

Center on the Social and Emotional Foundations for Early Learning
 Project funded by the Child Care and Office of Head Start in the U.S. Department of Health and Human Services



Module 2 Infant Toddler and Module 1 Preschool


Modified for the Early Childhood
 Mental Health Conference May
 2010
 Anchorage, AK

Agenda

- ✓ Introduction and Logistics
- ✓ Brief Review of Module 1
- ✓ Careful Observation
- ✓ Responsive Routines and Schedules
- ✓ Responsive Environments
- ✓ Working in Partnership with Families
- ✓ Module 2 Preschool overview




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Istockphoto.com/DamirCudic

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CSEFEL Pyramid Model




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CSEFEL Definition of Social Emotional Development

The term social emotional development refers to the developing capacity of the child from birth through five years of age to form close and secure adult and peer relationships; experience, regulate, and express emotions in socially and culturally appropriate ways; and explore the environment and learn - all in the context of family, community, and culture.

Caregivers promote healthy development by working to support social emotional wellness in all young children, and make every effort to prevent the occurrence or escalation of social emotional problems in children at-risk, identifying and working to remediate problems that surface, and, when necessary, referring children and their families to appropriate services.



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Adapted with permission from ZERO TO THREE's definition of infant mental health, 2001

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Social Emotional Development within the Context of Relationships Review

Social Emotional Development	True	False
<i>Babies are born biologically ready for relationships.</i>		
<i>All of us bring our experiences in prior relationships, particularly with our parent(s), to each new relationship, including those with the babies and toddlers we care for.</i>		
<i>Becoming aware of the influence of past and present relationships on our own behavior is an important step in understanding what is driving our response and behavior with individual children</i>		

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Social Emotional Development within the Context of Relationships Review (cont'd)

Social Emotional Development	True	False
<i>Three major elements of social emotional development in infancy include experiencing, expressing, and regulating emotions; forming close and secure relationships, and being able to explore and learn.</i>		
<i>Observing and understanding the temperament of individual babies can help caregivers know how to be responsive to each one.</i>		
<i>Developing strong relationships with families and understanding their cultural beliefs and values give caregivers information they can use to more effectively support social emotional development.</i>		
<i>Whether positive or negative, the messages that caregivers communicate in many different ways to babies are enormously powerful.</i>		

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How Schedules and Routines Support Social Emotional Development

- They are an important part of each day
- They meet children's basic needs
- They provide opportunities for learning and development
- They help develop a sense of security and control
- They provide predictability
- They support competence and confidence



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Routines - Eating



<http://office.microsoft.com/en-au/default.aspx>



<http://office.microsoft.com/en-au/default.aspx>

9

Routines - Diapering



<http://office.microsoft.com/en-au/default.aspx>

10

Routines – Sleeping/Resting



<http://office.microsoft.com/en-au/default.aspx>

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Routines – Greetings/Goodbyes



Allison Silberber, 2007

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Arrivals and Departures *Opportunities to Support Social Emotional Development*

- Allowing time for hellos and good-bye
- Special goodbye area
- Family photos/objects
- Talk about feelings
- Rituals
- Games
- Books (*purchased and homemade - "Mommy Comes Back"*)



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Responsive Environments

Caregivers are the ones responsible for setting up the physical space, choosing activities and play things and engaging in the interactions that make up the learning experiences for infants and toddlers.




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A Well Designed Infant-Toddler Environment

- Supports the social emotional needs of infants and toddlers as well as their language, cognitive, and motor development
- Encourages responsive care from adults
- Supports peer relationships
- Is developmentally appropriate
 - age appropriate
 - individually appropriate
 - culturally appropriate




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Environments

Grossmont College Child Development Center
Courtesy of Harvest Resources



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Environments


World Bank Children's Center
Courtesy of Harvest Resources



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Environments

New Hampshire Technical Child Development Center
Courtesy of Harvest Resources



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Environments

World Bank Children's Center
Courtesy of Harvest Resources



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Emotional Literacy...

....is the capacity to identify, understand and express emotion in a healthy way.



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Emotional Literacy...

.... is the capacity to recognize, label, and understand feelings in self and others.

Adapted with permission, *Cradling Literacy*, 2007



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Strategies to Develop Emotional Literacy in Infants and Toddlers

- Using the adult/child relationship to expand an individual child's awareness of his emotions or feelings:
 - Verbally acknowledging and labeling emotions expressed by children in care
 - Assisting infants and toddlers with regulating their emotions
 - Talking about the fact that feelings can change
 - Using questions about feelings to see if a child can respond



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Strategies to Develop Emotional Literacy in Infants and Toddlers

- Finding opportunity in the group setting to talk about feelings:
 - Taking advantage of teachable moments when children experience difficulties with peers and need adult support to resolve them
 - Staying close to support children in difficult encounters with other children



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Strategies to Develop Emotional Literacy in Infants and Toddlers

- Group setting (cont.):
 - Showing positive feelings for both children in conflict
 - Letting children know through your calm approach that conflict is to be expected and that it can be resolved with help
 - Helping children learn to put into words how they think others are feeling and to express empathy for those feelings
 - Encouraging negotiating so that each child feels that she/he has been heard and that their feelings have been taken into consideration
 - Clarifying rules



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Strategies to Develop Emotional Literacy in Infants and Toddlers

3. Using enriching language tools:

- Choosing books, music, finger plays with a rich vocabulary of feeling words
- Using puppetry or felt board stories that retell common social experiences and that emphasize the feeling vocabulary and conflict resolution
- Reading stories about characters that children can identify with who express a range of feelings
- Encouraging toddlers to draw pictures of their difficult or scary emotions



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Strategies to Develop Emotional Literacy in Infants and Toddlers

4. Modeling Positive Relationships

- Between adults in the care setting
- With other children


The preceding strategies adapted with permission from Im, Osborn, Sanchez, & Thorp, 2007




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Strategies to Build Social Skills




<http://office.microsoft.com/en-au/default.aspx>



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Development of Play Skills for Infants and Toddlers

Age	Play
Birth to 3 Months	<ul style="list-style-type: none"> • Responds to caregivers • Coos and smiles • Responds to familiar voices • Focuses on objects
4 to 7 Months	<ul style="list-style-type: none"> • Enjoys social games with caregiver • Likes exploratory play supported by caregiver • Plays some games with caregiver like peek-a-boo and patty cake • Begins to imitate play actions or behavior of others, especially caregivers • Play hiding games, songs and rhymes with caregivers • Play alone with caregivers for a short time



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Development of Play Skills for Infants and Toddlers

Age	Play
13 to 24 Months	<ul style="list-style-type: none"> • Enjoys play with objects • Increased interest in watching other children play (onlooker) • Primarily plays alone (solitary) • May offer toys to caregiver or other children • May choose independent play close to other children (parallel) but not interact with them
25-36 Months	<ul style="list-style-type: none"> • May play with other children but in an occasional or limited way (associative) • Some cooperation and talking with other children • May take leader/follower roles in play • Some pretend play • Still plays alone frequently • Interactive level moving toward (cooperative play)



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Progression of the Development of Friendship Skills

- Positive interactions with adults
- Showing awareness of other children by:
 - Smiling and cooing
 - Watching children playing
 - Reaching out to other children
 - Copying what other children are doing
- Playing briefly with other children
- Wanting what others have
- Practicing turn-taking and sharing



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Setting Up the Environment for Developing Play & Friendship Skills

- Examine the physical space to ensure that there is enough space for infants and adults to engage in social activities
- Examine physical environment for spaces for 2 or more children to enjoy side by side activity and for adults to be close for supervision
- Examine schedule for opportunities to develop play skills each day
- Look at equipment choices that encourage 2 children to interact
- Ensure that there are enough materials for 2 or more children to use at a time



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Promoting the Development of Friendship Skills



- Encourage toddlers to help each other and do routines together
- Provide positive verbal support for play between children
- Read books about friends, playing together, helping each other, etc.
- Practice turn-taking and sharing

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Major Messages to Take Home

- It is important to be intentional about supporting the social emotional competence of infants and toddlers.
- Caregiving routines offer the primary opportunity to use the adult/child relationship to enhance social emotional development in infants and toddlers.
- The physical environment, particularly in group care, plays a major role in impacting the opportunities infants and toddlers have for the development of their social emotional competence.
- Social emotional literacy is a prerequisite to the development of more advanced social skills and for the continued maturation of emotional self-regulation.



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Mean Age Expectation in Months for Milestone Attainment

	Caucasian	Puerto Rican	Filipino
Eat Solid Food	8.2	10.1	6.7*
Training Cup	12.0	17.1	21.9*
Utensils	17.7	25.5	32.4*
Finger Food	8.9	9.4	9.5
Wean	16.8	18.2	36.2*
Sleep by Self	13.8	14.6	38.8*
Sleep all Night	11.4	14.5	32.4*
Choose Clothes	31.1	44.2	33.1*
Dress Self	38.2	44.2	39.2
Play Alone	25.0	24.8	12.3*
Toilet Trained-Day	31.6	29.0	20.4*
Toilet Trained-Night	33.2	31.8	34.2

Carlson & Harwood (2000)

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Behavioral Expectations of Two Groups of Mothers

	Korean-American Mothers	European-American Mothers
Believe parents and children should play together	54%	96%
Prefer children play with sex-typed toys (e.g., boys play with trucks)	71%	43%
Provide children with many chances to decide (e.g., give child choices)	11%	66%

(Farver & Lee-Shin, 2000)

Key Social Emotional Skills Children Need as They Enter School

- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems

What do children do when they don't have each of these skills?

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- When children do not have these skills, they often exhibit challenging behaviors
- We must focus on TEACHING the skills!

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“If a child doesn’t know how to read, *we teach.*
 If a child doesn’t know how to swim, *we teach.*
 If a child doesn’t know how to multiply, *we teach.*
 If a child doesn’t know how to drive, *we teach.*
 If a child doesn’t know how to behave,
 we.....*teach?**punish?*
 Why can’t we finish the last sentence as automatically as we do the others?”

Tom Herner (NASDE President)
Counterpoint 1998, p.2)

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Some Basic Assumptions

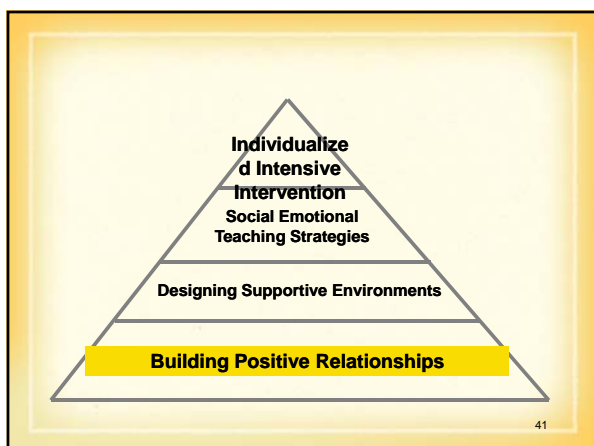
- Challenging behavior usually has a message- I am bored, I am sad, you hurt my feelings, I need some attention.
- Children often use challenging behavior when they don’t have the social or communication skills they need to engage in more appropriate interactions.
- Behavior that persists over time is usually working for the child.
- We need to focus on teaching children what to do in place of the challenging behavior.

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Promote Children’s Success

- Create an environment where EVERY child feels good about coming to school.
- Design an environment that promotes child engagement.
- Focus on teaching children what To Do!
 - Teach expectations and routines.
 - Teach skills that children can use in place of challenging behaviors.

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Building Relationships

- Helps each child feel accepted in the group
- Assists children in learning to communicate and get along with others
- Encourages feelings of empathy and mutual respect among children and adults
- Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group

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Building Relationships with Children

Why is it important?

1. The relationships that we build with children, families, and colleagues are at the foundation of everything we do. It is important to build these relationships early on rather than waiting until there is a problem.
2. Children learn and develop in the context of relationships that are responsive, consistent, and nurturing.
3. Children with the most challenging behaviors especially need these relationships, and yet their behaviors often prevent them from benefiting from those relationships.
4. Adults' time and attention are very important to children, and we need to be sure that we are giving them that time and attention at times other than when they are engaging in challenging behavior.
5. Parents and other colleagues (such as mental health providers and therapists) are critical partners in building children's social emotional competence. We should all work together to ensure children's success and prevent challenging behavior.

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Building Positive Relationships with Children



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Building Relationships



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Classroom Arrangement and Design: Traffic Patterns

- Minimize large open spaces
- Minimize obstacles and other hazards
- Consider the needs of children with physical and sensory disabilities

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Classroom Arrangement and Design: Learning Centers

Physical Design

- Clear boundaries
- Visibility
- Visual prompts when centers are not an option
- Adequate number of centers
- Size and location of centers
- Number of children in centers
- Organization of materials
- Preparation of centers

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Classroom Arrangement and Design: Learning Centers

Create meaningful and engaging learning centers

- Relevant to children's needs, interests, and lives
- Highly engaging and interesting
- Variety of materials in each center
- Changed and rotated on a regular basis

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Create Meaningful and Engaging Learning Areas

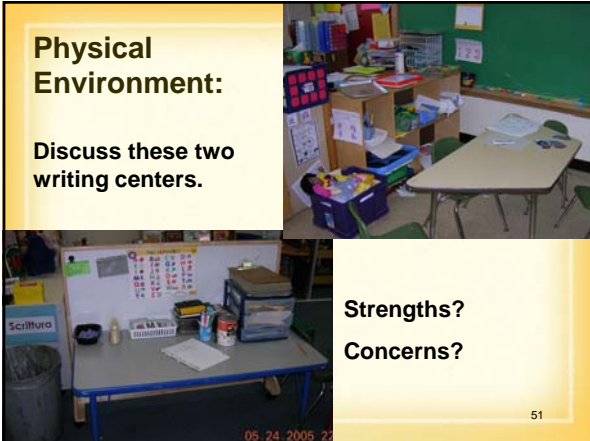


- **Stand in center of the room**
 - Is there a clear entry to each center?
 - Is each center inviting?
 - Are there enough materials (3 units of play per child allowed in center)?
 - Is there a system in place for entering and exiting centers?
 - Are centers and materials/shelves labeled?
 - Is there a rotation of materials?
 - Are materials highly engaging?
 - Are the activities relevant to children's needs, interests and lives?

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Physical Environment:

Discuss these two writing centers.



Strengths?
Concerns?

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Schedules and Routines

Develop a schedule that promotes child engagement and success.

- Balance activities:
 - active and quiet
 - small group and large group
 - teacher-directed and child-directed
- Teach children the schedule.
- Establish a routine and follow it consistently.
- When changes are necessary, prepare children ahead of time.

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Teach with Visual Schedules



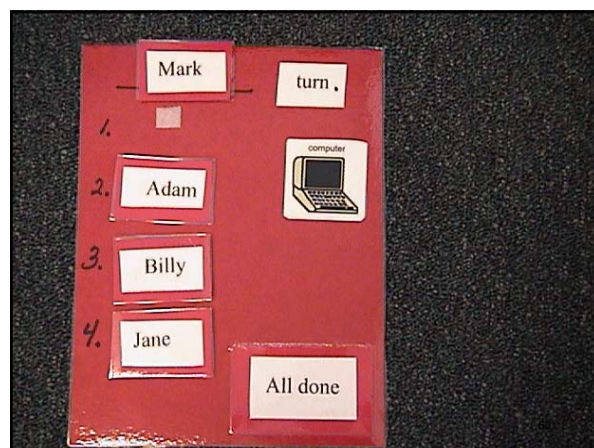
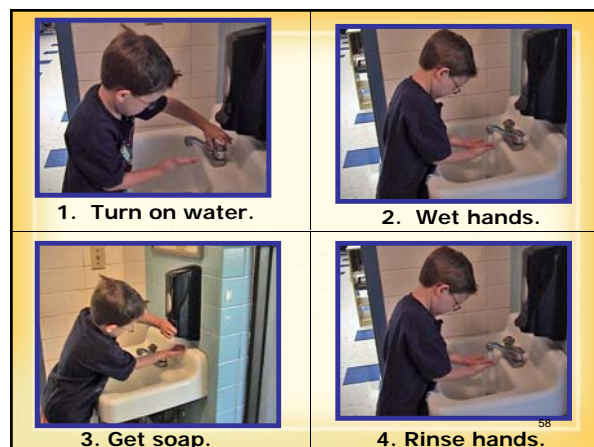
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Visual Object Schedule

Change Diaper	Wash	Breakfast	Music
			

Use real objects.

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Activity Using Visual Schedules

- You say it's time for circle. One little boy roams away from circle. When you try to guide him to circle, he drops to the ground and will not budge.
 - How can you use your visual schedule to teach?

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Activity Using Visual Schedules

- You announce that it's time for centers and a girl runs to go out the door yelling "No! Play out!"
 - How can you use your visual schedule to teach?
 - What else might you be able to use to teach?

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Activity Using Visual Schedules

- A child goes to play with her favorite train. When you go over to her and tell her it's time for snack she starts screaming and throwing train pieces.
 - How can you use your visual schedule to teach?
 - What else might you be able to do/use to teach?

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Activity Using Visual Schedules

- A new little boy arrives in your classroom and he is very scared. When Mommy says bye, he screams, cries, pulls on her leg, and tries to climb up Mommy's body.
 - How can you use your visual schedule to teach?

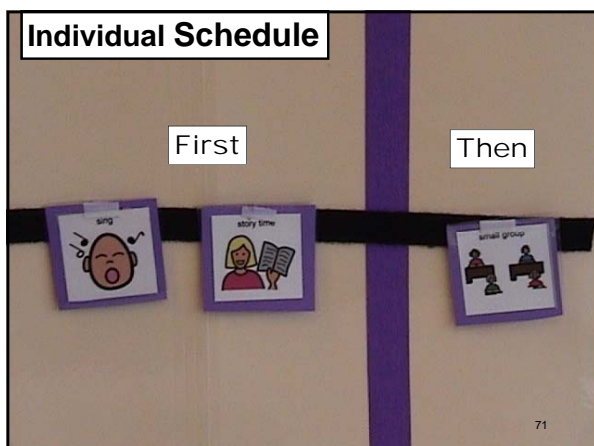
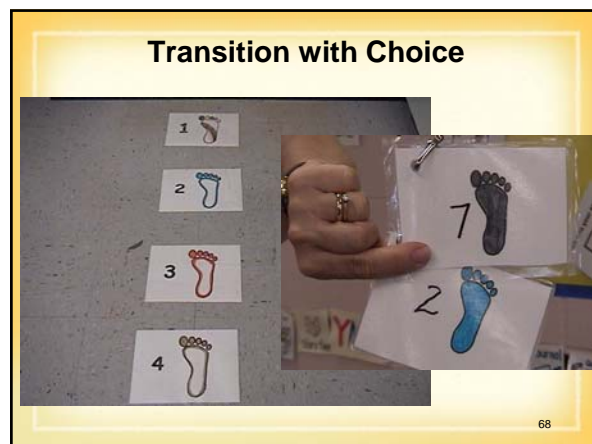
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Transitions

Plan for transitions

- Minimize the number of transitions that children have during the day.
- Minimize the length of time children spend waiting with nothing to do.
- Prepare children for transitions by providing a warning.
- Structure the transitions so that children have something to do while they wait.
- Teach children the expectations related to transitions.
- Individualize supports and cues.

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- ### Large Group Activities
- Planning the activity
 - Consider the length
 - Be clear about the purpose and goals of the activities
 - Use circle time to teach new things
 - Implementing the activity
 - Provide opportunities for all children to be actively involved
 - Assign jobs to children
 - Vary your speech and intonation patterns
 - Have children lead activities
 - Pay attention to children's behavior

Small Group Activities

- Importance of small group activities
 - Skill building
 - Individualized attention
- Planning and implementing
 - Be clear about the goal
 - Use peers as models
 - Ensure participation by all children
 - Make them fun
 - Provide feedback throughout

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Giving Directions

- Make sure you have the children's attention before you give the direction.
- Minimize the number of directions given to children.
- Individualize the way directions are given.
- Give clear directions.

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Giving Directions

- Give directions that are positive.
- Give children the opportunity to respond to a direction.
- When appropriate, give the child choices and options for following directions.
- Follow through with positive acknowledgment of children's behavior.

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General Guidelines About Rules

- Have a few simple classroom rules.
- Involve the children in developing the rules.
- Post the rules visually.
- Teach the rules systematically.
- Reinforce the rules at high rates initially and at lower rates throughout the year.

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Rules

Should Address

- Noise level
- Movement inside
- Interactions with property
- Interactions with adults
- Interactions with peers

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Ongoing Monitoring and Positive Attention

- Give children attention when they are engaging in appropriate behaviors.
- Monitor our behavior to ensure that we are spending more time using positive descriptive language and less time giving directions or correcting inappropriate behavior.

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Using Positive Feedback and Encouragement: 4 Principles

- Contingent on appropriate behavior
- Descriptive
- Conveyed with enthusiasm
- Contingent on effort

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Using Positive Feedback and Encouragement

- Remember to use nonverbal forms of positive feedback and encouragement.
- Individualize use of positive feedback and encouragement based on children's needs and preferences.
- Encourage other adults and peers to use positive feedback and encouragement.

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If there is anything that we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves.

Carl Jung – psychiatrist



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Major Messages

- The first and most important thing that we can do is to build positive relationships with every child and family.
- Focus on prevention and teaching appropriate skills.
- Promoting social emotional development is not easy. There are no quick fixes to challenging behavior.
- It requires a comprehensive approach that includes building relationships, evaluating our own classrooms and behaviors, and TEACHING.

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