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Takeaways For Today

- SEL and language skills can and should be developed and practiced by teachers, parents and caregivers in early childhood.
- Music and stories are great vehicles for developing and practicing those skills with young children.
- You don't need professional development to be a "professional" in supporting those skills. You don't need a separate curriculum.
- Skill development can be easily integrated throughout the day at home and in school.

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Who Am I? I'll Tell You Who! My Story is Both Old and New.



- Former Advertising Executive
- Mother of Two
- Preschool Music Teacher for 20+ Years
- Grandmother of Two Children under the age of 5
- 2020 Harvard Advanced Leadership Initiative Senior Fellow
- Creator of the For Kinder Times™ brand, including **Nursery Rhymes for Kinder Times®**, a collection of updated rhymes and songs that nurture **kindness, empathy and gratitude**. The situations and messaging in our engaging new nursery rhymes/songs allow grown-ups to have rich conversations about how to be kind, empathetic and grateful.

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HOW DO YOU FEEL?



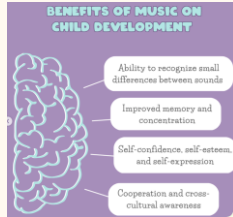
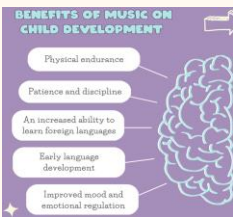
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Music for Early Childhood Development

Music builds important connections across the many regions of the brain needed to carry out the complex actions and interactions humans require in order to thrive.



Source: <https://www.childhood.com/resources/music-education-10-key-effects-of-music-on-early-childhood-development>

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Music for Early Childhood Development

- Day old infants breathe differently when listening to Mozart vs Stravinsky; music soothes premature babies in hospital nurseries
- The impact of rhythm on mood starts in utero. The rhythmic input of the heartbeat helps babies feel soothed, regulated and secure. The brain then connects the sensory input of rhythm with safety and regulation.
- Babies will listen calmly to a lullaby for twice as long as baby talk or adult speech; when caregivers sing lullabies, they use pitch, rhythm and lyrics to soothe, teach language, communicate hope and affection, convey security, develop and strengthen bonds
- Humans are wired to be sensitive to sound patterns; that sensitivity allows music to foster communication, language and imagination
- Musical experiences in childhood can actually accelerate brain development in the areas of language acquisition and reading skills
- The act of making music can develop fine and large motor control; it is an intense, multisensory, and engaging activity that adults and children can do together.

Sources: "Why Making Music Matters," research paper by Dr. David Putman West, commissioned by Carnegie Hall.
 "Children and Music: Benefits of Music in Child Development," Bright Futures Resources for Families, 2016 study from University of Southern California's Brain and Creativity Institute.
 Dr. Bruce D'Esposito, Northwestern University from PBS News Hour broadcast, 10/24/2022

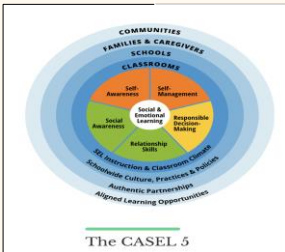
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Music for Supporting Social and Emotional Learning

Frameworks for Understanding SEL



1. Self Awareness
1. Social Awareness
1. Relationship Skills
1. Responsible Decision-Making
1. Self Management

Source: Hilda (Hazel) Long, Collaborative for Academic, Social, and Emotional Learning

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Music for Supporting Social and Emotional Learning

Frameworks for Understanding SEL



The RULER Skills

RULER is an acronym for the five skills of emotional intelligence:

- 1. R Recognizing emotions in oneself and others
- 2. U Understanding the causes and consequences of emotions
- 3. L Labeling emotions with a nuanced vocabulary
- 4. E Expressing emotions in accordance with cultural norms and social context
- 5. R Regulating emotions with helpful strategies

Source: <https://www.cornell.edu/center-for-emotional-intelligence/> Yale Center for Emotional Intelligence

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Music for Supporting Social and Emotional Learning

- Researchers observing music and movement classes have documented that participation in arts activities correlates with positive feelings for preschoolers and facilitates their ability to regulate their emotions and behavior. For example, stopping/starting, slowing down/speeding up, or being loud/soft during a song requires self regulation.

-Through music, children can invent games, songs and stories that help them harness their feelings.

-With its tempo, rhythms, verses and choruses, music provides structure that provides a foundation for learning rules and routines, for practicing cooperation, for modeling social interaction

-Via music, children not only learn language and accents but also absorb the songs and stories, as well as the beliefs and values, of their communities, which help model the structures of social interactions



Source: "Why Making Music Matters", research paper by Dr. Cheryl Palmer Wood, commissioned by Carnegie Hall. "What happens in the brain when people make music together?", Peer-reviewed publication from Bar-Ilan University published in American Psychologist.

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Music for Supporting Social and Emotional Learning

There are 5 key functions and mechanisms of the brain that contribute to social and emotional connection through music:



- 1) Empathy Circuits-can be improved through interpersonal music coordination
- 2) Oxytocin-contributes to our sense of feeling socially bonded with others and is secreted when people sing together
- 3) Reward and motivation- dopamine is released during musical anticipation and expectation which produces a sense of pleasure and is pivotal for our sense of reward and motivation
- 4) Language Structures-involved in back and forth musical dialogue, "serve and return", "call and response" (i.e. taking turns!)
- 5) Cortisol-a stress hormone that is decreased in the brain when people sing together and listen to music together in groups

Source: "Why Making Music Matters", research paper by Dr. Cheryl Palmer Wood, commissioned by Carnegie Hall. "What happens in the brain when people make music together?", Peer-reviewed publication from Bar-Ilan University published in American Psychologist.

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Song Example 1: Just Music

William Tell Overture for Emotional Awareness, Labeling, Regulation

[William Tell Overture youtube](#)

- How does this music make you feel? Point to and make that face.
- What does it make you think of?
- What does your body want to do when you hear this music?
- Stop and start the music a la Freeze Dance for self regulation, listening, anticipation.



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Song Example 2: Music and Story

Five Little Ducks for Situational and Emotional Awareness, Understanding, Labeling, Expression, Regulation

- Call and response/Taking turns: "Don't sing or talk until you hear me say, "Mama Duck said," then you do the quacking."
- How does Mama Duck feel after none of the ducks come back? Point to and make that face.
- What kind of voice should she use to call them?
- How do the baby ducks feel when they see their Mama again?



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Song Example 3: Music, Story, Illustrations

Humpty Dumpty from Nursery Rhymes for Kinder Times® for Emotional and Situational Awareness, Labeling, Perspective-Taking, Empathy

<https://www.youtube.com/watch?v=x29mBywk9HlM&t=87s>

- Stop and pause video to isolate frames with facial expressions or story elements that can be used to help children become aware of the cause and effect of situations and behaviors.
- Discuss empathy. Incorporate that word into your daily vocabulary.
- Act out the story (safely) or ask children to describe a similar situation and how they reacted.
- Use additional resources available at www.torkindertimes.com to extend the learning into other classroom activities.



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Song Example 4: Music Added to Story and Illustrations

Add this song to prompt discussion to support SEL when reading stories in books:

Tune: Twinkle, Twinkle

How is (insert character name) feeling today?
 What words do you think he'd/she'd say?
 Make a face that shows me how
(insert character name) is feeling there* right now.
 Have you ever felt that way?
 Tell me what you felt that day.



*point to image in book

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Song Example 4: Music Added to Story and Illustrations

"Corduroy" for Situational and Emotional Awareness, Understanding, Labeling



Using the song in the next slide, point to bear and point to the girl to prompt discussions of how they are feeling in those moments in the story. Help build emotional expression and vocabulary by asking for/providing multiple words to describe each feeling.

Image 1: Happy, Surprised, Excited,

Image 2: Sad, Disappointed, Frustrated

Image 3: Happy, Content, Warm, Loved, Cared For

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Music for Supporting Language Acquisition

Humans are wired to be sensitive to sound patterns; that sensitivity allows music to foster communication, language and imagination

- Musical experiences in childhood can actually accelerate brain development in the areas of language acquisition and reading skills
- With its tempo, rhythms, pitches, verses and choruses, music has structure that provides a foundation for learning rules of language
- Via music, children learn language, accents, and absorb the songs and stories.

-Learning language is a social process that involves mirroring (imitation), interaction ("serve and return") and phonetic discrimination which begins at 6 months.

-Music often incorporates rhyming. **The role of rhyming, and specifically rhyming songs**, in language acquisition from age 7 months on cannot be understated:

- Builds phonological and phonemic awareness; judging whether two words have sounds in common
 - hearing onset (initial consonant) and rime (remaining vowels and consonants)
 - distinguishing body (onset and vowel sound) and coda (terminal consonant)

These skills lay the foundation for oral language and vocabulary development as well as for reading readiness.

Sources: "Why Making Music Matters", research paper by Dr. David Putner Wolf, commissioned by Carnegie Hall.
 "What happens in the brain when people make music together?", peer-reviewed publication from Stanford University published in American Psychologist.
 The Development of Language, 9th Edition, Gleason, J. S. & Resnik, N.B. (2017)

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Song Example 1

This Old Man for rhyming, rhythm, vocabulary, coordination of sounds

- Create new rhymes for each number. Use prompts.
- Motions with word play; alliteration (knick knack)
- Number names and fingerings



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Song Example 2

Five Enormous Dinosaurs for rhyming, rhythm, vocabulary, coordination of sounds, numeracy

- What does enormous mean? What are other words that mean the same thing?
- Create new rhymes for each number. Use prompts.
- Number names and fingerings
- Subtraction!



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QUESTION:

What is the single most important skill that children's music supports?



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Listening!

Listening is key to:

- learning language!
- learning social and emotional skills like cooperation, respect, empathy, self-regulation, getting along with others!
- making great music together!



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Listening!



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Using music and stories for family engagement

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Music for Supporting Family Engagement in Skill Development

Share links and resources for songs, lyrics, read-alouds, videos, books, guiding questions, activities.

Encourage parents and caregivers to engage in the same songs/stories/activities you are using in school, and to use the guiding questions and activities to facilitate engagement with the content.

Intentionality: Explain why and how engaging with the music and stories with their children will benefit their growth and development. (e.g. Did you know.....??)

Student and Family Engagement at Home



Facilitating "Serve and Return" Interactions That Build Positive Relationships as well as SEL and Language Skills.




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Implementation: "The I's Have It!"

Tell parents/caregivers that supporting SEL and language skills is as simple as the three I's:

1. **Identify:** Ask children to *identify* their own or others' feelings throughout the day, including those of their caregivers and friends.
1. **Invite:** *Invite* children to join them in listening to/viewing a song, video or story together. Ask children to *imagine* what it would be like to be in the situation of the characters.
2. **Inquire:** Ask children guiding questions to prompt discussions around situational and emotional awareness, expression, vocabulary, etc. *Inquire* about how the characters in those stories and songs are feeling and help them relate those emotions to their own experiences.



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Example: Three Kind Mice

Identify: Provide link to emoji page. Ask parents to ask their children to **IDENTIFY** their feelings: How are you feeling? Point to the emoji face that shows that feeling.



Invite: Provide parents with a link to song, story or video. e.g. [Album Song Streaming Platforms](#) or [Three Kind Mice video on YouTube](#) or send them copies of pages from the book. Ask them to **INVITE** their children to hear/watch/read the song/story/video. Ask children to **imagine** what it would be like to be in the same situation as the mice in the story.



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Example: Three Kind Mice

Inquire: Provide parents with a list of question prompts so they can **INQUIRE** about their children's responses to the content.

Why are the mice called Three Kind Mice? What did they do or say that makes you think they are kind? Tell me something kind you did today.

Point to the emoji face that shows how you feel when you do something kind. Make that face! What word(s) would you use to describe that feeling? See how many different words you can think of to express that feeling.

What if the two mice refused to help their friend when he asked for help to reach the cheese. How would that mouse feel then? Point to the emoji face that shows that feeling. Make that face! See how many different words you can think of to express that feeling. What could the mouse say to his friends at that moment?

What should you say or do when you realize you have not been kind?

Name some kind words you can say when someone helps you.

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Example: Three Kind Mice

Provide Parents with additional ideas for engaging with the content along with their children:

- Activities:**
- This rhyme has a familiar tune. Sing the rhyme together! Take turns singing the first 2 lines of each verse.
 - The mice ask nicely by saying "please." Point out when children say "please" when asking for something. Explain that saying "please" is one way to be kind.
 - Act out the story with family members or friends. Be sure to use facial expressions that show how you are feeling.
 - Put something out of reach and brainstorm creative ways to safely get it. Encourage the children to help each other to succeed the way the mice help each other to achieve their goal.
 - Create your own new verse for this rhyme or make up a new rhyme about Three Kind Mice.
 - Draw pictures of the story. Get some tracing paper, trace the illustrations and use them as coloring pages!

Rhyme Time:
Name some words that rhyme with "kind."
Name some words that rhyme with "mice."

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Music for Supporting Family Engagement in Skill Development

Give caregivers flexibility to adapt the song and stories and guiding questions/activities to their own situations and cultures.
Ask them to share new ideas and activities that you can then incorporate into your programs and lessons. Iteration is the key to improvement.



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Integrating SEL and language skill development

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Anytime is SEL/Language Time!

- Use mood emoji page for daily check-in at arrival or at circle time.
- Notice when a child doesn't seem happy in any context at school or home and ask them to identify what they are feeling using the emoji mood chart or their own words. Ask them how you can help. Ask them what they can do to make themselves feel better. Provide suggestions. (e.g. Breathing, Counting, Walking, Listening to Music)
- Express and label your own moods and share that with the children. (e.g. I'm feeling frustrated because...so I'm going to take a break and)
- Point out when children have been kind, grateful, or empathetic e.g. when they say "please" or "thank you", when they are helpful, etc. ("I like the way you....")
- Anytime you read a book, ask how the characters are feeling and how they are managing those feelings. Ask children to find a rhyming word for one or more words in the book.
- Listen to a song or story and ask some guiding questions at meal or snack time, at circle time, at bedtime, at playtime. Those conversations build strong positive relationships as well as skills.



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THANK YOU!



Website: www.forkindertimes.com

Scan here to pre-order book and to link to our YouTube videos, album, resources and social media pages.