Social and Emotional Learning: Keys to School and Life Success

GUAM DEPARTMENT OF EDUCATION
AUGUST 21 – 23, 2018

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Center on Enhancing Early Learning Outcomes
National Institute for Early Education Research
In Cooperation with the Pacific Regional Comprehensive Center
DAY TWO

Assembling the Pieces of SEL: Assessment, Curriculum & Assessment
As educators and administrators, we will:

- Understand how children develop and learn best, including brain development.
- Have a shared understanding of SEL as a complex, learned set of skills.
- Be more knowledgeable and adept about developing and implementing effective, aligned curricula, including play.
- Act upon the critical role of teacher and quality teaching strategies to reach and benefit every child.
- Understand our impact on SEL on the personal and system level (classroom, school, education system, community).
OUR AGREEMENTS

- We start and end our meetings on time.
- We are fully present and engaged.
- We honor everyone’s time and good faith attempt to participate fully.
- We respect confidentiality, diverse perspectives and honesty in supporting one another to create a safe environment for open exchange.
- Everyone has the opportunity to speak once before anyone speaks twice.
- We focus on solutions rather than admiring the barriers.
- We work together as a learning community, taking responsibility to create value for each person and agency.
Overnight Reflections
Once upon a time, three saw a fnuug little god maned Rep that manted to flg. Ae climbed up in a horse mith a lewot on his nahbs aub juwqeb off. Hfter amnile, a pg, promu puck maned Aero cawe dy aub was the little god thaw ne saw doing. “f’w tryiug to flg”, zaib the little god. The dig pnck zaib, “Gods cau’t flg.” The little god left sab tub ne soou leatueb ne conlb nawe gnst is chum fnu cnaziug tacs.

Questions:
1. What type of animal is the main character of the story?
2. What is his name?
3. Does he have a lot of fur or only very little?
4. What did he jump off of while trying to fly?
5. What did he hold in his hands?
6. What type of animal is the second character in the story?
7. Is he big or little?
8. What color is he?
9. Is he a younger or older animal?
10. What is his name?
11. What did the little dog find to do that was equally as much fun? Chasing ________.
Once upon a time there was a funny little dog named Red that wanted to fly. He climbed up on a house with a towel in his hands and jumped off. After awhile, a big grown buck named Hero came by and saw the little dog jumping up and down from the house. The big buck asked the little dog what he was doing. “I’m trying to fly,” said the little dog. The big buck said, “Dogs can’t fly.” The little dog felt sad but he soon learned that he could have just as much fun chasing cats.
SEL, DAP & YOU
Developmentally Appropriate Practice or Developmentally Effective Practice?

All the domains of development and learning—physical, social and emotional, and cognitive—are important, and they are closely interrelated. Children’s development and learning in one domain influence and are influenced by what takes place in other domains.

Many aspects of children’s learning and development follow well documented sequences, with later abilities, skills, and knowledge building on those already acquired.

Development and learning proceed at varying rates from child to child, as well as at uneven rates across different areas of a child’s individual functioning.

Development and learning result from a dynamic and continuous interaction of biological maturation and experience.

Early experiences have profound effects, both cumulative and delayed, on a child’s development and learning; and optimal periods exist for certain types of development and learning to occur.
Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.

Children develop best when they have secure, consistent relationships with responsive adults and opportunities for positive relationships with peers.

Development and learning occur in and are influenced by multiple social and cultural contexts.

Always mentally active in seeking to understand the world around them, children learn in a variety of ways; a wide range of teaching strategies and interactions are effective in supporting all these kinds of learning.

Play is an important vehicle for developing self-regulation as well as for promoting language, cognition, and social competence.

Development and learning advance when children are challenged to achieve at a level just beyond their current mastery, and also when they have many opportunities to practice newly acquired skills.

Children’s experiences shape their motivation and approaches to learning, such as persistence, initiative, and flexibility; in turn, these dispositions and behaviors affect their learning and development.
What does a SEL Developmentally Inappropriate classroom look like?

- For babies?
- For toddlers?
- For preschoolers?
- For elementary children?
- For college students?
- For educators?
Guidelines for developmentally appropriate practice

- Create a caring community of learners
- Teach to enhance development and learning
- Plan curriculum to achieve important goals
- Assess children’s development and learning
- Establish reciprocal relationships with families
SEL in Curriculum, Assessment, and Instruction
Which comes first? . . . .
Guam Department of Education
K-12 Content Standards and Performance Indicators

Guam Early Learning Guidelines
Birth to 36 Months

Guam Early Learning Guidelines
for Ages Three to Five
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regulates own emotions and behaviors</td>
<td>1. Regulates own emotions and behaviors</td>
<td>1. Regulates own emotions and behaviors</td>
</tr>
<tr>
<td>1a. Manages feelings</td>
<td>1a. Manages feelings</td>
<td>1b. Follows limits and expectations</td>
</tr>
<tr>
<td>7. Emerging to 8. Controls strong emotions in an appropriate manner most of the time</td>
<td>7. Emerging to 8. Controls strong emotions in an appropriate manner most of the time</td>
<td>6. Manages classroom rules, routines, and transitions with occasional reminders</td>
</tr>
<tr>
<td>2. Establishes and sustains positive relationships</td>
<td>2. Establishes and sustains positive relationships</td>
<td>2. Establishes and sustains positive relationships</td>
</tr>
<tr>
<td>2b. Responds to emotional cues</td>
<td>2a. Forms relationships with adults</td>
<td>2b. Responds to emotional cues</td>
</tr>
<tr>
<td>2c. Interacts with peers</td>
<td>8. Engages with trusted adults as resources and to share mutual interests</td>
<td>6. Identifies basic emotional reactions of others and their causes accurately</td>
</tr>
<tr>
<td>2d. Makes friends</td>
<td>2c. Interacts with peers</td>
<td>11. Demonstrates positive approaches to learning</td>
</tr>
<tr>
<td>2e. Establishes a special friendship with one other child, but the friendship might only last a short while</td>
<td>6. Initiates, joins in, and sustains positive interactions with a small group of two to three</td>
<td>11a. Attends and engages</td>
</tr>
<tr>
<td>2f. Solves social problems</td>
<td>2d. Makes friends</td>
<td>4. Sustains interest in working on a task, especially when adults offer suggestions, questions, &amp; comments</td>
</tr>
<tr>
<td>2g. Demosntrates knowledge about self</td>
<td>3a. Balances needs and rights of self and others</td>
<td>6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</td>
</tr>
<tr>
<td>2h. Demonstrates knowledge about self</td>
<td>3b. Solves social problems</td>
<td>11b. Persists</td>
</tr>
<tr>
<td>2i. Demonstrates confidence in meeting own needs</td>
<td>3b. Solves social problems</td>
<td>6. Plans and pursues a variety of appropriately challenging tasks</td>
</tr>
<tr>
<td>2j. Demonstrates knowledge about self</td>
<td>3b. Solves social problems</td>
<td>11c. Solves problems</td>
</tr>
<tr>
<td>2k. Demonstrates knowledge about self</td>
<td>3b. Solves social problems</td>
<td>6. Solves problems without having to try every possibility</td>
</tr>
<tr>
<td>2l. Demonstrates knowledge about self</td>
<td>3b. Solves social problems</td>
<td>11d. Shows curiosity and motivation</td>
</tr>
<tr>
<td>2m. Demonstrates knowledge about self</td>
<td>3b. Solves social problems</td>
<td>6. Shows eagerness to learn about a variety of topics and ideas</td>
</tr>
</tbody>
</table>
Standard 6: Represent fantasy and real-life experiences through pretend play.
14. Uses symbols and images to represent something not present

14b. Engages in socio-dramatic play
4. Acts out familiar or imaginary scenarios, may use props to stand for something else emerging to 6
6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

Standard 7: Engage in sustained symbolic play with other children.
14. Uses symbols and images to represent something not present

14b. Engages in socio-dramatic play
6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
What is missing?

- Self-awareness
- Self-management
- Social-awareness
- Relationship Skills
- Responsible Decision-making

SEL

Collaborative for Academic, Social and Emotional Learning (CASEL)
# Social Emotional Learning Standards

## Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Why this goal is important: Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

<table>
<thead>
<tr>
<th>Learning Standard</th>
<th>Early Elementary</th>
<th>Late Elementary</th>
<th>Middle/Jr. High</th>
<th>Early H.S.</th>
<th>Late H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Identify and manage one’s emotions and behavior.</strong></td>
<td>1A.1a. Recognize and accurately label emotions and how they are linked to behavior.</td>
<td>1A.2a. Describe a range of emotions and the situations that cause them.</td>
<td>1A.3a. Analyze factors that create stress or motivate successful performance.</td>
<td>1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.</td>
<td>1A.5a. Evaluate how expressing one’s emotions in different situations affects others.</td>
</tr>
<tr>
<td></td>
<td>1A.1b. Demonstrate control of impulsive behavior.</td>
<td>1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.</td>
<td>1A.3b. Apply strategies to manage stress and to motivate successful performance.</td>
<td>1A.4b. Generate ways to develop more positive attitudes.</td>
<td>1A.5b. Evaluate how expressing more positive attitudes influences others.</td>
</tr>
</tbody>
</table>
Social Emotional Learning Performance Descriptors

3B Apply decision-making skills to deal responsibly with daily academic and social situations.

Stage A
1. Recognize that one has choices in how to respond to situations.
2. Describe calming strategies.
4. Use “I-statements” in expressing feelings.
5. Implement stop, think, and act (plan) strategies in solving problems.
6. Practice group decision making with one’s peers in class meetings.
7. Identify foods and behaviors that keep the body healthy.

Stage B
1. Describe the use of self-talk to calm down.
2. Brainstorm alternative solutions to interpersonal problems in the classroom.
3. Analyze how your tone of voice influences how others respond to you.
4. Analyze the consequences of alternative choices.
5. Make healthy choices regarding snacks.
6. Demonstrate reflective listening.
7. Demonstrate wise decisions regarding safety hazards (e.g., wearing seat belts in cars, wearing a bicycle helmet, avoiding sharp objects, too much sun exposure, and playing with fire).

Stage C
1. Describe ways to promote the safety of oneself and others.
2. Describe the steps of a decision-making model.
3. Brainstorm alternative solutions to completing an assignment on time.
4. Practice progressive relaxation.
5. Demonstrate wise choices in selecting friends.
6. Demonstrate group decision making.
7. Plan healthy meals.

Stage D
1. Generate alternative solutions to problems.
2. Analyze the consequences of alternative solutions to completed scenarios.
3. Develop criteria for evaluating the consequences of a decision for oneself and important others in one’s life.
4. Demonstrate the steps of a decision-making process:
   - define the problem
   - say how you feel
   - identify contributing factors
   - set a goal
   - identify alternative solutions and the consequences of each
   - select the best solution
   - evaluate the results.
5. Apply a decision-making model to solve an interpersonal problem.
6. Apply a decision-making model to academic challenges.
7. Demonstrate awareness that feelings influence one’s decisions.

Stage E
1. Identify challenges and obstacles to solving problems.
2. Identify healthy alternatives to risky behaviors.
3. Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first).
4. Practice aligning non-verbal and verbal communication in refusing unwanted behavior.
5. Apply a decision-making model to deal with unwanted behavior.
6. Identify tools to manage time better.
7. Evaluate strategies for avoiding risky behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting alternative activities, and pointing out unacceptable consequences).
8. Use a homework organizer.
9. Demonstrate an ability to set priorities.
10. Demonstrate an ability to complete assignments on time.

Grade 1 (A, B) Grade 2 (A, B, C) Grade 3 (B, C, D) Grade 4 (C, D, E) Grade 5 (D, E, F)
Child SEL Assessments

Ages & Stages Questionnaire (ASQ)
Devereux Student Strengths Assessment
Work Sampling System (Personal and Social)
TS GOLD (Social Emotional)
Teaching Pyramid Observation Tool (TPOT)
A Look Inside

Teaching Pyramid Observation Tool (TPOT™)
for Preschool Classrooms

RESEARCH EDITION

Lise Fox, Mary Louise Hemmeter, and Patricia Snyder
### Subscale 1: Key Practices

<table>
<thead>
<tr>
<th>TPOT Item</th>
<th>A. Number of indicators checked</th>
<th>B. Number of indicators marked</th>
<th>C. Total possible (A * 10)</th>
<th>Score (A / C * 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Schedules, Routines, and Activities*</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Transitions Between Activities Are Appropriate</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Teachers Engage in Supportive Conversations with Children*</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Promoting Children’s Engagement*</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Providing Directions</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Collaborative Learning*</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>Teaching Behavior Expectations</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>Teaching Social Skills and Emotional Competencies</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Teaching Friendship Skills</td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>Teaching Children to Express Emotions</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>Teaching Problem Solving</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>Interactions for Children with Resistant Challenging Behavior</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>Connecting with Families</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>14</td>
<td>Supporting Families: Use of the Peer Mediation Practices</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total Key Practices</strong></td>
<td></td>
<td></td>
<td><strong>92</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

### Subscale 2: Red Flags

<table>
<thead>
<tr>
<th>Subtotal</th>
<th>Red Flags</th>
</tr>
</thead>
<tbody>
<tr>
<td>15–31</td>
<td>2</td>
</tr>
</tbody>
</table>

### Subscale 3: Using Effective Strategies to Respond to Challenging Behavior

**Number of incidents of challenging behavior observed:** 2

- All essential strategies used in each incident: Yes [ ] No [ ] Not Applicable [ ]
- Number of additional strategies used: [ ] 2 [ ] 3 [ ] 4

*This item includes N/A as a score option for one indicator. If the indicator is scored as N/A, exclude it from your counts of Total Yes and Total No.
### 1. Schedules, Routines, and Activities

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SR1</strong> Teacher has a posted classroom schedule of daily activities.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>SR2</strong> Posted schedule is at children's eye level and includes visual representation of daily activities.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>SR3</strong> Teacher-directed activities are 20 minutes or shorter.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>SR4</strong> Both large- AND small-group activities occur during the observation.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>SR5</strong> Teacher reviews the posted schedule with children AND refers to it throughout the observation.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>SR6</strong> Teacher structures activities so that there is a clear beginning, middle, AND end.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>SR7</strong> A balance of child-directed AND teacher-directed activities occur during the observation</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>SR8</strong> If needed, the teacher prepares children when changes are going to occur within the posted schedule. (Score NO if you have no opportunity to observe.)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>SR9</strong> Teacher only continues with a specific teacher-directed activity when the majority of children are actively engaged AND interested.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>SR10</strong> Children who need extra support are prepared for activities using an activity schedule OR individualized cues at the beginning of activities.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:** 9 1

### NOTES:

- Removable daily schedule with photographs.
- Good balance of teacher-directed and child-directed.
- Circle and small group lacked a clear middle and end, some children seemed confused.
### Transitions Between Activities Are Appropriate

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR1 Teacher supports children’s transitions.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TR2 Whole-class warnings are provided prior to the majority of transitions.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TR3 Teacher has transition strategies that ensure children are actively engaged in the transitions.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TR4 Teacher explicitly teaches children the steps AND expectations of transitions.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TR5 Teacher provides positive, descriptive feedback to children who engage in a transition appropriately.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TR6 Instruction to begin the transition is provided to a child in an individualized way.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TR7 Teacher effectively guides individual children who need extra support during the transitions.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TR8 During transitions, the majority of children are actively engaged, including children who are waiting for the next activity.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:** 6 2

**NOTES:**
- Feedback provided during transition was only corrective.
- Children waiting for the next activity were not provided with anything to do and became disruptive.
### Red Flags

The following are "red flags" and may represent issues related to teacher training and support or to program policies and procedures. To be scored Yes, the red flag should signify a problematic practice in need of immediate attention. Each red flag practice listed below is contraindicated in the Pyramid Model.

<table>
<thead>
<tr>
<th>PRACTICES</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>15  The majority of the day is spent in teacher-directed activities.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>16  Transitions are more often chaotic than not.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>17  Teacher talks to children primarily giving directions, telling children what to do, reprimanding children.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>18  During group activities, many children are not engaged.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>19  Teachers are not prepared for activities before the children arrive at the activity.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>20  Children are reprimanded for engaging in disruptive or problem behavior, frequent use of &quot;no,&quot; &quot;stop,&quot; &quot;don't!&quot;</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>21  Children are threatened with an impending negative consequence that will occur if disruptive or problem behavior persists.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>22  Teacher reprimands or admonishes children for expressing their emotions.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>23  Emotions are never discussed in the classroom.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>24  Teacher rarely encourages interactions between children during play or activities.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>25  Teacher gives directions to all children in the same way without giving additional help to children who need more support.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>26  Teacher tells children mostly what not to do rather than what to do.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>27  Learning centers do not have clear boundaries.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>28  There are large, wide-open spaces in the classroom where children can run.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>29  Teacher reports asking for the removal of children with persistent challenging behavior from the classroom or program.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>30  Teacher makes comments about families that are focused on the challenges presented by families and their lack of interest in being involved.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>31  Teacher restrains a child when engaging in problem behavior or secludes the child in an area separate from the classroom where the child cannot see the activities of the classroom.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Total:** 2 / 15
What is a curriculum?

What + How + When + Where + How Often + For Whom + By Whom

Why
Early Childhood SEL Curricula

- **Social learning theory** – Promoting Alternative Thinking Strategies (PATHS), Kids in Transition (KITS), I Can Problem Solve (ICPS)

- **Pretend-play model** - Tools of the Mind

- **Cognitive regulation models** - Red Light, Purple Light; mindfulness, yoga, meditation

DOSAGE, FOCUS, FIDELITY OF IMPLEMENTATION, PROFESSIONAL LEARNING, FAMILY ENGAGEMENT, DAP/DEP
Standards-Referenced Curricula

**Standards-Based** = Developing curriculum knowing what you want to the children to gain (intentional/purposeful/planning).

**Standards-Linked** = After-the-fact association to see what children have gained (incidental/assessment).

Both approaches are **Standards-Referenced**!
Does Curriculum Matter?

No matter what model is ultimately used, curriculum affects students by initiating learning and by exposing students to experiences designed to help all children to attain skills and knowledge and to change values and feelings.
Meet Your Class

Sofia

Ashti

Skyler

Raymond

Mira

Bryson

K.D.

Rishi
Competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.
Teachers’ Roles in Curriculum

Teachers as architects
Teachers as translators
Teachers as advocates
Teachers as leaders
Teachers as teachers
WHAT IS THIS TEACHER DOING? THE CHILDREN ARE JUST PLAYING!!

I VALUE PLAY AS AN IMPORTANT MEDIUM FOR LEARNING. I HAVE DEVELOPED A BROAD RANGE OF DEVELOPMENTALゴALS WITH THE FOCUS ON PLAY. THIS PROGRAM PROVIDES CHILDREN WITH PLAY EXPERIENCES THAT ENABLE THEM TO DEVELOP AND ACCUMULATE THEIR OWN KNOWLEDGE.
Research on play is anything but fun.
Play is unstructured, spontaneous, entered into for its own sake, inherently fun, & without goals.

Games have inflexible rules, goals & objectives; often seeking to crown a winner; grow out of aggressiveness.

Play is not the same as child-initiated activity or chaos.

Why is play suppressed?
“In a completely rational society, the best of us would aspire to be teachers and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have.” - Lee Iacocca
Questions & Reflections

Look for the leader in every child!
Norwich Graded School, Norwich, VT (1948 - First grade)
Once upon a time there was a furry little dog named Reb that wanted to fly. He climbed up on a house with a towel in his hands and jumped off. After awhile, a big brown duck named Nero came by and saw the little dog jumping up and down from the house. The big duck asked the little dog what he was doing. “I’m trying to fly,” said the little dog. The big duck said, “Dogs can’t fly.” The little dog felt sad but he soon learned that he could have just as much fun chasing cats.