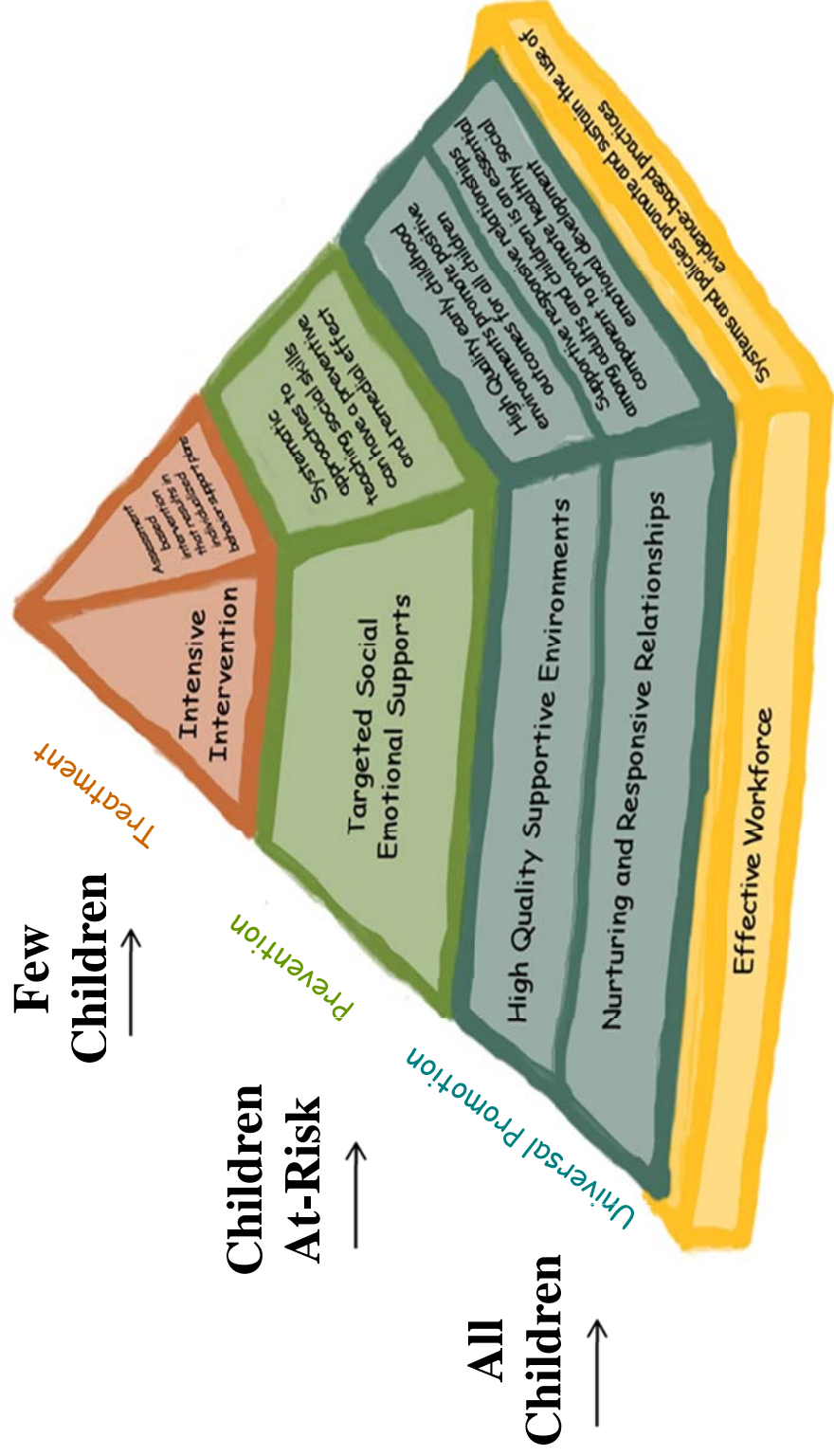


Reframing Activity

Problem Statement	Reframed Statement
1. He whines from the moment he gets here until the time his parents pick him up.	<i>Possible response: He must really miss his family</i>
2. She is clingy not only with her mother but other adults as well.	<i>She might be slow to warm up in new settings or in the presence of other children and adults.</i>
3. I have to watch him like a hawk or he'll run down the hall or go out the gate.	<i>He may not understand my expectations about staying with the group. He is very active.</i>
4. She constantly knocks over other children's constructions or destroys other children's art work.	<i>She may want to join other children's play, and she may not know how to ask. She may be frustrated because she does not know how to play with the materials or complete her art project.</i>
5.	
6.	
7.	

Pyramid Model

For Promoting Social Emotional Competence in Young Children



Social Emotional Developmental Milestones 0 to 5-years-old

The First Year	From the start, babies eagerly explore their world-and that includes themselves and other people.
Birth to 3 months	<p>Babies spend a lot of time getting to know their own bodies. They:</p> <ul style="list-style-type: none"> • Suck their own fingers • Observe their own hands • Look at the place on the body that is being touched • Begin to realize she is a separate person from others and learn how body parts, like arms and legs, are attached <p>Infants are interested in other people and learn to recognize primary caregivers. Most infants:</p> <ul style="list-style-type: none"> • Can be comforted by a familiar adult • Respond positively to touch • Interact best when in an alert state or in an inactive and attentive state • Benefit from short, frequent interactions more than long, infrequent ones • Smile and show pleasure in response to social stimulation
3 to 6 months	<p>Babies are more likely to initiate social interaction. They begin to:</p> <ul style="list-style-type: none"> • Play peek-a-boo • Pay attention to own name • Smile spontaneously • Laugh aloud
6 to 9 months	<p>Babies show a wider emotional range and stronger preferences for familiar people. Most can:</p> <ul style="list-style-type: none"> • Express several clearly differentiated emotions • Distinguish friends from strangers • Respond actively to language and gestures • Show displeasure at the loss of a toy
9 to 12 Months	<p>As they near age one, imitation and self-regulation gain importance. Most babies can:</p> <ul style="list-style-type: none"> • Feed themselves finger foods • Hold a cup with two hands and drink with assistance • Hold out arms and legs while being dressed • Mimic simple actions • Show anxiety when separated from primary caregiver
1 to 2 years	<p>Children become more aware of themselves and their ability to make things happen. They express a wider range of emotions and are more likely to initiate interaction with other people. At this stage, most children:</p> <ul style="list-style-type: none"> • Recognize themselves in pictures or the mirror and smile or make faces at themselves • Show intense feelings for parents and show affection for other familiar people • Play by themselves and initiate their own play • Express negative feelings • Show pride and pleasure at new accomplishments • Imitate adult behaviors in play • Show a strong sense of self through assertiveness, directing others • Begin to be helpful, such as by helping to put things away

Module 1 Handout 1.3: Social Emotional Developmental Milestones

<p>2 to 3 years</p>	<p>Children begin to experience themselves as more powerful, creative "doers." They explore everything, show a stronger sense of self and expand their range of self-help skills. Self-regulation is a big challenge. Two-year-olds are likely to:</p> <ul style="list-style-type: none"> • Show awareness of gender identity • Indicate toileting needs • Help to dress and undress themselves • Be assertive about their preferences and say no to adult requests • Begin self-evaluation and develop notions of themselves as good, bad, attractive, etc. • Show awareness of their own feelings and those of others, and talk about feelings • Experience rapid mood shifts and show increased fearfulness (for example, fear of the dark, or certain objects) • Display aggressive feelings and behaviors <p>Children enjoy parallel play, engaging in solitary activities near other children. They are likely to:</p> <ul style="list-style-type: none"> • Watch other children and briefly join in play • Defend their possessions • Begin to play house • Use objects symbolically in play • Participate in simple group activities, such as singing clapping or dancing • Know gender identity
<p>3 to 4 years</p>	<p>As their dexterity and self-help skills improve, 3-year-olds become more independent. Most can:</p> <ul style="list-style-type: none"> • Follow a series of simple directions • Complete simple tasks with food without assistance, such as spreading soft butter with a dull knife and pouring from a small pitcher • Wash hands unassisted and blow nose when reminded <p>Children become more interested in other children. They are now more likely to:</p> <ul style="list-style-type: none"> • Share toys, taking turns with assistance • Initiate or join in play with other children and make up games • Begin dramatic play, acting out whole scenes (such as traveling, pretending to be animals)
<p>4 to 5 years</p>	<p>At this age, children are more aware of themselves as individuals. They:</p> <ul style="list-style-type: none"> • Show some understanding of moral reasoning (exploring ideas about fairness and good or bad behavior) • Compare themselves with others <p>4-year-olds are very interested in relationships with other children. They:</p> <ul style="list-style-type: none"> • Develop friendships • Express more awareness of other people's feelings • Show interest in exploring sex differences • Enjoy imaginative play with other children, like dress up or house • Bring dramatic play closer to reality by paying attention to detail, time, and space

D

It would help me if you would:

- 1.
- 2.
- 3.
- 4.
- 5.

A

I am thinking about _____.

His/Her temperament traits are:

- 1.
- 2.
- 3.
- 4.
- 5.

B

I am _____.

I am _____ old.

Let me tell you about what it is like to be me.

C

I don't like it when you:



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

Relationship Building Strategies

Pay attention to each individual child.

Joke and laugh with children.

Know what interests each child and talk to the child about that interest.

Respect each child's approach to situations and people.

Talk to the child seriously when the topic is serious or important to the child.

Ask children to tell you what makes them happy and sad, and respect their feelings.

Show children that you are happy they are there.

Learn and remember personal information about children (e.g., best friend's last name, pet's name, type of pets, sibling, activities they do outside of your program), and use this information in your conversations with them.

Give children genuine choices, and assist them in following through with their choices.

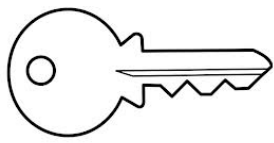
Show respect for children's cultural, linguistic, and religious beliefs.

Listen to children when they speak to you, and respond appropriately to their questions.

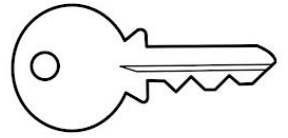
Spend time with children doing what they love to do.

Smile at children.

Respond to children consistently.



Communication with Families is Key



Keep Families informed

Build rapport with families

Do not have a judgmental or critical attitude

Begin the conversation with something non-threatening and positive

Be an active listener

Request ideas, suggestions and feedback

Be careful with the language you use

Before giving advice be respectful and ask if they want advice—show empathy for parents

Acknowledge their feelings as well as their words

Be sure to state your concerns in the form of an “I” message

Ask questions instead of making statements

The five “R’s” are helpful when ending a conference or discussion with parents

1. Reassure parents that you want the child to be successful.
2. Remind them that their input and cooperation is critical.
3. Reinforce that you want to do whatever is possible to help them.
4. Relate what you can and cannot do.
5. Restate what both you and the parents have agreed to do.

Quality Early Learning Environments

1. Clearly Defined Areas
 - a. Interest areas
 - b. Pathways
 - c. Group meeting space
2. Adequate space for play
 - a. Consider traffic-flow: How many children play in this space?
 - b. Consider energy level: What type of play happens here?
 - c. Consider location: Keep quiet areas away from block and dramatic play areas. Try to keep messy activities such as art on hard surfaces and near a sink.
3. Low-shelving and no visual barriers
 - a. Keeps toys accessible for children to use and pick up
 - b. Allows you to supervise from across the room
4. Aesthetically pleasing
 - a. Use of natural light
 - b. Soft colors
 - c. Presence of texture (soft pillows, woven rugs, visual art)
5. Developmentally appropriate materials
 - a. Organized (like items together)
 - b. Materials should be stored in places that are visible to children
 - c. Labeled shelves and containers
 - d. Adequate number of materials (3 units of play per child)
 - e. Periodically rotate toys to keep children's interest
6. Create private and personal space
 - a. Provide quiet nooks; use shelves and rugs to define the space
 - b. Give each child a place to store their personal belongings

Physical Environment	Yes/No
Design clearly defined areas	
<ul style="list-style-type: none"> • Interest areas-Are there at least 3 clearly defined areas with different purposes (e.g. book area, block area, dramatic play area...) 	
<ul style="list-style-type: none"> • Pathways-Is it clear where children should walk to avoid interrupting other children's play? 	
<ul style="list-style-type: none"> • Group meeting space-If you do group activities do you have a space where all children can comfortably fit without squishing each other? 	
Adequate space for play	
<ul style="list-style-type: none"> • Interest area limits-How many children can comfortably play in each interest area? Verbally and visually indicate to the children the number of friends allowed in each interest area. 	
<ul style="list-style-type: none"> • Discuss rules with children-Do the children know what is expected of them in each interest area? 	
<ul style="list-style-type: none"> • Location-Are quiet areas as far away as possible from loud areas? Are messy activities as close to the sink as possible? 	
Low-shelving and no visual barriers	
<ul style="list-style-type: none"> • Low-open shelving-Can the children choose and put away materials on their own or do they have to ask for help to reach some materials? 	
<ul style="list-style-type: none"> • No visual barriers-Can you see all the children in the room or are there shelves that children can hide behind where you can't see what is happening? 	
Aesthetically pleasing	
<ul style="list-style-type: none"> • Natural light-Is there any natural light in the rooms children use? Can you control the amount of light with curtains, blinds, ect? 	
<ul style="list-style-type: none"> • Colors-Could colors be overwhelming to infants or 	

children that are highly sensitive?	
<ul style="list-style-type: none"> • Texture-Do you have different textures in your environment? (soft pillow, woven rugs, ect...) 	
Developmentally Appropriate Materials	
<ul style="list-style-type: none"> • Organized-Are like items grouped together? Blocks all in the same area, puzzles all in the same area, ect... 	
<ul style="list-style-type: none"> • Visible-Are play materials visible from a child's eye level? 	
<ul style="list-style-type: none"> • Labeled-Are shelves and containers labeled with pictures and words? 	
<ul style="list-style-type: none"> • Number of Materials-are there enough materials for multiple children to be engaged in play (3 units of play per child)? 	
<ul style="list-style-type: none"> • Rotation-Are materials periodically rotated to keep children's interest? 	
Create Private and Personal Space	
<ul style="list-style-type: none"> • Quiet areas-Do you have areas where children can go if they need some quiet or are feeling overwhelmed? 	
<ul style="list-style-type: none"> • Personal Space-Does each child have a space to store their personal belongings? 	

Three parts of my environment that are supporting social emotional development and Positive Behavior.

1. _____
2. _____
3. _____

One think I would like to change in my environment to help support social emotional development and encourage positive behaviors.

1. _____

Designing Learning Centers	Yes/No
Center Name: (i.e. Blocks) _____	
• Is there a clear entry to this area?	
• Is the area inviting?	
• Are there enough materials for the number of children I expect to play in this space? (3 units of play per child)	
• Are the materials and shelves labeled?	
• Do I rotate the materials at least monthly?	
• Do the children find the materials engaging?	
• Are the materials relevant to the children's lives?	
Center Name: (i.e. Blocks) _____	
• Is there a clear entry to this area?	
• Is the area inviting?	
• Are there enough materials for the number of children I expect to play in this space? (3 units of play per child)	
• Are the materials and shelves labeled?	
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• Are the materials and shelves labeled?	
• Do I rotate the materials at least monthly?	
• Do the children find the materials engaging?	
• Are the materials relevant to the children's lives?	

Module 1 Handout 1.11: Responsive Routines

Feeding and eating	What I do now/My plans
Provide a private place for family member to feed an infant, if the family desires.	
Welcome families to eat with their children.	
Respect the mother's wishes to breast-feed and adapt routines appropriately.	
Provide a system for documenting family's wishes on issues related to weaning from the breast or bottle and then respect those wishes.	
Ask families about their cultural and family preferences for the child's eating habits, needs and food preferences.	
Provide daily information to the family about how, when, and what the child ate.	
Sit with children for eating rather than hover above or running and waiting on them.	
Respond to children's non-verbal, as well as verbal, requests and comments while feeding and/or eating with the children.	

Module 1 Handout 1.11: Responsive Routines

<p>Hold infants gently for bottle-feeding. Babies need to be held for feeding to ensure safety and to meet their emotional needs. Talk softly, hum, sing or be quiet according to the infant's cues.</p>	
<p>Speak in a soft, encouraging and positive way to the children during feeding and eating activities.</p>	
<p>Respond when children indicate that they are hungry or want more food and respect them when they indicate that they are satisfied or want to stop eating.</p>	
<p>Provide opportunities for children to begin to serve themselves, pour milk out of a small pitcher, and clean the table with a cloth/sponge. Accept accidents and the sensory explorations of food as part of the learning process.</p>	
<p>Use feeding time for infants as an opportunity for emotional connections between the adult and child.</p>	
<p>Observe children during feeding and eating times. Are children enjoying the experience?</p>	

Module 1 Handout 1.11: Responsive Routines

Diapering and toilet learning	What I do now/My plans
Provide pictures of family members and other interesting pictures on the wall in the diapering area at baby's eye level.	
Make diapering a special time for adults to be emotionally present with children, following their cues.	
Use encouraging and positive words at all times.	
Use talk such as "first" and "next" and words that are comforting.	
Encourage children to participate in the routine-stand and pull up their own pants, ect.	
Coordinate toilet learning with the family to provide continuity for the child from home to program.	
Never force toddlers to use or stay on the toilet.	
Use diapering/toileting times as opportunities for emotional connections between adults and children.	

Module 1 Handout 1.11: Responsive Routines

Sleeping and resting	What I do now/My plans
<p>Gently rock or pat infants who need help to get to sleep. Watch and listen for them to signal when they want to be picked up from a crib and respond positively and quickly to their signals.</p>	
<p>Provide children with a cot that is labeled with his/her first name and a special symbol or picture. Sheets, pillows and blankets are labeled in the same way.</p>	
<p>Plan and implement a transition time from play to sleep with a predictable sequence. To build positive relationships read stories, talk gently, and/or pat a child gently to sleep according to the child's needs. Children may pick a special book or have their own stuffed toy or blanket if needed.</p>	
<p>If children have a difficult time sleeping, they may need additional patting, songs, books read, a lovie, or earphones with very soft music playing.</p>	
<p>Allow children to sleep/rest only as long as they need. A quiet activity is planned for those who wake up.</p>	
<p>Help children transition from nap to wake-time by holding and rocking them or rubbing their backs as they start to wake.</p>	

Module 1 Handout 1.11: Responsive Routines

Help children prepare the nap area before lunch, so that if they become tired or fall asleep during lunch, the provider can help them transition to nap time.	
Use sleeping/resting times as opportunities for emotional connections between adults and children and for social interactions with peers.	
Greeting and goodbye times	What I do now/My plans
Greet each child and his/her family member(s) warmly in the morning to assist in the transition from home to the family child care environment.	
Give family members a chance to communicate needs, priorities and concerns.	
If parents or children have trouble separating help them to develop a consistent separation routine.	
Help each child say goodbye to family member(s) and move to an activity	

Scenario Activity: Using Visual Schedules

Scenario #1

You announce that it's time for nap and a girl runs toward the back door yelling. "No! Play out!"

- How can you use your visual schedule to teach?
- What else might you be able to use to teach?

Scenario #2

A child is playing with her favorite train. When you tell her it's time for snack she starts screaming and throwing train pieces.

- How can you use your visual schedule to teach?
- What else might you be able to use to teach?

Scenario #3

A new toddler arrives in your home and his very scared. When Mommy says bye, he screams, cries, pulls on her leg, and tries to climb up her body.

- How can you use your visual schedule to teach?
- What else might you be able to use to teach?

Scenario #4

Today you have scheduled water play outside. The children are excited and have been anticipating the outside fun all week. But it is suddenly windy and cold so there will be no outside fun today.

- How can you use your visual schedule to teach?
- What else might you be able to use to teach?

Setting Positive Limits

Part 1

Use a plus (+) or a minus (-) to indicate whether the statement is a positive or negative limit.

_____ Don't stand on the chair!

_____ Chew, swallow, then talk.

_____ Don't use that language around me.

_____ Quit biting him.

_____ Walk inside.

_____ Let me hold the cat while you pet her.

Part 2

Turn the following negative responses into positive limits.

1. Don't pour the water on the floor.
2. No hitting.
3. Stop throwing blocks.
4. No climbing on the bookshelf.
5. Don't waste the glue.
6. Stop whining.

1. Write down examples of the positive and negative and neutral/directive attention that you see in the video clip.

Positives (+)	Negatives(-)	Neutral(~)

2. How can adults remain focused on the positive throughout the day?

Validation and Affirmation: Providing Children with Authentic Support

“The only lifelong, reliable motivations are those that come from within, and one of the strongest of those is the joy and pride that grow from knowing that you’ve done something as well as you can do it.”

-Lloyd Dobens & Clare Crawford-Mason

When a child has done something impressive, instead of saying “Good Job,” try one of the following.

1. Report what you see.

- A short, objective statement such as, “You put your dishes in the tub,” or “you figured out a solution to the problem,” tells children you noticed their efforts and allows them to judge for themselves the merits of their achievement. Elaborate on the details of their actions to provide more specific feedback. For example, “It looks like you used blue and green to make an ocean.”

2. Emphasize the impact on others.

- If a child does something caring or something that benefits the community, describe the positive impact. For example, if a child has put away toys on the floor say, “You cleaned up the blocks. Now someone else can have a turn.” Or if they helped a friend you might say, “You gave Yoon Seo the fire truck. He looks really happy to have it.” Such language draws attention to the effect the child’s actions had on another child and does not focus on how you feel about it.

3. Ask questions.

- Find out what the child likes best about what she has done. “What do you like the best about your tower?” or “How did you know to put the puzzle piece there?” These statements build language and engage the children in abstract thinking.

4. Say nothing.

- When children are playing, we often feel the need to continually comment on their actions. This can be disruptive and can create an extrinsic motivation to explore. Let children take joy in their own learning and allow them to experience the pride of their own accomplishments.

COMMUNICATION IS THE KEY

1. Tell a child what to do instead of what not to do.
2. Show the child by modeling or using a picture of the action.
3. Clearly and simply state what you expect the child to do.
4. Remember young children use inappropriate behavior because they may not understand the social rules yet.
5. Talk to young children using language they understand. Young children may not understand words like "don't" because it is a short word for "do not" and he/she may not know what the "negation" of a word means.
6. Encourage the child in a way that lets him/her know that he/she is exhibiting the desired behavior
7. Be enthusiastic and generous with encouragement. Children can never get enough!

Examples:

Avoid	Say/Model	Remember
Don't run!	Walk; Use walking feet; Stay with me; Hold my hand	Way to go! I like how you're walking. Thanks for walking!
Stop climbing!	Keep your feet on the floor	Wow! You have both feet on the floor!
Don't touch!	Keep your hands down; Look with your eyes	You are such a good listener; you are looking with hands down!
No yelling!	Use a calm voice; Use an inside voice	[In a low voice] Now I can listen, you are using a calm (inside) voice.
Stop whining!	Use a calm voice; Talk so that I can understand you; Talk like a big boy/girl	Now I can hear you; that is so much better. Tell me with your words what's wrong.
Don't stand on the chair!	Sit on the on the chair	I like the way you are sitting! Wow you're sitting up big and tall!
Don't hit!	Hands down; Hands are for playing, eating, and hugging; Use your words (Give child appropriate words to use to express emotion)	You are using your words! Good for you!
No coloring on the wall!	Color on the paper	Look at what you've colored! Pretty picture!
Don't throw your toys!	Play with the toys on the floor	You're playing nicely. I really like to watch you play!
Stop playing with your food!	Food goes on the spoon and then in your mouth; Say "all done" when finished eating	Great! You're using your spoon! What nice manners, you said "all done;" you can go play now.
Don't play in the water/sink!	Wash your hands	Thanks for washing you're hands! I can tell they are really clean!
No biting!	We only bite food; Use your words if you're upset (Give child appropriate words to use to express emotion)	You're upset, thanks for telling me!
Don't spit!	Spit goes in toilet/tissue/grass; Use your words (Give child appropriate words to use to express emotion)	I like the way you used your words! Thanks for using your words!
Don't run!	Walk; Use walking feet; Stay with me; Hold my hand	Way to go! I like how you're walking Thanks for walking!



Super Friend Award



This is to certify that Marleco is a Super Friend!

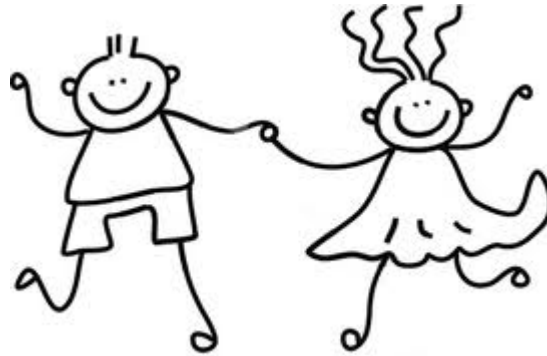
Today, Marleco used his words to ask Malen nicely for a turn on the swing. When he was done swinging, he asked Malen if she wanted another turn and then helped to push her. At circle time, he gave his friend Cesar a compliment!

YAY Marleco!!

What a Super Friend you are!!

Example of a Super Friend Award

Super Friend Award



This is to certify that _____ is a Super Friend!

YAY _____!!

What a Super Friend you are!!

Blank Super Friend Award

Filling Our Own Piggy Banks

1. *One way to fill our own piggy bank is to replace upsetting thoughts with calming thoughts. Think of an upsetting or negative thought you have when working in your family child care program (for example, "This child id getting on my nerves"). Then think of a calming thought to take its place (for example, "I have the skills to help this child").*

Upsetting Thought	Calming Thought

2. *Another way to fill your piggy bank is to practice self-care. How do you take care of yourself on a daily basis? How do you take care of yourself when you are stressed?*

How do I take care of myself on a daily basis?	How do I take care of myself when I am stressed or upset?

