

MODULE 1

CHEAT SHEET



THE 3Es OF SOCIAL-EMOTIONAL DEVELOPMENT

EMOTION REGULATION: Our ability to control the occurrence, intensity, and expression of our emotions to help us achieve goals and behave appropriately in different situations.



IMPORTANCE

Strong emotion regulation skills support:

- 1) Self-awareness.
- 2) Perspective taking.
- 3) More positive & kind interactions.
- 4) Academic success.
- 5) Emotional & behavioural well-being.

KEY MOMENTS OF DEVELOPMENT

- Infants have some self-soothing strategies (e.g., thumb-sucking).
- Between ages 3-4, children recognize more feelings and learn how to communicate feelings.
- Even as emotion regulation grows more independent, caregivers remain critical co-regulators.

STRATEGIES TO SUPPORT

- 1) **EMOTION COACH:** Label emotions, all emotions are Opportunities to grow closer, Validate emotions, Elaborate about emotions.
- 2) **MINDFULNESS:** Engage in a mindful activity each day.
- 3) **MODEL SELF-REGULATION:** Demonstrating self-calming strategies (e.g., deep breaths).

EMPATHY FOR THE SELF: Our self-orientated emotional development and our ability to "feel with" ourselves (e.g., thinking about and reflecting on ourselves, our thoughts, and our feelings).



ELEMENTS & IMPORTANCE

- 1) **SELF-REFLECTION:** Ability to observe and think about oneself.
- 2) **GUILT:** Feelings of sadness following wrongdoing and involves understanding we hurt someone.

Strong empathy for self supports:

- 1) Emotion regulation.
- 2) Self-esteem.
- 3) Lower aggression.
- 4) Moral development.

KEY MOMENTS OF DEVELOPMENT

- Self-recognition emerges in toddlerhood (~18 months).
- In preschool, children begin to identify different feelings, needs, interests and abilities in others and themselves.
- Guilt emerges early in life, increases between ages 4-8 years, then grows more stable.

STRATEGIES TO SUPPORT

- 1) **ENCOURAGE SELF-AWARENESS:** Encourage reflection during everyday conversations or book reading.
- 2) **LINK ACTIONS TO CONSEQUENCES:** Focus on current actions not on child character (e.g., "Your friend is crying because you knocked her tower").
- 3) **PROMOTE AND MODEL SELF-KINDNESS:** Praise effort and character when children do well. Model self-kindness to show the importance of treating ourselves with gentleness.

EMPATHY FOR OTHERS: Our other-oriented emotional development and our ability to "feel with" others (e.g., experiencing the same or similar emotions as others and feeling concern for others).



ELEMENTS & IMPORTANCE

- 1) **EMOTIONAL:** Feeling the same emotion as others.
- 2) **COGNITIVE:** Understanding and evaluating another's perspective and emotional state.

Strong empathy for others supports:

- 1) Less aggression.
- 2) Kind, other-oriented behaviours.
- 3) Positive peer interactions.

KEY MOMENTS OF DEVELOPMENT

- The emotional element of empathy emerges (0-2 yrs) before the cognitive element (3-4 yrs).
- From 3-4, children relate better to others when they share the same emotions.
- As perspective-taking skills increase, empathy increases through middle childhood.

STRATEGIES TO SUPPORT

- 1) **PROMOTE PERSPECTIVE-TAKING:** Teach children social and ethical norms through play, book reading, and conversation.
- 2) **ENCOURAGE KINDNESS:** Support and praise children's small and large acts of kindness.
- 3) **MODEL EMPATHY:** If children receive empathy and compassion, they are more likely to treat others with empathy and compassion.