The ECEC Emotional Environment

An effective emotional environment is/has:

- Built upon relationships of trust

- Predictable through daily routines

- Rules which are democratically applied

- High expectations

All of this requires _the adult_ to establish this environment

Adults support social emotional development and self regulation:

- Model, coach and provide opportunities for practise.

- Positive interest and concern for children and each other

- Recognise and help children express feelings, without judgement

- Support sharing and working together

- Support choice and autonomy

Adults support social emotional development and self regulation:

- Provide challenge for thinking and scaffold learning

- Address diversity and differences positively, provide non-stereotyped materials, activities and role models.

- Provide materials and experiences that reflect different cultures and engage positively with family members and carers - a community of learners

- In times of distress they are positive and respectful and give attention and care directly to the children though warm supportive interactions.

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Opportunities to teach self-regulation

- Help children learn about emotions through books, songs, art
- Teach children to control their emotions and about others

    "Jimmy said it made him angry when you grabbed the watering can from him"

    "Carla banged her fist on the table. People sometimes do that when they are angry"

- Engage children in resolving conflicts/disputes

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Conflict Resolution and the Promotion of Self-Regulation

What do you do when children get into arguments, fights or other conflict?

Is there an agreed protocol? How consistent are your messages?

Do children understand what is expected of them?

6 Steps to Conflict Resolution

Step one: approach calmly stopping any hurtful actions

Step two: acknowledge children's feelings

Step three: gather information

Step four: restate the problem

Step five: ask for solutions and choose one

Step six: be prepared to follow up

Highscope, 2014 – p.51 of SSTEW

Language and self-regulation

- Encourage children to use language to guide actions

- Encourage or model private speech

Using positive speech and behaviour methods

- Tell them what you would like to see, not what you don't.

- Explain the rules of the setting

- Ensure that talk is more positive than negative

- Agree approaches to problem behaviours with all adults in the setting and with parents

- Approach teaching behaviour in the way you would approach any learning

- *Look at handout (Good Practice in an Early Years Setting)*

Supporting the development of meaning and the understanding of how we self-regulate through language

Tie language to action, descriptions and repeat the concept in different situations:

'I can see you are not paying attention' or 'I can see your mind is wandering'

'When you pay attention, your mind is like a beam of light and it shines only here'

'When you pay attention your body is still and does not wiggle, your eyes are here, and you are thinking about this book'

Give examples:

'I like how Adrienne is paying attention'

'I could see you were really thinking hard and paying attention'