

“Where the Wild Things Are”

Utilizing Music and Play to Support Self-Regulation



Anne Meeker Watson, Ph.D., MT-BC

Webinar Tips

- 1 Close any applications that use bandwidth or resources on your device
- 2 To submit a question, click “Questions” in the webinar panel and type in your question
- 3 To minimize the webinar panel, click the orange arrow in the upper left of the panel
- 4 If you experience audio issues, you can switch to “Phone Call” in the “Audio” section of the webinar panel and use the dial-in information provided.

SING. PLAY. LOVE. Kits

A creative, joyful, and highly effective program that utilizes **books**, **music**, and **play** to support **important developmental areas** and help young children **fall in love with learning**.

bpub.fyi/SPL-Kits



Book Giveaway

You could win a **FREE** copy of
a book of your choice!

Up to \$75 in value

One attendee will be selected at random and emailed after the
webinar. Submit your questions to increase your chances!



Certificates

Certificates of attendance are available for all webinar and recording viewers.

More information will be provided at the end of the webinar.





Sing.



Play.



Love.™

“I want all young children to love learning.”



Sing.

Play.

Love.™

Music can be a powerful tool for **intentionally** teaching important early learning skills .



Partnering with Families

Early childhood professionals and families can work together to share materials and strategies with children so they will learn important things.



Anne Von Watson's School of Preschool Music

The Glamorous Life of Early Childhood Music Therapy





That was then. This is now.

“Kindergarten Ready”



Kindergarten Teachers

Half of children entering kindergarten demonstrate the social, emotional and self-regulatory skills that will help them to adapt and learn during kindergarten.



Kindergarten Teachers

Skills that predict School Success of Kindergartners

- Critical listening
- Visual memory
- Cooperation
- Inhibitory control



Kindergarten Teachers

Self-regulation skills are the most important predictor of school success through third grade.





“Bring it, Kindergarten teacher!”

Music-Based Instruction



Utilize songs, picture books, play activities, music videos and other strategies and supports to help young children learn and grow.



Sing.



Play.



Love.^{TM.}

SOCIAL-EMOTIONAL LEARNING Kit



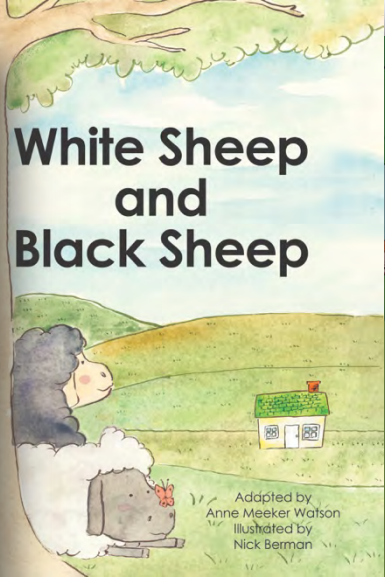
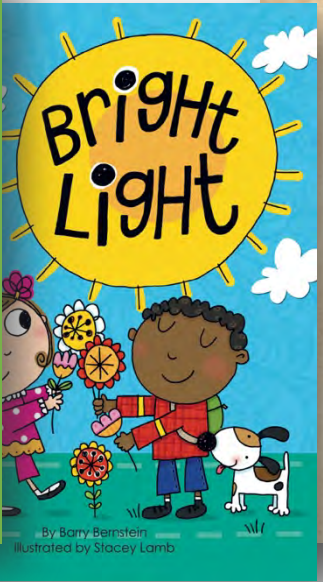
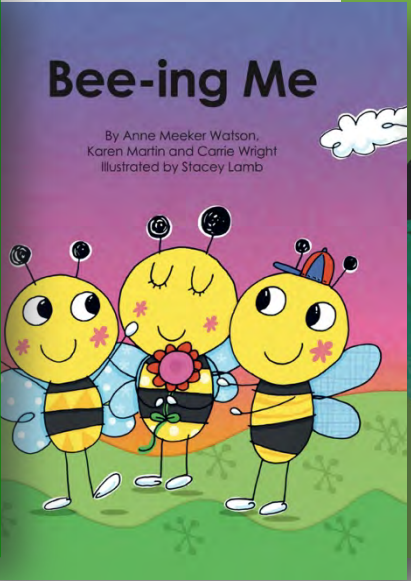
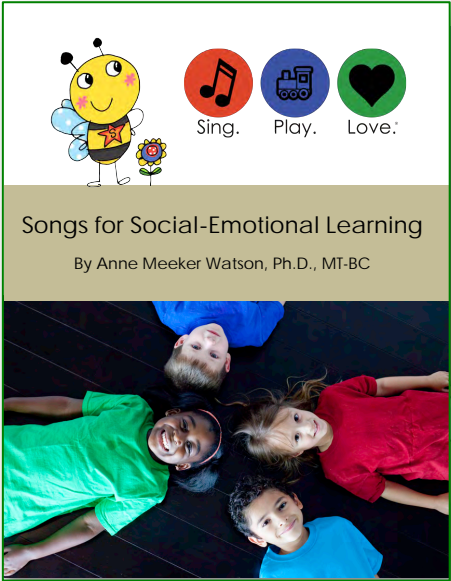
Sing.



Play.



Love.™





Learner Outcome One

What are the key three skills for supporting self-regulation?



Learner Outcome Two

How can we as educators generalize intentional learning opportunities across the routines and environments in a child's day?



Learning Across the Day

- Learn and practice self-regulation skills in meaningful context
- Support learning for every child, but provide powerful support for some children who struggle with challenging behaviors



Why focus on
our own
self-regulation skills?



Self-regulation



SELF-REGULATION

The ability to monitor and manage feelings, thoughts and behaviors

R. A. Barkley (2004)



Reduce the
frequency and
intensity of strong
impulses by
managing stress
and recovery

-- S. Shanker (2016)



Emotional Regulation



Self-regulation



Mutual regulation



Children
learn
through
one-to-one
interactions
with caring
adults



Child-Regulating Grandma



Self-Regulating Grandma



- Vestibular
- Tactile
- Visual
- Auditory
- Olfactory
- Gustatory

Musical Joint Action Routine

Interactions which follow a predictable and logical sequence of events, use the same set of words each time, and are repeated on a regular basis.



Hickory,
Dickory
Dock



Hickory, Dickory Dock



I can imitate your motor motions.

Hickory, Dickory Dock



I can repeat rhymes or phrases from stories or songs.

Hickory, Dickory Dock



Let's practice the extremely fancy motor motions.

Hickory, Dickory Dock



Let's sing, sign and move our
bodies to this fun ditty!



Your birthday present from me.

www.singplaylove.com/squeak





THE CELL PHONE EXPERIMENT

Consequences of Distracted Parenting

Produced by the **Parents as Teachers Program**

Of the Blue Valley School District

Overland Park, Kansas

Michelle Kelly, Director

www.bluevalleyk12.org



Parents as Teachers.
Affiliate

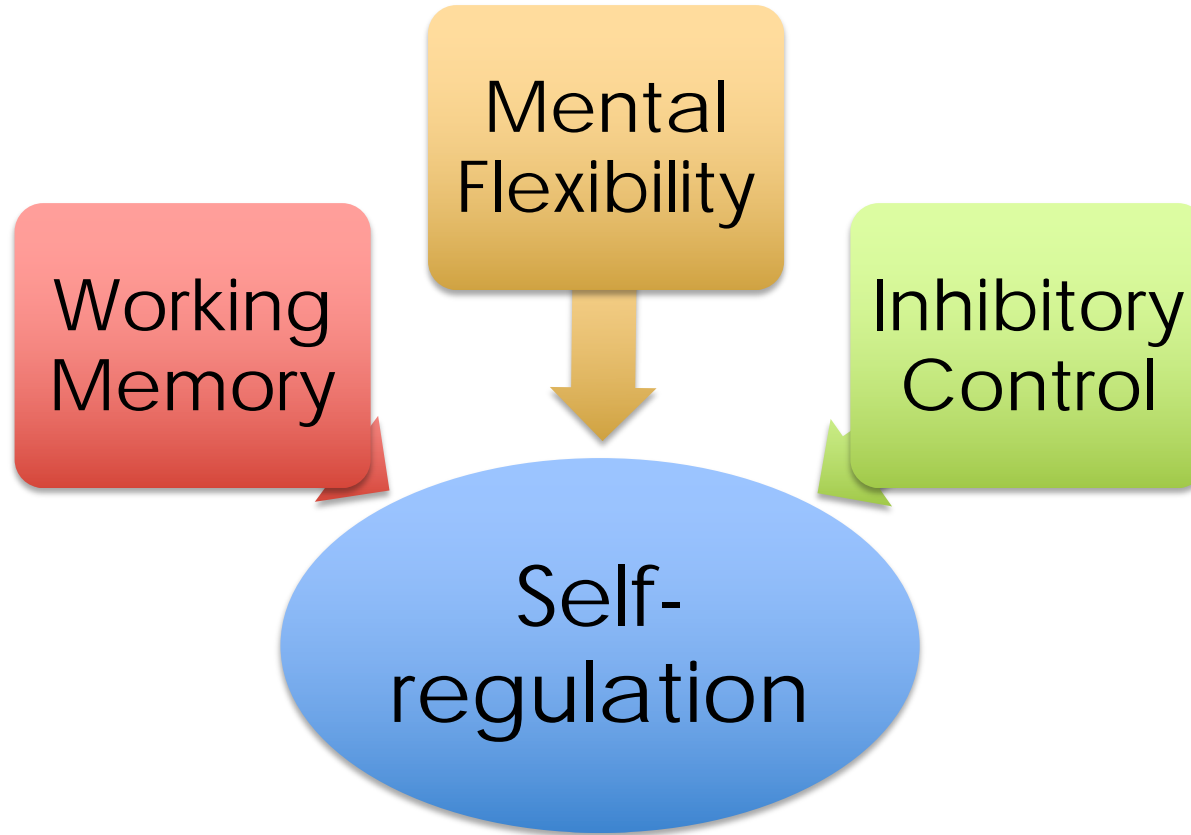
[Vimeo.com/singplaylove/cellphone](https://vimeo.com/singplaylove/cellphone)



Learner Outcome One

What are the key three skills for supporting self-regulation?

THE KEY THREE



THE KEY THREE

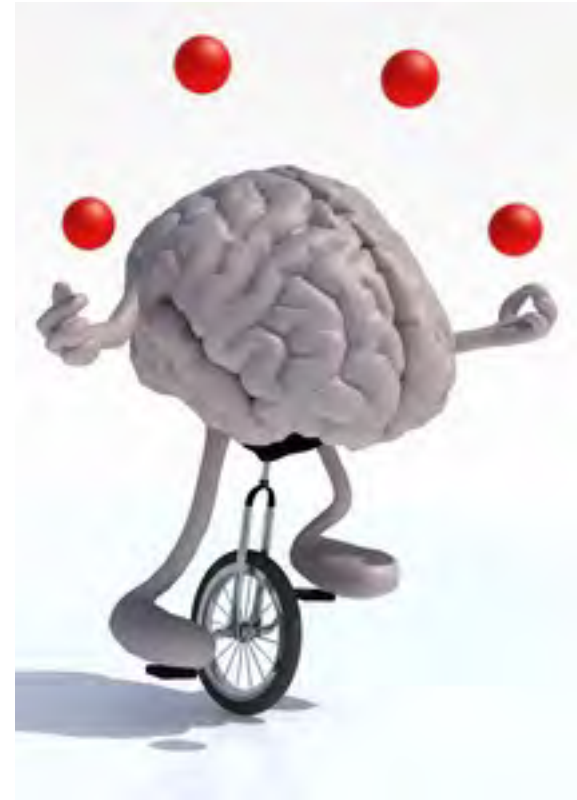
```
graph TD; A[Working Memory] --> B((Self-regulation));
```

Working
Memory

Self-
regulation

WORKING MEMORY

The ability to keep information in your mind for a short period of time and be able to use the information in your thinking



WORKING MEMORY



Working Memory

- Focus
- Remember expectations, rules, directions
- Anticipate transitions and routines
- Generalize learning in one setting to another setting

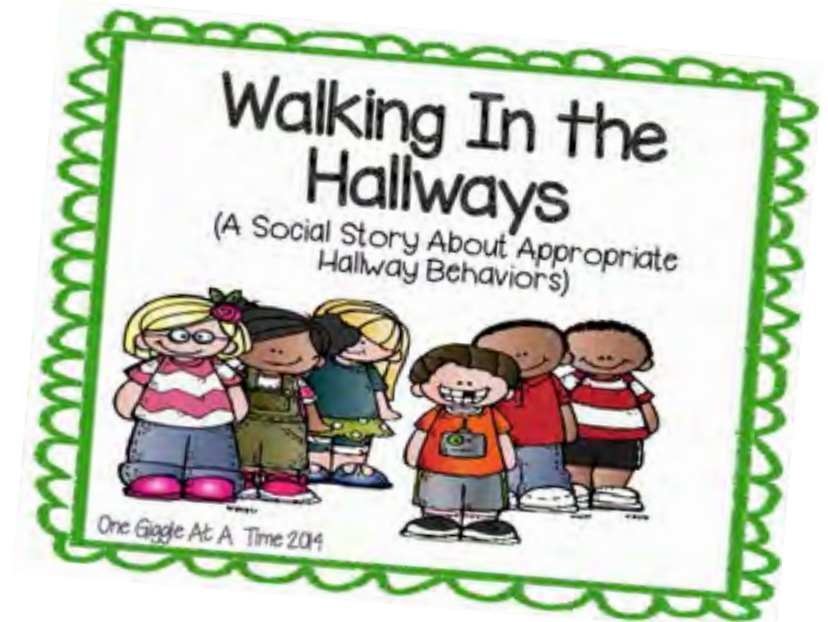




Social Story

What are “Social Stories?”

Describe a situation, skill or concept in a patient and reassuring manner that is easily understood by young children





AUDIATION

Mentally hearing and comprehending music, even when no physical sound is present.

Thinking songs

"Through the process of audiation, we sing and move in our minds, without ever having to sing and move physically."

Edward Gordon (1997)

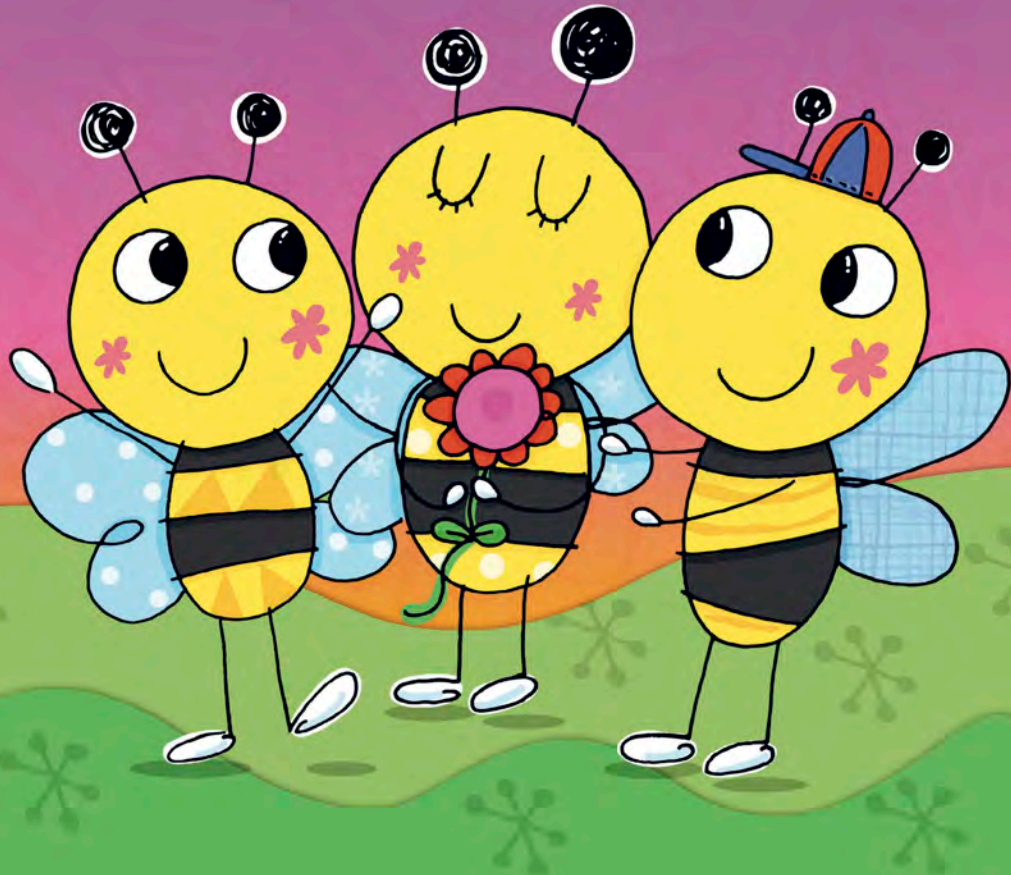


Singable Social Stories



Bee-ing Me

By Anne Meeker Watson,
Karen Martin and Carrie Wright
Illustrated by Stacey Lamb



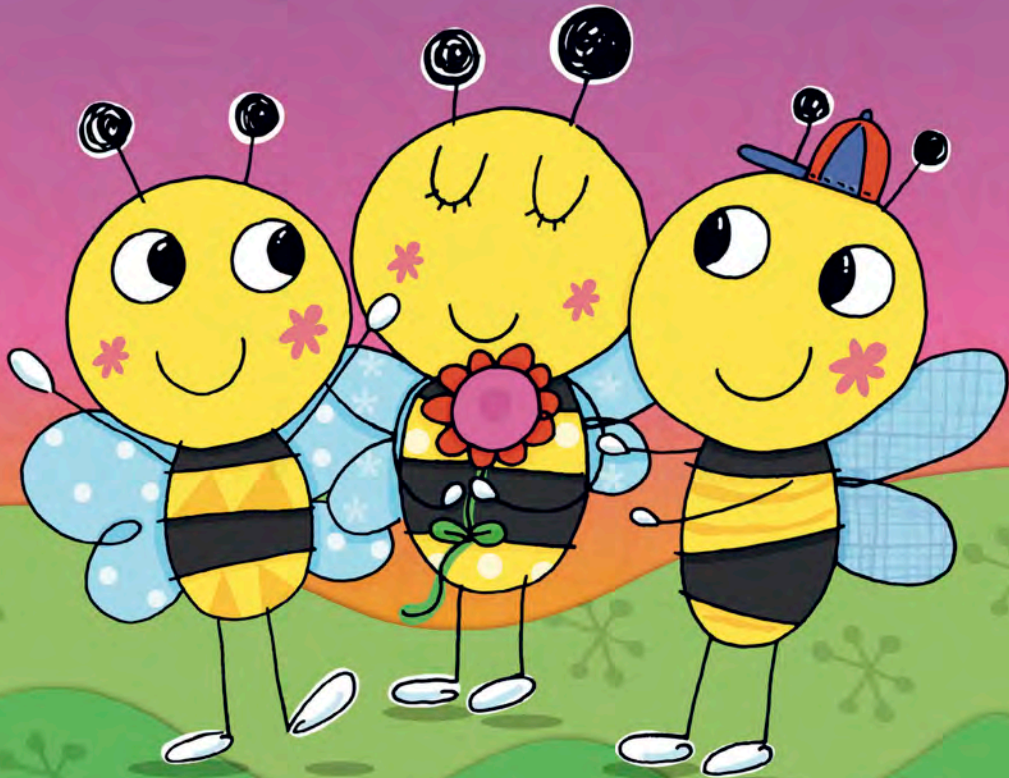
BEE-ING ME

Learner Goal:

I can follow rules,
routines and transitions.

Bee-ing Me

By Anne Meeker Watson,
Karen Martin and Carrie Wright
Illustrated by Stacey Lamb



BEE-ING ME

Signed words

SAFE

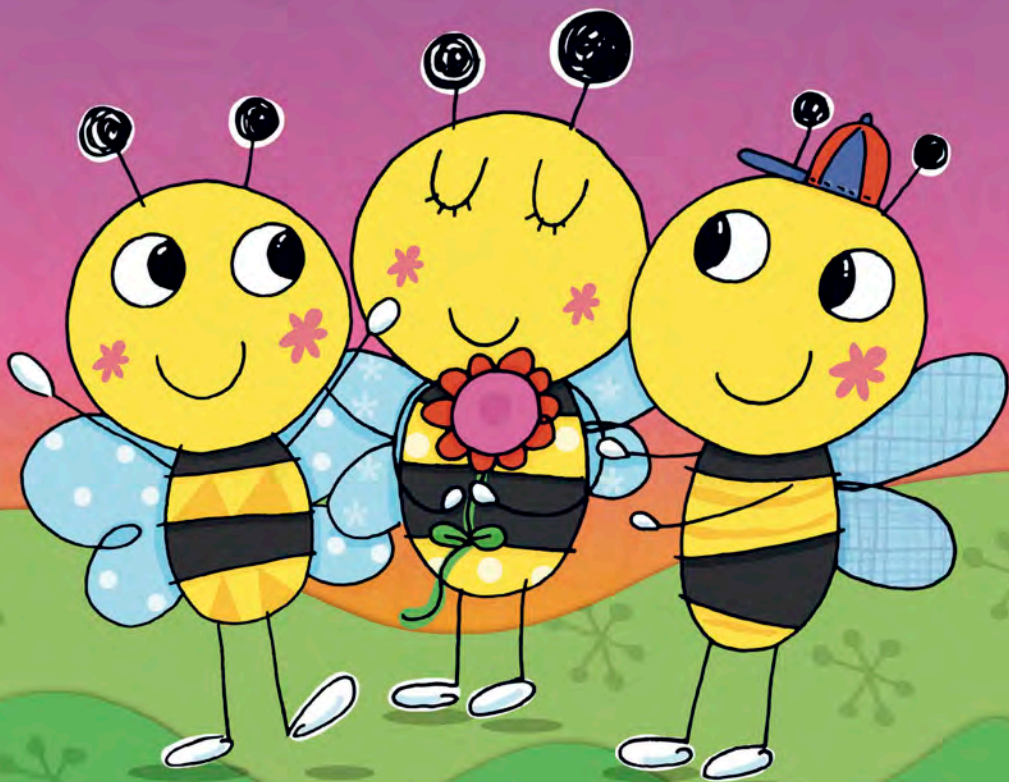
RESPECTFUL/KIND

RESPONSIBLE

BEST

Bee-ing Me

By Anne Meeker Watson,
Karen Martin and Carrie Wright
Illustrated by Stacey Lamb



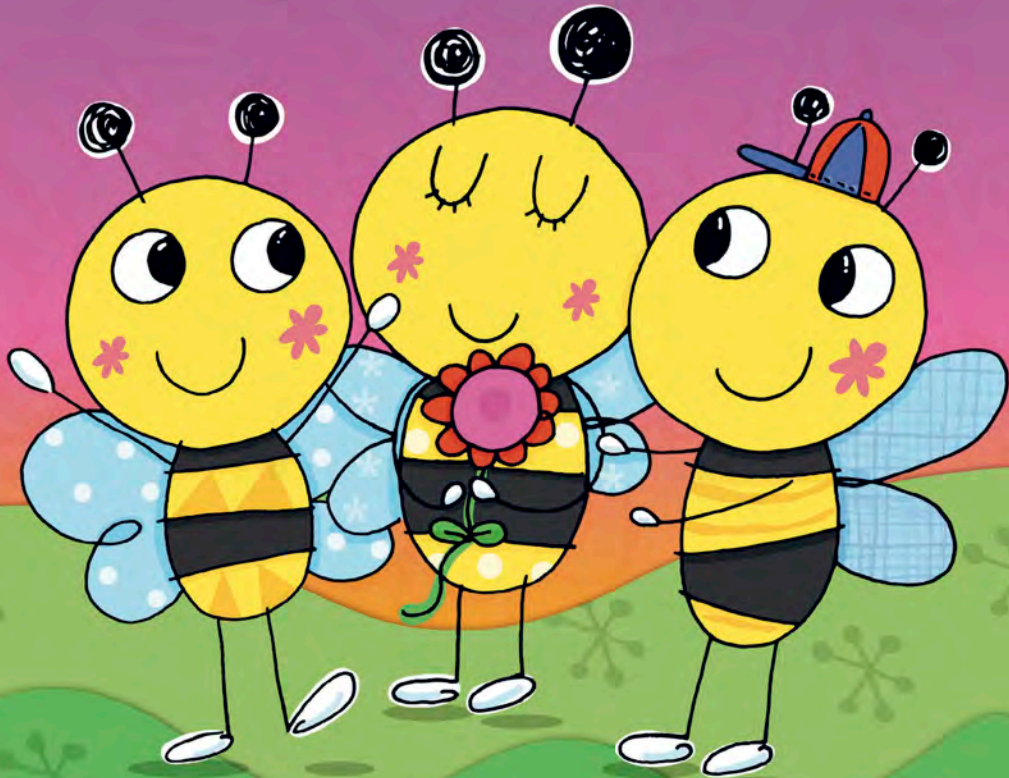
BEE-ING ME

Let's sing and sign this song together.

Be safe, **Be safe**
be respectful, **be respectful**
Be responsible, **Be responsible.**
I'm being all I can be. (best)
Be safe, **Be safe**
Be respectful, **be respectful**
Be responsible, **Be responsible.**
The three "bee's" of being me!

Bee-ing Me

By Anne Meeker Watson,
Karen Martin and Carrie Wright
Illustrated by Stacey Lamb



BEE-ING ME

Music Video

Let's sing and sign as we watch young children demonstrate safety, respect, and responsibility.



Learner Outcome Two

How can we generalize intentional learning opportunities across the routines and environments of a child's day?

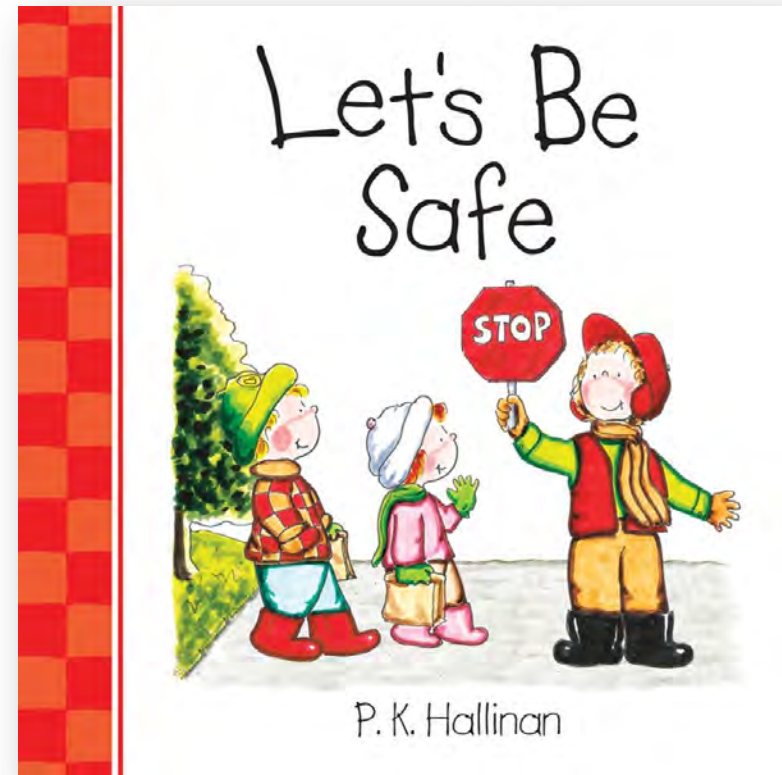
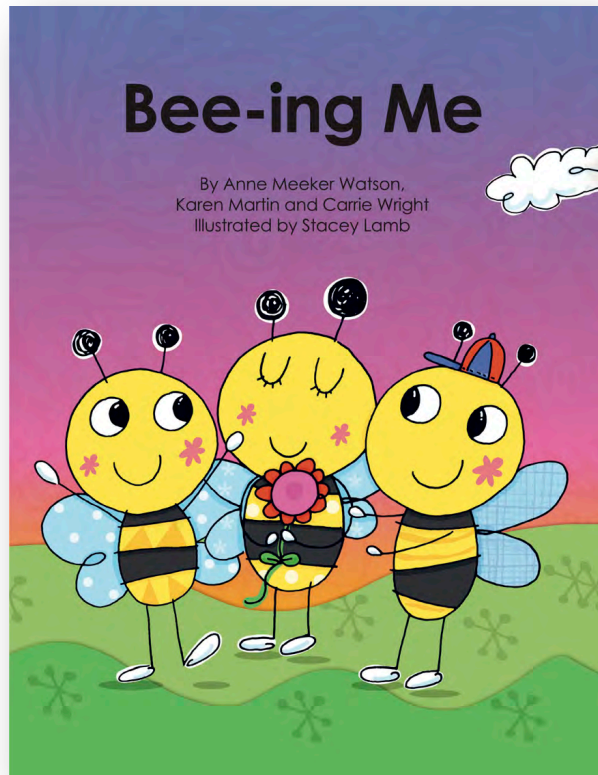
Learning Across the Day



“You are respecting your friend’s space. That is very respectful!”



Perfect pairings



Perfect Pairings

THE KEY THREE

Mental
Flexibility



```
graph TD; A[Mental Flexibility] --> B(Self-regulation)
```

Self-
regulation

MENTAL FLEXIBILITY

The ability to adapt to
changing
tasks or
problems



MENTAL FLEXIBILITY

Can shift sets

Let go of old way
and try a new way



A large red circle on the left side of the slide, partially cut off by the edge.

Mental Flexibility

- Pay attention
- Listen
- Ignore distractions
- Switch focus
- Handle surprises
- Follow directions





Make the unpredictable predictable



What is the most predictable part of a young child's day?



Other children |



Sing.



Play.



Love.

Songs for Social-Emotional Learning

By Anne Meeker Watson, Ph.D., MT-BC



Solutions Song

Learner Goal:

I can solve my problems.

I can help my friends
solve problems during
play.



Sing.



Play.



Love.

Songs for Social-Emotional Learning

By Anne Meeker Watson, Ph.D., MT-BC



Solutions Song

Let's practice key signed words.

Problem

What?

Help

Solutions

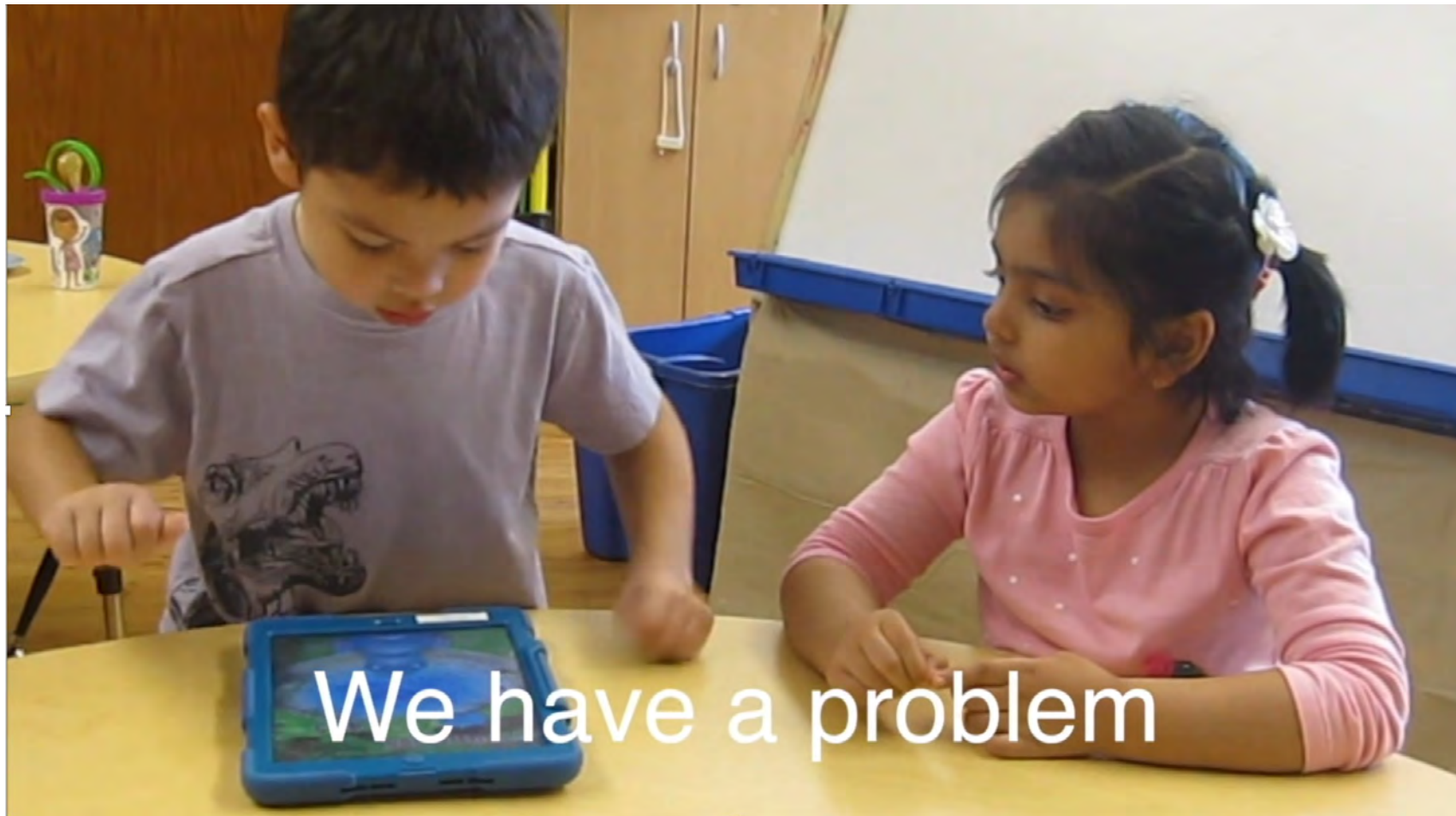
Together

"Make better"

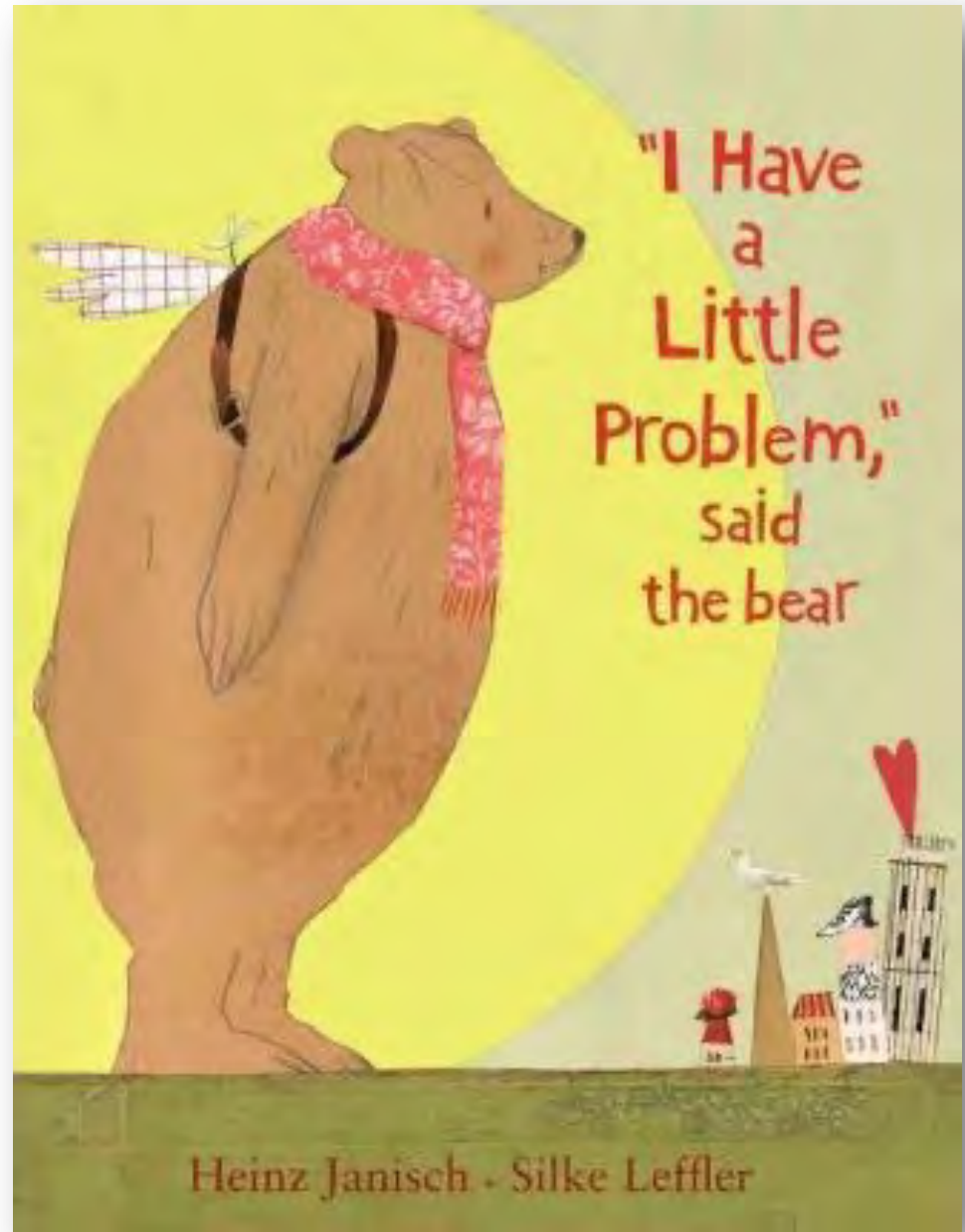
Great!

Celebrate

“Solutions Song” music video



Perfect Pairings



Learning Across the Day

Solution Board

Play together



Wait and take turns.



Trade



Ignore



Say, "Please Stop."



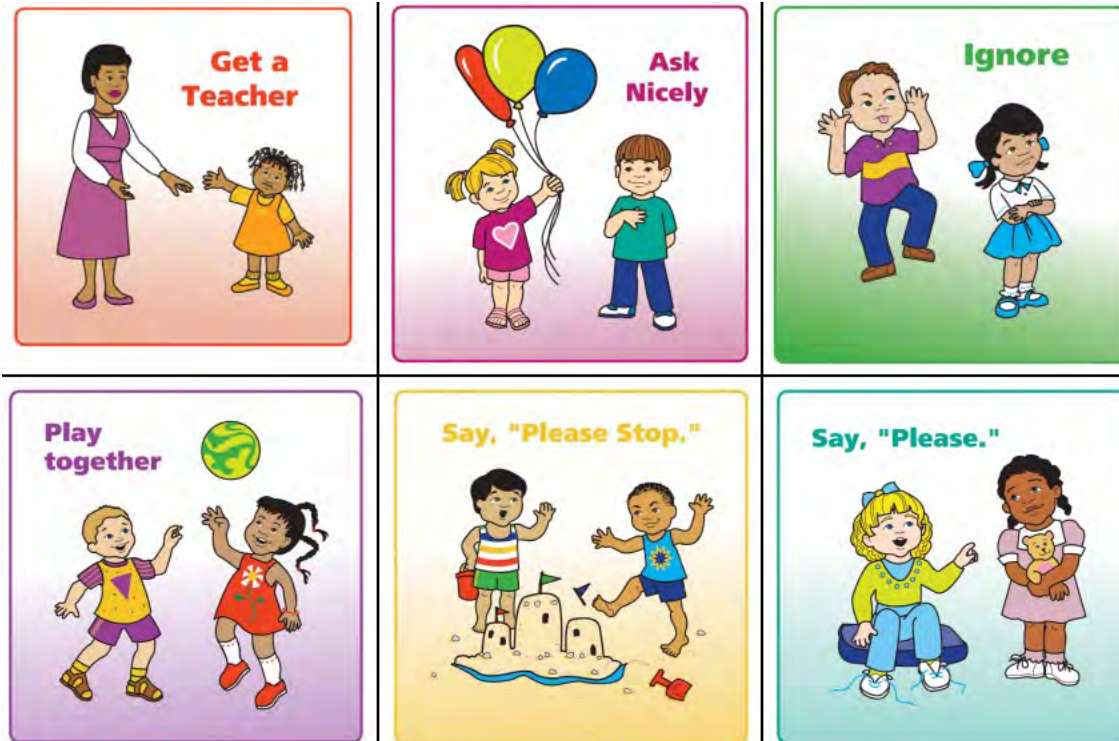
Get a Teacher



Learning Across the Day

Center for the Social and Emotional Foundations of Early Learning

www.csefel.Vanderbilt.edu





Sing.



Play.



Love.

Songs for Social-Emotional Learning

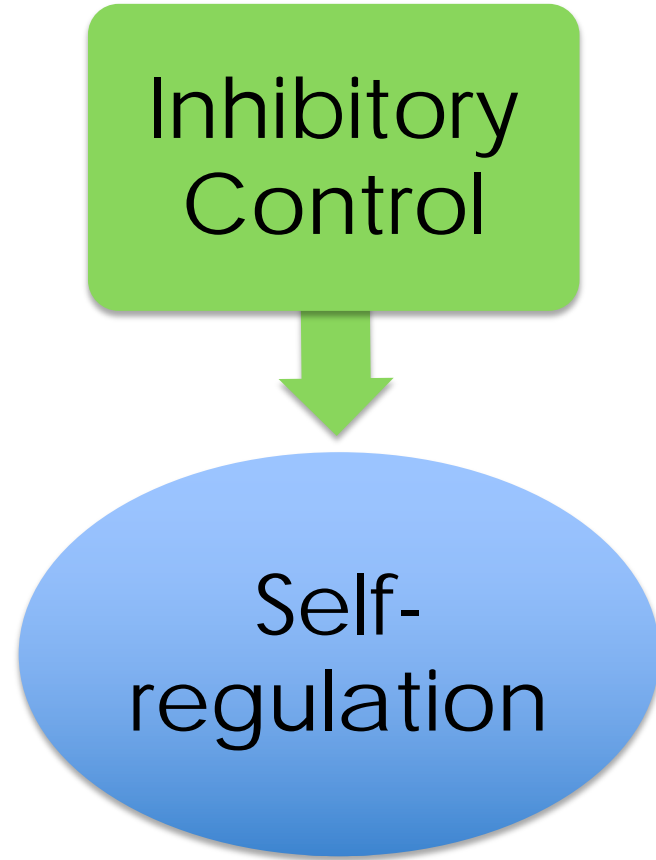
By Anne Meeker Watson, Ph.D., MT-BC



More skills through songs

- Share
- Pass desired item
- Emotional literacy
- Modulate loudness level
- Follow directions
- Practice “ready to learn” mindset
- Respect personal space of others
- Raise hand

THE KEY THREE



INHIBITORY CONTROL

The ability to voluntarily inhibit attention or behavior



INHIBITORY CONTROL

Two types:

1. Delay a response



INHIBITORY CONTROL

Two types:

1. Delay a response
2. Replace one response with a different one





Inhibitory Control

- Controls impulses
- Self-calms
- Takes turns
- Shares
- Waits
- Delays gratification





White Sheep and Black Sheep

Adapted by
Anne Meeker Watson
Illustrated by
Nick Berman

WHITE SHEEP AND BLACK SHEEP

Learner Goal:

I notice the thoughts and feelings I am experiencing as I sing this calming song with my caring adult.



Sometimes
being quiet
is hard.



White Sheep and Black Sheep

Adapted by
Anne Meeker Watson
Illustrated by
Nick Berman

WHITE SHEEP AND BLACK SHEEP

Signed words

SHEEP

STOP

BIRD

BUTTERFLY

BABY

SMILE

WALK

WHERE?

SNUG/HUG/HOLD

REST/SLEEP

TREE

FLOWER

TURN-OFF-LIGHT

A close-up photograph of a white lamb with a black collar, looking directly at the camera. The lamb's ears are large and upright, and its eyes are dark. The background is a blurred green field. A white speech bubble is overlaid on the left side of the image, containing text.

Don't ruin my book
by signing too
many words!



White Sheep and Black Sheep

Adapted by
Anne Meeker Watson
Illustrated by
Nick Berman

WHITE SHEEP AND BLACK SHEEP

Music Video

Let's sing and sign as I gently
entrance you with my
instrumentation and
beautiful story characters.

Learning Across the Day

Turn off your voice and "sing" the song with your hands.

Turn off your voice and give other directions throughout the day in your special ASL "love language."



Supplemental
Picture Book

I AM PEACE



A BOOK of MINDFULNESS

BY SUSAN VERDE · ART BY PETER H. REYNOLDS



How does music help young children successfully participate in a group activity?



Music
demands
time-ordered
behavior.



Music to calm and alert

Calm



Alert

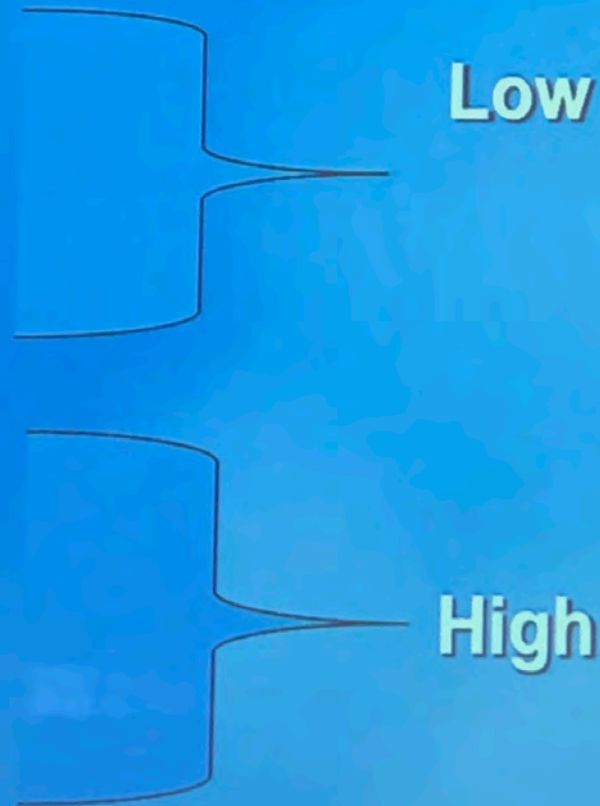


Challenging behavior?

PHYSIOLOGICAL AROUSAL

A continuum of bio-behavioral states

1. Deep Sleep
2. Drowsy
3. Quiet Alert
4. Active Alert
5. Agitated
6. Extremely dysregulated



A close-up photograph of an elderly woman with short, curly brown hair and glasses. She has a stern, somewhat angry expression on her face. She is wearing a dark jacket over a patterned blouse. The background is a chalkboard with some German text written on it, including "um", "a will", "ins kino", "Dienstag", and "gehen". To the right, there is a framed portrait of a woman on a wooden door.

Sit still.

A close-up photograph of an elderly woman with short, curly brown hair and glasses. She has a stern, somewhat angry expression on her face. She is wearing a dark jacket over a patterned blouse. The background is a chalkboard with some German text written on it, including "um", "a will", "ins kino", "Dienstag", and "gehen". To the right, there is a framed portrait of a woman on the wall.

Be
quiet.

Music to Promote Self-Calming

Utilizing the structure and predictability of music to help a child become peaceful and manage emotions.



Welcome to MELTDOWN
MONDAY!!!!!!



your  cards
someecards.com



Satiation and Impulse Control

Challenges

Motor Planning

Challenges

Peer Awareness

Challenges

Personal Space



Time to MOVE!



Time to NOT move!

Boundaries



Practicing Inhibitory Control and Executive Function



Ready – ONE.
Ready – TWO.
Ready – THREE.

GO!

Executive Function

Our ability to plan, focus attention, remember instructions, and multi-task



Ready – ONE.
Ready – TWO.
Ready – THREE.

GO!



Children with
challenging
behaviors

Caregivers and teachers with challenging behaviors



1. Individualize

Children with
special needs





2. “Universalize”

Universal strategies



3. Prioritize

Circle Time Lesson Plan



4. Empathize

Be in touch with three-year-old YOU.



The Adult Friend Filter





Grand Finale and World Premiere Do You Wanna Be Friends?

Featuring the COVID Chorus

Inspiration and input
provided by a dozen
amazing early
childhood professionals





Your special part:

1. Sing, sway and sign the word FRIEND.
2. Join me for the kick-line at the end.

Do You Want to be Friends?

It's no fun playing all by myself.
I'd like to play with you.
I know that you like books and blocks.
And I like those things, too.
I have a plan for you and me
to laugh and to pretend.
I've got to get your attention
'cause I really need a friend.



Do You Want to be Friends?

Do you want to be friends?
We will share our toys.
Friends can be girls or boys.
Friends know how to go with the flow.
Please say hello to my friend.
We will smile and share.
Friends can play anywhere.
Friends know listening matters a lot.
I 'm so glad I've got you, my friend.
We are friends.
We are friends.



Do You Want to be Friends?

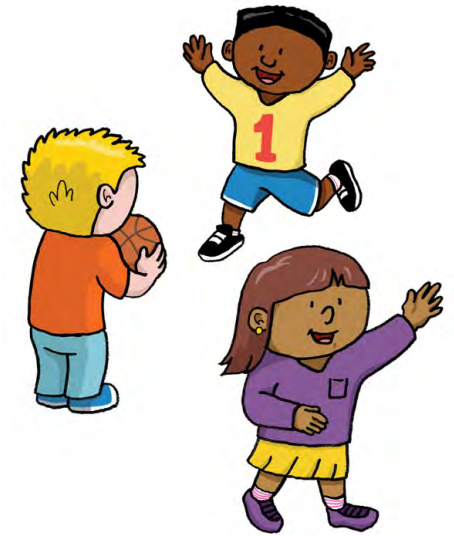
To make a friend you need to be a friend,
'Cause friends are gentle and kind.
I'll help you and you'll help me.
I will follow and you will lead.

Stand up and get ready to KICK!!!



Do You Want to be Friends?

Do you want to be friends?
We will share our toys.
Friends can be girls or boys.
Friends know how to go with the flow.
Please say hello to my friend.
We will smile and share.
Friends can play anywhere.
Friends like to give more than that get.
I will never forget
We are friends.



Do You Want to be Friends?

I can hardly wait.
Friends.
For our next play date.
We're friends.
We are friends.
We are friends.



Do You Wanna Be Friends?

Coming in 2022!

New **SING.PLAY.LOVE.** Book
Learner Goal: Friendship skills



Coming soon!



Canta.



Juega.



Ama.

SING.PLAY.LOVE. Books and **PLAY & LEARN**
program for families in Spanish

SING.PLAY.LOVE. a little. Or a lot!



Sing. Play. Love.®

BROOKES

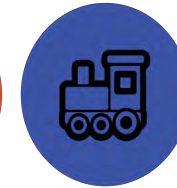
Educator Kits

bpub.fyi/SPL-Kits

Your SOCIAL-EMOTIONAL LEARNING Kit



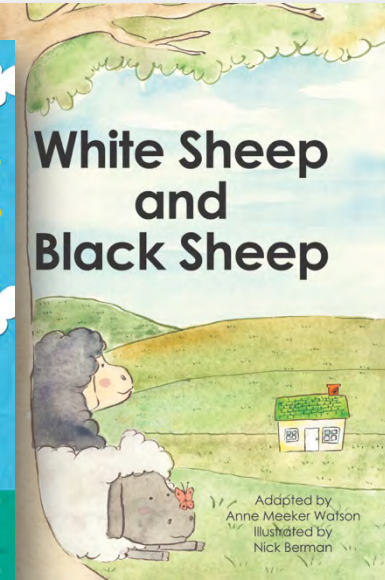
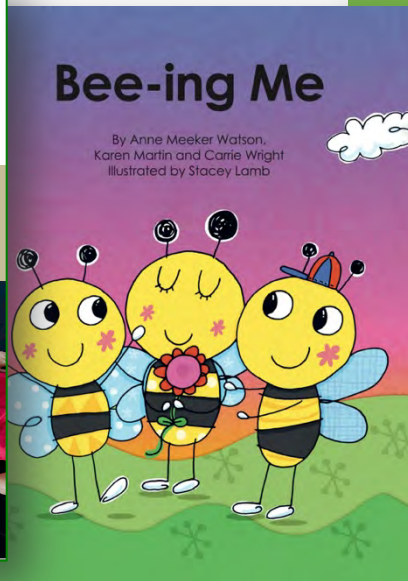
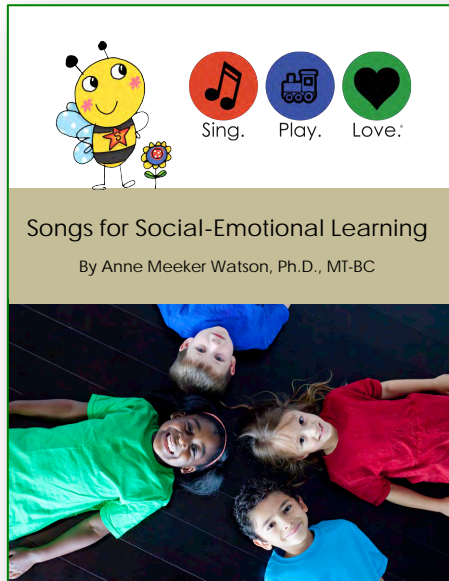
Sing.



Play.



Love.™



Sign up for my
SING.PLAY.LOVE. newsletter
and receive cool stuff.



www.**SingPlayLove.**com

Watch our mash-up of
all 20 books, songs and movies at
www.vimeo.com/singplaylove/SPLrocks





www.vimeo.com/singplaylove/sample

I LIKE
YOU.



Join our **SING.PLAY.LOVE.** Community

www.facebook.com/singplaylove



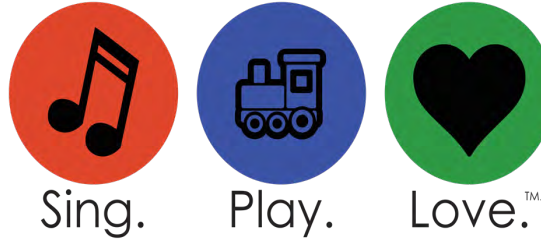
Sing.



Play.



Love.™



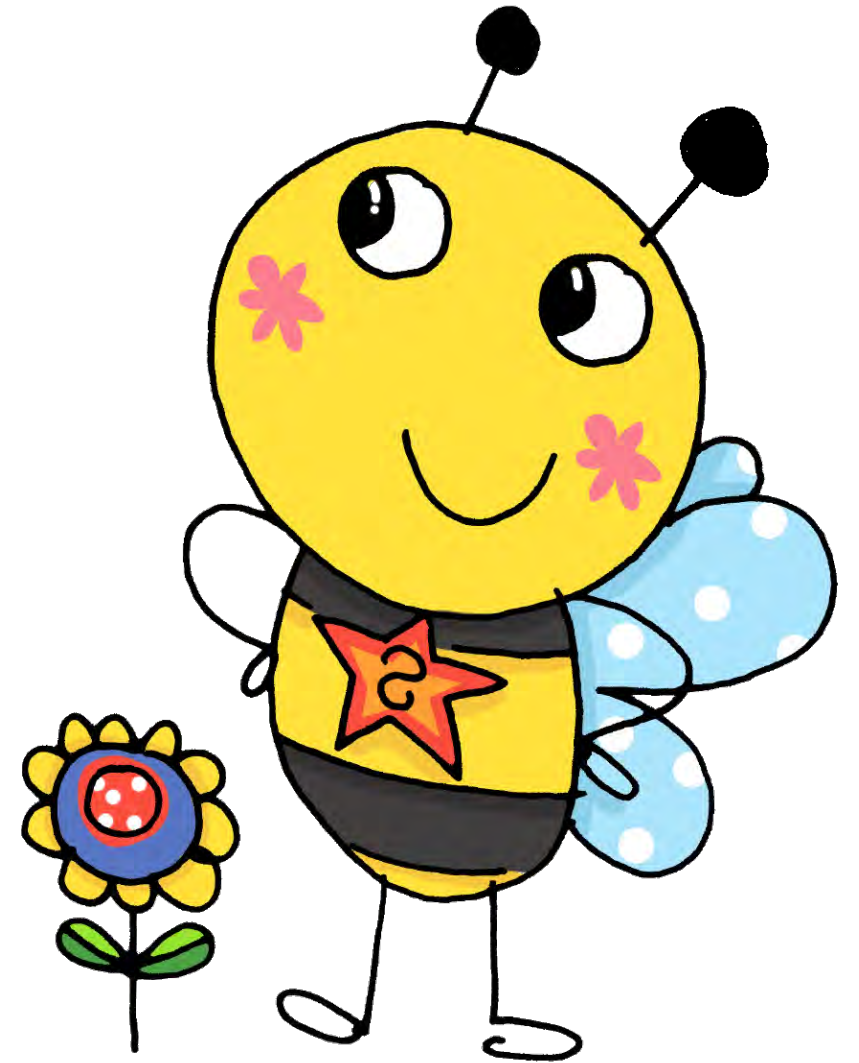
Does **SING.PLAY.LOVE.** sound like
it would be fun and beneficial
for your Littles?

Let's talk.

anne@singplaylove.com

Questions?

www.SingPlayLove.com
<https://bpub.fyi/SPL-Kits>



Certificates

Certificates of attendance are available for download from the “**Handouts**” section of the webinar panel or **from the URL below:**

bpub.fyi/SPL-Chat-Cert



Webinar Survey

At the end of the webinar,
you will be prompted to
complete **a short survey.**

Let us know your thoughts about this webinar and you
could **win a free book** up to \$75 in value!

A large, stylized blue letter 'B' logo, positioned on the right side of the slide. The letter is bold and has a classic serif font style.

Special Offer

SAVE 20%

at www.brookespublishing.com

Use code

COFFEE121



**Expires 12/31/21. Not to be combined with any other discounts or offers. Consumer orders only, please. Excludes BOL training, pre-discounted bundles, and online products such as ASQ Online and AEPSinteractive.*

Brookes Coffee Chats

Looking for more professional development opportunities?

bpub.fyi/Coffee-Chats



COFFEE CHATS
WITH BROOKES