



Infant-Toddler Caregiver Reflection Tool

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This is a tool for caregivers of infants and toddlers to use when thinking about how to promote their child's social and emotional development. It provides information on the use of caregiver practices to support healthy social and emotional development in infants and toddlers. It can be used in the following ways:

- ▶ Joint-planning decisions between early interventionists practitioners and caregivers to identify potential social emotional goals.
- ▶ Create awareness and inform caregivers on practices they can use, or already use, to support their child's social and emotional development.

Responsive Communication	I do this	I don't do this	This is something I want to know more about	This is something I want to learn to do
I frequently talk to my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wait and watch my child before joining in play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I join in my child's play by following their ideas and matching their focus of interest or attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I comment on my child's interests, activities or actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I imitate my child's sounds, words, and actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I add more words or actions when my child initiates communication or interaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I patiently respond in some way to my child's initiations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I listen and respond on topic to my child's verbal and non-verbal communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I pause during back and forth interactions to allow my child to take a turn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use positive comments with my child that describe what they did well in their attempt to communicate (e.g., "You asked for more. Here comes another tickle!").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use a variety of strategies (e.g., gestures, visuals, use of my family's preferred language) to help my child communicate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Responsive Communication Notes: _____

Responsive Interactions	I do this	I don't do this	This is something I want to know more about	This is something I want to learn to do
I use a calm, positive, and supportive tone with my child (including when child is in distress).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I position myself at my child's level during interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I smile, use eye contact, or gentle physical touch to connect with my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I show physical affection to my child (e.g., hugs, sitting in lap, holding) to connect with my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy my time playing or participating in activities with my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I respond quickly when my child is experiencing distress or is upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Caregiver Warmth and Responsivity Notes: _____

Supporting Positive Social Interactions with Others	I do this	I don't do this	This is something I want to know more about	This is something I want to learn to do
I remain close when my child interacts with peers, siblings, or new adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage my child to initiate and respond during interactions with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I model social skills for my child (e.g., greetings, using words or gestures, taking turns, gentle touches).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I help my child to work cooperatively with others (e.g., help a peer clean up toys).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I comment to help my child understand others' intentions (e.g., "Neely is coming over to say hi").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I offer comfort to my child when they have experienced a negative interaction with a peer or sibling (e.g., other child takes a toy or hits).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use positive comments with my child that describe what they did well after engaging in a positive interaction with others (e.g., "You said Hi to Marilyn and now she wants to share her toy with you.").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supporting Positive Social Interactions with Others Notes: _____

Encouraging Child's Active Engagement during Activities, Routines and Transitions	I do this	I don't do this	This is something I want to know more about	This is something I want to learn to do
Overall, I have predictable parts of the day in place for my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use multiple ways to help my child become interested and engage in activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use materials and activities that are appropriate for my child's development and understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use a variety of ways to help my child engage in multiple back and forth exchanges with myself and others (e.g., peekaboo, singing songs, fingerplays, facial expressions, imitation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide positive attention (e.g., facial expressions, positive comments, hi fives) when my child engages with materials, or in different activities and routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide my toddler with opportunities to make choices throughout the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am responsive to my child's individual needs that may occur during planned routines and activities (e.g., diaper change, child loses interest, needs a nap).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When my child has signaled they have lost interest in an activity, I support them by signing or saying "all done" before moving with them to the new activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use additional supports to help my child as needed during transitions (e.g., I am going to pick you up, use a timer, use object picture cards).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I balance providing support and offering opportunities for my child to engage on their own during routines and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use words to narrate or use picture cards to signal what is happening before to and during a routine or activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Encouraging Child's Active Engagement during Activities, Routines and Transitions Notes: _____

Teaching Emotions	I do this	I don't do this	This is something I want to know more about	This is something I want to learn to do
I use words to talk about feelings throughout the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I label my child's feelings (e.g., happy, excited, disappointed, scared).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to show empathy and understanding of my child's feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make attempts to match my energy and emotion to my child's during interactions (e.g., when my child smiles at me, I smile back; if they are calm, I am calm).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I label my own emotions in front of my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I show my toddler how to breathe to calm down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have strategies I use to calm myself when I need to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I pretend to have a problem and encourage my toddler to help me solve it (e.g., forgetting a utensil, forgetting where a toy goes during cleanup).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When my child is experiencing anger, sadness, excitement or frustration, I help them identify the feeling, and help them to calm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Promoting Emotional Literacy Notes: _____

Communicating Developmentally Appropriate Expectations	I do this	I don't do this	This is something I want to know more about	This is something I want to learn to do
The expectations I have for my child are appropriate for their age and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use positive language to let my child know what to do during the day (e.g., "Use gentle hands with the cat."; "Use your spoon.").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I show my child what to do during specific moments of the day (e.g., putting a cup in the sink, washing hands).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use positive comments or attention when my toddler is behaving appropriately related to the expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use simple words and phrases to explain what could happen if my toddler engages in a specific behavior (e.g., "If you stand on the chair, you could fall and get hurt.").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communicating Developmentally Appropriate Expectations Notes: _____

Responding to Child's Distress and Challenging Behavior	I do this	I don't do this	This is something I want to know more about	This is something I want to learn to do
I remain calm and supportive when my child is experiencing distress or engaging in challenging behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide a lot of positive attention when my toddler behaves appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide positive attention after my toddler has calmed down and is behaving appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When appropriate, I help my angry or upset toddler identify what caused them to feel upset, and how they might calm down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When my toddler engages in behavior that is challenging, I try to redirect their attention to something new or ignore the challenging behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan strategies in advance to support my child's success (e.g., removal of item that typically links to the behavior, bringing extra snacks on a community outing).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide responses that naturally link to the challenging behavior (e.g., child throws a toy, adult removes toy).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide my toddler opportunities to practice new and age appropriate skills in place of challenging behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Responding to Child's Distress and Challenging Behavior Notes: _____

Sources

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