Focus, curiosity

1. Focus and Self Control, inhibiting impulses
   (The arts promote development of focus (engagement) and a passion which brings high state of motivation which produces sustained attention.)
   Marshmallow test
   p57-58 games for practice

2. Perspective Taking, teacher is to be the social agent of the child, help anticipate and interpret what are intentions of other, assumptions-need to check out, impact vs. intent, appraisal process vs. hostile attribution bias, attributional retraining leads to children becoming less aggressive

   a. Identify the dilemma, problem or issue
   b. Determine the goal
   c. Come up with alternative solutions
   d. Consider how these alternative solutions might work
   e. Select a solution to try
   f. Evaluate the outcome, and if the solution isn't working, try something else

   Adult needs to anticipate the child's behavior

   (If there has been past negative behavior that has built up negative expectations from other children: as approach other children the child could say "I am not going to knock down your building.")

3. Communication, begins with gaze, smile, tone, gestures, peer language, first level of abstraction is sound, second level of abstraction is words, need model and intentional teaching for language and literacy, parent speak helps children regulate themselves, about understanding/not drill, enjoyment

4. Making Connections

   Patterns, systems, mistakes are part of learning, exploration involves risk taking
   Draw maps in preschool: of classroom, bedroom, yard, house, etc.

When starting with teaching letters start with reliable letters, then go to letters that "make up their own rules"

5. Critical thinking, ability to evaluate info, process, **figure out who to trust,** number line game**,** International Math Project, theorizing
Gather evidence, interpret evidence, confounds

6. Taking on challenges

Stress switches to sympathetic nervous system releases adrenaline which increases blood pressure and cortisol which diverts blood/energy from brain and stomach to legs and heart, not learning not growing suppresses immune system

Effects on brain development-way it reacts to stress later and the way it processes information, depends how long stress lasts

Caring, trustworthy relationships with adult that keeps child safe and makes them feel secure

Support children in managing own stress, Heidelise Als

       Consistency
       Time for rest and recovery
       Support for the family
       Comfort
       Skin-to-skin holding
       Pleasant, calm feeding experiences
       Quiet, soothing environments
       (Ex. infants exams done quiet, alert time)

Give child some control in learning to manage own stress (problem solve together)

Temperament, observe what child does to calm down and build on strengths

Parenting styles

Other adults, child care, other children

Parents themselves having supportive relationships

Mindset, smart vs. effort

Growth mindset-brain is like a muscle and it gets stronger with use, every time work hard brain forms new connections, if don't understand something just means continue to persevere

Praise effort and strategies not personality

Caregivers manage own stress

7. Self-Directed, Engaged Learning   still-face, getting back into sync

Power of imitation

Help children set and work toward own goals

Help learn to plan

See child as active learner

Social, emotional and cognitive learning all connected and dependent on emotional state

Direct, physical experience vs. bystander

Multiple experiences

Verbal cues and visual prompts

Experiences meaningful and purposeful

Mother/caregiver discusses past experiences in rich detail, asking "wh" (why, what, where, who) questions

Help children theorize, practice, evaluate, synthesize, generate

Have child describe, teach what learning

Make expectations for success clear

Catch children doing something positive

Praise effort not intelligence

Create community of learners

Gratitude and giving

NEED AN EMOTIONALLY SAFE ENVIRONMENT TO LEARN THE ABOVE