

Emotional Literacy

DOMAIN: Emotional and Social Development

CLAIM: Students communicate about and use strategies to regulate responses to their own emotions.

RATIONALE

Emotions serve a very important function in development. They help motivate us to take action, avoid danger, and establish and sustain social relationships (Landy, 2002). There are three aspects of emotion: the subjective experience, the physiological (sweaty palms, racing heart) and the expressive (how we behave or what we say).

Learning to regulate one's emotions involves learning a complex set of skills over time that are essential for doing well in school and relationships. Children first learn to recognize emotion, in their own feelings, thoughts and body experiences, and from the face and body signals of others. Then they learn to pay attention to and respond to emotions. Over time, they come to understand more about how emotions work, and finally, they learn to regulate their emotions – to use them to meet their needs and build relationships with other people (Mayer, Salovey & Caruso, 2000). This is sometimes referred to as *emotional intelligence* (Goleman, 1995).

Language and communication play a very important part of the development of emotion regulation (Raver, Garner, & Smith-Donald, 2007). Children who recognize and communicate about their own emotions more easily manage their own emotions. Learning two languages is not necessarily a disadvantage for learning to regulate behavior and emotions (Luchtel, Hughes, Luze, Richardson Bruna & Peterson, 2010); however it may pose challenges for communicating about them. Children who show delays with language development may have difficulty meeting their needs and connecting with peers, and may express their frustration in challenging behavior.

Children who are able to identify and express their emotions are better able to manage strong emotions, and therefore often have better relationships with children in their classroom and have better social skills with peers, both of which are important competencies for success in school. Children who have difficulty managing frustration or maintaining a positive attitude may also have difficulty with tasks that are important for academic learning, such as focusing attention, planning and finishing tasks, and regulating other behaviors that are important for academic learning (Blair, 2002; Raver, et al., 2007). Identifying and managing one's emotions is essential to personal well-being and happiness and helps children get along better with other people (K-3 North Carolina Think Tank, 2013).

When evaluating a child's emotion regulation, it is important to keep in mind that individual differences among children and cultural expectations may explain variations in children's behavior:

- 1) Children have biologically-based temperamental predispositions that account for how they respond to new things and react to difficult or negative situations.
- 2) Children who have delays in language development may struggle to identify and describe emotional experiences, and often develop emotion knowledge and regulation skills more slowly than their peers.
- 3) Family context may also account for individual differences in children's development. For example, children whose family culture has different expectations for regulating emotions may struggle or be confused while learning two sets of rules.
- 4) Children whose families are experiencing stress may develop emotion regulation more slowly, or show regression of emotion regulation skills in some circumstances.

In these and other circumstances, children often require extra support from teachers to practice and learn about emotion and emotion regulation.

In order for children to learn to identify emotions, a child may need to identify postures and bodily features in others and images (e.g., picture books, illustrations). Label, describe, and describe context and causes of emotion.

ALIGNMENT TO NC STANDARDS

NC Foundations for Early Learning and Development

ESD-1 Children demonstrate a positive sense of self-identity and self-awareness.

ESD-6 Children identify, manage, and express their feelings.

ESD-7 Children recognize and respond to the needs and feelings of others.

HPD-6 Children develop awareness of their needs and the ability to communicate their needs.

LDC-4 Children speak audibly and express thoughts, feelings, and ideas clearly.

NC Standard Course of Study (Common Core State Standards & Essential Standards)

K.MEH.1 Remember the association of healthy expression of emotions, mental health, and healthy behavior

1.MEH.1 Understand the relationships among healthy expression of emotions, mental health, and healthy behavior.

EMOTIONAL LITERACY

UNDERSTANDING	<p>Children understand that emotions may be experienced in their bodies and expressed in their behaviors.</p>			<p>Children understand that emotions may be recognized in themselves and others.</p>
SKILLS	<p>A. In response to an experience, expresses a range of emotions. This may manifest as an outburst, change in activity level or facial expressions.</p>	<p>B. Exaggerates expression of emotions to get needs and desires met and/or to get help from an adult or peer.</p>	<p>C. Expresses emotions through language, posture, or gestures suitable to the context.</p>	<p>D. With support from an adult, labels emotions in self and others.</p>
PERFORMANCE DESCRIPTORS	<p>While the class is researching reptiles on the computer, Holly sees a picture of a snake, runs to the back of the room and hides under the teacher’s desk.</p> <p>The teacher announces that it’s time to go outside. In her excitement, Kelly knocks over her pencil box and screams, “Woohoo!”</p>	<p>While in the block center, Marshall builds a giant tower. When it falls over, he stomps his feet and yells across the room to his teacher, “My tower fell over!”</p>	<p>Lucas is painting at the easel and is praised by the teacher. His face shows pride.</p> <p>On the playground, Karen’s friend is stung by a bee. Karen shows concern by placing her arm around her friend.</p> <p>When the teacher sees William take something that does not belong to him, the teacher says, “Jovan is missing his show-and-tell item.” William expresses shame by looking away.</p>	<p>Jody is sitting by herself on the playground. Her teacher sits beside her and asks Jody how she is feeling. At first, Jody is not sure how to express how she feels, so the teacher reminds Jody of a book they read about a bear that was far from home. Jody says, “I’m lonely today like the bear.”</p> <p>When Erika entered the classroom she puts her nametag on the “How am I feeling today?” chart under the picture of “Sad.” Later in the morning Mrs. Rice sees Erika laughing with her friends. Mrs. Rice says to Erika, “You were sad this morning when you came in. How are you feeling now?” Erika says, “I’m happy now.”</p>

EMOTIONAL LITERACY

Children understand that emotions may be recognized in themselves and others.		Children understand that emotions have causes and effects and that people may feel and respond differently in similar situations.			UNDERSTANDING
E. Independently labels emotions in self and others.	F. Labels higher-order emotions (confused, worried, surprised) in self and others.	G. Explains that an event can cause certain emotions.	H. Explains that an event can cause more than one emotion.	I. Explains that the same event can cause different people to experience different emotions.	SKILLS
<p>Javier is reading a book to a friend. He says, "Look at how excited the turtle is."</p> <p>Without prompting, Asa tells his teacher, "I am so happy today!"</p>	<p>Langley, the line leader, starts walking the class toward the music room. The teacher reminds Langley that today is PE day. Langley says, "Oh, I was confused."</p> <p>Samantha arrives late to school and says to her teacher, "My dad is worried that he is going to be late for work."</p>	<p>Mrs. Green greets Seth at the door. He says, "When my Mom drops me off at school, I miss her and I feel sad."</p> <p>At the art center, Katie says, "I am so upset. Someone colored all over my project."</p>	<p>After reading the book <i>Peter's Chair</i>, Sawyer explains that Peter is both happy and worried about having a baby sister because babies are fun to play with, but they also take all of Momma's time.</p>	<p>Sam says to his teacher, "Michael is happy because he is the line leader, but that makes me mad."</p>	PERFORMANCE DESCRIPTORS

RESOURCES USED

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SITUATION: *Using Literature to Label Feelings*

Selecting Learning Target(s)	Understanding: Children understand that emotions may be recognized in themselves and others.		
Identifying Opportunities for Eliciting Evidence of Learning	<p>Children show emotions and feelings of varying sophistication throughout the day in different situations. When children enter the classroom in the morning they may say, "Hello!" in an excited tone or "I'm happy today." When listening to a story, a child may say, "The boy is sad because the dog is lost." When talking about the day's schedule, a child says, "Yay! We have Art today!" When opening a milk carton, a child says, "I'm so frustrated! Can you open this for me?" The teacher listens to and observes children's language to learn about how a child may label different emotions.</p>		
Eliciting Evidence of Learning	<p>D. With support from an adult, labels emotions in self and others.</p>	<p>E. Independently labels emotions in self and others.</p>	<p>F. Labels higher-order emotions (confused, worried, surprised) in self and others.</p>
Eliciting Evidence of Learning	<p>While reading aloud a book (e.g., <i>Caps for Sale</i>), the teacher pauses at the beginning of the book to ask the children, "Show me how you think the man feels when he finds that his caps are gone." The children show different expressions or gestures, such as angry, surprised, confused, and sad faces or stomping on the floor in an angry manner. The teacher then gives different children an opportunity to verbalize how they think the man felt. The teacher listens to the different types of expressions shared, noting basic and higher-order emotions, such as "He's mad." or "Look at his face. He is frustrated." or "He must be scared!" Because some children may not have the precise vocabulary to articulate the feeling, teachers listen for approximations or gestures that convey the same meaning.</p> <p><u>Suggested Probes:</u></p> <ul style="list-style-type: none"> • "How do you think the man feels?" • "How else might the character feel?" • "How would you feel if this happened to you?" • "How do you show it when you feel ___?" <p><i>Students may respond with words, or by using pictures, signs or gestures.</i></p> <p><u>Probes to Avoid:</u></p> <ul style="list-style-type: none"> • "Was the character angry? Mad? Sad?" • "You look sad today. Are you sad?" 		
Interpreting the Evidence	<p>Observation: While reading the book, the teacher probes, "How do you think the man feels?" Akash says, "He is sad" and makes a sad face. Then the teacher probes, "How else might the man feel?" Akash answers, "He is mad" and wrinkles her brow to look mad.</p> <ul style="list-style-type: none"> • <u>Identify Learning Status on Construct Progression:</u> D. With support from an adult, labels emotions in self and others. <p>Observation: Later in the day, after hearing the story <i>Caps for Sale</i>, Maggie comes to the teacher and says, "I don't like those monkeys. They made the man mad."</p> <ul style="list-style-type: none"> • <u>Identify Learning Status on Construct Progression:</u> E. Independently labels emotions in self and others. <p>Observation: While reading the book, the teacher probes, "How does the man feel in the book?" Nate responds, "I think he was surprised."</p> <ul style="list-style-type: none"> • <u>Identify Learning Status on Construct Progression:</u> F. Labels higher-order emotions (confused, worried, and surprised) in self and others. 		
Adapting/ Responding to Learning Needs	<p>Once the evidence is interpreted and the learning status is identified on the construct progression, continue to adapt and respond to the learning needs of the student, addressing the same learning target if the student hasn't met it. If the student has met the learning target, work with the student to select a new learning target for teaching and learning.</p>		

SITUATION: *On Monday When It Rained*

Selecting Learning Target(s)	Understanding: Children understand that emotions have causes and effects and that people may feel and respond differently in similar situations.		
	G. Explains that an event can cause certain emotions.	H. Explains that an event can cause more than one emotion.	I. Explains that the same event can cause people to experience different emotions from one another.
Preparation	<p><i>On Monday When It Rained</i>, by Cheryl Kachenmeister</p> <p>The teacher may utilize any age-appropriate book that provides opportunities to discuss a wide range of emotions, specifically about how a character feels.</p>		
General Description	<p>The teacher reads <i>On Monday When It Rained</i> during a small group activity and discusses the boy's experiences as the story progresses. The teacher asks probing questions about the boy's experiences and the experiences of children in the group. Some children may not have the precise vocabulary to articulate the feelings, so the teacher intentionally listens for approximations and looks for gestures that convey the same meaning.</p>		
Eliciting Evidence of Learning	<p>The teacher tells the children that she is going to read a story about a small boy and what happens to him every day for a week. She explains that each day, based on what happens, the boy talks about how these events make him feel. While reading the story, the teacher pauses after reading the day's events (before turning the page to reveal the boy's expression), and asks the children, "How do you think the boy will feel?" Tommy shares with the group, "Mad!" Susie responds, "Unhappy." Johnny says, "I don't know." The teacher then says to the children, "Use your face to show me how you think the boy will feel." The teacher looks out to the group of children and sees Susie making an unhappy face. The teacher then shows the picture of the boy's expression, and asks the children, "How do you think you would feel if the same thing happened to you?" Several children respond, including Yolanda who says, "I would be mad if I couldn't ride my bike." The teacher then says to the children, "Use your face to show me how you think you would feel." Susie and Yolanda are making sad faces. The teacher continues by asking a question about feeling different from someone else in the same situation. "Is there some other way you would feel if the same thing happened to you?" Elisa quietly shares with the group, "I think I would cry if that happened to me," to which Ezekiel responds, "I like when it rains; then I don't have to walk to school."</p> <p>The teacher later relates the book to current experiences, saying to the children, "I remember when it rained last week, how did you feel?" Regan immediately replies, "I remember that we had to miss recess and I was sad." In an attempt to learn about how children would respond to a question that expresses more than one emotion for the same experience, the teacher asks, "Can you think of a time when you were happy and sad at the same time?" Zack tells the group, "I was excited about the pool party for my birthday, but when it rained, I got upset because we couldn't go to the pool."</p> <p>Suggested Probes:</p> <ul style="list-style-type: none"> • "Share a time when you did something that embarrassed you." • "What kinds of things are scary to you?" • "Tell me about a time when someone wouldn't share with you." <p>Probes to Avoid:</p> <ul style="list-style-type: none"> • "Would you feel embarrassed like the boy in the story?" • "Do you feel disappointed when it rains, and you can't do your favorite things outside?" • "Do you get mad when a friend won't share with you?" 		
Interpreting the Evidence	<p>Observation: The teacher asks, "How do you think you would feel if the same thing happened to you?" Johnny shrugs his shoulders and says, "I think I would be mad if I couldn't ride my new bike because it was raining."</p> <ul style="list-style-type: none"> • Identify Learning Status on Construct Progression: G. Explains that an event can cause certain emotions. <p>Observation: The teacher asks, "Can you think of a time when you were both happy and sad?" Zack tells the group, "I was excited about the pool party for my birthday, but when it rained, I got upset because we couldn't go to the pool."</p> <ul style="list-style-type: none"> • Identify Learning Status on Construct Progression: H. Explains that an event can cause more than one emotion. <p>Observation: When the teacher asks, "Is there a different way you would feel if the same thing happened to you?" Ezekiel responds, "I like when it rains, then I don't have to walk to school."</p> <ul style="list-style-type: none"> • Identify Learning Status on Construct Progression: I. Explains that the same event can cause people to experience different emotions from one another. 		
Adapting/ Responding to Learning Needs	<p>Once the evidence is interpreted and the learning status is identified on the construct progression, continue to adapt and respond to the learning needs of the student, addressing the same learning target if the student hasn't met it. If the student has met the learning target, work with the student to select a new learning target for teaching and learning.</p>		