

Social & Emotional Learning Crosswalk: Teaching Practices and CLASS®

Based on the feedback from Virginia's Birth-to-Five leaders and teachers, AEII designed this crosswalk to show how CASTL's [ECE Resource Hub's](#) social and emotional learning (SEL) topics and teaching practices are aligned with the CLASS® tool. This crosswalk is used in **AEII Coaching** sessions to strengthen teacher-child interactions & social and emotional teaching practices. **Reference: UVA-CASTL's [ECE Resource Hub \(2022\)](#)**

Social & Emotional Learning Topics (Each topic is hyperlinked to the ECE Resource Hub)	Teaching Practices	CLASS®
Building Teacher-Child Relationships	<ul style="list-style-type: none"> Engage in social conversations with children. Promote child autonomy by allowing choice, voice, and leadership. Engage in social conversations with children. 	Infant & Toddler: (RC) (FE) (ELS) (TS) (TS) (BG) (RCP) (PC) Preschool: (PC) (TS) (CD) (RSP) (ILF) (LM)
Developing Sense of Self & Empathy	<ul style="list-style-type: none"> Teach children to consider the needs/feelings of others and provide care for others. Acknowledge what makes each child unique and embrace children's similarities and differences. Promote child autonomy by valuing their identity, interests, opinions, and ideas. 	Infant & Toddler: (RC) (FE) (ELS) (TS) (TS) (BG) (RCP) (PC) Preschool: (PC) (TS) (CD) (RSP) (ILF) (LM)
Supporting Children's Emotions	<ul style="list-style-type: none"> Help children recognize and describe their emotions. Assist children in learning how to manage their emotions. Help children manage their strong emotions in the moment. 	Infant & Toddler: (RC) (FE) (TS) (TS) (BG) (RCP) (PC) Preschool: (PC) (TS) (CD) (RSP) (BM) (ILF) (QF) (LM)
Supporting Children's Behavior	<ul style="list-style-type: none"> Keep children actively engaged to help them regulate their behaviors. Use strategies to promote children's positive behaviors and regulation When individual children display repeated behaviors that may be challenging, objectively observe and proactively plan. 	Infant & Toddler: (RC) (FE) (TS) (TS) (BG) (RCP) (PC) (FLD) (LM) Preschool: (PC) (TS) (NC) (RSP) (BM) (ILF) (QF) (LM)
Strengthening Peer Relationships	<ul style="list-style-type: none"> Promote and acknowledge positive peer interactions Join in play to promote positive interactions between children Provide support during teamwork 	Infant & Toddler: (RC) (FE) (TS) (TS) (BG) (RCP) (PC) (FLD) Preschool: (PC) (TS) (RSP) (BM) (ILF) (QF) (LM)
Promoting Social Problem-Solving	<ul style="list-style-type: none"> Provide children with opportunities to develop interest in peers and engage in positive peer interactions Plan ahead to prevent problems and teach children social problem-solving skills before problems occur. Prompt children to reflect on problems and find and accept solutions in the moment 	Infant & Toddler: (RC) (FE) (TS) (TS) (BG) (RCP) (PC) (FLD) Preschool: (PC) (TS) (CD) (RSP) (BM) (ILF) (QF) (LM)

Alignment to CLASS™ Dimensions are denoted as: **Infant:** RC = Relational Climate, TS = Teacher Sensitivity, FE = Facilitated Exploration, ELS = Early Language Support; **Toddler:** PC = Positive Climate, TS = Teacher Sensitivity, RCP = Regard for Child Perspectives, BG = Behavior Guidance, FLD = Facilitation of Learning and Development, QF = Quality of Feedback, LM = Language Modeling; **Pre-K** Dimensions are denoted as: PC = Positive Climate, NC = Negative Climate, TS = Teacher Sensitivity, RSP = Regard for Student Perspectives, ILF = Instructional Learning Formats, CD = Concept Development, LM = Language Modeling