

***Supporting Advanced Learners:  
Addressing Social-Emotional Issues  
Pre-School-Adolescence***

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# Things to remember...

***Temperament + Experience = Personality***

Temperament = inborn ...

- sensitivity to environment
- intensity of emotional response
- baseline global mood
- regularity of biological cycles
- attraction to or withdrawal from novel experiences
- Due to genetic & intrauterine environmental influences

# Things to remember...

- Memory is the way past events affect future function (Siegel, 1999, p. 24)
- The increased probability of firing a similar pattern is how the [neural] network “remembers” (Siegel, 1999, p. 25)
- Neurons that fire together at one time will tend to fire together at other times (Hebb, 1949)

# Things to remember...

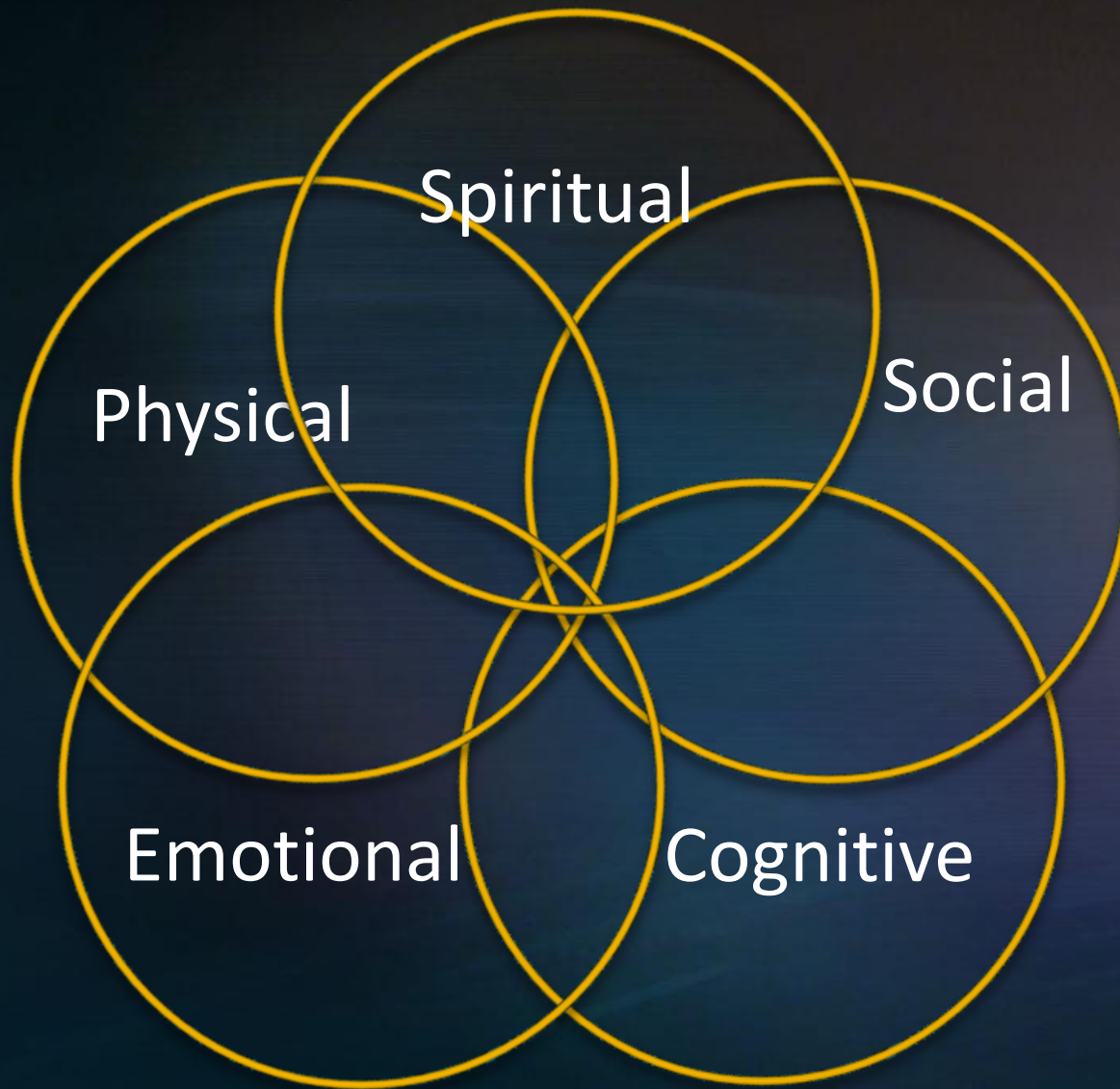
## **Implicit memory...**

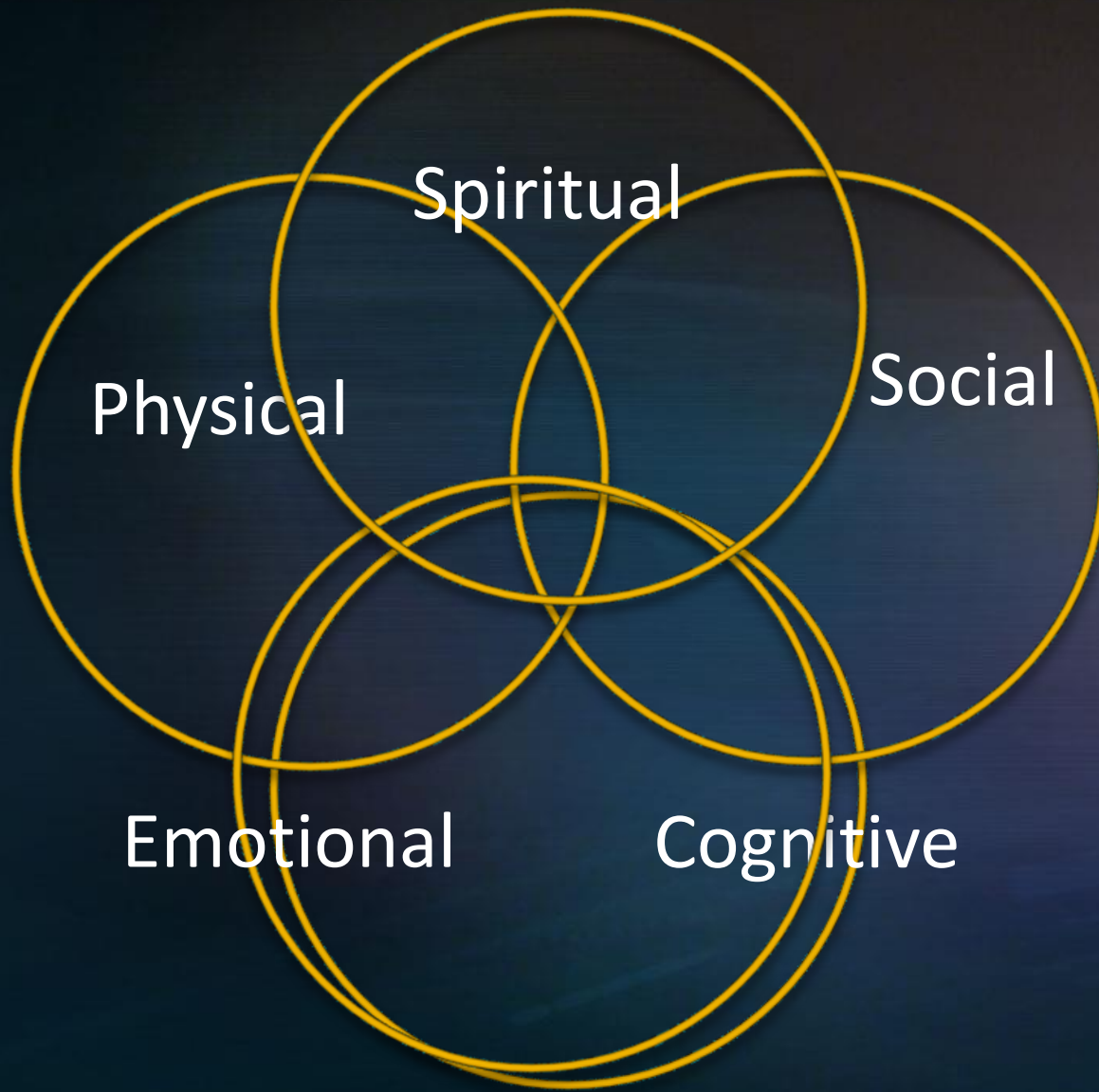
- is not due to recall but rather to past events
- forms without language very early in life
- shapes our lives when reactivations occur by “transferring mental models and states of mind” from the past to the present
- dramatically affects current relationships & interactions with others

# Things to remember...

*Prevention of problems is much more effective and healthy than cleaning up emotional dysfunction*



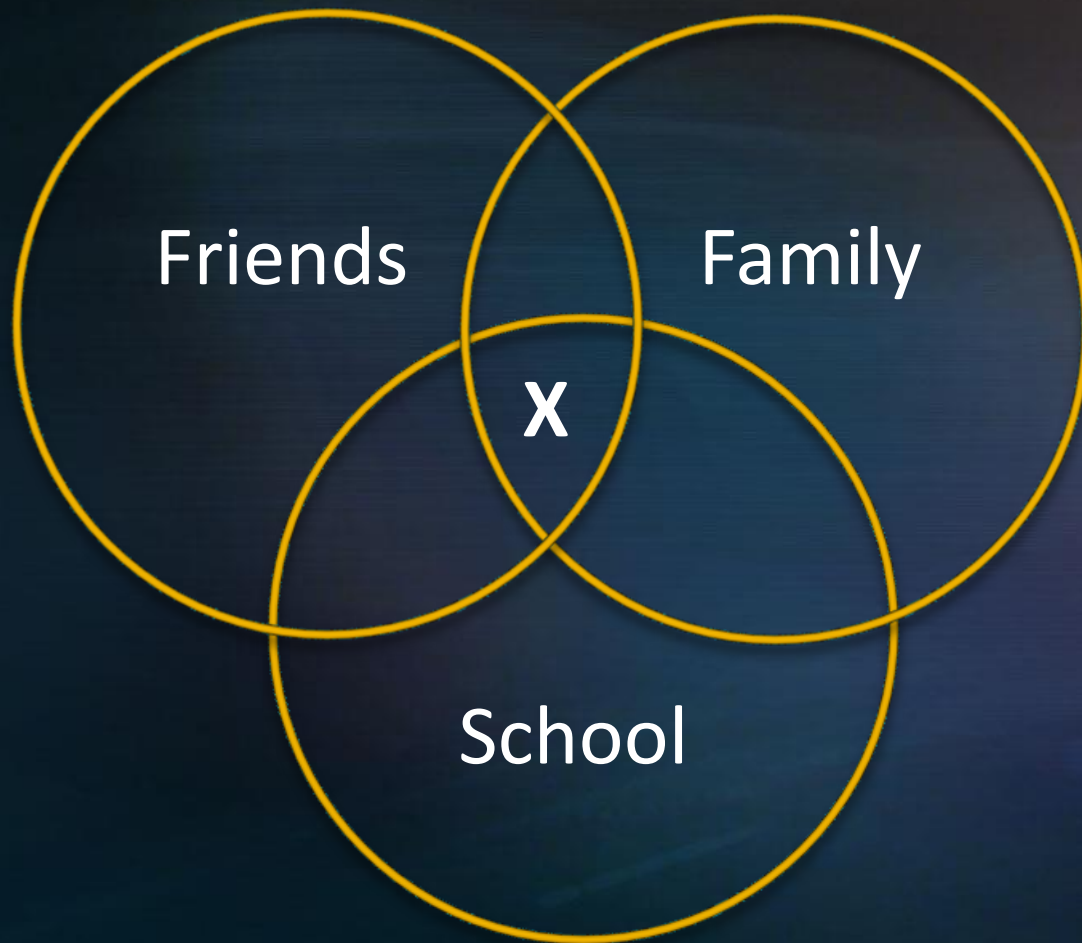


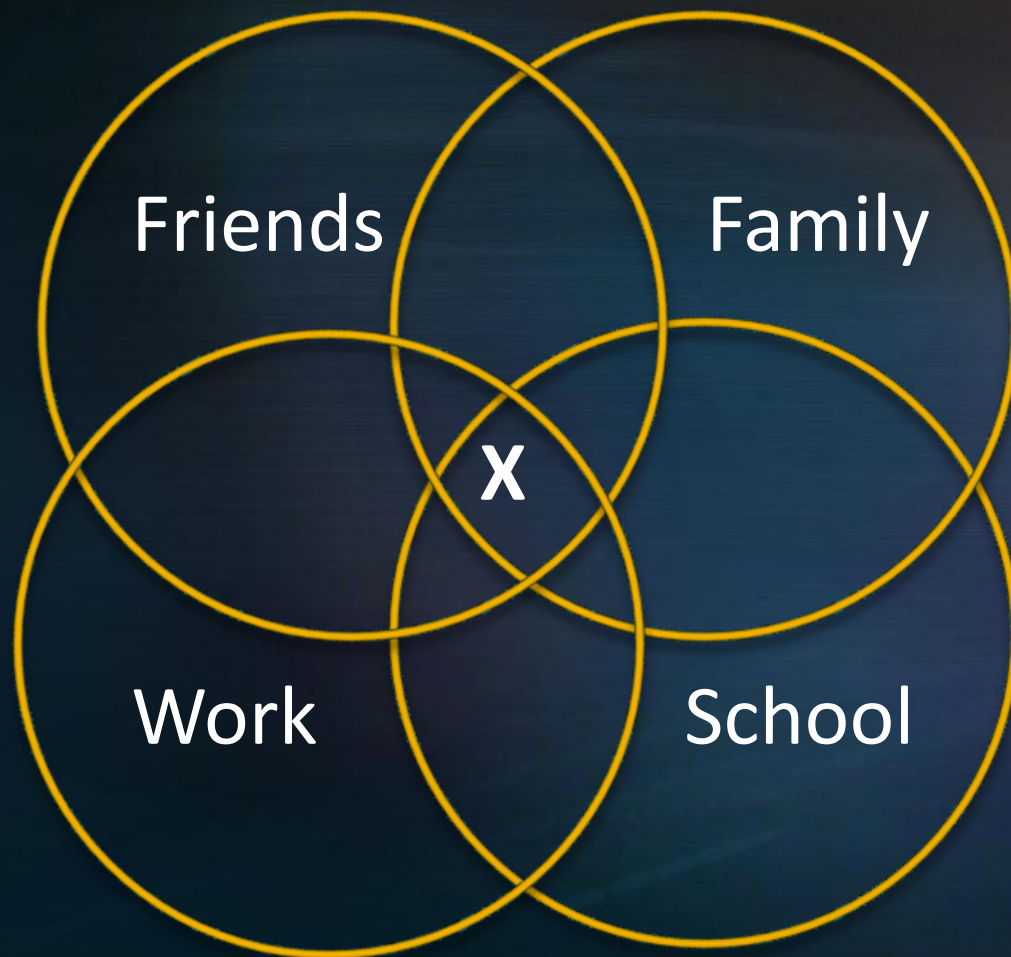


# A little *Systems Theory*...

- We all are part of multiple microsystems that affect us daily
- We have relationships with others in our microsystems on a regular basis
- Relationships can strengthen or weaken in the various systems
- What happens in one microsystem can & frequently does affect what happens in other microsystems



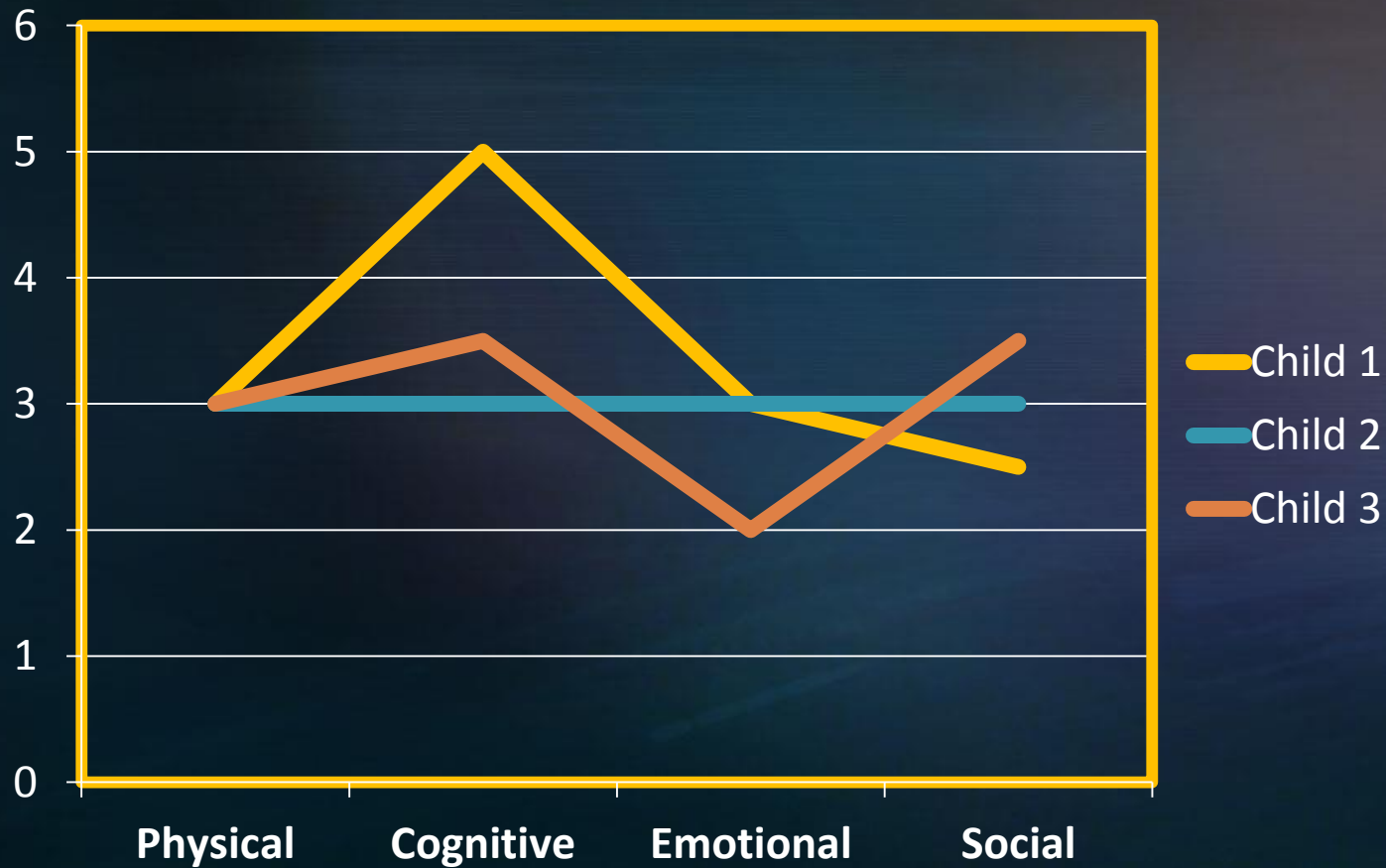




In order to analyze social-emotional problems and academic problems for advanced learners, we must examine the student systems as the unit of analysis

# The primary stumbling block...

Asynchronous development



Be well! Stay well!

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