



Center on the Social and Emotional Foundations for Early Learning
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CSEFEL Module Two Infant and Toddler

Responsive Routines, Environments, and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers

Activity: Getting to Know Each Other

- Write the numbers 3, 2, and 1 in vertical fashion on a piece of paper
- **Next to the 3** - list three personal qualities/ characteristics that help you in your work with young children
- **Next to the 2** - list 2 things that you hope to share with others during today's session
- **Next to the 1** - write one factor that contributed to your being here today




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Learner Objectives

Participants will be able to:


- Discuss why it is important to pay attention to the social and emotional climate of infant and toddler settings.
- Describe the importance of caregiving routines and identify strategies for using them to support social emotional development



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Learner Objectives

- Identify key ways the physical environment can promote social emotional development in infants and toddlers.
- Identify and implement targeted strategies to intentionally build social emotional skills in infants and toddlers.
- Support families in promoting routines, environments and targeted strategies that promote social emotional development of infants and toddlers.



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Agenda

- Setting the Stage
- Social Emotional Climate in Infant Toddler Care Settings
- High Quality Supportive Environments
- Targeted Strategies to Build Social Emotional Skills
- Wrap-up, Reflection and Action Planning

5

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?

6

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

7

The Words We Will Use

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

How Caregivers Promote Healthy Social Emotional Development

Support social emotional wellness in ALL infants and toddlers

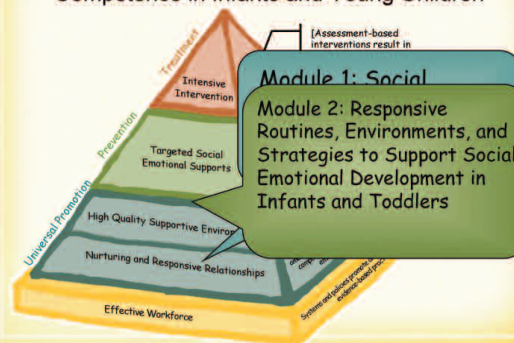
Prevent the occurrence of or escalation of social emotional problems

Identify and work to remediate problems

When necessary refer children and families to appropriate service



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



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

Video 2.1 Promoting Social Emotional Development



Social Emotional Climate in Infant Toddler Care Settings

Key Considerations



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13

Group Discussion: Child Care In America Handout 2.6



Activity: What Does Social Emotional Climate Mean to You? Handout 2.7



Supporting the Social Emotional Needs of Infants and Toddlers

What are?

- Responsive care (individualized approaches)
- Primary caregiving
- Small groups and ratios
- Continuity of care
- Culturally responsive care

Why are they important to social emotional development?

16

Video 2.2 Continuity of Care and Social Emotional Development



Strategies to Promote Continuity of Care

- Child remains with caregiver as long as possible
- If child must change caregivers
 - Child visits new caregivers and space overtime
 - Child maintains relationships with previous teachers
 - Child visits with previous caregivers

High Quality Supportive Environments

Responsive Schedules and Routines



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19

How Schedules and Routines Support Social Emotional Development

- They are an important part of each day
- They meet children's basic needs
- They provide opportunities for learning and development
- They help develop a sense of security and control
- They provide predictability
- They support competence and confidence


20

Using Routines to Support Social Emotional Development

- Post picture or photo schedules
- Review and acknowledge when a toddler shows understanding of the routine
- Include children in routines
- Ask families about their routines at home

Activity: Handout 2.8 Responsive Routines Inventory

Evaluating the Responsiveness of Your Routines and Schedules



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Routines – Eating & Feeding



Routines – Diapering & Toilet Learning



Routines – Sleeping/Resting



Routines – Greeting/Goodbyes



Video 2.3 Routines in Routines



Strategies to Support Routines for Infants and Toddlers

- Use first/next or first/then words
- Display an item, such as a new toy, photo or plant, that children and families can explore together during arrival
- Sing or play lullabies
- Involve children in routines – for example, invite toddlers to help pass items to the next person during mealtimes

28

Video 2.4 Responsive Greetings



Strategies to Support Greetings and Goodbyes

- Designate a special arrival/goodbye area in the room
- Use family photos
- Allow and encourage transitional or comfort objects
- Develop rituals
- Games
- Books

Activity: Individual Considerations for Caregiving Routines

- On the left side of a piece of paper, write the names of two infants or toddlers you provide care for.
- Think about the temperament of these children and the characteristics that make them unique.
- Next to each child's name, note some considerations for carrying out the various routines of the day with each young child.



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High Quality Supportive Environments

Responsive Environments



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32

Responsive Environments

Caregivers...

- offer what infants and toddlers see, touch, hear, smell, and taste.
- decide how much fresh air, sunlight, and exercise young children will get
- create engaging, supportive, and comfortable physical environments

33

Responsive Environments

Caregivers...

- choose appropriate toys, materials, and activities
- engage in reciprocal interactions

... all of which make up learning experiences for infants and toddlers

34

Group Discussion

- Why does the environment have such a powerful effect on our thoughts and feelings?
- What would it feel like if you didn't have any control over the design of your home or apartment, or your sleeping/ resting space?



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35

Video 2.5 Responsive Environment



clip 2.5

A Well-Designed Infant/Toddler Environment

Supports & encourages:

- social emotional needs
- responsive care from adults
- peer relationships

Is developmentally appropriate:

- age appropriate
- individually appropriate
- culturally appropriate

Activity: Responsive Environments



1. How does the environment support and encourage:

- Social emotional needs?
- Responsive care from adults?
- Peer relationships?

2. How is it appropriate for infants & toddlers?

Environments

Grossmont College Child Development Center
Courtesy of Harvest Resources



Environments

World Bank Children's Center
Courtesy of Harvest Resources



Environments

New Hampshire Technical Child Development Center
Courtesy of Harvest Resources



Environments

World Bank Children's Center
Courtesy of Harvest Resources



Environmental Elements to Consider

- Cozy/private spaces
- Climbing structures/ lofts
- Accessible materials
- Adjustable lighting
- Sound
- Color
- People

Activity: Infant and Toddler Environments Planning Document Handout 2.9

Targeted Strategies to Build Social Emotional Skills

Emotional Literacy

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45

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

Module 2: Responsive Routines, Environments, and Strategies to Support Social Emotional Development in Infants and Toddlers

What is Emotional Literacy?

It is the capacity to:

- Identify, understand and express emotion in a healthy way
- Recognize, label, and understand feelings in self and others

Adapted with permission, *Cradling Literacy*, 2007

Strategies to Develop Emotional Literacy in Infants and Toddlers

1. **Use the adult/child relationship to expand children's awareness of emotions or feelings:**
 - Verbally acknowledge and label emotions expressed by children in care
 - Assist infants and toddlers with regulating their emotions
 - Talk about the fact that feelings can change
 - Use questions about feelings to see if and how a child responds

48

Strategies to Develop Emotional Literacy in Infants and Toddlers

2. Find opportunities in the group setting to talk about feelings:
- Stay close and support children when they experience difficulties with peers and need adult support to resolve them
 - Show positive feelings for both children in conflict
 - Let children know through your calm approach that conflict is to be expected and that it can be resolved with help

49

Strategies to Develop Emotional Literacy in Infants and Toddlers

3. Use enriching language tools:
- Choose books, music, finger plays with a rich vocabulary of feeling words
 - Use puppetry or felt board stories that retell common social experiences and emphasize feeling vocabulary and conflict resolution
 - Read stories about characters that children can identify with who express a range of feelings

50

Strategies to Develop Emotional Literacy in Infants and Toddlers

4. Model Positive Relationships
- Between adults in the care setting
 - With other children

51

Activity: Emotional Literacy Scenarios and Strategies



Video 2.6 Adult Supporting Children in Difficult Encounters



clip 2.6

53

Discussion: Large Group

- What did this caregiver do to promote emotional literacy?
- What else could she do to develop these children's emotional literacy skills?



Activity: Using Books to Support Social Emotional Skills

- Each person read at least three books
- Pick a book to share with the small group
- Talk about how you would use the book with the children you work with
- As a small group, make a list of the feeling words in the book or feeling words you would use to enhance the book for infants and toddlers.



Video 2.7 Using books to Support Emotional Literacy



56

Targeted Strategies to Build Social Emotional Skills

Social Skills



57

Video 2.8 Supporting Social Play and Friendship Skills



58

Building Social Skills



Development of Play Skills for Infants and Toddlers

Age	Play
Birth to 3 Months	<ul style="list-style-type: none"> • Responds to caregivers • Coos and smiles • Responds to familiar voices • Focuses on objects
4 to 7 Months	<ul style="list-style-type: none"> • Enjoys social games with caregiver • Likes exploratory play supported by caregiver • Plays some games with caregiver like peek-a-boo and patty cake
8 to 12 Months	<ul style="list-style-type: none"> • Begins to imitate play actions or behavior of others, especially caregiver • Plays hiding games, songs and rhymes with caregiver • Plays alone without caregiver for short periods

Development of Play Skills for Infants and Toddlers

Age	Play
13 to 24 Months	<ul style="list-style-type: none"> Enjoys play with objects Increased interest in watching other children play (onlooker) Primarily plays alone (solitary) May offer toys to caregiver or other children May choose independent play close to other children (parallel) but not interact with them
25-36 Months	<ul style="list-style-type: none"> May play with other children but in an occasional or limited way (associative) Some cooperation and talking with other children May take leader/follower roles in play Some pretend play Still plays alone frequently Interactive level moving toward (cooperative play)

Setting Up the Environment for Developing Play and Friendship Skills

- Evaluate the physical space to ensure that there is enough space for infants and adults to engage in social activities
- Evaluate the physical environment for spaces for two or more children to enjoy side-by-side activity and for adults to be close for supervision
- Evaluate the daily schedule for opportunities to develop play skills each day
- Provide enough materials and equipment that allow and encourage two or more children to interact

Promoting the Development of Friendship Skills



- Encourage toddlers to help each other and do routines together
- Provide positive verbal support for play between children
- Read books about friends, playing together, helping each other, etc.
- Practice turn-taking and sharing


Video 2.9 Promoting Friendship Skills




clip 2.9


Activity Handouts 2.13 & 2.15

- Choose a child in your care about whom you have concerns regarding the child's social relationships with other children.
- Discuss the child's strengths, temperament and developmental needs.
- Create strategies to target this child's social skills development.



Wrap-up, Reflection and Action Planning






Reflection

- What questions do you have about the material we discussed?
- What insights, if any, do you have about your own practices, the children, and/or their families?
- What strategies did you see or hear that might be useful in your role and work?

67

Activity: Planning for Change Handout 2.16



- Use the handout to develop an action plan for yourself
- List three things you will do as you consider ways design high quality supportive environments and create targeted strategies to support social emotional development

68

Major Messages to Take Home

- Supporting social emotional skills requires intention
- Caregiving routines are primary opportunity to enhance social emotional development
- The physical environment, particularly in group care, plays a major role.
- Social emotional literacy is a prerequisite to more advanced social skills and for the continued maturation of emotional self-regulation.



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