

GOOD MORNING!

**Introduction to Social & Emotional Development
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ITS
ALL
ABOUT
THE
RELATIONSHIP(S)

MINDFUL MOMENT

STOP

TAKE A BREATH (MAYBE 2 or 3)

OBERVE WHAT'S HAPPENING

PAUSE MOVE ON FROM THE
MOMENT

SOCIAL AND EMOTIONAL DEVELOPMENT

Is the capacity to:

Develop close and secure adult/peer relationships

Experience, regulate, and express emotions in socially and culturally acceptable ways

Explore the environment and learn, all within the context of relationships with family, community, and culture

Zero to Three 2001

Reflections

Take a moment and think about someone from your earliest memories that meant a great deal to you.

What role did that person play in your life?

What feelings come up as you recall them and what they meant to you?

Share your story.



WHY FOCUS ON SOCIAL AND EMOTIONAL DEVELOPMENT?

ALL GROWTH DURING EARLY DEVELOPMENT--
COGNITIVE, MOTOR, LANGUAGE, AND
COMMUNICATION, OCCURS WITHIN THE SOCIAL AND
EMOTIONAL DEVELOPMENTAL DOMAIN, AND WITHIN
THE SYSTEM OF CAREGIVING RELATIONSHIPS.

System of caregiving relationships looks like:

Foster families

Extended birth families/relatives like grandparents, uncles and aunts

Teachers & Early Care/Learning providers, (home and center-based)

Clinicians, doctors, nurses, public health nurses

Residential and out-patient therapeutic programs

Child welfare workers, GAL's, legal staff

Infant Learning Programs

THIS WORK IS HARD & YOU ARE NOT ALONE!

We are a team.

We can do our best work together.

Defining safety for ourselves helps us create a safe place and space for the children in our care. If we are able to maintain or come back to calm when we are dysregulated then we are more able to be reflective rather than reactive in the moment, and work from our thinking brain as we care for them.



LOVE IS AT THE HEART OF EVERYTHING. LOVE, OR THE LACK OF IT.

- FRED ROGERS

Our own social and emotional intelligence and sensitivity is the foundation for the building blocks of the social and emotional development of a child.

We start with ourselves.

We work to identify, acknowledge, and express our emotions, and to be aware of and sensitive to the emotions of others.

These competencies are also the building blocks of self-regulation. Self-regulation is one of the protective factors in young children that supports resiliency.

Reflection

What did you learn about your own feelings as a young child?

How might it feel to model expressing your feelings for the children in your care, your own family and friends? Or how does it feel if you already are?

LET'S REVIEW FOR A MINUTE

Social and Emotional Development is the capacity to:

Develop close and secure adult/peer relationships

Experience, regulate, and express emotions in socially and culturally acceptable ways

Explore the environment and learn, all within the context of relationships with family, community, and culture

A SHORT LIST

INFANT/TODDLER

- ATTACHMENT RELATIONSHIPS AND CO-REGULATION

PRE-SCHOOLERS

- SECURITY, STRUCTURE, REPETITION

ELEMENTARY

- EXPANDING WORLD, PEERS ARE INCREASINGLY IMPORTANT
- INDEPENDENT FUNCTIONING

REFLECTION ON BASIC NEEDS

A NEED FOR CONNECTION:

We all need to know we are seen, heard and supported. How have you maintained connections during this last year?

A NEED FOR CONTROL

What do you notice in your body if you start to feel out of control?

A NEED FOR SAFETY:

Think about safe relationships in your own life. What is it that makes them feel safe to you?

DEVELOPMENTAL TRAUMA

OVERWHELMING EXPERIENCES IN CHILDHOOD THAT OFTEN OCCUR IN THE ATTACHMENT RELATIONSHIP(S) INCLUDES NEGLECT, PSYCHOLOGICAL MALTREATMENT, ATTACHMENT SEPARATIONS AND IMPAIRED CAREGIVING SYSTEMS.

BELIEF SYSTEMS OF CHILDREN WHO HAVE EXPERIENCED DEVELOPMENTAL TRAUMA:

I'M NOT SAFE

PEOPLE WANT TO HURT ME

PEOPLE CAN'T BE TRUSTED

THE WORLD IS SCARY

NO ONE WILL HELP ME

IT'LL NEVER GET BETTER

TO SURVIVE, A CHILD ADOPTS A DEFENSE

Common triggers for children you are caring for:

Unexpected change

Transition

Feeling threatened or vulnerable

Feeling shame

Feelings of deprivation or need

Intimacy and positive attention

IF AND WHEN YOU CAN

RECOGNIZE BIG FEELINGS AS A WAY TO CONNECT.

HELP THEM NAME THEIR FEELINGS.

WHEN RIGHT, SHARE YOUR FEELINGS WITH THEM. REMEMBER THEY ARE LEARNING ABOUT EMOTIONS BY WATCHING HOW YOU HANDLE YOURS.

RESPECT THEIR WISHES AND GIVE CHOICES WHEN YOU CAN.

WHAT DO YOU WANT THEM TO LEARN ABOUT RELATIONSHIPS FROM YOU?

TRAUMA INFORMED SYSTEMS

ADULT CAREGIVERS FEEL SUPPORTED AND SAFE

ADULT CAREGIVERS PROVIDE CONSISTENT AND RESPONSIVE
CAREGIVING TO CHILDREN

CHILDREN FEEL CARED FOR, SAFE ENOUGH TO RELAX, AND ABLE TO
CO-REGULATE/REGULATE

ACCORDING TO AGE/STAGE A CHILD CAN PLAY, LEARN, EXPLORE THEIR
ENVIRONMENT AND RETURN TO A MORE TYPICAL DEVELOPMENTAL
PATH

BEFORE YOU GO, PLEASE SHARE

One new fact or idea you learned

One question you have

One “ah-ha” moment

One new action you could take

Something you want providers to know about being a foster parent

THANK YOU FOR TAKING
THE TIME IN YOUR DAY TO MAKE
A DIFFERENCE IN MINE.

