

PRISM Training Modules

Introduction & Understanding Social-Emotional Development

Pyramid Resources for Infant-Toddler
Social-Emotional Development
Juniper Gardens Children's Project
University of Kansas

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



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PRISM Training Module Series

Introduction & Understanding Social-Emotional Development

Focusing on Relationships

Responsive Routines,
Schedules, & Environments

Understanding Behavior

Teaching About Feelings

Supporting Active Engagement

Promoting Positive Peer Interaction

Challenging Behavior

PRISM Training Modules*: Introduction & Understanding Social-Emotional Development

As the first training module in the PRISM Professional Development Model, Understanding Social-Emotional Development will acquaint participants with the Pyramid Model, introduce important terms that will be used throughout the PRISM Training Modules, and lay a foundation to better understand the role caregivers play in young children's social-emotional development.

Learner Objectives

Understand the basics of the Pyramid Model for Supporting Social-Emotional Competence in Infants and Young Children

Become familiar with how social-emotional development is defined for the purpose of the PRISM Training Modules

Learn about caregiver's supportive role as it relates to social-emotional growth and development

Agenda

- I. Setting the Stage - 15 minutes
- II. The Pyramid Model - 15 minutes
- III. The Developing Brain - 60 minutes
- IV. Caregiver's Role - 25 minutes
- V. Wrap-up & Reflection - 20 minutes

*For references and more information about the PRISM Training Modules, please visit prism.ku.edu/trainings

My Notes:



Training Preparation

- Print PRISM Intro - All Handouts, 1 copy per participant, or print each handout listed below individually
- Review videos
- Prepare and print certificates of completion
- Activity: Social-Emotional Brainstorm - Gather paper and writing tools (see page 11)
- Activity: Social-Emotional Milestones - Print 1 copy of Handouts 8 & 9 for each small group of participants. Cut out milestones from Handout 9 and place each set in an envelope, so you have one set of milestones for each small group. (see page 14)

Handouts

- PRISM Intro - 1 PowerPoint
- PRISM Intro - 2 Agenda
- PRISM Intro - 3 Training Topics
- PRISM Intro - 4 Getting to Know Each Other
- PRISM Intro - 5 Pyramid Model
- PRISM Intro - 6 Hunter & Hemmeter (2009). Addressing challenging behaviors in infants and toddlers.
- PRISM Intro - 7 CSEFEL Definition of Social-Emotional Development
- PRISM Intro - 8 The Developmental Continuum of Social and Emotional Indicators (blank)
- PRISM Intro - 9 The Developmental Continuum of Social and Emotional Indicators
- PRISM Intro - 10 Practice Implementation Checklist
- PRISM Intro - 11 Training Feedback

Videos

- PRISM Intro - Pyramid Overview
- PRISM Intro - Brain Power
- PRISM Intro - Supporting SE Dev
- PRISM Intro - Supporting Self-Regulation

Materials Needed:

Technology

- PowerPoint File
- Video Files
- Computer
- Projector

Printables

- Handouts
- Certificates of Completion
- Sign-in Sheet

Supplies

- Name tags
- Pens
- Snacks and drinks
- Chart paper/white board and markers
- Table fidgets/manipulatives

Other Items

- _____
- _____
- _____
- _____
- _____



Slide 1: Introduction

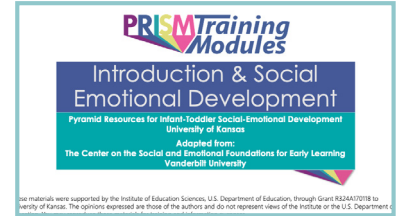
Welcome to the first session in the PRISM Training Series, where we will learn about social-emotional development within the context of relationships. These trainings are meant to be used hand-in-hand with the practice-based coaching model. We will give you an overview at these trainings, but you'll get into more specifics with your coach.

I am *(name)* and *(give some personal background history relevant to training)*. Here with me are *(introduce rest of team)*.

Let's get some logistics out of the way before we begin.

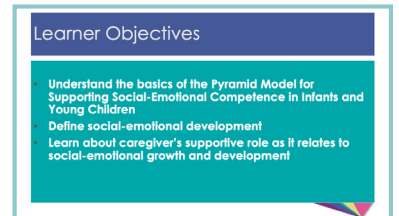
- Breaks:
- Lunch/Snack:
- Parking:
- Restrooms:

Last, you should have a set of materials that includes handouts, slide notes, and other useful information. We will reference some of these throughout the training, so keep them handy. If you don't have the materials you need, please let us know.



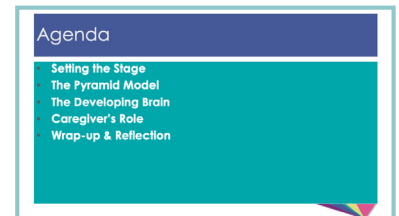
Slide 2: Tier 1 Learner Objectives

Today, we will build a foundation for the rest of the PRISM Training Series. We will accomplish this by providing an overview of the Pyramid Model for Supporting Social-Emotional Competence in Infants and Young Children, discussing some helpful definitions and terms, going over social-emotional milestones, and talking about the caregiver's role in supporting a child's social-emotional development.



Slide 3: Tier 1 Training Agenda

You can find our Tier 1 Training Agenda for today on **Handout 2**. The agenda information we cover in this training session, will aid you in achieving the Tier 1 learner objectives. You can also check out **Handout 3**, Training Topics for future session information.



Slide 4 Our Learning Environment

We will be spending a lot of time together throughout this training and future trainings. It's helpful to decide together what sorts of agreements are important to the group. Think about what makes a positive learning environment for you. What are those things?

Pause for responses.



Slide 5: Possible Shared Agreements

With that in mind, what are some agreements we can make about how our learning environment should look? You can use the agreements on the slide as a jumping point.

Pause for responses, then summarize agreements.



Slide 6: Getting to Know Each Other

We're going to do a little activity to get to know each other, so go ahead and take out **Handout 4** from your packet.

Next to the number 3, list three personal qualities that help you work with young children.

Next to 2, list two things you hope to share with others today.

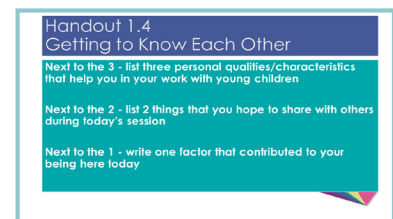
Finally, write one factor that contributed to you being here today next to 1.

When you are finished, introduce yourself to the people next to you and discuss what you wrote on your paper.

Leave time for participants to complete.

Alright, now that you've had some time to talk, did anything stand out to you or is there anything you'd like to share from this activity?

As child care professionals, you have a wealth of knowledge, skills and experiences which can be shared to enhance the care provided to young children. Your unique strengths and positive qualities evolve from many things: temperament, family experiences, work experiences, professional



Slide 6 cont.

development and training opportunities, community connections, etc. This training offers a unique opportunity to learn from one another.

Slide 7: Words We Will Use

There are some key words that have been chosen and will be shared and used at different points throughout the training session. These definitions will help us be on the same page as we talk.

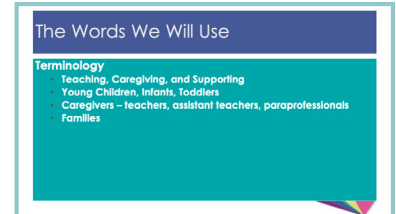
When we say **Teaching, Caregiving, and Supporting**, we are referring to the role of the adult to observe and reflect on what infants/toddlers are experiencing and how they learn, as well as how to support this learning through consistent, responsive interactions and their relationship with the child and family. This includes identifying and creating supportive environments that help to nurture and support the social and emotional growth and development of infants and toddlers.

For the purpose of this training, **Young Children** generally refers to infants and toddlers up to 36 months; however, there will be times that we specifically reference and talk about a particular age range such as infants or toddlers. We generally consider infants up to about 18 months, but always acknowledge that its most important to consider developmental age and that growth from infants to toddlers is a gradual progression.

Caregivers refers to a general category of ALL the adults who support the growth and development of infants and/or toddlers. In the context of this training, this is often teachers, co-teachers, or other center staff, but we acknowledge families as caregivers as well, when we talk about practices for supporting and teaching young children.

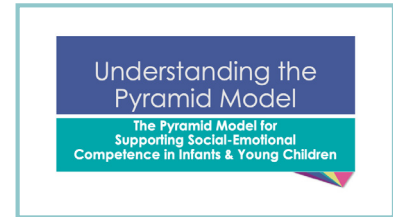
Finally, **Families** represents those primary, significant, familiar, caring adults in the infant and/or toddler's life. This might be parents, foster parents, grandparents, and extended family.

While we talk about teachers, caregivers, families, these are all simply labels we use to have a common language about the people in the lives of infants and toddlers. It is the practices that are really important.



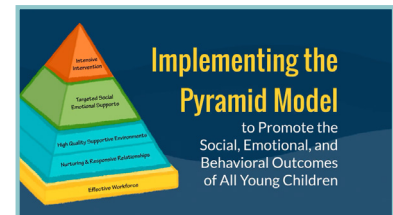
Slide 8: Understanding the Pyramid Model

Now that we have an understanding of the words we will be using and what they mean, let's talk about the foundation for these trainings – the Pyramid Model for Supporting Social-Emotional Competence in Infants and Young Children.



Slide 9: The Pyramid Model

Take a look at **Handouts 5** and **6** in your packet. **Handout 5** is a figure of the Pyramid Model. **Handout 6** is an article by Hunter & Hemmeter that describes the Pyramid as it applies to infants and toddlers. You can find detailed information about the Pyramid model there, but for today, we will watch a video with an overview of the Pyramid Model.



 **Play PRISM Intro - Pyramid Overview (8 mins 58 sec)**

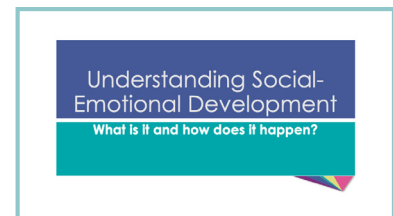
Today, we will focus on Tier 1, universal promotion practices - focusing on nurturing and responsive relationships to support the social-emotional development for all children.

One measure we use to measure the use of these practices is the Teaching Pyramid Infant-Toddler Observation Scale, or, the TPITOS, that you may become familiar with through your interactions with your coach.

Slide 10: Understanding Social-Emotional Development

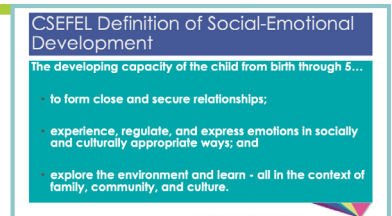
This section of the training will focus on understanding social-emotional development and will include:

- A description of the importance of social-emotional development
- A definition of social-emotional development
- Information about how social-emotional skills develop
- Ways to support social-emotional growth.



Slide 11: Definition of Social-Emotional Development

Because the definition of social-emotional development is the central concept on which the Pyramid Model and these training modules are developed, I'm going to read it aloud here, and you also have a handout – **Handout 7** – that defines 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.”

Let's take this definition apart a bit:

“Developing capacity...”

- Developing capacity refers to infants and toddlers growing and changing quickly, gaining more skills in all areas of development: physical, cognitive, and social-emotional.
- Social-emotional development grows based on abilities and learning over time. It is a process just like learning to talk, walk, and develop other skills. We must constantly view social and emotional characteristics through the lens of what is appropriate for the child's developmental age.

What are infants and toddlers developing capacity for?

“...to form close and secure adult and peer relationships...”

- Forming close and secure adult and peer relationships includes infants and toddlers requiring nurturing relationships with adult caregivers for healthy social-emotional development. When adults are loving, responsive, and consistent in their care, very young children learn that they are valued and that their world is primarily satisfying and predictable. They learn through these relationships how to interact with their peers and other adults.

Slide 11 cont.

“...forming the capacity to experience, regulate, and express emotions in socially and culturally appropriate ways...”

- Forming the capacity to experience, regulate, and express emotions in socially and culturally appropriate ways involves the emotions, including joy, sadness, and frustration, that all children experience during their first years. Infants and toddlers watch important adults to figure out how they should feel and act in certain situations.
- With adult help, they increasingly learn how to control or regulate their emotions so that they don't get overwhelmed by them. The family's culture affects the way in which parents believe emotions should be expressed. What is acceptable in one family or culture may be entirely unacceptable in another culture. In some cultures or families, it is perfectly acceptable for a 3 year old to say "I'm mad at mommy," or "Mommy, I don't like you." In other cultures or families that would be considered an unacceptable expression of feelings. Infants and toddlers learn how to express and manage their emotions by watching others around them.

“...all in the context of family, community, and culture...”

- All in the context of family, community, and culture includes infants and toddlers first learning about relationships and feelings as part of a family. Families are a part of cultures. Think about how different cultures express emotions. Infants and toddlers learn to express their emotions by watching others around them.

Slide 12: Activity - Social-Emotional Brainstorm

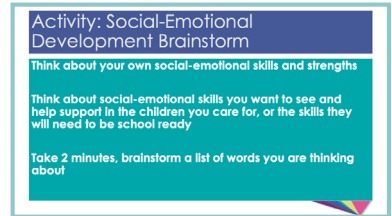
Think about your own social-emotional skills and strengths, and then think about the social-emotional skills you want to see and help support in the children you care for, and those skills that will help them be “school ready.”

Take out a piece of blank paper – there should be some in your packet – and in 2 minutes, brainstorm a list of words you are thinking about.

Give the participants a couple of minutes to brainstorm.

What are some of the words you wrote down?

How do successful relationships and interactions relate to children’s future school readiness and school success?



Slide 13: Why Social-Emotional Development?

Why do you think we focus on social-emotional development of young children?

Give time for responses.

Social and emotional development sets the “playing field” for school readiness and lifelong success. Research shows that children who have healthy social and emotional skills tend to learn better, are more likely to stay in school, and will be better able to make and keep lifelong friends. Sometimes when children have social-emotional delays, these appear as challenging behavior. Thus, our efforts are also aimed at preventing challenging behaviors.



Slide 14: The Developing Brain: Essential Needs

The first 3 years of life are critical for building connections. The early relationships children experience help wire the brain to trust others, love, and feel safe and secure. Positive experiences allow new brain connections to form, and those connections are modified through verbal and physical interactions. Last, a developing brain needs a consistent and secure environment because it develops gradually in response to the environment it is experiencing.

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

Slide 15: Brain Power Video

For another look at how experiences affect brain development, let's watch this clip from The Brain Power video.

 **Play PRISM Intro - Brain Power (2 min 48 sec)**

As caregivers, we are responsible in building nurturing and responsive relationships with infants and toddlers. These relationships can play a powerful role in preventing and reversing the damaging effects of toxic stress.





Slide 16: Knowing Social-Emotional Milestones

How does knowing social-emotional milestones help you build supportive relationships and promote social-emotional development of infants and toddlers?

Provide time for responses.

As babies grow from birth through the first three years of life, they develop different social and emotional abilities and use different behaviors for communication.

For example:

- A newborn may only know “things feel okay” or “things don’t feel okay.” He may be quiet and alert when things are okay, cry when they are not, and sleep the rest of the time. A newborn may cry urgently for food, but we expect that most two-year-olds will be able to wait a few minutes and maybe even help set the table.
- A 21-month-old may throw herself on the floor in a tantrum but by the age of three, we expect that a child will sometimes be able to express frustration in more age-appropriate ways such as saying “I don’t like that. I’m mad.”
- By age three, most children have a variety of relationships, including peer friendships, primary attachments with parents, and close, caring relationships with other relatives and caregivers. They have formed strong ideas about what it is like to be in relationships and whether it is generally pleasant or not, depending on the specific relationship.

The developmental course of social-emotional wellness may be described by stages, or as milestones, which do not always develop in a smooth course. Each new stage of a baby’s development produces changes in the relationship and requires changes, or adaptation, on the part of adult caregivers.

- For example, as the toddler wants to do more for himself, he may reject the help of a caregiver causing the caregiver to allow the toddler more independence. The sensitive and knowledgeable caregiver learns to read the infant’s or toddler’s cues that indicate developmental changes.



Slide 17: Activity - Social-Emotional Milestones

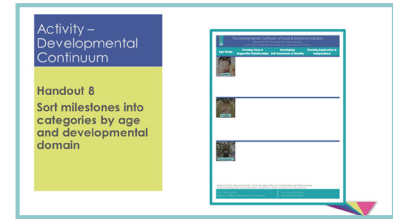
For this next activity, we're going to break up into small groups of 4-6 people. After you're in your groups, We will give you an envelope with some developmental milestones and a blank chart on which you can place the milestones. You'll work together to sort the milestones into categories according to developmental age and domain.

Give each small group of participants a blank chart & a set of milestones. Give time for groups to place their milestones.

What was it like to decide where to put the milestones?

Which items were harder to place?

Let's take a look at this chart in more detail.



Presenter Notes:

Pass out one copy of **Handout 8** and one envelope with the cut-outs of **Handout 9** to each small group of participants. See "Training Preparation" on page 4 for more information.

Slide 18: Developmental Continuum Part 1

You have a handout about the Developmental Continuum of Social and Emotional Indicators in your packet – it's **Handout 9**, a filled out version of the activity you just completed.

The first and second columns (Forming Close & Supportive Relationships, Developing Self-Awareness & Identity) focus on the elements of social-emotional development that we have been discussing: forming close and secure relationships and experiencing, expressing, and regulating emotions. Out of a strong, positive, attachment relationship in which young children receive responsive care and are helped to manage and express their emotions, they develop trust in others and a sense of security.

Through relationships that support their self-awareness, young children develop a sense of who they are and what they can accomplish and learn. If a child does not have opportunities to form nurturing, supportive relationships it is significantly more difficult for them to progress through the social-emotional milestones.

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

Age Range	Attachment/Trust/Security	Self-Awareness/Identity	Exploration/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 Some social interaction is a smile and mutual gazing Cries during that needs back visually, calls out gestures to reach adult contact Stretches arms to be taken Prefer familiar adults Acts anxious around strangers Uses a blanket or stuffed toy for security and reassurance 	<ul style="list-style-type: none"> Gives from accidentally touching own hands to carefully watching them Trys to make things happen Lifts or kicks things to make a standing object 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 Handles using all types of sounds Uses a few words mixed with babbling to form sentences Has to leave a seat like going by bouncing to get the adult started again Shows strong feelings (anger, anxiety, reflection)

*This is a summary of information from the book and is not intended to be used as a diagnostic tool. For more information, please contact your local health department.

Slide 18 cont.

The third column (Growing Exploration & Independence) focuses on another element of social-emotional development, the ability to explore and learn. Through relationships that support safe exploration, infants and young children gain the sense of autonomy and independence that is so necessary to learning and success in school and in later life.



Slide 19: Developmental Continuum Part 2

Here you can see the developmental continuum for toddlers, up to age 2 ½. The self-awareness indicators in the birth-15 month slide are manageable. Now that we are in the older 1s and 2s, self-awareness may come with some extra challenges. Understanding this is an important stage of social-emotional development for a child can give us the little extra boost of patience we need to support the child through what can often be an intense stage of development.

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"> Wishes to others by exploring things with them Pull up, stretch holding furniture, then walks alone Cries through or phony 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 happy to concentrating) Wants to do things by self

Adapted with permission from: J. Bredekamp, Anne G. Gilkey, & G. G. Phillips (Eds.). (1990). *Young Children and the Social Developmental Appraisal: Practical Implications*. (pp. 33-34). © 1990 The National Center for Early Childhood Development.



Slide 20: Developmental Continuum Part 3

And on this last slide, you can see the continuum all the way up to age 3 ½. A lot happens between birth to 3, and being aware of these indicators can help you manage expectations for children in your classroom. Remember that the developmental course through these milestones is different for each child, but if we have a strong understanding of what is typical at each age, we can best support children in social-emotional development.

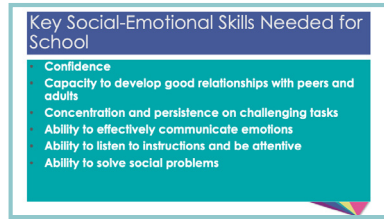
The Developmental Continuum from 2.5 to 3.5 years: Social and Emotional Indicators

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-identification (for example, good, bad, pretty, ugly) Wants to control self (for example, emotions and behavior) 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, orders, and sorts objects and experiences into groups

Adapted with permission from: J. Bredekamp, Anne G. Gilkey, & G. G. Phillips (Eds.). (1990). *Young Children and the Social Developmental Appraisal: Practical Implications*. (pp. 33-34). © 1990 The National Center for Early Childhood Development.

Slide 21: Key Skills Needed for School

Earlier, you brainstormed about social-emotional skills and how they related to school success. There are several national reports (e.g., Eager to Learn, Neurons to Neighborhoods, A Good Beginning, the Kaufmann Report on Social-Emotional Development) that have discussed the importance of social-emotional development in children's readiness for and success in school. These publications have identified a number of social-emotional skills that help children be successful as they transition into kindergarten, some of which we've already talked about.



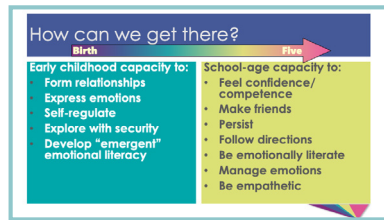
Key Social-Emotional Skills Needed for School

- 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

Slide 22: How can we get there?

How can we get there? In this early developmental period that begins at birth to the age of five when many children start school we have opportunities to build the capacity to form relationships, and build social-emotional skills.

When a very young child experiences relationships and learns to express emotions he is later better able to develop friendships with peers. Or, when an infant feels secure in her surroundings and experiences the excitement of discovery, she is later able to feel confident about learning. She is then more likely to persist in the face of new challenges.



How can we get there?

Birth	Five
Early childhood capacity to: <ul style="list-style-type: none">Form relationshipsExpress emotionsSelf-regulateExplore with securityDevelop "emergent" emotional literacy	School-age capacity to: <ul style="list-style-type: none">Feel confidence/competenceMake friendsPersistFollow directionsBe emotionally literateManage emotionsBe empathetic

Slide 23: Ways to Make Every Day Count

Meaningful interactions between caregivers and young children during everyday moments provide natural opportunities to shape social-emotional development. It's the day-to-day interactions between caregivers and children during everyday activities that contribute to social-emotional development.

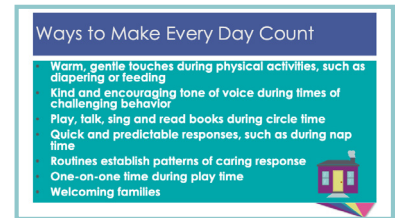
Seemingly little things, such as tone of voice, gentle touches, a predictable and consistent response to fussiness or challenging behavior, caring and responsive routines, and taking time to welcome families all come together to create a positive environment for social-emotional development growth in young children.

Using these practices consistently across daily routines helps establish patterns of consistent responding that helps children feel safe and secure.

Looking at the slide:

- What are you already doing to prepare children to be socially equipped for school, and for life?
- What routines do you have?
- And what ideas do you have to enhance your practices?

Leave time for group to respond.



Slide 24: Supporting Social-Emotional Development

You're going to view two video clips one right after the other. Notice the caregivers interacting with young children in English and Spanish. Think about the definition of social-emotional development we discussed earlier on [Handout 7](#) and identify what each of these caregivers is doing to promote social-emotional development.



 **Play PRISM Intro - Supporting SE Dev (1 min 13 sec)**

Slide 25: What strategies did the caregiver use?

How did you feel watching the video clips?

How did the caregivers assist the child to explore the environment and learn?

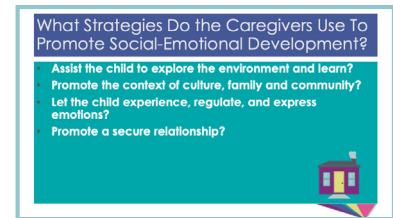
How did the caregivers promote the context of culture, family and community?

How did the caregivers encourage the child to experience, regulate, and express emotions?

How did the caregivers promote a secure relationship?

By watching the interactions in the video and noticing the behaviors of the caregivers and young children, you just practiced a critical strategy for promoting social-emotional development – observation.

We will come back to the strategy of Observation throughout the trainings, but we will begin the next section discussing the importance of observation as a strategy to support young children’s social-emotional development.



Slide 26: What does the caregiver do to support self-regulation?

Before we move on to observation, let’s look at what we’ve learned in action, with a specific social-emotional skill – self-regulation. Self-regulation is a fundamental aspect of emotional development and influences children’s social competence and success in school. Self-regulation is a child’s ability to gain control of bodily functions, manage powerful emotions, and maintain focus and attention [Shonkoff & Phillips (2000), *Neurons to Neighborhoods: The Science of Early Childhood Development*.]

Self-regulation develops over time. Adult caregivers are responsible for maintaining and supporting an infant’s regulation. When caring for an infant or toddler, caregivers and families act as extensions of or supports for the child’s internal ability to regulate. Through this, children gradually develop their own ability to self-regulate.



Slide 26 cont.

How do adults help children learn self-regulation? Examples include when we:

- Remove a layer of clothing for an infant who appears warm:
- Offer a fussy infant a pacifier
- Introduce novelty to an activity when children show signs of disengaging
- Provide a soft blanket for a toddler who is being rocked and getting ready for nap time
- Remain calm, and validate a toddler's extreme frustration
- Provide a consistent, supportive routine

These are all ways that adults help a child to regulate his/her emotions and internal states.

Infants begin to learn ways to identify and self soothe their own distress first by being soothed when their needs are met by another, and then by developing their own self-soothing, self-regulating strategies.

You're going to watch a video which shows an adult caregiver supporting a 7-month-old's social-emotional development, specifically self-regulation.

While you are watching, take note of what you see the baby doing, what you see the caregiver doing to help the baby regulate himself, and whether or not the caregiver's efforts were successful.



Play PRISM Intro - Supporting Self-Regulation (1 min 19 sec)

Presenter Notes:


If time allows, show the clip a few times to see if, through multiple observations, participants are able to notice more behaviors. Consider having part of the group observe the caregiver and part of the group observe the young child.


Slide 27: Activity - Partner Discussion


Find a partner and discuss the video clip, keeping in mind the guiding questions we mentioned before playing the video. They are up on the slide, if you need a reminder.

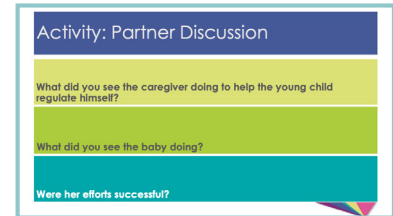
Give about 5 minutes for partner discussion.

Let's come back together as a group and talk about what you observed.

 What did you see the baby doing?

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

 Were her efforts successful? How can you tell?



Presenter Notes:
Help participants use their observations to imagine how the caregiver feels and how the young child feels. Note that how the young child feels and how the caregiver feels may likely contribute to their positive behavior.

Slide 28: Self-Reflection

Now that we have observed other caregivers in action, we are going to think about our own practices. Reflecting and analyzing our own practices enables us to identify our own personal strengths, as well as further growth opportunities. Understanding where you are now, and where you would like to be helps identify the steps to move toward your goals.

We are going to do some self-reflection, so take out **Handout 10** and read through the Practice Implementation Checklist on Warm and Responsive Relationships. It is a list of practices related to how we can build warm and responsive relationships every day.

Star items that are a strength for you, and check any boxes that apply. You might find you check multiple boxes in one area, but may not check any in another.

We will take a few minutes for you to fill it out, and then we will come back together and discuss.

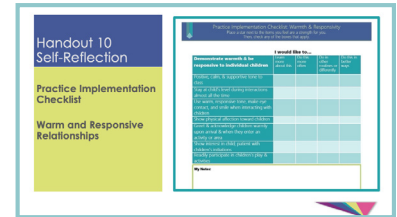
Can anyone share some practices you already use on a regular basis? What about a practice you find easy to use with some children, but would like to use more strategically with others?

What about practices you use sometimes, but you'd like to use more often or in a new way? Are there practices you use during some activities, but not in others?

Are there any practices you aren't using but would like to learn to implement?

Leave time for group to respond.

In future training sessions, we will use other Implementation Checklists to reflect on different aspects of our practices. The checklists can be used during coaching, action planning, or as a self-reflection tool after your trainings sessions.



Slide 29: Major Messages to Take Home

Today's training provided you with definitions and an understanding of both the Pyramid Model and Social-Emotional development in infants and toddlers. We reviewed social-emotional milestones, discussed the developing brain, and examined the development continuum of social-emotional skills.

It is important to remember, as caregivers to young children, to make every day count by supporting the social-emotional development of children in your care throughout all of your daily interactions and activities.



Slide 30: Tier 1 Practices

Today we laid a foundation for understanding social-emotional development for infants and toddlers, and how warm and responsive caregiver-child interactions and relationships play an important role in the developmental process.

As we get together for future sessions, we will focus on practices for promoting social-emotional competence for young children.

The slide shows some of the topics for future sessions.

- We will talk about how to teach about feelings and emotions, and how to promote engagement and peer interactions.
- We will talk about how we can communicate behavioral expectations, respond to distress, and manage challenging behavior.
- And we will talk about how having predictable schedules, routines, and transitions, and a well-planned environment can help support children.
- We will also spend some time talking about how we collaborate with other teachers, early childhood professionals, and importantly, with families to support the social-emotional growth of young children in our care.

