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Everyone needs to be protected and supported in today's society. Especially vulnerable people in our society like children. For children, social and emotional development is the foundation for children to have nurturing relationships and the cognitive skills that are needed for them to be functioning people in society. However, children's needs aren't being met socially and emotionally. Since this is happening, children aren't able to self-regulate their emotions. When children don't receive the social and emotional care that is needed to develop the necessary skills, they are faced with potential struggles in the future. Social development helps children have sympathy, empathy, self-awareness skills, and responsible decision-making skills. These skills are needed to work with others. Emotional development helps children to form close relationships with others, listen, follow directions, soothe themselves when they're upset, and be independent. These skills are necessary to remain intact as an individual person. Therefore without these abilities, children have the potential to struggle with school, jobs, and relationships since they lack these skills.

Eventually, children won't be the only ones affected by this problem. Parents and the communities they belong to will also be affected. Children are being affected because they are growing up without the competency to have relationships with others and to be a part of a community since they lack the necessary experiences to develop social and emotional skills. This issue needs to be addressed now because many children are failing school, not having

meaningful relationships, and are going through mental problems such as anxiety and depression. If this issue is addressed and fixed, today's youth will have positive growth in managing their emotions and relationships. However, not improving on these skills will eventually affect children's relationships with their families because they won't be able to communicate their emotions positively. This will lead to arguments, miscommunication, and in extreme cases; violence inside the household. The lack of social and emotional skills will affect the community because the community will continue to be divided by others not having positive communication skills or a sense of morality to help and protect others.

To have children who have strong social and emotional skills, parents and providers must work together to ensure these skills get developed. Parents are one of the biggest parts of social and emotional development in children. When parents foster warm relationships with their children, their children can feel a sense of security and predictability that only a parent or guardian can nurture. Also, when providers promote independence and guidance, they assist in the development of children. Both parents and providers are the targets for creating strong social and emotional development skills because both have the most impact on a child's life since they spend the most amount of time with the child. Through this, they are more likely to influence the child in any way, which is why parents and providers need to follow my advocacy plans.

To foster positive social and emotional development, parents must follow my small advocacy action by joining PTA organizations and continuing two-way communication with their child's educator. PTA organizations, which stands for Parent Teacher Association, is to connect the concerns of both parents and teachers to bring them to a happy medium. By joining PTA organizations and actively communicating with me as their teacher, I will let parents understand the importance of social and emotional development. Also, I will explain the effects

of not having versus having age-appropriate social and emotional skills. To make all parties aware, I will update parents on their children's emotional well-being in the classroom, what needs to be developed, and how parents can work on this with their children. I will also encourage parents to foster positive relationships with their children, validate their emotions, and motivate them to use positive reinforcement when speaking to their children. Parents should encourage their family to maintain the same style of encouragement and discipline with the child to keep them maintained. My audience can also encourage others around them to develop these practices to help their own family to develop social and emotional skills. My audience can also join any other support resources that the school offers to benefit the learning of children. By doing this, parents spread the importance of social and emotional development and can support others who are trying to provide their children with social and emotional skills.

Similarly to parents, providers are also a big part of building strong social and emotional development skills in children. Therefore, it would be important for educators along with parents to follow my large advocacy plan and join the workshops I would run in the school. Separate from the PTA organizations, these workshops will teach parents and providers the skills necessary to help their children develop as well as create a community with each other. I plan to have these workshops run throughout the entire school year and available to everyone willing to join. These workshops will be in-person and remote to ensure availability for all parents and providers. However, in the in-person workshops, activities will be interactive and engaging to allow parents and providers to understand how to work through situations with their children/students. To get these workshops approved, I will go to the school's principal to create a space where these in-person workshops can safely happen. However, if the principal does not approve of these workshops taking place, I will use the PTA organizations to assist the parents in

advocating for these workshops. If the principal doesn't approve immediately, the workshops will remain remote until in-person workshops can take place.

In the article, "A Preliminary Evaluation of REACH: Training Early Childhood Teachers to Support Children's Social and Emotional Development" by Nicola A. Connors-Burrow, Terese Patrick, Angela Kyzer, and Lorraine McKelvey, the main focus is what educators can do to support children's social and emotional development. Since nearly 80% of children spend their day in the hands of educators and providers, researchers felt that it was important for educators to learn how to help children develop. The article states it is important for children to develop properly so they can learn to "recognize and manage their emotions, have positive relationships with adults and peers, and solve problems effectively." The article emphasizes that teachers must learn the steps to foster nurturing relationships with their students. Educators are given a list of specific training, activities, and ideologies to follow, such as doing guided talk, positive attention, and having a routine in the classroom. It was shown that there was an increase in children doing better in classes when they have teachers who are trained to help them develop. Therefore, caregivers and educators need to be equipped to help children develop the skills they need to be a part of their community. While discussing training ECE teachers to support children, it is stated "children without strong social and emotional skills often elicit negative feedback from teachers, are rarely praised by teachers for appropriate behavior, and are often the recipient of ineffective and punitive interventions." This means that children who lack social and emotional skills are held back at an educational level because they don't present themselves in the way they are expected to do so. This will lead to more problems later on because they will lack support from their peers and educators. Through this, providers can learn the importance of

children having age-appropriate social and emotional skills as well as understand their abilities as an educator to ensure proper development for their students.

In the article, “Parenting and Preschool Self-Regulation as Predictors of Social Emotional Competence in 1st Grade” by Beth S Russell, Jungeun Olivia Lee, Susan Spieker, and Monica L Oxford, This article addresses parents and caregivers and what they could do to support social and emotional development during early childhood. It is highlighted that socialization starts during infancy and occurs during bonding moments with the child’s caregiver. The article emphasizes that “sensitivity and responsivity suggest that early caregiver interactions bring to bear significant influence on children’s later interpersonal and intrapersonal development.” Meaning that children will develop socially and emotionally if they are given the right amount of attention when they need their caregiver. When this need is met, children can adjust to learning and promote adaptive functioning in schools. Therefore, parents and caregivers need to be responsive and active during infancy and early childhood to ensure children are developing the social and emotional skills that are needed for them to work well in a classroom. It also discusses self-regulation in elementary school students. It is stated, “significant relationship between children’s socioemotional skill and their social skill, highlighting the connection between children’s ability to regulate their own behavior and social competence.” This means that there is a direct link between children’s social and emotional development and their ability to function as a person in their community. If their needs aren’t being met, then children will not have the ability to self-regulate and may cause problems among their peers and family members. This article is very important for parents and caregivers to read because it details where social and emotional development begins for children. When parents and providers understand this, they

can pinpoint the unique needs of each of their children to ensure they are receiving all of the benefits of having a nurturing relationship with their guardians.

Social and emotional development is important to me as an advocacy project because social and emotional development is the backbone for people to work in society as functional people. Social and emotional development is a key factor that is needed in everyone and it connects to people's cognitive skills. By developing social and emotional skills, people also develop the skills to collaborate with others, have higher self-esteem, and a sense of responsibility, and better get through challenges they may face. Addressing this topic is important to me because many kids aren't receiving the social and emotion that is needed. Therefore, many children do not know how to solve problems, self-regulate their emotions, or have positive relationships with others. This affects them in daily life and their future life because children will become easily frustrated and unmotivated to solve situations on their own which can lead them to have emotional outbursts toward themselves or others around them. To help children live better lives, I will successfully create an open discussion to advocate for children. Using PTA organizations as well as workshops, I hope to achieve the act of spreading knowledge of the importance of social and emotional development to support children. Social and emotional development advocacy will impact me as an early childhood educator because I will be more aware of my student's home life to create a bridge between their development at home and in the classroom.

Works cited