Purposeful Engagements: Supporting Young Learners With Meaningful Interactions and Intentionality

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Critical Social-Emotional Skills to Support School Readiness
(as found in Zero to Three’s *Before the ABCs: Promoting School Readiness in Infants and Toddlers*)

Confidence

Curiosity

Intentionality

Self-control

Relatedness

Capacity to communicate

Cooperativeness
Interactions

- Be present—Mindful
- Connect to the child
- Extend the learning

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Emotional and Behavioral Support

- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Child Perspectives
- Behavior Guidance

Engaged Support for Learning

- Facilitation of Learning and Development
- Quality of Feedback
- Language Modeling
**SEAL**

**Stimulus** (any sensory provocation)  
\[ \downarrow \]

**Emotion** (positive or negative)  
\[ \downarrow \]

**Attention** (positive emotions drive executive functions—negative emotions drive survival)  
\[ \downarrow \]

**Learning** (the response to the attentional variant)

(adapted from Robert Sylwester’s *A Biological Brain in a Cultural Classroom*)