

Socio-Emotional Development: Lessons for a Lifetime

The Practitioners Role

By Laurie Prusso

Man is a knot
into which
relationships
are tied.

~Antoine de Saint-Exupéry



Relationships are the greatest predictor of everything

Belonging: loving connections, predictable, consistent environments, warm responses


Significance: opportunities to demonstrate capabilities, practice, and mistakes that allow growth



The Crucial Dyad

Emotional Development occurs in an intricate dance of interaction between an adult and a child. It is a messy dance, with some tripping and stepping on toes, but the opportunities for repair and coming back together are numerous.

Your role in the Dyad is to learn how to read the cues the child gives and to respond to them effectively, and when mistakes are made, to recover and repair in that moment.

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EMPATHY

The development of empathy requires that neural pathways be created and supported. Love and nurture “teach” the Infant brain to develop these Pathways.




Important Beginnings

Early nurture and care support good brain development.

Ongoing nurture and care continue to support emotional health.





Every child deserves to be enveloped in the love and acceptance of her family and her surroundings.

Your assignment is to recognize your privilege and your role.



Meaning Making

Children are always making meaning
Relationships create an attachment
style

Ongoing relationships influence—
either support or challenge that style

Our nurturing of and caring for
children influences their emotional
state and their later ability to
become social

Engagement and Disposition

The caregiver has the opportunity and the privilege of guiding a child through life's experiences. Each shared meeting is an expression of joy, enveloped in all of the child's senses, and leads the young child toward greater meaning. As she feels, perceives, thinks, smells, and responds to the adult, the child ***learns*** what the world is like and how she ***fits in***. Laurie Prusso

The Five Questions to Ask

- **Do my actions strengthen a sense of belonging and significance—if necessary, making the space bigger to accommodate the child?**

The Five Questions to Ask

- **Am I encouraging and lifting the child to a higher, better view of the world? Am I supporting his sense of self and improvement in behavior through my emotional state? Am I a model for what the child can become?**

The Five Questions to Ask

- **Am I always respectful and do I invite the child to participate, cooperate, and contribute? Do I validate their wishes and then work with them to accomplish our goals?**

The Five Questions to Ask

- **Am I focused on long-term solutions and helping the child learn how to do better?**

The Five Questions to Ask

- **Am I providing opportunities for the child to develop greater capability, recognizing what they can do and building on strengths?**

The Five Questions to Ask

- **Do my actions strengthen a sense of belonging and significance?**
- **Am I encouraging and lifting the child to a higher, better view of the world?**
- **Am I always respectful and do I invite the child to participate, cooperate, and contribute?**
- **Am I focused on long-term solutions and helping the child learn how to do better?**
- **Am I providing opportunities for the child to develop greater capability, recognizing what they can do and building on strengths?**

Care Givers do just that. They **GIVE CARE**

- ❖ Avoid emotional contagion
- ❖ Demonstrate care, nurture, and respect at ALL times
- ❖ Use your own emotional regulation skills—never shame, blame, or humiliate a child. **Avoid all types of punishment because they do not help—only hurt**
- ❖ Behave the way you hope the child will learn to behave:
- ❖ Demonstrate patience, kindness, calmness, respect, and care

I like her because she smiles at
me and means it. ~Anonymous

Piglet sidled up to Pooh from behind.

"Pooh!" he whispered.



"Yes, Piglet?"

"Nothing," said Piglet, taking Pooh's paw. "I just wanted to be sure of you."

~A.A. Milne



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