

Center on the Social and Emotional Foundations for Early Learning
Project funded by the Health Resources and Services Administration of the U.S. Department of Health and Human Services

**CSEFEL Module One
 Infant and Toddler**

**Social Emotional Development
 within the Context of
 Relationships**

Getting to Know Each Other

Warm-Up Activity in Small Groups

- Introduce yourself
- How many years have you worked with infants and toddlers?
- What is your role?
- Why are you attending this training?
- What do you hope to take home?
- What did you leave behind in order to be here?

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Learner Objectives

Participants will be able to:

- Define social emotional development and describe how it unfolds in the context of caregiving relationships.
- Reflect on how culture (perceptions, beliefs, values) influences caregiving, parenting and the social emotional development of infants and toddlers.

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Learner Objectives

Participants will be able to:

- Understand and describe that all young children’s behavior is a way of communicating and has meaning .
- Use a variety of strategies, including self-reflection and observation, to increase their capacity to support social emotional development of infants, toddlers and their families.

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Agenda

- Setting the Stage
- Understanding Social Emotional Development (What is it and how does it happen?)
- Understanding Behavior – Making Sense of What You See and Hear
- Forming and Sustaining Relationships with Young Children and Families
- Essential Positive Messages
- 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 Words We Will Use

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

Understanding the Pyramid Model



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



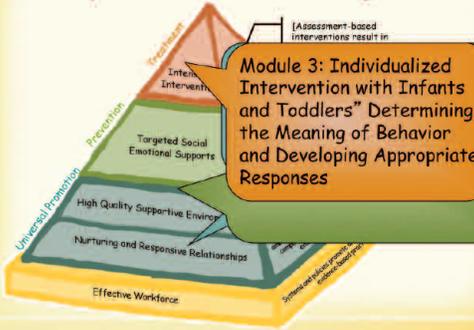
Key Points about the CSEFEL Pyramid Model

- Most social/emotional development and behavior is promoted through positive preventive measures
- Most children's behavior and development does not require intensive intervention



Shared by Miam Santiago

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



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

Where Are We?
Module 1: Social Emotional Development within the Context of Relationships

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Understanding Social Emotional Development
 (What is it and how does it happen?)

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Why Focus on Social Emotional Development?

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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

Activity: ABC's of Social Emotional Development

A _____
 B _____
 C _____
 D _____
 E _____
 F _____
 G _____
 H _____
 I _____
 J _____

- Using a blank piece of paper, write the alphabet down the left hand side
- Think about your own social emotional skills and strengths, as well as social emotional skills you want to see and help support in the children you care for
- In 2 minutes, brainstorm a list of words you are thinking about using each letter of the alphabet

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

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How Can We Get There?

Capacity to:

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

Capacity to:

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

Birth Five

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What Helps Us Get There

- One-on-one time
- Play
- Quick and predictable responses
- Cuddling and gentle touch
- Routines that establish patterns of caring response
- Talking
- Reading and singing

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Caregivers Supporting Social Emotional Development

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What Strategies Do the Caregivers Use To...

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

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Video 1.2 Supporting Self-Regulation

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Activity: Partner Discussion

- What did you see the baby doing?
- What did you see the caregiver doing to help the young child regulate himself?
- Were her efforts successful?

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Strategies for Helping Young Children Self-Regulate

- Contain their limbs with swaddling or by cuddling; gently hold babies close to your chest and heartbeat
- Offer and encourage infants and toddlers to use comfort items such as a pacifier, blanket, or favorite stuffed animal or offer your finger or thumb to hold or squeeze
- Hold, rock, cuddle, sing and read to infants and toddlers
- Respond promptly and consistently to young children's needs

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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

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Making Every Day Count: Ways to Help Build Brain Connections

- Create a photo album
- Hold and touch young children gently – offer gentle caresses
- Use a warm and encouraging tone of voice
- Talk, sing and read books
- Play pat-a-cake

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Understanding Behavior – Making Sense of What You See and Hear

Careful Observation



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What Things Do You Notice?

- Try to fill in the numbers, letters and symbols found on a telephone keypad.



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Sometimes We Miss the Details

- Getting to know children and families takes continuous, careful observation!



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Observation

- Record what you see and hear
- Be objective – just the facts
- Use all of your senses (see, hear, taste, touch, feel, smell)
- Note your own responses and how you are feeling
- Observe different days, different times of day

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Describe What You See In This Picture



Shared by Kristin Tenney-Blackwell

Time for Reflection

- What was my purpose for observing?
- Do I notice any similarities or patterns?
- What do these observations suggest?
- What else might be going on?
- Is there anything else I want to observe or find out?
- How does this observation fit with other things that I know about the child?

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Learning From Families

- Encourage families to share their observations
- Let families know their observations are important and valued.
- Place a basket at sign-in for families to drop off photos and notes to support careful observation.



Shared by Kristin Tenney-Blackwell

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Understanding Behavior – Making Sense of What You See and Hear

Ways Children Communicate

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Cues of Young Children

Engagement cues – “I want more.”

Disengagement cues – “I need a break.”



Shared by Amy Hunter

What Cues Do Children Give You?

- To show they are engaged?
 - Infants
 - Toddlers
- To show they are disengaged?
 - Infants
 - Toddlers



Young Children Communicate in Many Ways

- Gaze aversion (looking away)
- Yawning
- Pushing out of the lips
- Smiling
- Eyebrow raising
- Eyes widen and sparkling
- Dull look/blank facial expression
- Giggling
- Squealing

Young Children Communicate in Many Ways (con't)

- Pulling away
- Joining of hands
- Arching back, stiffening
- Reaching for caregiver
- Lowering of the head
- Lengthy mutual gaze
- Hand to mouth
- Hiccups
- Stiffening muscles

How Would You Respond to These Young Children?



Understanding Behavior – Making Sense of What You See and Hear

Knowing Social Emotional Development Milestones



Knowing Social Emotional Development Milestones

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

**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 train 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 infants, there is considerable overlap among areas of growth. The term "mother" is used to represent the primary attachment figure.

The Developmental Continuum from 12 months to 2 ½ years: Social and Emotional Indicators (cont'd)

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. Richard Lilly, Abbey Griffin, et al., Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practices (Washington, DC: ZERO TO THREE/The National Center, 1998), pp. 70-79.

**The Developmental Continuum from Age 2 ½ - 3 ½ :
Social and Emotional Indicators (cont'd)**

Age Range	Attachment Trust/ Security	Self-Awareness/ Identity	Exploration Autonomy/ Independence
Preschool (2½ to 3½ years)	<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 talking) 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. Richard Lilly, Abbey Griffin, et al., Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practices (Washington, DC: ZERO TO THREE/The National Center, 1998), pp. 76-79.

Development Presents Opportunities and Challenges

- As infants develop, new challenges may emerge
- Challenges may occur because new development has not yet occurred (e.g., child may not have developed the ability to express her wants and needs verbally)
- Development creates the need for relationship shifts and modifications in caregiving

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Importance of Social Emotional Screening

- Use validated screening instruments that can identify strengths as well as possible social-emotional areas of need in infants and toddlers
- Early identification of young children with social emotional needs is key

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Understanding Behavior – Making Sense of What You See and Hear

Temperament

Temperament

- Appears to be biologically based
- Fairly constant over time
- Affects a child's reactions to other people and the environment



(Wittmer & Petersen, 2006 based on Thomas, Chess, Birch, Hertzog & Korn, 1963)

istockphoto.com/Grafissimo

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Temperament Traits

- **Activity level** – always active or generally still
- **Biological rhythms** – predictability of hunger, sleep, elimination
- **Approach/withdrawal** – response to new situations
- **Mood** – tendency to react with positive or negative mood, serious, fussy
- **Intensity of reaction** – energy or strength of emotional reaction
- **Sensitivity** – comfort with levels of sensory information; sound, brightness of light, feel of clothing, new tastes
- **Adaptability** – ease of managing transitions or changes
- **Distractibility** – how easily a child's attention is pulled from an activity
- **Persistence** – how long child continues with an activity he/she finds difficult

Adapted with permission from Wittmer and Petersen, 2006

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Temperament Types

Flexible	Fearful	Feisty
Regular rhythms	Adapts slowly	Active
Positive mood	Withdraws	Intense
Adaptability		Distractible
Low intensity		Sensitive
Low sensitivity		Irregular
		Moody

Think About:

- What is the child like?
- How calm or active is she?
- How does she respond to changes in routines?
- How does she deal with a lot of stimulation?
- How does she let you know she likes something, dislikes something, etc.?

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Temperament Types Flexible, Fearful, and Feisty





http://office.microsoft.com/en-au/default.aspx istockphoto.com/LisaSivara http://office.microsoft.com/en-us/default.aspx

Activity: Considering Temperament I/T Handout 1.14

- Think of a child that challenges you
- Write down the **temperament traits** of the child you are thinking about (A)
- Taking the child's point-of-view and answer:
 - "Let me tell you about..." (B)
 - "I don't like it when you..." (C)
 - "It would help me if you..." (D)



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Strategies to Develop a “Good Fit”: How to Adjust Your Temperament

- Acknowledge a child’s temperament traits as well as your own
- Consider ways to adapt the daily schedule, energy level, lighting, sound, pace, activity level, and stimulation to best match the child’s temperament

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Strategies to Develop a “Good Fit”: How to Adjust Your Temperament

- Focus on the positive attributes of all temperament traits (e.g., cautious vs. shy; persistent vs. stubborn; energetic vs. overactive or “hyper”)

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Why Is Understanding Temperament Important?

- Helps caregivers to be more responsive and effective
- Children get the message they are wonderful and accepted exactly the way they are
- Helps to support relationship building

Understanding Behavior – Making Sense of What You See and Hear

Social Emotional Development and Behavior



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The Relationship Between Social Emotional Development and Behavior

- Behavior has meaning and it is communicating a message
 - A smile may mean ...
 - Two arms stretched up may mean...
 - Pointing at a bottle may mean...



Provided by Amy Hunter

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The Relationship Between Social Emotional Development and Behavior

- A 3-month-old screams and cries for long periods of time because...
- A 17-month-old hits another child because ...
- A 2-year-old says “no” frequently because...



Video 1.3 What Is The Biting Trying to Tell Us?



clip 1.3

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The Basics of Behavior

- Behavior has a message
- Children may display “challenging behavior” because they do not have other skills to meet their intended need
- We can focus on understanding the behavior, meeting the child’s need, and teaching children what to do in place of the challenging behavior

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Understanding Behavior – Making Sense of What You See and Hear

Social Emotional Development and Values, Beliefs and Assumptions



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Activity: Examining Our Emotional Reactions to Behaviors

I/T Handout 1.15

- What behaviors push your buttons?
- How do these behaviors make you feel?
- How does this impact your relationship with a child and his/her family?

Handout 1.15	
Hot Button Activity	
Behaviors	● ● ●
Feelings	● ● ●
Impact	● ● ●

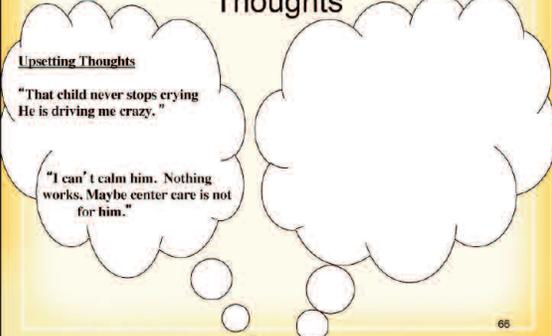
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Strategies For Responding to Feelings

- Use feelings as a signal or reminder
- Take extra effort to remain calm or take a break
- Take time for additional observations
- Ask for help
- Pay attention to your own behavior and feelings

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Noticing and Challenging Our Thoughts



Upsetting Thoughts
 “That child never stops crying. He is driving me crazy.”

“I can’t calm him. Nothing works. Maybe center care is not for him.”

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Noticing and Challenging Our Thoughts

Upsetting Thoughts

"That child never stops crying. He is driving me crazy."

"I can't calm him. Nothing works. Maybe center care is not for him."

Calming Thoughts

"This child is getting to know me and learning how to regulate. My job is to stay calm and help soothe him. As I stay calm and keep trying to find ways to comfort him, we will develop a better relationship which will help him."

"I can handle this. I am in control. I am not alone in this. I can ask others for help and support."

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Noticing and Challenging Our Thoughts

Upsetting Thoughts

"Sarah is only trying to get to me and ruin my day."

"I don't know how to do this. This child's needs are beyond my training."

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Noticing and Challenging Our Thoughts

Upsetting Thoughts

"Sarah is only trying to get to me and ruin my day."

"I don't know how to do this. This child's needs are beyond my training."

Calming Thoughts

"Sarah is not developmentally capable of this. She may have learned that this is a good way to get her needs met. I can work harder to teach her better ways to get her needs met."

"I work as part of a team. We can work together to try to figure this out. This child and family needs our help."

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Activity: Reframing I/T Handout 1.16

- Read the four examples listed
- Generate two to three other behaviors that push your buttons
- Notice what thoughts you have about these behaviors and write these down under the column "Problem Statement"
- Challenge your thoughts in order to reframe and replace with a more calming thought – write these new thoughts under the column "Reframed Statement"

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Videos 1.4 Caregivers Noticing and Challenging Their Thoughts (Part 1)



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Videos 1.5 Caregivers Noticing and Challenging Their Thoughts (Part 2)



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Strategies for Reframing

- Notice your own feelings, step back
- Observe the behavior
- Ask “I wonder questions” about the behavior
- Further educate yourself about a child’s age and stage of growth

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Strategies for Reframing

- Take deep breaths
- Relaxation and meditation exercises
- Focus on what you can do; think about the messages of your behavior
- Find support

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Understanding Behavior – Making Sense of What You See and Hear

Cultural Influences



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How Culture Influences Caregiver Behavior

- Individual and culturally based beliefs, values and perceptions affect caregiver attitudes about behavior
- Infants and toddlers don’t come to care knowing what behaviors are appropriate in group care settings

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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	26.5	32.4*
Finger Food	8.9	9.4	9.5
Wean	16.8	18.2	36.2*
Sleep by Self	13.0	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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Activity: Large Group Discussion

- How might differing cultural expectations among you and other caregivers and/or parents impact your work with children and their social emotional development?
- As a caregiver, can you think of any example where you had differing values, beliefs and ideas about to care for an infant?

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Activity: Partner Discussion

- According to your cultural/family beliefs and values, toddlers should complete potty learning by 32 months. The family of a young child you care for expects their child to complete potty learning at 20 months. What can you do to best understand and support this child and family?

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Video 1.6 Learning From Families



Strategies for Supporting Cultural Influences

- Visit families' homes and communities
- Support children's home languages
- Training in cultural competency
- Share picture books where children in the stories come from around the world or diverse cultures
- Ask families to share a special lullaby or song from their culture

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Forming and Sustaining Relationships with Young Children and Families

Context of Relationships



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What Are Relationships?

Relationships:

- Have emotional connections
- Endure over time
- Have special meaning between the two people
- Create memories and expectations in the minds of the people involved



Provided by Marcia Sandfer

Activity: Reflecting on Our Own Relationships I/T Handout 1.17

- Think about a satisfying relationship in your life. Name three things...
- What messages did you receive from your family and/or culture?
- Do you behave the same way (or differently) as adults who cared for you?



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Activity: What Do Your Relationships Look Like?

Imagine someone is taking pictures of your interactions with children throughout the day...

- What kinds of interactions would be captured?
- What strengths would be identified?
- How many moments of these types of interactions make up the day for the infants and toddlers in your care?
- How might you increase joyful interactions like these in your care setting?



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Strategies to Build A Secure Relationship with a Very Young Child

- Attempt to understand the child's behaviors, communication and needs
- Acknowledge and respond to a child's needs as soon as possible
- Use natural opportunities to be physically close and comforting (holding, rocking, sitting near)

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Strategies to Build A Secure Relationship with a Very Young Child

- Use a warm, calming voice
- Follow the child's lead
- Be responsive, show reciprocity in interactions (listen, watch, wait, respond)
- Use photos, songs, stories and objects that reflect the child and family's language and culture

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Strategies to Build A Secure Relationship with a Very Young Child

- Use a child's name
- Use meaningful language
- Respond to the child's vocalizations
- Use routines such as diapering and feeding as one-on-one time to interact individually

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Strategies to Build A Secure Relationship with a Very Young Child

- Acknowledge and mirror child's emotions
- Engage in joint attention
- Spend time on the floor with infants and toddlers
- **Reflect** on your own feelings, values and beliefs
- **Observe**

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Activity: Enhancing My Relationships

List **3** things that you will do in the next three weeks to help "fill/refill" relationship tanks - things that will make a child feel really special, things that will help build a positive relationship with a child.



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Forming and Sustaining Relationships with Young Children and Families

Attachment Relationship




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Attachment Relationship

Attachment is a pattern of interaction that develops over time as the infant or toddler and caregiver engage.

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Video 1.8: Supporting Attachment



clip 1.8

Activity: Attachment Relationships
I/T Handout 1.18



Shared by Kristin Tenney-Blackwell

Forming and Sustaining Relationships with Young Children and Families

Building Relationships with Families



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Activity:
Building a New Relationship

- Find a partner you don't know
- Find a way to get to know your partner
- Write down how you started the conversation and highlight what you talked about



Building Relationships With Families and Supporting the Parent-Child Relationship

- A child's first and primary teacher is the family
- Supporting and enhancing the parent-child relationship is one of the most important roles caregivers have
- Caring for infants and toddlers is caring for the family

Video 1.9 A Parent's Perspective



clip 1.9

Strategies to Build Relationships With Families

- Communicate daily with families and offer multiple ways to share information (build a ritual at drop off or pick up)
- Invite conversation, listen and follow up
- Have regularly scheduled times for face-to-face meetings
- Respect families' views and child rearing beliefs
- Seek family evaluations of the program and of your care

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Strategies to Build Relationship With Families

- Seek families' knowledge of their child's strengths, needs and interests
- Ask families questions about their child
- Ask families to help
- Get to know family members as individuals
- Share something personal
- Share observations about their child

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Forming and Sustaining Relationships with Young Children and Families

Understanding Families



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Possible Risk Factors Affecting Families

- Poverty
- Nonflexible work situations
- No maternal or paternal leave
- Little support from other family members or neighbors
- Challenging relationships with their own families
- Substance abuse
- Domestic violence

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Maternal Depression

- A combination of symptoms that interfere with the ability to work, sleep, eat, enjoy and *parent* - affect all aspects of work and family life;
- An illness that frequently starts early in life, that may have a biological component, and that produces substantial disability in functioning

http://www.nccco.org/publications/pdf/text_781.pdf

Research on Depression in Early Head Start Families

- Nearly half of mothers (48%) were depressed at enrollment
- 18% of fathers were depressed when child was 2 years old; 16% when child was 3 years old

http://www.acf.hhs.gov/programs/opre/ehs/ehs_research/reports/dissemination/depression/depression_talkingpts.pdf

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Maternal Depression Can Impact...

- Birth outcomes
- A parent's ability to bond and attach to her child
- A young child's language, cognitive, and behavioral development
- A parent's ability to follow appropriate health and safety guidelines

http://www.nccp.org/publications/pdf/text_L791.pdf

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Family Connections



Fostering Resilience in Families Coping with Depression: Practical Ways Head Start Staff Can Help Families Build on their Power to Cope

<http://eickc.ohs.acf.hhs.gov/rsic/ecd/Mental%20Health/Resources%20%26%20Support%20for%20Families/Parenta%20Depression/fosteringresilience.pdf>

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Five Things Caregivers Can Do

- Give all parents information about depression and provide positive information about help and recovery
- Inquire about all parents' feelings at a time and place where you both feel comfortable

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Five Things Caregivers Can Do

- Let a family know that you are concerned and want to help
- Listen without interrupting and avoid judgment
- Ask the family member how she is feeling and if she would like extra support. If yes, use your resources to provide a referral in your community.

Mental health first aid
<http://www.headstart.gov/What-Should-You-Do-if-You-Support-a-Friend-or-Loved-One-Who-has-a-Mental-health-Problem?cid=266994>

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Activity: Working With Families Inventory

I/T Handout 1.20




Paulette Rubeyantz_Stock_009002320972Medium[1] cropped.jpg

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Essential Positive Messages




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Activity: Essential Positive Messages for Each Child and Family

- Please take a moment to generate a list of essential messages for young children and families. The messages should be about...
 - How valuable they are to us
 - How committed we are to them
- Think about, what are concrete behaviors that will convey the message(s)?



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Wrap-Up, Reflection and Action Planning



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Reflection

- What questions do you have about the material we discussed?
- What additional strengths are you able to recognize in your work and practices? In the children you care for? Families you help support?
- What strategies did you see or hear that might be useful in your role and work?

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Activity: Planning for Change I/T Handout 1.21



- Use the handout to develop an action plan for yourself
- List three things you will do as you consider ways to continue developing relationships with infants, toddlers and families

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Major Messages to Take Home

- It is within families that children learn to experience and communicate emotion.
- Early social emotional wellness develops within the context of relationships.
- Caregivers are critically important to social emotional development of infants and toddlers.

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Major Messages to Take Home

- Caregivers who reflect on their own well being, skills, and perspectives will be better equipped to contribute to the positive social emotional development of infants and toddlers and to supporting families rearing infants and toddlers.
- Caregivers who use a variety of strategies, including observation, will be better able to form close relationships with infants, toddlers and their families.

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