

**PRISM Training
Modules**

Supporting Active Engagement

Pyramid Resources for Infant-Toddler Social-Emotional Development
University of Kansas

Adapted from:
The Center on the Social and Emotional Foundations for Early Learning
Vanderbilt University

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Learner Objectives

Learn how to:

- **Identify strategies that promote children's engagement in interactions and why this is important to social-emotional development.**
- **Learn about different ways to sustain engagement in young children.**
- **Discover ways to help engage children who are unengaged.**

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Training Agenda

- **Setting the Stage**
- **Goals of Active Engagement**
- **Strategies for Sustaining Active Engagement**
- **Engaging the Unengaged**
- **Wrap-up, Reflection, and Action Planning**

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Our Learning Environment

What can the trainer do to facilitate a safe learning environment?

How can other training participants help make the training environment conducive to your learning?

What are some agreements we can make?

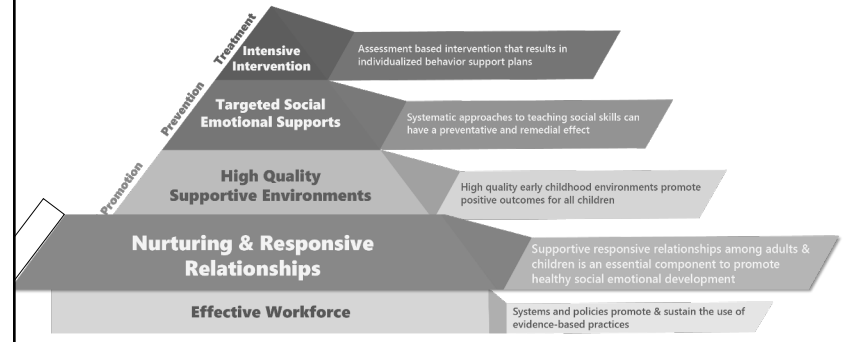
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Possible Shared Agreements

- **Confidentiality**
- **Take Care of Yourself and Others**
- **Demonstrate Respect**
- **Right to Pass and Take Risks**
- **Assume Positive Intent**
- **Recognize We Are All Learning**

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The Pyramid Model: Promoting Social-Emotional Competence in Infants and Young Children



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CSEFEL Definition of Social-Emotional Development

The developing capacity of the child from birth through five...

- to form close and secure 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.

Adapted from ZERO TO THREE, 2001

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Active Engagement

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Goals of Active Engagement

Sustain Engagement



Engage the Unengaged



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Strategies for Sustaining Active Engagement

- Match child's interests
- Add an element or change an aspect
- Ask questions
- Give choices
- Model curiosity: "I wonder..."
- Provide positive attention
- Give time to explore

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Strategies for Engaging the Unengaged

Vary prompt type

- Visual
- Auditory
- Physical

Model

Environmental arrangement

Provide choices

Point out positive peer behaviors

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Active Engagement: Reflection

Practice Implementation Checklist

Handout 3

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Reflection

- **What questions do you have about the material we discussed?**
- **What insights, if any, do you have about your own practices, the children, and/or their families?**
- **What strategies did you see or hear that might be useful in your role and work?**

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Major Messages to Take Home

- **To support social-emotional development, it is important to keep children actively engaged and to encourage participation from all children.**
- **Strategies that promote engagement set the stage for positive interactions and friendships.**