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FOUNDATIONS OF SOCIAL EMOTIONAL DEVELOPMENT, IN A POST PANDEMIC DIGITAL WORLD

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OVERVIEW

Parents as child(ren)'s first teacher
Lessons learned as parents, teachers, and teacher leaders
COVID experience of a young child
COVID Ripple Effect
What are we seeing today?
What do we do?
Reframing our approach (Patience vs. Understanding)

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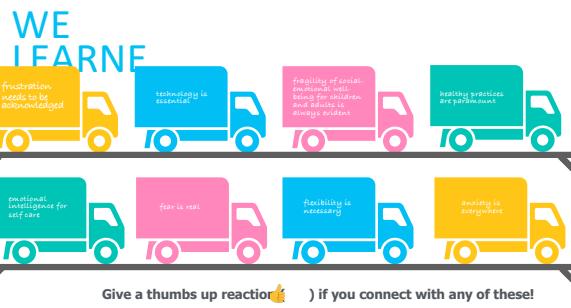
PARENT AS A CHILD'S FIRST TEACHER

REDEFINED

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WHAT DID WE AS PARENTS, TEACHERS, AND TEACHER LEADERS LEARN?

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PAUSE AND THINK...

CONSIDER THE EXPERIENCE OF A YOUNG CHILD DURING COVID

👉 I saw children miss the end of a family

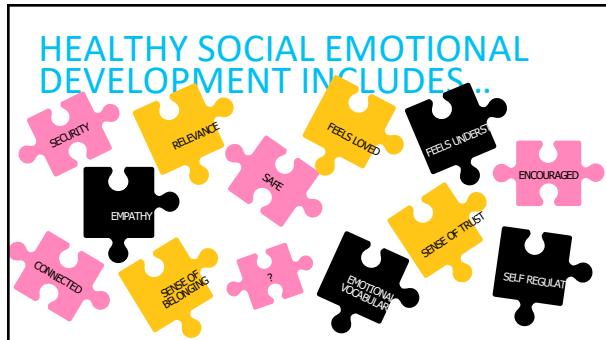
👉 I saw families lose family members to COVID (include your own family)

👉 I saw children get COVID multiple times (resulting in loss of presence in your program)

👉 I saw social skills dip as we moved through COVID

Indicate your reaction(s)!

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POLL QUESTION 1

After reviewing these paramount aspects of social emotional development, I feel:

A. I completely agree
 B. The aspects offered something new for me to consider
 C. There is something missing that I think is important as well *(please share in Chat box)*

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ANCHORING IN THE COVID EXPERIENCE AND WHAT DO TO NEXT

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LYDIA “PLAYING SCHOOL”



Chat box response:

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REALITY CHECK



- I needed to:
 - observe more often
 - listen closer
 - avoid assumptions
 - ask more questions
 - reflect more often
 - plan intentionally
 - assess more often
 - collaborate widely
 - learn more!

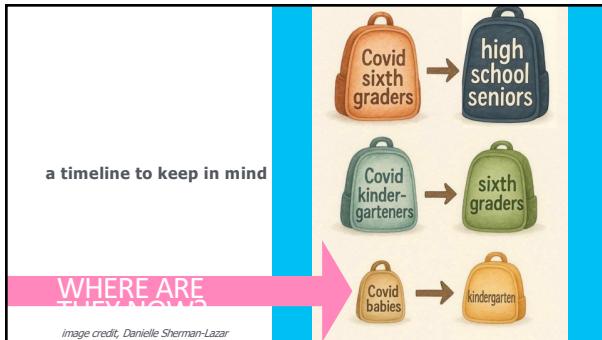


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THE COVID RIPPLE EFFECT



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WHAT ARE WE SEEING NOW?

- Inconsistent ability to utilize self-regulation skills
- Collaborative or small group activities tend to end in frustration (turn-taking, perspective taking, ego-centric)
- Academic and social recovery?

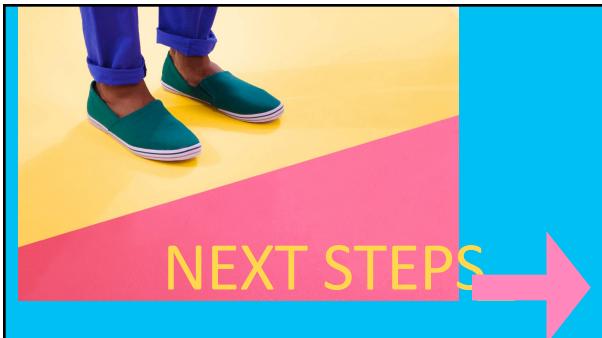
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How has this manifested in the landscape of early learning post COVID?

UPTICK IN REFERRALS FOR SPECIAL EDU
CLASSROOM MANAGEMENT DIFFICULTIES
FRUSTRATED PARENTS
BURNOUT/TURNOVER

Give a thumbs up reaction  if you have been seeing any of these!

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THERE IS A LOT WE CAN DO

1. Embrace a recalibration of those "tried and true practices"
 A. Tweak to make new practices as effective
 2. Embrace professional learning opportunities you may not have before
 A. Identify areas for your own refresher
 3. Give yourself grace/self-care
 4. Proactive planning
 5. Consider new pathways to milestone achievements
 A. Collaborate
 B. Differentiate
 6. Adjust expectations
 A. Observe the group for indications

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POLL QUESTION 2

Of these ideas, I am seeing what more I can do to support the children in my care.

A. Absolutely!
 B. I just came up with an idea not listed here!
 C. I am still trying to figure out what idea(s) would be best for me.
 D. I wish my team was here with me for this to determine our next best steps collaboratively

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PATIENCE VS UNDERSTANDING

Patience:

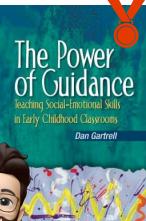
The capacity to accept or tolerate a delay, trouble, or suffering, without getting angry or upset.

- Oxford Languages

Understanding:

To be sympathetically or knowledgeably aware of the nature or character of

- Oxford Languages




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PATIENCE VS UNDERSTANDING

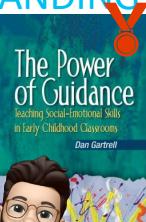
Presence in the classroom

Patience:

- "We all need to wait for Tyler."
- "No one is listening today!"
- "Looks like we are going to miss some outdoor time today..."
- "Jonah, will you just stop doing that?"
- "It looks like we have forgotten how to use the block center, so it will be closed today."

Understanding:

- Teacher plans extra time for some children to use the washroom before going outside.
- Teacher recognizes rambunctiousness and adjust plans accordingly for transitions.
- Teacher is aware of children's needs for attention and how to provide that in productive and positive ways
- Teacher acknowledges that children need to be re-modeled how to use materials, as well as have an adult present in the center after re-modeling




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POLL QUESTION 3

How can you better utilize an **UNDERSTANDING approach in your work with children and families?**

A. Plan more proactively
B. Build better relationships with children's unique needs
C. Diversify transitions for the children throughout the day
D. Partner more with caregivers/parents to learn more about children

Note the adjectives: Plan, Build, Diversify, and Partner

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LAUNCHED INTO A DIGITAL WORLD:

WHAT HAVE YOUNG CHILDREN LEARNED?

- Navigating apps (school/family approved)
- Engaging with peers over virtual classes
- Creating content and sharing it digitally
- Being creative in ways outside of handheld art materials
- Utilizing devices with family to be an avenue for learning, inquiry, and communication
- Independence/self-agency



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APPRECIATION & AMBIVALENCE

Appreciation:

- Ability to be creative in new ways
- Ability to connect with individuals outside of the classroom
- Ability to integrate technology with hands on materials
- Ability to connect with families more easily
- Ability to assess and document in new ways
- Ability to support inquiry projects in new ways

Ambivalence:

- Over-reliance on technology
- Unbalanced technology knowledge
- Cyber-safety
- Screen-time issues (addiction)
- IT/WIFI issues at my center/building
- Device management
- Balance of time in the classroom
- New approaches emerging...

It is okay to move back and forth



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**QUESTIONS?
REFLECTIONS?**

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