SIG NALS
Social-Emotional and Mental Health Development for Children and Teens

NAMI Georgia
National Alliance on Mental Illness

SANDRA DUNAGAN DEAL
CENTER FOR EARLY LANGUAGE AND LITERACY
AT GEORGIA COLLEGE
Social Emotional Engagement:
The “Fuel” for Language, Literacy and Learning

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Marcus Autism Center

FACILITATOR
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Georgia State University
Social Emotional Engagement
The “Fuel” for Language, Literacy and Learning
What do you feel are the key factors in a child’s brain development?
Social Connections Provide Fuel For the Brain to Grow
Falling in love with the Social World
Social Connections Provide Fuel For the Brain to Grow

The Social Brain
Seeking out Social Connections with Words
Social Connections Provide Fuel For the Brain to Grow
Succeeding in a Range of Social Settings
Social Connections Provide Fuel For the Brain to Grow

Executive Functioning
What do you think are some of the risks children might face in the learning curve?
Unique **risks** and **resilience** factors may create barriers during this learning curve...

- Children with genetic differences such as autism may show **limited neural sensitivity** to social stimuli and tend not to orient toward social stimuli.

- The caregiving environment and other developmental differences also significantly contribute to differences in social and emotional neurodevelopment.
“Risk and Resilience” factors in the developing brain impact this learning curve
“Risk and Resilience”

factors in the
developing brain
impact this
learning curve
We can create Risk or Resilience...
We can create Risk or Resilience
The Science of Neurodevelopment Guides our Priorities
We are “Brain Architects”!

Social Orienting
“attending and responding”

Social Liking
“increased initiations and active seeking”

Social Maintaining
“reputation management or fitting in”

Chevallier, et. al. (2012). The social motivation theory of autism. Trends in Cognitive Sciences., Vol. 16, No. 4
<table>
<thead>
<tr>
<th>What does an engaged child look like?</th>
<th>What does an engaged child sound like?</th>
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<tbody>
<tr>
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<td>How does an engaged child feel?</td>
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Our Goal – Social Engagement!

Three Elements of Active Engagement

- Initiation
- Independence
- Investment
Our Goal – Social Engagement!

Focus on the Three i’s

**SEE-KS**

Social Emotional Engagement - Knowledge & Skills

Student Engagement Ladder (Whole Group)

<table>
<thead>
<tr>
<th>District / Site:</th>
<th>Teacher:</th>
<th>School Year:</th>
</tr>
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<tbody>
<tr>
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Our Goal – Social Engagement!

SEE-KS
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Our Goal – Social Engagement!

When do we see children climb this ladder?

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### Social Emotional Engagement - Knowledge & Skills

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#### Indicate # or Names of Students

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#### Criterion

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What elements of a learning setting fuel social engagement?

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When does positive engagement occur?

A. When we **ENGAGE** them in many ways and we get the emotional “hook”.
How have you increased a child’s “investment” in an activity?

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When does positive engagement occur?

B. When we provide **ACCESS** by providing information in different ways.

- 5 – Yell
- 4 – Loud Voice
- 3 – Talking
- 2 – Whisper
- 1 – Silent
Expected Volume

Actual Volume

5 – Yell

4 – Loud Voice

3 – Talking

2 – Whisper

1 – Silent
How have you increased a child’s “independence” in an activity?

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When does positive engagement occur?

C. When we allow students to **EXPRESS** in many ways and “show what they know”.
How have you increased a child’s “initiation” in an activity?

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The “What” of Fostering Engagement

A Universal Design for Learning

A. Foster Engagement
   - Getting the emotional “hook” in classroom lessons

B. Provide information in multiple ways
   - Fostering deeper comprehension in classroom lessons

C. Encourage Expression
   - Fostering students’ abilities to show what they know!

ALL CHILDREN BENEFIT
We can help create learning environments that fuel language, literacy and learning...

- Increase **investment** by fostering engagement in multiple ways.
- Increase **independence** by providing information in multiple ways.
- Increase **initiation** by fostering multiple means of action and expression.


References


To learn more about the Educational Outreach Program at the Marcus Autism Center and Social Emotional Engagement (SEE-KS), contact: emily@CommXRoads.com

To access materials:
http://tiny.cc/see-ks