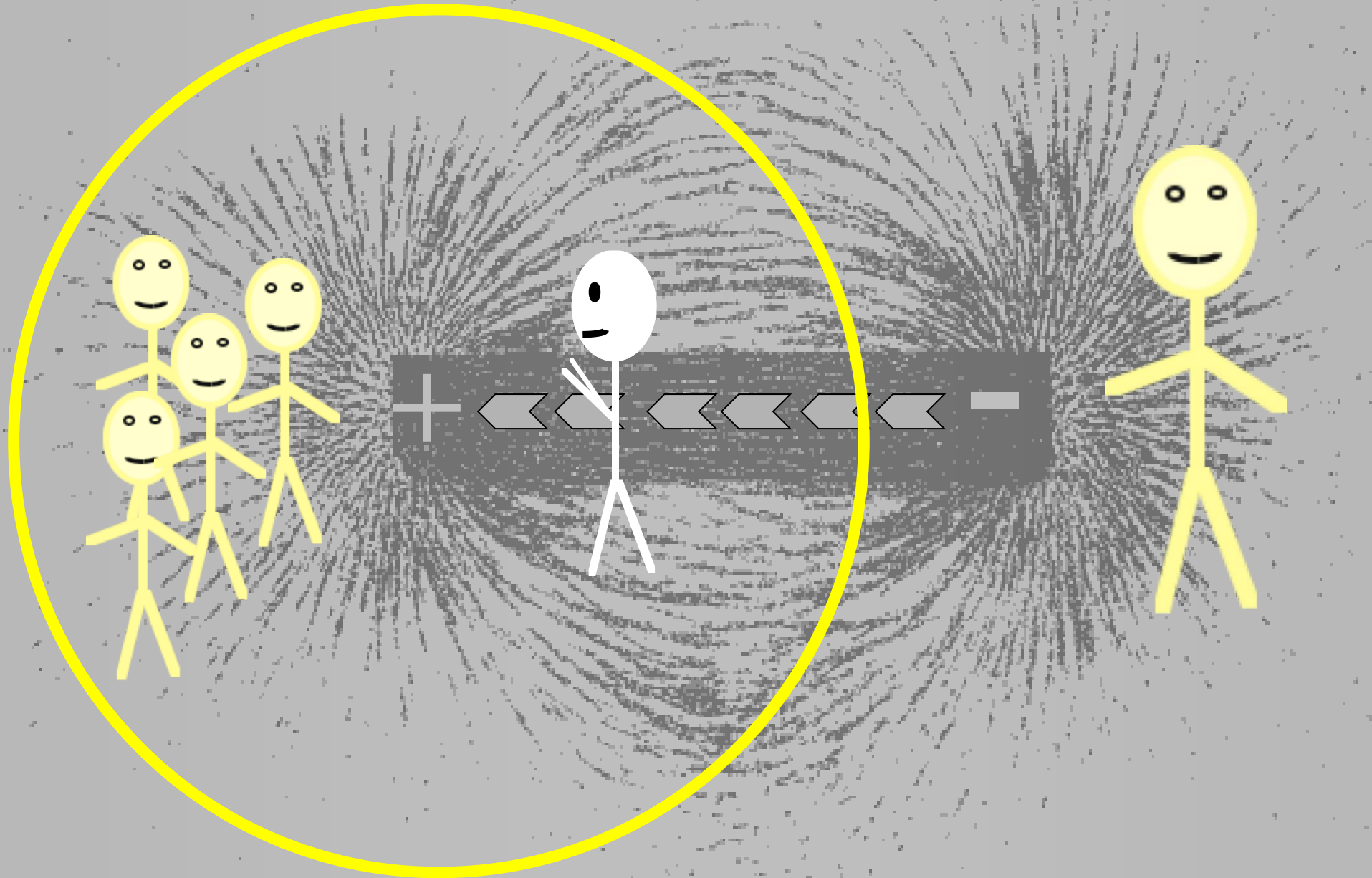
PURSUED



PROXIMITY



RESISTED



A child's capacity to listen and follow directives

It starts with **adult guidance and encouragement.**

The transition to school is quite difficult for younger children because their brains are immature and still under construction.

- ✓ Set up a visual schedule and checklists for various routines to help structure them.
- ✓ Help them through role-playing, rehearsing and practicing (e.g., waiting their turn, standing in line, etc.)
- ✓ Practice those routines regularly through a playful and engaging approach (e.g., using music or a puppet to demonstrate).
- ✓ Be mindful of your stance and tone when giving directives. Make sure to engage the child before focusing on the task at hand. This will help getting them on board and minimize their potential resistance.
- ✓ Make room for their frustration and give them space to voice what is bothering them.

Opportunities to play with and practice listening and following directives

PLAY 'SIMON SAYS'



MUSICAL CHAIRS



DRIVING CIRCUIT



RED LIGHT, GREEN LIGHT



They are not
little adults

Young Children

and their
INCONSIDERATE
relating

For them fair means that they get it
ALL!

don't yet have the concept of sharing

An innocent **EGOCENTRISM** that renders the
whole world about themselves.



A purity of action which leads
to a lack of **DIPLOMACY**:
Saying things like “she stinks!”
while pinching their nose.

A SINGLE-MINDEDNESS and a take on **UNFAIRNESS** that
is definitely **ONE-SIDED** in nature, rendering another's
reference point irrelevant.

Why is it that
young children
lack
consideration
by design?



This is Nature's way of protecting a child from any social considerations that could overwhelm them and undermine the **emergence of a tender new self**.

"They are egocentric because in order to share yourself with another person you first have to have a self to share".

Deborah MacNamara

A child's capacity to share and to be kind to others

It starts with
feeling
important &
cared for as well
as **having a soft**
heart.

- ✓ Make yourself accessible and let the children get to know you by sharing commonalities, interests and preferences.
- ✓ Model being kind by responding with generosity when they appear to need help.
- ✓ Be aware that your reactions can have an impact on the children's sense of well-being.
- ✓ Be patient when the child struggles with sharing. Finding workarounds to assist with challenging situations.
- ✓ Propose fun and engaging games that naturally promote sharing (e.g., Mr. Potato Head). Practice problem-solving strategies that are adapted for sharing.

Keep in mind that young children are naturally egocentric because being considerate of others requires executive functioning, which is still in development.

DEVELOPMENTAL MODEL OF EMPATHY

Caring is a natural, spontaneous emotion evoked when one is properly **attached**, and **being felt** when hearts are soft

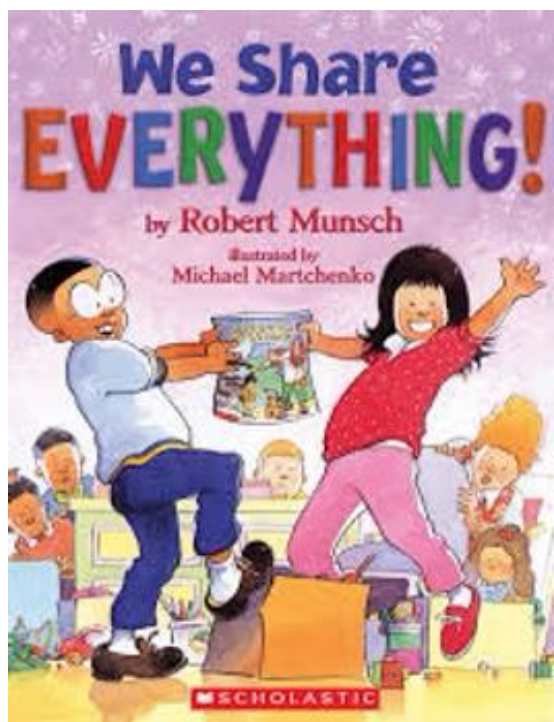
*gives empathy its **ROOTS**,
HEART & SPIRIT*

CARING + CONSIDERATION = EMPATHY

*gives empathy
its civilized **FORM***

Consideration is a fruit of **integrative functioning**, which results from healthy development, which requires a soft heart and 'right' relationship

Opportunities to consider, play at and practice sharing & problem-solving



How to Play 'We Share / Don't Share Everything' Card Game



- This game accompanies the book *We Share Everything* by Robert Munsch in the K4-K5 Teacher Tool Kit on the CEBM website
- The documents required to make this game are on the CEBM website
- Using a zipper pouch is a great way to store all the cards together for safekeeping
- We recommend that you print the documents in color and laminate them for durability
- We recommend that the first time you use this game, that it be introduced and processed with the entire group.
- Following this introduction, this could be a center activity played with 3-4 children together.
- There are 3 categories of cards:
 - Things we share (thumb up)
 - Things we don't share (thumb down)
 - Things that are near and dear to our hearts, we can share but we may not always want to or prefer not to share
- Have the children take these 3 cards and lay them out on a table. Explain the categories and then have them sort the different cards into their chosen category

NOTE: 1. Some cards, depending on one's point of view can be placed in more than one category. The key element is that the child can explain why they are placing it in the category of their choice.
2. Return all the cards into the zipper pouch for safe keeping, this game can be played repeatedly and additional cards can be added to the game.

This toolkit was developed by Martine Demers and Catherine Korah (CEBM), and Lucie Brisebois (RSB) with the collaboration of K4-K5 teachers

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FRONT OF CARD

SHARING PROBLEM SOLVING

Fun sharing activities for kids:

- Team drawing/painting
- Mr. Potato Head
- Group puzzle
- Cooperative board games
- Playing sorting games together
- Building a tower together (Blocks, Legos)
- Book sharing
- Collective scientific project
- Taking care of the class mascot
- "Show & Share": asking the children to bring an item and explain why it is important to them. Then, that toy (clearly marked!) will be shared with a peer.
- "Musical Share": organizing the kids in a circle. Each of them has a favorite toy. When the music starts, they pass around the toys. When the music stops, they play for one minute with the toy that they have in their hands.
- Pass the ball around the circle
- Pass the ice cream activity: <https://www.sunnydayfamily.com/2016/09/sharing-activity-for-preschoolers.html>

Sharing rules and solutions:

- First come first serve
- Waiting until someone is finished before starting to use it
- If a toy/item was put aside a little while ago, then it's available for others to play with
- Asking kindly "Can I have a turn?" before borrowing (of course with the other's agreement)
- No grabbing
- Trying a trade
- When possible, dividing it up into two (e.g. with blocks, Legos, etc.)
- Asking for help from the teacher when needed
- Coin Toss or Possession Arrow: if the children arrive at a toy at the same time and both children want to play with that toy, then we flip a coin (or use a possession arrow) to determine who gets to play with the toy next.
- Taking turns with a timer
- Using popsicle sticks to select who's next
- Using a sign-up system
- Having the right to say 'no' - children should not be forced to share
- Option to reserve a favorite item on rotation

A child's success in managing conflict

It starts with
creating a
**developmentally-
friendly
environment.**

Provide what they
need to thrive and
do their best.

- ✓ Display a strong adult posture and rely on managing the circumstances. Don't expect the child to be able to sort out challenging conflicts on their own.
- ✓ Rest, play and emotional expression are keys to allow children to feel safe and, in turn, be more disposed to getting along.
- ✓ When a child is having a hard time dealing with their emotions, provide a quiet space to help them reset.
- ✓ Convey understanding when the child gets into conflicts. Young children get easily triggered emotionally. Rather than forcing an apology, focus on the gesture of reparation when the time is right.

Guidelines for handling conflicts BETWEEN CHILDREN

Don't try to figure out “who did what to whom” and “who was in the right”.

- The conflict is often more than what it seems. It may be a build-up of previous frustrations spilling over into the next situation.
- There is no point to focus on “who did what to whom”. We may not have the full picture (e.g. we may have missed some non-verbal behaviours).
- Immature people will INSIST on their own perspective because they lack the development of the prefrontal cortex that enables them to see situations from another person's point of view.

Guidelines for handling conflicts BETWEEN CHILDREN

Come alongside
each child's
experience

Try to reflect on the EMOTIONAL experience:

- **Frustration:** *"That really wasn't working for you – it's not what you had in mind."*
- **Alarm:** *"That was scary – you were worried."*
- **Pursuit:** *"You really wanted him to play with you."*
- **Sadness:** *"That was upsetting – you feel hurt and sad."*

Guidelines for handling conflicts BETWEEN CHILDREN

**Don't try to
teach a lesson,
and don't talk
too much**

Instead: Do whatever you can to defuse the situation – ACT **don't** TALK

- Kindly separate the children – preserve their dignity
- Give one child something else to play with
- Or ask the children to help you with something

If needed, address the incident only once the children's emotions have subsided.

Guidelines for handling conflicts BETWEEN CHILDREN

Don't force a
'sorry' unless it
is genuine



- An insincere apology is not effective. Even young children can tell when it is not a genuine “sorry”.
- Young children feel badly AFTER an incident, even if they cannot temper themselves during it. They need to know that we understand how hard it is for them to “control” themselves.
- Instead: Go to the child who has been affected and take the time to acknowledge and validate their “pain”. Model to the children by saying you’re sorry for the situation turning out the way it did. Let them know that you are taking charge of the situation.
- Then: wait until emotions have subsided, and focus on the gesture of reparation (get the child’s input)

Assume **RESPONSIBILITY** for the child who often gets into trouble

When a child frequently gets into trouble ADULTS ask themselves:

- **When** does this child have a difficult time?
- **Where** does this child have a difficult time?
- **With whom** does this child have a difficult time?

When a child frequently gets into trouble ADULTS find ways to keep the child out of trouble

- Guide them to a different activity
- Provide extra supervision
- When a misbehaviour happens, consider it to be a non-intentional “accident”

A child's ability to collaborate and solve problems

It starts with an
**adult's modeling
and support.**

- ✓ Model the expected behaviour regularly. Be explicit by showing them what the expected behaviour looks like.
- ✓ Talk aloud about how to do things:
"When I am in this situation, I like to..."
"When I feel this way..." "In this class, we..." "In this school, we..."
- ✓ Be playful through games, songs, and chants to address expected behaviour.
- ✓ Provide opportunities for social development that go beyond just 'getting along'.

A child's ability to interact socially (make and manage friendships, be inclusive, etc.)

It starts by using
**play and engaging
activities** to guide
them.

- ✓ Create a class climate that celebrates diversity, equity and inclusion.
- ✓ Propose fun and engaging games that naturally promote a sense of belonging and community (e.g. a group mural), to help children practice being inclusive.
- ✓ Use story books (or individualized social stories, for some) to help children explore a range of social situations.
- ✓ Use games and activities to practice these social situations (e.g. imaginary play and role-playing with puppets, masks, figurines, dolls and Lego, as well as games like Red Light/Green Light, Simon Says, Statue, Musical Chairs, etc.)

Keep in mind that young children naturally gravitate towards those who are similar to them.

Developmentally friendly discipline for the IMMATURE

- Imposing order rather than trying to teach behaviour.
- Using structure and routine to orchestrate behaviour
- being proactive to prevent problems – traffic director
- being minimally reactive - just enough intervention to deal with the situation.
- avoiding too much talking about behaviour.

Minimize the influence of peers

- Expecting poor behaviour when young immature children spend unsupervised time with peers
- Making room for the child to spend time in the presence of those more mature
- Finding “dignified” ways of keeping children apart when it is too overwhelming and triggering:
 - ✓ by creating pre-determined small group activities
 - ✓ by setting up blocs of time where the child can have respite/downtime
 - ✓ by having the child be a ‘helper’ to the adult



Familiarize them
with social
concepts...through
PLAY!

- Being in a line-up
- Listening to instructions
- Taking turns



They are not
little adults

Young
Children

and their
SEPARATION
problems

“NO! I do it myself, but don’t make me!”

don’t have the capacity for independence

***THEIR NEED FOR DEPENDENCE
MUST BE FULFILLED FIRST***



The more we push for independence (getting dressed on their own, accomplishing tasks by themselves, etc.), the more they will become concerned with the need to depend.

SEEKING CARE

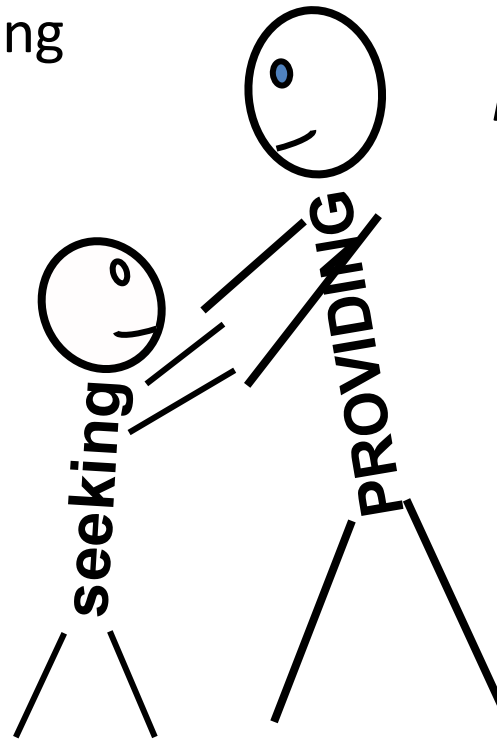
dependent instincts

- for an invitation to exist
- for contact and connection
- for sameness & belonging
- for safety and comfort
- to get one's bearings
- for warmth & love
- for recognition
- for significance
- for understanding
- for a relational 'home'
- for a sense of togetherness

PROVIDING CARE

alpha instincts

- ***INSPIRE dependence by taking a strong caring alpha LEAD***
- ***INVITE dependence & be worthy of that trust***
- ***make it SAFE to depend, never using their relational needs against them***
- ***be GENEROUS with one's care, providing more than is pursued***
- ***DON'T BE FOOLED by the myriad illusions of independence***



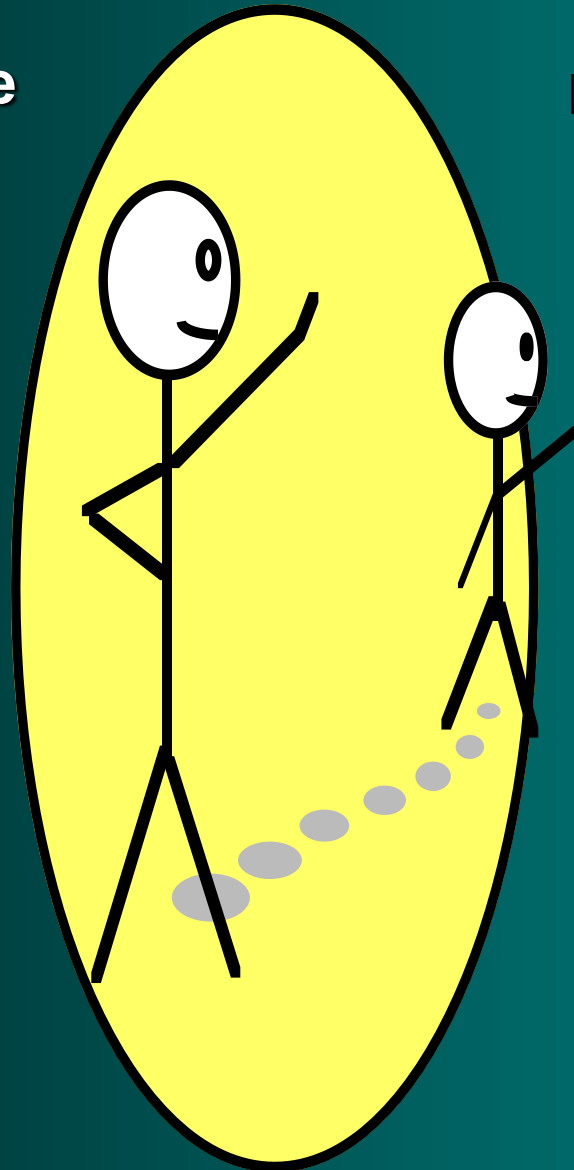
How attachment gives birth to the emergent self

1. The deeper the attachment...

2. The more secure the home base ...

3. The more fulfilling the attachment...

4. The more trusting and dependent...



→ ... the more room for individuality to develop

→ ... the more freedom to venture forth

→ ... the more inclined to emerge as a separate being

→ ... the better able to nurture independence

A child's ability to become independent

It starts by
fulfilling their
**need for
dependence.**

- ✓ Allow them to depend on you every so often when they need the help. Offer them to accomplish the task together. Over time, providing generous support will awaken in them a natural emergence to do things themselves.
- ✓ Sometimes, their reluctance stems from a fear of failure. Convey that mistakes are merely an opportunity to build a better understanding and to solidify learning.
- ✓ Be patient when a child is struggling to accomplish a task on their own, as they are quite attuned to our responses.
- ✓ Be aware that placing outside pressure towards independence placed too prematurely can trigger frustration, resistance and opposition.

Resistance and/or **opposition** can potentially happen when the experience of **outside pressure** is greater than the child's sense of their **own WILL**

expectations

>

initiative

pressure

>

purpose

demands

>

desires

have to's

>

want to's

directives

>

intentions

input

>

curiosity

incentives / rewards

>

interest

CEBM Pyramid of Support

Tier 1 universal practices



Tier 2 targeted practices



Tier 3 individualized practices



List of considerations



<https://www.cebmmember.ca/k4-k5-practices>



CEBM RESOURCES CENTER

Framework for Student Support



PHILOSOPHY

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K4-K5 Practices (this webpage is still under construction)

This webpage is dedicated to our 4-5 year olds, as they require a different tier of support, given their developmental level and related needs. The documents, tools and resources presented below have been designed with them in mind, catering to their budding immaturity, and compensating for their challenges, until their maturation unfolds.

CEBM would like to extend a special thank you to all the [key people](#) who have contributed to the development of this resources page. The following documents, tools and resources could not have been possible without their precious help.

Common Practices to Avoid

August Practices

Tier 1 Universal Practices

Tier 2 Targeted Practices

Tier 3 Individualized Practices

Practices during Transitions

Secondary Practices

FR

Paradigm Shift

CEBM Distinctives

COMMON PRACTICES TO AVOID

Pyramid of Interventions

K4-K5 Corner

K4-K5 PYRAMID OF SUPPORT: preventive practices and alternate measures

Tier 1 universal practices



Tier 2 targeted practices



Tier 3 individualized practices



Considerations



PRESENTATION: MAKING SENSE OF OUR K4-K5 CHILDREN



List of practices by section

Physical and
social setup of
the space

Attachment
rituals

Adult posture

Structures and
routines

Inclusive
practices

Play-based
activities

Downtime and
respite

Physical
movement

Outdoor
opportunities

Emotional and
social
development

Parameters
around
transitions

Planning and
considerations

<https://www.cebmmember.ca/k4-k5-practices>

Helping the adults **ADJUST** their expectations

The 4-year-old VS the 5-year-old

The differences and similarities between the 4 and 5-year-old	
At 4 years old	At 5 years old
❑ Their prefrontal cortex has not yet started to develop – little or no signs of executive function abilities ❑ Doesn't yet have a well-developed relationship with oneself ❑ Has big raw emotions (only experience one emotion at a time), unable to regulate emotions, tears are very common, difficulty with verbalizing emotions ❑ Doesn't yet learn from their mistakes and struggles to adapt in confronting situations ❑ Their increasing imagination gives them the ability to anticipate bad things happening to self or others (this triggers many fears but struggles to verbalize them) ❑ Reacts on impulse with little or no filter ❑ Is egocentric (doesn't yet have the ability to hold two perspectives at once, which impacts their consideration and empathy towards others) ❑ Has little or no tolerance for separation (especially in a new environment or with new adults) – has not yet developed a good enough ability to hold on when apart ❑ Has a short attention span (approx. 8-12 min - this depends on the activity at hand and the child's interest), needs to move (high energy) ❑ Needs to rest (may still be taking naps) ❑ Mood often shifts when tired and/or hungry ❑ Needs to play – their job is to play (may still parallel play) ❑ Displays shyness around new adults and struggles with having to respond to several adults at once (they orient themselves towards one adult at a time) ❑ Struggles with transitions and unstructured/unsupervised contexts – needs to know what comes next for reassurance	❑ Their prefrontal cortex development has barely begun (if the 'right' conditions are in place) – beginning stages of executive function abilities (may be easily eclipsed) ❑ Still getting to know themselves (likes, dislikes, preferences, etc.) ❑ Also, big raw emotions (only one at a time) – starting to verbalize emotions ❑ Still developing the ability for adaptation ❑ May have a better ability to play out fears and voice concerns ❑ Has impulses with little filter depending on the day and emotion being triggered ❑ Is still egocentric, although we may observe at times the beginning stages of consideration for others ❑ May have some tolerance for separation (this will depend on the child and their ability to attach) – when they feel vulnerable this will be altered ❑ May have a slight better attention span (but still short - approx. 12-15 min - this depends on the activity at hand and the child's interest), also needs to move ❑ Needs some respite/downtime ❑ May be able to name when they are tired/hungry or have other needs that require to be fulfilled. Some seek it intuitively and others need for the adults to orchestrate it ❑ Needs to play – their job is to play (may have a better ability to play with others) – Learning takes place through play ❑ May display some shyness around new adults, may have a better ability to respond to a few adults at a time if they have a relationship with them ❑ May do somewhat better with transitions if they are consistent/predictable and are limited in number; still struggles with unstructured/unsupervised contexts ❑ May have better fine motor and gross motor abilities ❑ May have better language development
Please note that the traits listed above are typically observed in children who have been exposed to optimal life conditions (attachment, safety, basic needs met, etc.). Adversity and trauma may have an impact on the development of some of these milestones. Hypersensitivity, sensory overload, and intense/overwhelming emotions may also have an impact on delaying the unfolding of these.	

Developmentally appropriate Preschooler Traits at each Tier

Developmentally appropriate Preschooler Traits at each Tier – K4-K5		
Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
❑ Manages well in a whole group context with sufficient universal support measures in place ❑ Curious and interested in exploring/learning new things ❑ Playful (their job is to play – play is the foundation to learning) ❑ Open-minded and easily amazed – has a good ability for imagination and believes in magic ❑ Egocentric – still developing the ability to be considerate of others – fairness to them is they get most/all ❑ May struggle to share with others at times, especially with an item of interest ❑ Spontaneous and impulsive at times (even if they're skillful at verbalizing what they 'should' be doing, sometimes they can't do better) – reacts instinctively ❑ Can quickly switch from one emotion to the next (can only feel one emotion at a time) – may get frustrated when things don't work, but has a certain level of ability to verbalize their emotions ❑ Potential for emotional outbursts depending on the circumstances, but can be easily regulated with the help of an adult ❑ Need for attachment – difficulty with separation from home (Sept. and following time away from school, such as holidays)	❑ Benefits from blocs of time in a small-group context with structure, supervision, and targeted support measures in place in addition to the existing universal practices ❑ Also displays some of the same traits observed at Tier 1 in terms of curiosity, playfulness, experiencing one emotion at a time, and egocentrism ❑ May struggle to share with others (depends on the child and situation) ❑ Can get overly excited and impulsive, especially in times of play related to their interests ❑ Easily upset/frustrated – can pout for a certain time – may have difficulty with verbalizing emotion ❑ Can be triggered emotionally for a longer period of time (depends on the child and situation) ❑ Requires support and accompaniment through co-regulation when overwhelmed emotionally ❑ Although they have a need for attachment, there may be a lack of trust towards the adult, and it may be difficult to achieve it – not easy with new adults	❑ Benefits from one-to-one intensive and personalized support measures in place in addition to the existing universal and targeted practices ❑ Benefits from blocs of time spent outside of the classroom for additional movement or respite (some children at Tier 3 may also benefit from a part time schedule) ❑ Also displays some of the same traits observed at Tier 1 in terms of curiosity, playfulness, experiencing one emotion at a time, and egocentrism ❑ Struggles to share with others in general ❑ Gets overly excited and impulsive on a regular basis – agitated restless energy that benefits from being discharged via outdoor active games ❑ Gets highly reactive when things don't go their way ❑ Frustration may be omnipresent with the child – difficult at times to get them out of it ❑ Emotional triggering may lead to big outburst/meltdowns that are difficult to get out of – child may have no ability to recognize or verbalize emotions ❑ Requires ongoing support and accompaniment through co-regulation when overwhelmed emotionally ❑ Absent or fragile attachment (may challenge the relationships to the adults present)

Suggestions of [Social Development](#) Practices at each Tier

Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
❑ Providing universal whole group accompaniment for social development during class time ❑ Providing opportunities for social development, which goes beyond the focus on getting along ❑ Understanding the K4-K5 children are not yet developmentally ready on a social level – they require ongoing structure and supervision to adapt well to their environment and cannot achieve this autonomously ❑ Being mindful of the differences between the 4-year-old and the 5-year-old ❑ Using explicit and playful ways to introduce, model and prompt a response to the adult's expectations (e.g. sharing, waiting their turn, standing in line, participating in group activities, interacting with others, etc.) - through structures and routines, stories, chants, puppets, role-playing, games, etc. - modeling and narrating, in a positive and engaging way, examples of 'what to do' and 'what not to do'	❑ Providing targeted small-group (2-4 children) accompaniment for social development, either in class (during station-based activities) or in an alternate location (supported lunch and/or indoor-outdoor play) – may require the help of an additional adult ❑ Using story books, in a small group setting, to accompany the children in exploring a range of social situations. ❑ Using games and activities, in a small group setting, to explore and practice a range of social situations (e.g. using LEGO, puppets, figurines/dolls, masks, role-playing, etc.) – refer to CEBM K4-K5 Teacher Toolkit for more ideas - Modeling the expected social interactions and narrating the positive examples ❑ On a one-to-one basis (when the child is regulated and receptive – not immediately following an incident), having the child at Tier 2 replay challenging/triggering situations, as well as conflicts faced, and helping them walk through it (e.g. using LEGO, puppets, figurines/dolls, masks, role-playing, etc.) – this is meant to be a child-lead activity	❑ Providing intensive and personalized one-to-one accompaniment for social development in an alternate location (sheltered lunch and/or indoor-outdoor play) – lead by Support Staff or another assigned adult ❑ Giving access to an alternate space to explore and discuss a variety of social situations (e.g. Oasis room, sensory room, Nurturing Support Center - NSC, etc.) ❑ Setting up parameters to help them stay out of trouble by: - Providing close supervision when playing with others - Accompanying them in co-managing a difficult social context (e.g. board games, group activities/sports, etc.) - Applying de-escalation strategies if needed ❑ Using story books, on a one-to-one basis, to accompany the child in exploring a range of social situations. ❑ Using games and activities, on a one-to-one basis (could invite a friend), to explore and practice a range of social situations (e.g. using LEGO, puppets, figurines/dolls, masks, role-playing, etc.) – refer to CEBM K4-K5 Teacher Toolkit for more ideas - Modeling and scripting the expected social interactions – narrating the positive examples

<https://www.cebmmember.ca/k4-k5-social-development>

CEBM K4-K5 Toolkit for Social Development



<https://www.cebmmember.ca/k4-k5-social-development>



CEBM RESOURCES CENTER Framework for Student Support



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K4-K5 Social Development (this webpage is still under construction)

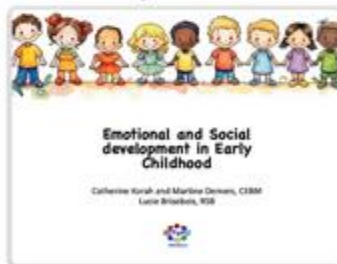
Through children's literature, this resources page aims to provide a range of tools and resources to help make social development more concrete and engaging for K4-K5 children.

CEBM would like to extend a special thank you to all the [key people](#) who have contributed to this resources page. The following documents, tools and resources could not have been possible without their precious help.

The books presented below are those for which CEBM developed activity cards. Please consult the [list of books by theme](#) for additional suggestions. You can also consult this [list of books by timeline](#).

OVERVIEW: school staff resources for K4-K5 social development

Intro presentation



Practices by tier



List of books by timeline



Books by theme



Summary of activities by theme



YouTube links



Editorials by theme



K4-K5 Emotional Development

K4-K5 Social Development

Emotions Intervention Materials

Brain Break Activities

Physical Outlet - Movement Station

Fine-Motor & Quiet Activities

Sensory Materials

Cocoon Area

Building & Creating Activities

Lego Resource Package

Flexible Classroom

Accessibility to Work Tools

Personal Bin

Puzzle Activities

Play-Drama-Dress-up

Children's Literature

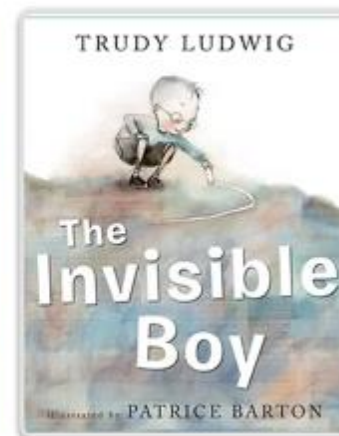
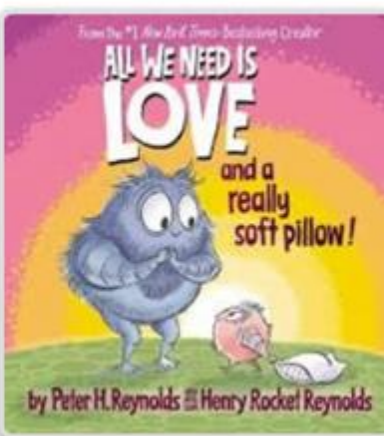
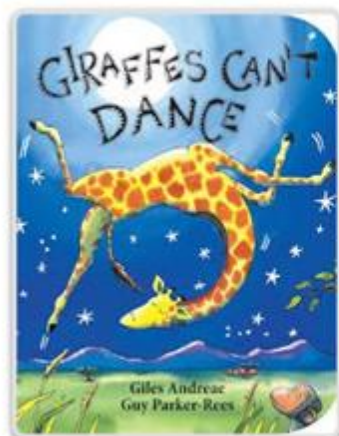
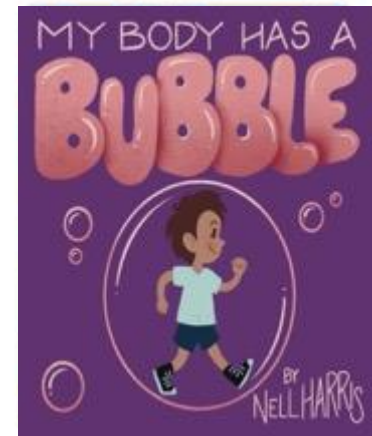
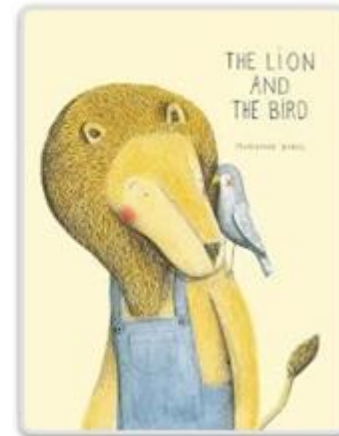
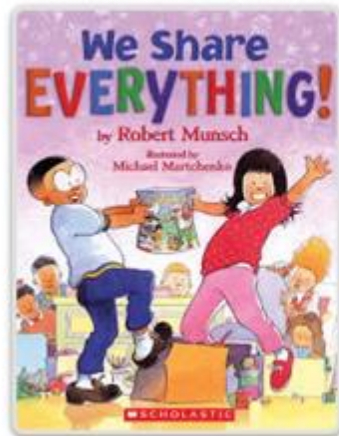
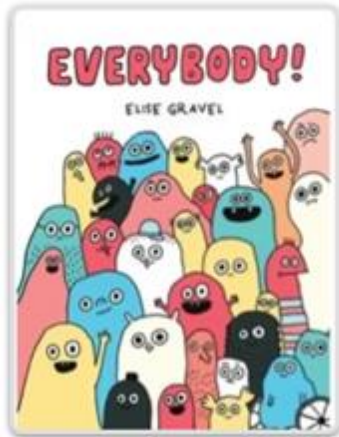
Academic Resources

FR

K4-K5
Practices

K4-K5
Corner

Examples of children's books on social development



Themes in Social Development

Attachment,
togetherness

Similarities and
differences

Acceptance,
inclusion

Boundaries,
personal space

Friendship

Conflict, being
sorry

Kindness,
helping

Sharing,
cooperation

Taking turns,
waiting in line

Making
mistakes,
loosing

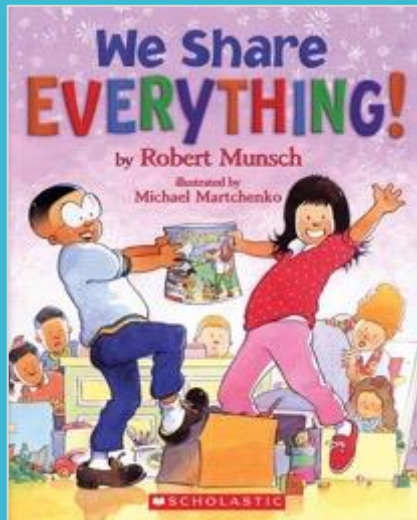
Social manners

Listening,
following rules

<https://www.cebmmember.ca/k4-k5-social-development>

Teacher toolkit to accompany emotional and social development

Books



Activity cards



Ready-to-use games and activities

Sorting game, 'We share, we don't share everything'



* The accompanying sheet offers a variety of games and activities, along with materials that are ready to use and available to download from the CEBM Resources Centre.



Teacher toolkit to accompany emotional and social development



Indoor games/activities

Engaging, playful activities that build emotional awareness, cooperation, and communication.



Outdoor games/activities

Nature-based and active experiences that support well-being, confidence, and social connection.



Same activities adapted for each tier of support

Inclusive strategies that ensure all children can participate, grow, and succeed.



Parent component

Resources and ideas to strengthen the home-school connection and support consistent growth.



Consideration for 4-year-olds and Tier 3

Developmentally appropriate strategies and targeted support for young learners needing extra guidance.



Consideration for special needs EHDA

Inclusive, individualized approaches that honour diverse needs and abilities.



CEBM K4-K5 Teacher Toolkit on Emotional and Social Development

EN / FR



The Invisible String by Patrice Karst

Book synopsis: People who love each other are always connected by a very special string made of love. Wherever you are and wherever they are.

Themes covered:

- Attachment, safety, beginning of school year

Time of the year:

- August

Secondary books linked:

- *The Kissing Hand* (EHDAA collection)
- *Mommy in My Pocket*



Tier 1 universal practices – for the whole group

- **Reading the story** with the **whole group** (teacher is reading a physical copy of the book with the group, rather than having them listen to the story on video).
- **NOTE: Simplify the text** when reading to K4-K5 as the text is very wordy. However, the message is excellent and highly relevant for this age group.
- Asking the children questions about the book to keep them engaged and to take the message of the story one-step further (having a **bookmark** with pre-planned questions can be useful).
- Using **props** (e.g. a roll of stretchy clear string and heart-shaped beads to thread onto it) can help increase the children's interest in the story.

Tier 2 targeted practices – for some children in a small-group setting

- **Re-reading** the same story with a **small-group** of selected children at Tier 2.
- Owning a second copy of the book, which could be lent to each child at Tier 2 to read with their **parents at home** (book to be lent on rotation).
- Video link to read aloud version for parents:
https://youtu.be/xm7syTd9xSs?si=eJ4UWj_blnzMkRuD

Tier 3 individualized practices – for few children on a one-to-one basis

- **Re-reading** the same story with a child at Tier 3 on a **one-to-one basis**.
- Owning a second copy of the book, which could be lent to the child at Tier 3 to read with his/her **parents at home**.
- Video link to read aloud version for parents:
https://youtu.be/xm7syTd9xSs?si=eJ4UWj_blnzMkRuD



= social development



= emotional development



= special needs



This toolkit was developed by Martine Demers and Catherine Korah (CEBM), and Lucie Brisebois (RSB) with the collaboration of K4-K5 teachers

Tier 1 universal



Tier 2 targeted



Tier 3 individualized



Types of accompaniment per Tier

Tier 1 For all	Tier 2 For some	Tier 3 For few
• It is meant to be an approach, woven into daily interactions, rather than a one-off program • Built into times of connection (greeting rituals, circle time) and routine practice sessions • Incorporated during story time (match the book to the theme being covered) • Included within the choices of stations set up • Integrated during the block of time reserved for going outside	• Targeted support measures, which help the child be more regulated and available for emotional and social growth • Complimentary activities are done in stations while the other children in the class group have their own task • Complimentary activities are done in a small group context, with the help of Support Staff, outside the classroom (in an alternate space or outdoors)	• Individualized support measures, which help the child be more regulated and available for emotional and social growth • Complimentary activities are done one-to-one, with the help of Support Staff, outside the classroom (in an alternate space or outdoors)

** It is possible for an activity to have several objectives, covering both SEL and academics.*

Social development practices

- Providing the **‘right’ social and environmental conditions** to help the children better succeed in their social interactions and stay out of trouble (intentional setup of the physical space, strong adult posture, consistent and predictable structures and routines, adequate supervision, accompaniment during transitions, outdoor opportunities to switch gears, etc.)
- Providing opportunities for social development, which goes beyond the focus of getting along
- Being careful with attributing behavior to the child’s identity – normalizing and validating the emotions behind the behavior

Resources for parents on social development

Making Sense of Your Child's Social Development in the Early Years

A guide for K4 and K5 parents to understand, support, and nurture young minds.

Catherine Korah, CEBM Coordinator



© Gannon's Notebook



<https://www.cebmmember.ca/k4-k5-social-development>

Resources for parents on social development



CEBM K4-K5 toolkit for emotional and social development

YouTube read aloud weblinks

SOCIAL DEVELOPMENT (in alphabetical order)

- All We Need is Love: <https://youtu.be/9ENMofRf0RY?si=CdFi-uiCm-GYETep>
- Becoming Blue: https://youtu.be/SY3pv5OVshQ?si=XdH4VS2frd_OFVns
- Body Boundaries Make You Stronger: https://youtu.be/O_vlcy6ngJo?si=3ZKRhgu-ArQ0Ci6t
- Everybody: <https://youtu.be/KD56SjTVrbQ?si=9Ko1JZm8mp8GGM4l>
- Giraffes Can't Dance: https://youtu.be/1a2Smau_Dk?si=SKye9yXJ7tnDZly6
- I am One: https://youtu.be/mZ2_0ni0Td4?si=ZXoYM7r9kxTnymK
- My Body Has a Bubble: https://youtu.be/meBEXIZT_4o?si=P_XxRdKiX3NOZTaF
- Not Me: <https://youtu.be/rHRVIsRpb3Q?si=44-7q7Ku2lkYePKZ>
- Our Class is a Family: <https://youtu.be/rw9NstM1Q4E>
- The Helping Rock: No link available
- The Lion and The Bird: <https://youtu.be/BBt4A-li1WU?si=x8N2fujnpYwNEvL>
- The Smile: <https://youtu.be/W1QMf2Kw5oE?si=hfCYHS8OLbGik6fg>
- The Sorry Plane: <https://www.facebook.com/share/v/1HdoUgLNPe/>
- The Wish Tree: <https://youtu.be/XITfx5s1oK4?si=ADYXBZhOTgNm8t73>
- We Share Everything: <https://youtu.be/ywqyEzCcN0Y?si=Ygysv133wJGIGEWp>
- Words and Your Heart: <https://youtu.be/KUd4qe317KE?si=uoknefEgQZ19ggTG>



CEBM K4-K5 toolkit for emotional and social development

ADULT RESOURCES – Articles by theme

SOCIAL DEVELOPMENT

Emergence and independence

<https://www.cebmmember.ca/post/me-do-fostering-the-bias-in-children-to-become-their-own-person>
<https://neufeldinstitute.org/editorials/cultivating-independence-a-paradox/>
<https://neufeldinstitute.org/editorials/rethinking-dependence/>

Sharing, caring, kindness, helping

<https://macnamara.ca/portfolio/why-should-i-care-how-to-raise-caring-kids/>
<https://www.cebmmember.ca/post/how-to-grow-caring-kids>

Friendship, conflict, feeling sorry

<https://macnamara.ca/portfolio/steering-through-sibling-conflict-without-losing-your-relationship/>
<https://macnamara.ca/portfolio/taking-the-lead-in-sibling-conflict/>
<https://macnamara.ca/portfolio/sorry-not-sorry-saying-sorry-you-like-you-mean-it/>
<https://macnamara.ca/portfolio/say-sorry-how-forced-sorries-do-more-harm-than-good/>
<https://hannahbeach.ca/forcing-kids-to-say-sorry/>

Social manners

<https://www.cebmmember.ca/post/teaching-social-skills>
<https://www.beginlearning.com/parent-resources/social-skills-for-kids/>
<https://macnamara.ca/portfolio/why-being-grateful-isnt-something-you-should-have-to-teach/>

Respecting differences, inclusion, community

<https://www.childrensmemory.org/parent-ish/2021/09/diversity/>

Discipline

<https://monadelahooke.com/child-discipline-time-to-shift-the-lens/>
<https://macnamara.ca/portfolio/why-preschoolers-know-much-better-than-they-behave/>
<https://hannahbeach.ca/whats-behind-the-behaviour/>
<https://macnamara.ca/portfolio/why-separation-based-discipline-works-and-why-we-shouldnt-use-it/>
<https://www.cebmmember.ca/post/do-time-outs-work-it-s-time-to-reframe-the-question>
<https://www.cebmmember.ca/post/the-problem-with-consequences-for-young-children>
<https://www.cebmmember.ca/post/the-trouble-with-time-outs>
<https://macnamara.ca/portfolio/the-problem-with-consequences-for-young-children/>
<https://macnamara.ca/portfolio/game-on-playing-your-way-through-discipline/>
<https://macnamara.ca/portfolio/how-to-repair-a-relationship-with-a-child-when-you-blow-it/>

Resources for parents on social development

Social Development Suggestions for PARENTS

Make the **RELATIONSHIP** with your child a priority. Be mindful of your own reactions, as they have an impact on your child. Allow them to lean on you when they need help.

Having a caring child starts by being CARED FOR

Use **PLAY** to guide and direct your child. It will help minimize resistance. This can be done through games, stories, songs and chants.

Engage their DESIRE to follow your lead

Be **PATIENT** when your child struggles with sharing. This is to be expected developmentally given their limited ability to consider others. Assist challenging situations by finding work arounds.

HELP THEM OUT instead of correcting them

Convey **UNDERSTANDING** when your child gets into conflicts. Young children get easily triggered emotionally. Don't force apologies until feeling sorry.

A child's success in managing conflict starts with ADULT SUPPORT and MODELING

Provide what your child **NEEDS** to do their best. Structure, predictability, opportunities for movement and respite are key for children to succeed.

When a child has the "RIGHT" CONDITIONS, they do better

Younger children's brains are immature and still under construction, which makes the transition to school and "getting along" quite difficult. The fruit of development takes time.



Make a Sock Puppet to Act Out Feelings!

- 1. Gather your materials.**
 - Old socks
 - String fabric (e.g., from old clothes)
 - Buttons, ribbons, whiskers, and other things that you are not using anymore
 - Child-friendly scissors
 - Glue or a hot glue gun
- 2. Mark the mouth and eyes.**
 - Put the sock on your hand to find the "mouth". It will be created by the crease between your fingers and thumb.
 - Draw the mouth with a marker.
- 3. Customize your puppet.**
 - If you like, use some paper to draw and color other body parts (feet, hands, ears, wings) or fun statements (e.g., "I'm a dinosaur").
 - This is a chance to make the puppet your own. There is no right or wrong way to do this. Have fun!

<https://www.tandem.ca/parenting/article/2020/04/04/Sock-Puppet-English.pdf>



the best ideas KIDS

SIMON SAYS

GET DOWN
TURN AROUND IN A CIRCLE
JUMP UP AND DOWN
HOPE ON YOUR RIGHT FOOT
SLURP YOUR NOSE
TOUCH YOUR EYES
WAGGLE YOUR EARS
PUT ONE ARM IN THE AIR
PLAY YOUR ARM LIKE A WED
STICK OUT YOUR TONGUE LIKE A SNAKE
QUICK LIKE A DUCK
BOW LIKE A TURTLE
STOMP ON ONE FOOT
PUT YOUR HANDS ON YOUR HIPS
RETRO: YOU ARE A DOG
WHO LIKE A COO
WINK ON YOUR TIE
PUZZLE YOUR EYE
SHAKE AS GOOD AS YOU CAN
PUT YOUR HELLO
ACT LIKE A MONSTER ON YOUR HEAD
WAVE HELLO
SHAKE YOUR HANDS IN THE AIR
SHAKE YOUR ARM
SHAKE YOUR LEG

<https://www.thebestideasforkids.com/simon-says-ideas/>

Say "please." Trade Play

How can we solve this problem?

adult

Wait and

Ask nicely Share Say, "please"



FOLLOWING RULES

Knowing what is and isn't allowed is reassuring for a 2- to 3-year-old. Your role is to set the rules.

Each rule must be...

Clear

"You can't play outside once you've put your truck away."

Concrete

"You can't play outside after you've put your truck away."

Coherent

"I want you to do something that's better than when you're not playing outside, and I want you to play outside."

Consistent

"I want you to do something that's better than when you're not playing outside, and I want you to play outside."

Logical

"I want you to do something that's better than when you're not playing outside, and I want you to play outside."

Keeping your home safe and secure helps reduce the number of rules you need to set. Store cleaning products, medications, cat food, and other small objects out of your child's reach, cover electrical outlets and install a barrier for the stairs. Your child will be free to have fun without always hearing "No!"

PLAYING

Play is important for your 2-to-5-year-old's development. You can do this by playing a variety of age-appropriate games.

Moving develops:

their brain their balance their muscles

Making up stories, imitating animals, and problem-solving all improve their ability to think.

Free play fosters their creativity and autonomy.

When you let your child play with dolls or trucks, or let them pick out their own costumes, they develop their curiosity and discover their preferences.

LEARN

Children aged 2 to 5 have EVERYTHING to learn. Your job is to help your little one when they encounter new challenges.

Help your child...

Share

"I'm going to teach you how to share. If you try to share something, you'll be a sharing star!"

Be patient

"I'm going to teach you how to be patient. If you wait for something, you'll be a patient star!"

Win and lose

"I'm going to teach you how to win and lose. If you win, you'll be a winner star!"

Adapt

"I'm going to teach you how to adapt. If you change your mind, you'll be an adapter star!"

Understand privacy

"I'm going to teach you how to understand privacy. If you know when to be alone, you'll be a privacy star!"

Resolve conflicts

"I'm going to teach you how to resolve conflicts. If you know how to solve a problem, you'll be a conflict resolver star!"

USING SCREENS

Screens can take up a lot of space in family life. Your role is to supervise their use and to be a positive role model for your 2 to 5-year-old.

Managing screen time:

Between the ages of 2 and 5, screens should be used for educational purposes. Limit screen time to 1 hour per day. The rest of your child's day should be spent playing, exploring, and learning.

Being a good role model:

Limit screen time on your cellphone. Put your phone away during playtime, mealtimes, and bedtime. Turn off the TV when you're watching.

Keep books in the car, toys in your bag, etc., so you always have something to keep your child entertained.

SAY SORRY LIKE YOU MEAN IT

Communicating calmly and respectfully to kids

HOW TO SAY SORRY

IF NO, THEN WE MIGHT LEAD WITH...

WHAT IS CARING?

WHAT DOES CARING DO?

IT IS OUR JOB

WHAT DOES CARING DO?

SO SORRY PLANE

<https://www.cebmmember.ca/k4-k5-social-development>