

Building Blocks for Social Development of Young Children

INTERVENTIONIST



Basic social emotional learning is intuitive for many children, but not all. All children, however, benefit from explicit exploration of how to think flexibly to cooperate, share imagination, and work and learn in a group. Social learning support and instruction, particularly for children with social learning challenges, can help them better access the academic curriculum, including reading comprehension, written language, active classroom participation, and listening and speaking. Use this graphic to explore some of the interrelated developmental dimensions of social emotional learning, as well as pinpoint some of the many elements that interventionists can focus on when teaching children how to socially interpret, collaborate, and learn together.

BUILDING BLOCKS FOR SOCIAL DEVELOPMENT OF YOUNG CHILDREN

INTERVENTIONIST INFORMATION

Helping individuals to learn

- ✓ How the social world works
- ✓ How each person works in the social world

Developing social competencies

- ✓ Attend
- ✓ Interpret
- ✓ Problem solve to decide
- ✓ Respond

Recommended use

Parents, caregivers, and professionals of all types to understand core assessment and treatment philosophy for ages 4–7 within the Social Thinking® Methodology

TEACHING POINTS

PURPOSE OF FRAMEWORK: This framework provides a visual foundation for exploring different ways children are expected to develop aspects of their social cognition during the first four years of their lives in order to participate with their peers in increasingly structured learning environments (e.g., a classroom). Interventionists (parents and professionals) are encouraged to review this evidence-based set of information to guide their observations of children, ages 4–7, whose social development appears to be lagging in certain areas in order to pinpoint what to address in the social learning treatment process.

How Do You Use This Framework?

The building blocks on this framework are displayed in a hierarchical structure, with all information being interrelated. The bottom layer explores some basic types of attention and thinking that launch one's capacity to begin to engage in higher level social learning abilities. Ultimately, it's expected for young children to intuitively develop progressively sophisticated ways in which they learn to co-regulate, based on their own and others' needs and goals in a specific situation. To create meaningful treatment goals and plans for a child with social emotional learning needs requires us, the interventionist, to begin treatment based on a child's current social learning abilities, rather than on the more sophisticated behavioral expectations the interventionist may hold for the entire group or classroom. To explore treatment needs, start

by reviewing information presented at the base of the building-block pyramid and then by moving up layer by layer and across concept by concept.

Reading and Understanding the Framework from BOTTOM to TOP

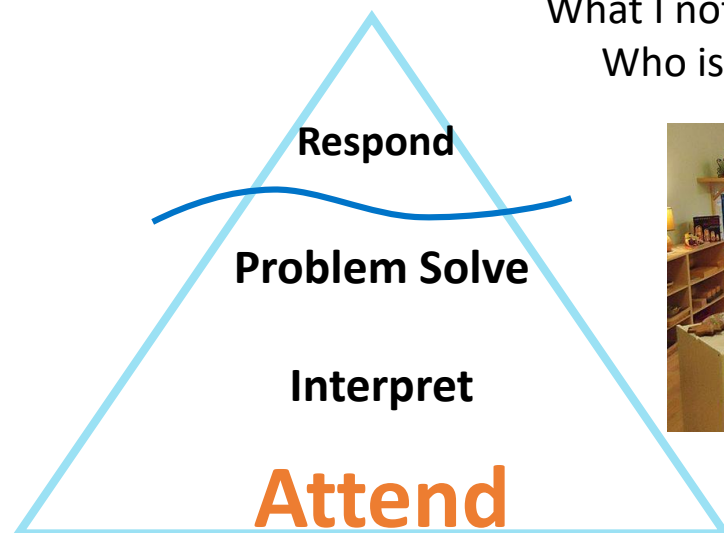
- Layer 1 (bottom) lists five core concepts each child's brain should engage in to launch into building relationships with others.
- Layer 2 describes four core concepts for establishing the ability to form basic social interpretation and organizing social responses.
- Layer 3 provides three examples of subtly different types of perspective taking expected of children to establish social abilities in a group.
- Layer 4 explains more sophisticated ways in which we expect children to relate to their peers as they seek to actively engage.
- Layer 5 (top) summarizes the overall expectation teachers typically hold for all students they are teaching in a group.

RELATED FRAMEWORKS

- Group Collaboration, Play and Problem Solving (GPS) Scale for Early Learners (S1)
- 3 Aspects of Social Learning (S1)
- Social Thinking–Social Learning Tree (S1)
- 3 Parts of Play/Activity (S2)

CORE SUMMARY OF THE GPS PLAY SCALE

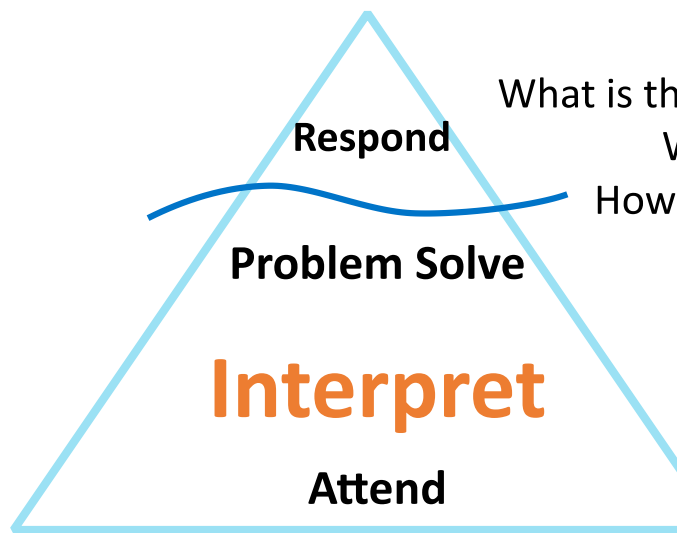
ME	ME + YOU	ME to WE	WE	SCIP
GPS Play Level 1	GPS Play Level 2	GPS Play Level 3	GPS Play Level 4	GPS Play Level 5
Play is very singular and is object or action focused. Children at this level tend to play alone. They will attend to an adult if the adult is actively seeking their attention.	Play is still quite singular but children will attempt to engage the adult to play their way. With a lot of work on the part of the adult, the child will briefly attend to a peer during play.	Adult directs the play, providing the structure, ideas, and context. Peers take a role and enact the play within that structure.	With minimal adult facilitation (providing props, materials, and initial ideas), peers can begin to create structured play together. Adults may step in to resolve conflicts and keep play moving along.	Shared Collaborative Imaginative Play (SCIP). Peers provide ideas, decide on a theme and choose roles, negotiate, and problem solve on their own. Low adult facilitation, if any.



What I notice or observe: Where am I?
Who is here? What is happening?



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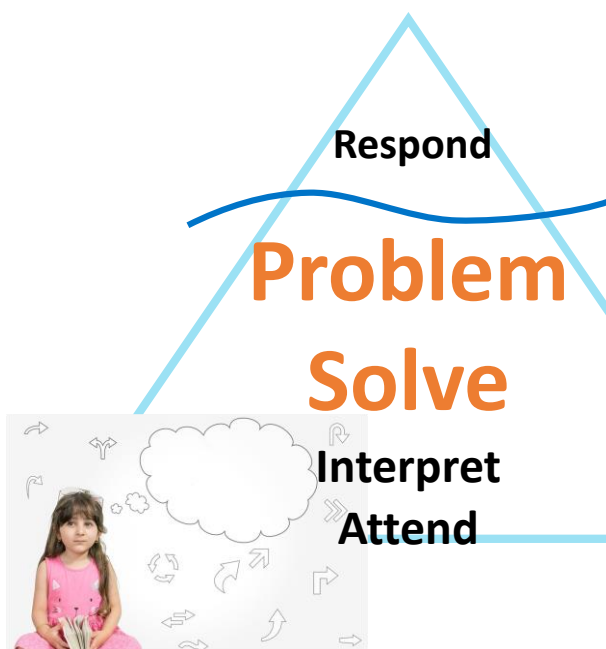
Me + Others:

What does it mean?

What is the plan? How are others feeling?

What are they thinking?

How are we thinking and feeling about each other?



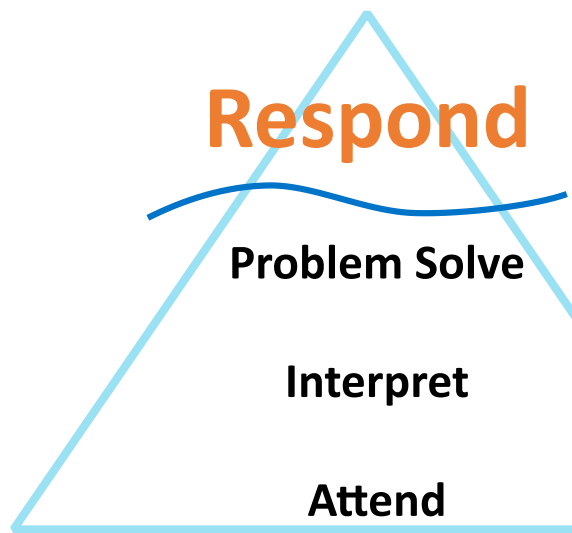
What do I do?:

What are my choices? What if I....?

How can I get what I want?

How can I get what I need?





Social Behaviors/Skills:
What I do/don't do
What I say/don't say
The idea I now have
How I understand something



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This is social self regulation!



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