Family Engagement, Language, and Literacy Webinar Series
Developing Children's Literacy and Social and Emotional Skills

September 26, 2017

• Lobby Icebreaker

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

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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 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.

Brewer, 2001

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
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

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

www.brazeltontouchpoints.org
Implementing Tell Me a Story

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

Let’s Talk about Sophie
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


Available Soon in Spanish!
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!