

TEC Center Webinar Learning Series:
WHAT'S LOVE GOT TO DO WITH IT?
SEL and Trauma-Responsive Teaching
During COVID-19 Outbreak

Starting at 3:00 pm CST

While you are waiting for the webinar to start:

- Download Handout while you are waiting:
<https://bit.ly/tec0514>
- Introduce yourself in the chat

Erikson Institute

Technology in Early Childhood Center

WHAT'S LOVE GOT TO DO WITH IT? SEL and Trauma-Responsive Teaching During COVID-19 Outbreak

Presented by Amanda J. Moreno, Ph.D.
Technology in Early Childhood (TEC) Center
and the SEL Initiative



Webinar Logistics & Details

- Please use the chat and Q&A functions
- 30-40 minutes of presentation
- Opportunity for Q&A at the end
- Recording and will share it with everyone who registered as soon as we can!

Handout: bit.ly/tec0514

About Technology in Early Childhood (TEC) Center at Erikson Institute

Erikson Institute

Technology in Early Childhood Center



Alexis Lauricella, PhD
Associate Professor &
Director

Jenna Herdzina, MS
Program Manager

Missi Jacobson, MSW
PhD Student & Research
Assistant

Morgan Russo
Graduate Student,
Intern

Erikson Institute

Erikson Institute is a graduate school in child development, early education, and social work

Mission: Erikson Institute educates, inspires, and promotes leadership to serve the needs of children and families so that all can achieve optimal education, social, emotional, and physical well-being



Erikson Institute

Technology in Early Childhood Center

Research



Practice



Leadership



Connecting theory, policy and research to practice

TEC Center Resources and Opportunities

- TEC Center:
 - Professional Development
 - Educator Tips and Lesson plans
 - Research
- Erikson Institute
 - Summer Institutes
 - MSECE STEM Concentration Degree and Certificate programs
 - Many other resources: SEL Initiative, Facilitating Attuned Interactions (FAN)



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Erikson Institute

SEL Initiative



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Maria Kontoudakis
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Doctoral Research Fellow



Katherine Varey
Part-time Faculty

The SEL Initiative at Erikson Institute

Research

Social and Emotional Learning and Early Childhood Education: Redundant terms?

Amanda J. Moreno , Mark K. Nagasawa, Toby Schwartz

First Published April 17, 2018 | Research Article |  Check for updates

<https://doi.org/10.1177/1463949118768040>

Article information 



Abstract

Social and emotional learning in early childhood education is partly constituted by frameworks in which we embrace an educational approach that

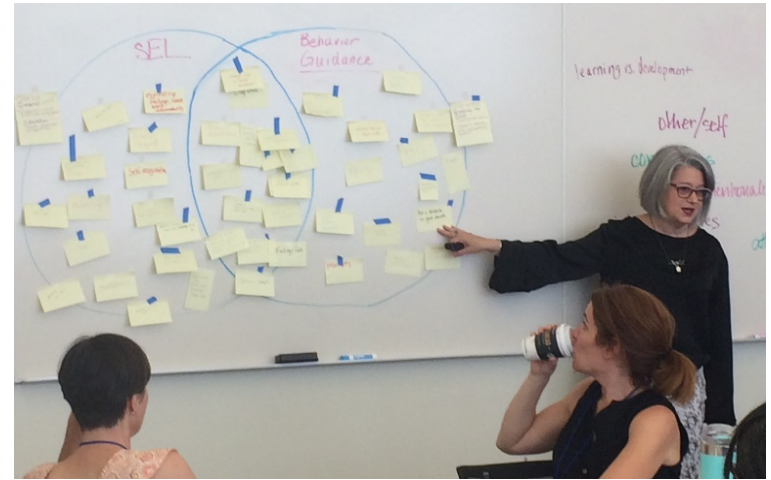
A Theoretically and Ethically Grounded Approach to Mindfulness Practices in the Primary Grades

As mindfulness practices become more widely implemented in schools, they are attracting both keen interest and strong criticism. It is important that mindfulness-based programs adhere to sound child development principles, be aligned with the neuroscience of stress, be integrated in a holistic manner by teachers throughout the school day, and support the ethical application of “right-

Amanda J. Moreno

Amanda J. Moreno is Assistant Professor, Erikson Institute, Chicago, Illinois.

Professional Development



The SEL Initiative at Erikson Institute

HUMANITY



BELONGING

Erikson Institute SEL Initiative

Erikson Institute

Technology in Early Childhood Center

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SEL Initiative, Erikson Institute

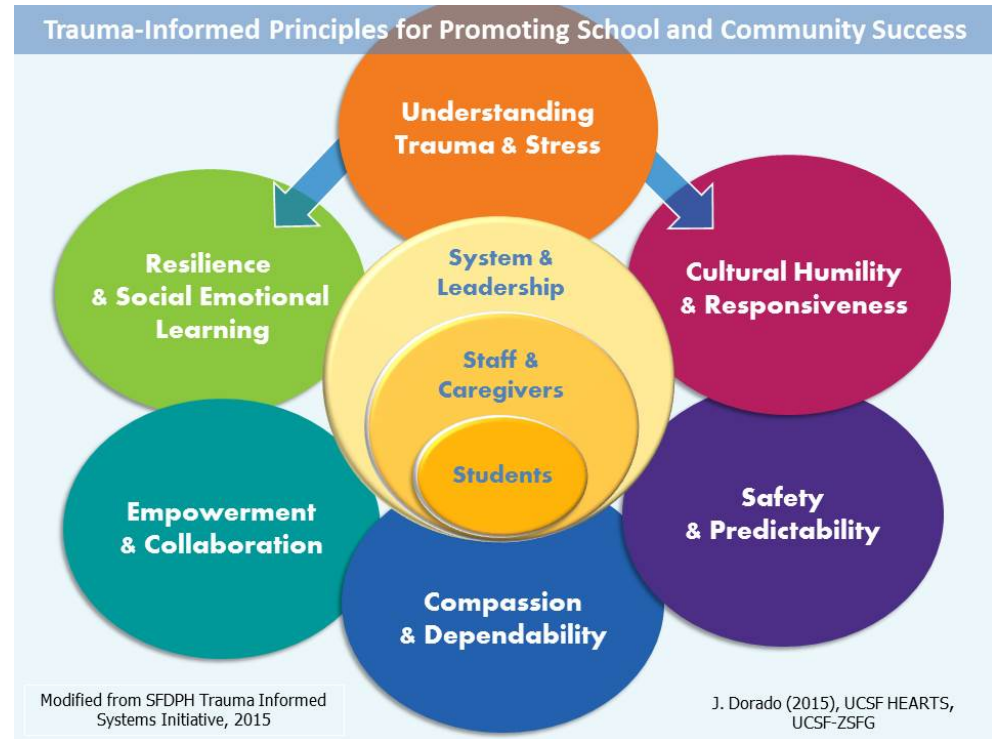
POLL 1

Webinar Agenda

- Introduction to trauma-responsive teaching
- You don't/can't always know what's behind children's struggles
- Trauma-responsive = Attachment-centered (i.e., "Love Causes Learning")
- Let's talk less about RESILIENCE and more about BUFFERING
- Q&A

Introduction to Trauma-Responsive Teaching

- Whole school approach
- Not only beneficial for children with trauma
- Teachers as buffers
- Elevating belonging and dignity above all other outcomes



Why is school – even PRESCHOOL (!) – stressful?

Normatively:

- Development is hard
- Almost never in a state of mastery
- Following non-family rules

Pandemic and e-learning,
definitely not normative stress

Non-normatively:

- Testing and punitive accountability culture
- School personnel not supported in self-care
- Unnatural pacing and transitions

POLL 2

**You don't/can't always know what's
behind children's struggles**

How can I
be helpful
if I don't
understand
what's
going on?

All child
behaviors
make perfect
sense.

Characteristics of Children Whose Needs are Unmet

Belonging

Guarded
Unattached
Rejected
Lonely
Aloof
Isolated
Distrustful

Mastery

Non-achiever
Failure Oriented
Avoids Risks
Fears Challenges
Unmotivated
Gives Up Easily
Inadequate

Independence

Submissive
Lacks Confidence
Inferiority
Irresponsible
Helplessness
Undisciplined
Easily Led

Generosity

Selfish
Affectionless
Narcissistic
Disloyal
Hardened
Anti-social
Exploitative



Characteristics of Children Whose Needs are Not Met

How can I be helpful if I don't understand what's going on?

All child behaviors make perfect sense.

So address the need, not the root cause of the need.

Selfish
Egocentric
Disloyal
Ungrateful
Anti-social
Exploitative



POLL 3

Trauma-Responsive
=
Attachment-Centered

(aka LOVE CAUSES LEARNING)

LOVE CAUSES LEARNING

- Attachment = independence through dependence



Graphic courtesy of: Parent Further www.parentfurther.com

Attachment-Centered: MYTHBUSTING

- Young children should always feel good.
- Young children should never be allowed to fail.
- Young children shouldn't have to work hard.
- I should be happy and smiling all the time.
- It takes a certain type of sticky sweet personality to teach this way.
- I should praise children often.
- I have no choice but to “fake it” if I don't like a particular child.



Buffering, Not Resilience

Resilience

Buffering

Implies an outcome or trait

Implies a process

Child is responsible

Adults are responsible

After the upset/trauma

Can be before, during, after

“Child will be fine.”

“Child needs my protection.”

Bouncing back

Softening the landing

THIS results from a lot of.....

THIS



Tips to support students' sense of safety and belonging

Tips: What can you do starting tomorrow?

- Make a book club with your colleagues – what do you want your attachment-oriented classroom/school/organization to look like?
- Strive for 5 (to 1) – and repair when the 1 happens
- At your organization, and during e-learning, does every child:
 - Feel seen and heard upon arrival?
 - Have a brief chance to process some of what is going on in their life?
- “the UNITED principle”: Get on the self-care and/or mindfulness train
 - During the pandemic, SELF-COMPASSION is most important. Say to yourself:

THIS IS HARD. I WOULD NEVER EXPECT ANYONE ELSE TO BE GOOD AT SOMETHING THEY'VE NEVER DONE BEFORE, SO I CAN'T EXPECT IT OF MYSELF.

Please fill out Google Form:

<https://forms.gle/DPLSWcBftFJwwPxU9>

Q&A

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Thank you! Stay tuned for our next webinar!

teccenter.erikson.edu  [teccenter.erikson](https://www.facebook.com/teccenter.erikson)  [@TEC_Center](https://twitter.com/TEC_Center)



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