

PRISM Training Series: Introduction

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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Agenda

- **Setting the Stage**
- **The Pyramid Model**
- **The Developing Brain**
- **Caregiver's Role**
- **Wrap-up & Reflection**

Learner Objectives

- **Understand the basics of the Pyramid Model**
- **Define social emotional development**
- **Learn about caregiver's supportive role**

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?

Possible Shared Agreements

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

The Words We Will Use

Terminology

- Teaching and Supporting
- Caregiving
- Young Children, Infants, Toddlers, Preschoolers
- Caregivers
- Families
- Others?

Handout 4 Getting to Know Each Other

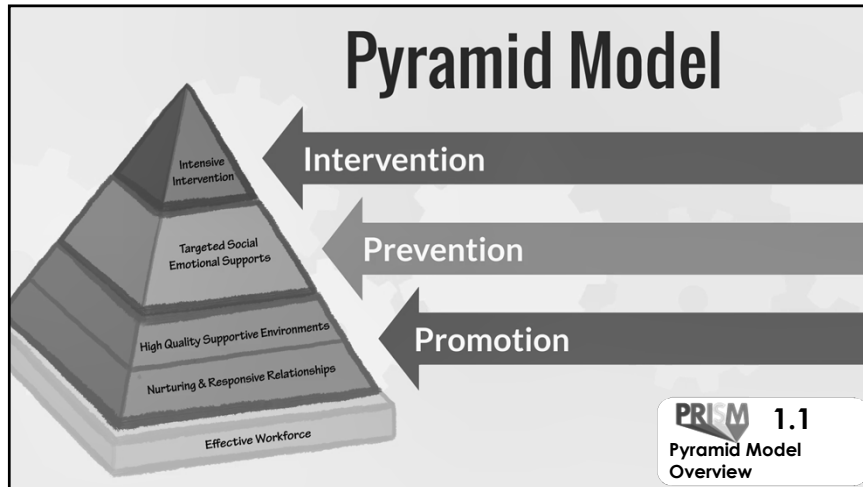
Next to the 3 - list three personal qualities/characteristics that help you in your work with young children

Next to the 2 - list 2 things that you hope to share with others during today's session

Next to the 1 - write one factor that contributed to your being here today

Understanding the Pyramid Model

**The Pyramid Model for
Supporting Social-Emotional
Competence in Infants & Young Children**



CSEFEL Definition of Social Emotional Development

The developing capacity of the child from birth through 5...

- 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

Understanding Social Emotional Development

What is it and how does it happen?

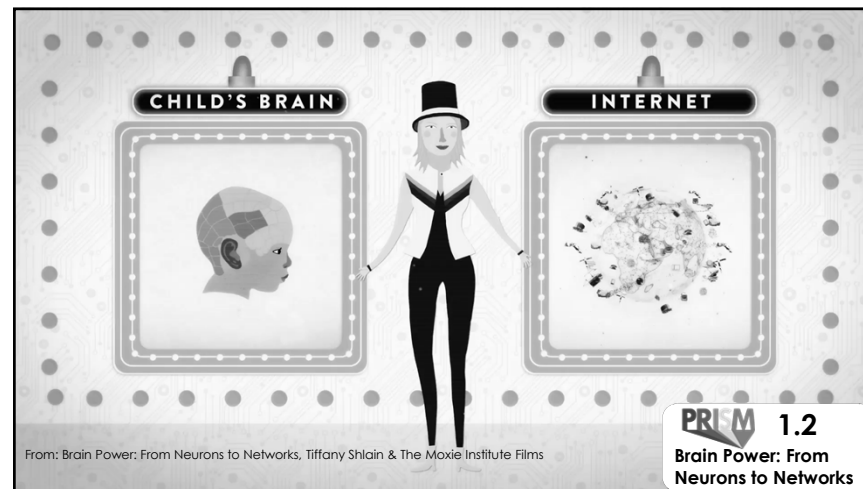
Activity: Social Emotional Development Brainstorm

Think about your own social emotional skills and strengths

Think about social emotional skills you want to see and help support in the children you care for, or the skills they will need to be school ready

In 2 minutes, brainstorm a list of words you are thinking about

Why Focus on Social Emotional Development?



The Developing Brain: Essential Needs



- **Healthy Relationships** - early relationships are vital to brain development because they help wire the brain to trust others, to love, and to feel safe and secure.
- **Positive Experiences** - new brain connections are formed and modified through verbal and physical interactions
- **Consistent and Secure Environment** - the brain develops gradually in response to experience and to the environment

Knowing Social Emotional Development Milestones



Activity – Developmental Continuum

Handout 8 Sort milestones into categories by age and developmental domain

The Developmental Continuum of Social & Emotional Indicators Directions: Sort the milestones into categories according to developmental age and developmental domain			
Age Range	Attachment Trust/Security	Self-Awareness/Identity/Self Esteem	Exploration Autonomy/Independence
INFANT (Birth to 15 mos) 			
TODDLER (12 mos- 2 1/2 yrs) 			
PRESCHOOL			

The Developmental Continuum from 12 months to 2.5 years: Social and Emotional Indicators

Age Range	Attachment Trust/Security	Self-Awareness/Identity	Exploration Autonomy/Independence
Toddler (12 mos. to 2 1/2 years)	<ul style="list-style-type: none"> Relates to others by exploring things with them Pulls up, stands holding furniture, then walks alone Goes through a phase of clinging to primary caregiver Experiences periods of intense feelings when separating or reuniting with a parent Sees others as a barrier to immediate gratification 	<ul style="list-style-type: none"> Knows can make things happen but is not sure of responsibility for actions Becomes bossy Uses the words me, you, and I Says "No" to adults Explores everything Is sensitive to others' judging behavior 	<ul style="list-style-type: none"> Keeps looking for a toy that is hidden from view Understands many more words than can say Has wide mood swings (for example, from stubborn to cooperative) Wants to do things by self

Adapted with permission from J. Ronald Lally, Abbey Griffin, et al., *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice* (Washington, DC: ZERO TO THREE/The National Center, 1995), pp. 78-79.

The Developmental Continuum from Birth to 15 months: Social and Emotional Indicators*

Age Range	Attachment Trust/Security	Self-Awareness/Identity	Exploration Autonomy/Independence
Infant (Birth to 15 months)	<ul style="list-style-type: none"> Newborns recognize human language and prefer their own mother's voice Prefer human faces Early social interaction is a smile and mutual gazing Crawls away but checks back visually; calls, and gestures to ensure adult contact Stretches arms to be taken Prefers familiar adults Acts anxious around strangers Uses a blanket or stuffed toy for security and reassurance 	<ul style="list-style-type: none"> Goes from accidentally sucking own hands to carefully watching them Tries to make things happen Hits or kicks things to make a pleasing sight or sound continue Talks to self when alone Prefers to be held by familiar people Imitates adult behaviors Knows own name Understands simple directions 	<ul style="list-style-type: none"> Brings thumb or hand to mouth Tracks mother's voice Observes own hands Babbles using all types of sounds Uses a few words mixed with babbling to form sentences Tries to keep a knee ride going by bouncing to get the adult started again Shows strong feelings (anger, anxiety, affection)

*This list is a sampling of developmental indicators and is not intended to include all behaviors associated with early development. For infant, there is considerable overlap among areas of growth. The term "mother" is used to represent the primary attachment figure.

The Developmental Continuum from 2.5 to 3.5 years: Social and Emotional Indicators

Age Range	Attachment Trust/Security	Self-Awareness/Identity	Exploration Autonomy/Independence
Preschool (2.5-3.5 yrs)	<ul style="list-style-type: none"> Is capable of dramatic play Has better control over all aspects of self Needs to practice Needs adult coaching to get along well with others Shows feelings with words and in symbolic play Is more aware that others have feelings Can plan ahead 	<ul style="list-style-type: none"> Is capable of self-evaluation (for example, good, bad, pretty, ugly) Tries to control self (for example, emotions and toileting) Is learning to take turns in conversations Knows a lot about communicating in the style of own culture Can play well with others if the setting is right 	<ul style="list-style-type: none"> Uses names of self and others Can tell others about what happened that day Has much larger vocabulary to express ideas Shows concern for others Classifies, labels, and sorts objects and experiences into groups

Adapted with permission from J. Ronald Lally, Abbey Griffin, et al., *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice* (Washington, DC: ZERO TO THREE/The National Center, 1995), pp. 78-79.

Key Social Emotional Skills Needed for 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

Ways to Make Every Day Count

- Hold and touch young children gently – offer gentle caresses
- Warm and encouraging tone of voice
- Play, talk, sing and read books
- Quick and predictable responses
- Routines establish patterns of caring response
- One-on-one time
- Welcoming families



How can we get there?

Early childhood capacity to:

- Form relationships
- Express emotions
- Self-regulate
- Explore with security
- Develop “emergent” emotional literacy

Birth

School-age capacity to:

- Feel confidence/competence
- Make friends
- Persist
- Follow directions
- Be emotionally literate
- Manage emotions
- Be empathetic

Five

How do Caregivers Support Social Emotional Development?



PRISM 1.3
Caregiver Supporting Development

What Strategies Do the Caregivers Use To Promote Social Emotional Development?

- Assist the child to explore the environment and learn?
- Promote the context of culture, family and community?
- Let the child experience, regulate, and express emotions?
- Promote a secure relationship?



Activity: Partner Discussion

What did you see the caregiver doing to help the young child regulate himself?

What did you see the baby doing?

Were her efforts successful?

What does the caregiver do to support self regulation?



PRISM 1.4
Caregiver Supporting Self-Regulation

Handout 10 Self-Reflection

Practice Implementation Checklist

Warm and Responsive Relationships

Practice Implementation Checklist: Warmth & Responsivity
Place a star next to the items you feel are a strength for you. Then, check any of the boxes that apply.

Demonstrate warmth & be responsive to individual children	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Positive, calm, & supportive tone to class				
Stay at child's level during interactions almost all the time				
Use warm, responsive tone, make eye contact, and smile when interacting with children				
Show physical affection toward children				
Greet & acknowledge children warmly upon arrival & when they enter an activity or area				
Show interest in child; patient with children's imitations				
Readily participate in children's play & activities				
My Notes:				

Major Messages to Take Home



Social Emotional Development:

The developing capacity of the child from birth through 5 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.

Birth **Five**

Developmental Continuum

Make every day count!



Tier 1 Practices: Teaching Pyramid Infant-Toddler Practices



Communication & building relationships	Communicate behavioral expectations	Environmental arrangement
Warmth & Responsivity	Respond to distress & manage challenging behaviors	Collaborate to support social emotional development
Peer interactions	Strategies for delays or dual-language learners	Engaging parents
Active engagement	Schedule, routines, & transitions	
Responding to and teaching about feelings		