

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



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**The Center on the Social and Emotional
Foundations for Early Learning**



**Administration for
Children & Families**



**Office of
Child Care**



**Office of
Head Start**

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Learner Objectives

Suggested Agenda

Participants will be able to:

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

I.	Setting the Stage	45 minutes
II.	Social Emotional Climate in Infant Toddler Care Settings	110 minutes
III.	High Quality Supportive Environments	110 minutes
IV.	Forming and Sustaining Relationships with Children and Families	130 minutes
V.	Targeted Strategies to Build Social Emotional Skills*	115 minutes
VI.	Wrap-up, Reflection and Action Planning	30 minutes

* **Trainer’s Note:** Includes strategies for supporting families to promote routines, quality environments and targeted strategies to support social emotional development are woven throughout the training

Total Time 6 hours and 50 minutes**

** **Trainer’s Note:** Total time does not include optional activities. The six plus hours of training content is recommended to be delivered over the course of multiple days rather than trying to fit the full content into one day.

Materials and Equipment Needed

- PowerPoint Slides
 - Facilitator's Guide
 - Chart paper or white board and markers
 - Sticky notes
 - Chart paper
 - Markers
- Handouts**
 - 2.1 Overview of CSEFEL I/T Modules
 - 2.2 Participant PowerPoint handouts
 - 2.3 *(Optional)* Activity A: Identifying Pyramid Practices
 - 2.4 Pyramid Model
 - 2.5 *(Optional)* Activity B: Module One Social Emotional Development within the Context of Relationships Review
 - 2.6 Child Care in America
 - 2.7 Social Emotional Climate: What Does It Mean to You?
 - 2.8 Responsive Routines Inventory
 - 2.9 Infant and Toddler Environments Planning Document
 - 2.10 Emotional Literacy Scenarios and Strategies
 - 2.11 Using Books to Support Social Emotional Literacy
 - 2.12 *(Optional)* Activity G: Sample Feelings Book
 - 2.13 Development of Play Skills for Infants and Toddlers
 - 2.14 Infant and Toddler Peer Behavior
 - 2.15 Strategies for Supporting the Development of Friendship Skills
 - 2.16 Planning for Change
 - 2.17 *(Optional)* Activity H: Summarizing the Training Experience
 - 2.18 Session Evaluation Form
 - Video Clips**
 - 2.1 Promoting Social and Emotional Development
 - 2.2 Continuity of Care and Social Emotional Development
 - 2.3 Routines in Routines
 - 2.4 Responsive Greeting
 - 2.5 Responsive Environments
 - 2.6 Adult Supporting Children in Difficult Encounters
 - 2.7 Using Books to Support Emotional Literacy
 - 2.8 Mom Playing with her Toddler
 - 2.9 Promoting Friendship Skills

Trainer Preparation

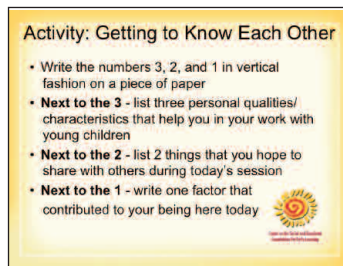
- Setting the Stage:** chart paper and markers
- Setting the Stage** (*Optional Activity A*) Handout 2.3
Social Emotional Climate in Infant Toddler Care Settings (Child Care in America) One copy of each slide in Handout 2.6
- Social Emotional Climate in Infant Toddler Care Settings** (What Does Social Emotional Climate Mean to You?): Handout 2.7, colored paper (yellow, blue, purple, green), glue or tape
- High Quality Supportive Environments** (*Optional Activity C*): blank paper, pens or pencils
- High Quality Supportive Environments** (*Optional Activity D*):
 - Greetings/goodbye sign: poster board, markers, stickers, tape, glue, colored paper, scissors (e.g., construction paper)
 - Songs: poster board, markers
 - Letter to families: stationary, pens, pencils or other writing tools
 - List of questions: paper, pens, pencils or other writing tools
 - Greetings/goodbyes book: squares or scraps of colored card stock, 2 or 3 hole punchers, colored yarn, scissors
- High Quality Supportive Environments** (*Optional Activity E*): blank paper or stationary, pens or pencils
- High Quality Supportive Environments** (Responsive Environments): full size copies of Slides 32-35 (laminated), one set per group of participants
- High Quality Supportive Environments** (*Optional Activity F*): blank paper, pens or pencils
- Targeted Strategies to Build Social Emotional Skills** (Strategies for Developing Emotional Literacy in Infants and Toddlers): Copy Handout 2.10. Cut out the scenarios and glue them on card stock. Make enough sets of scenarios so that each group of 4-5 participants has a set. Copy the list of the strategies, one copy per participant.
- Targeted Strategies to Build Social Emotional Skills** (Using Books to Support Social Emotional Literacy): Bring a sampling of children's book (e.g., approximately one book per/ 2-3 participants) or ask participants to bring one book with them to the training. The books can be high quality typical books for infants and toddlers or they can be specifically selected as examples of books with social emotional themes. A list of sample books can be found on the CSEFEL website at <http://www.vanderbilt.edu/csefel>. Copy Handout 2.11, Using Books to Support Emotional Literacy - approximately 3 copies per participant.
- Targeted Strategies to Build Social Emotional Skills** (Sample Feelings Book): Copy Handout 2.12, Sample Feelings Book, 1 per participant; 4-6 pairs of scissors per table, glue, markers.
- Wrap-up, Reflection and Action Planning** (*Optional Activity H*): chart paper, markers

I. Setting the Stage (45 minutes)

1



2



I. Setting the Stage (45 minutes)

A. Show **Slide 1** and introduce Module 2 by name. Then begin with a welcome to the group; introduce all speakers; provide a brief overview of who you are; where you are from; and information about your background that is relevant to this training event.

B. Activity: Getting to Know Each Other. Slide 2.

Show **Slide 2** and share aloud with the group asking each participant to:

- Write the numbers 3, 2, and 1 in vertical fashion on a blank 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 for today's session, in your current role working with infants and toddlers.
- When you are finished, introduce yourself to the people next to you and discuss what you wrote on your paper.

Once participants have had time to share and introduce themselves to the people sitting next to them or within their small table groups, offer an opportunity to debrief as a larger group. Ask if any participants would like to share aloud what they have written on their paper. Next, summarize the activity by making the following points:


- Child care professionals bring to their work a wealth of knowledge, skills and experience which can be shared to enhance the care provided to young children.
- Unique strengths and positive qualities caregivers bring to their work with families and young children evolve from many things: temperament, family experiences, work experiences, professional development and training opportunities, community connections, etc. This training offers a unique opportunity to learn from one another.
- Likely each participant has individual factors that contributed to their being in the training today. Some

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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.



participants may be in the training due to a concern regarding one particular child. Other participants may have been supported and encouraged to attend the training by a colleague or supervisor. Acknowledging what contributed to your being here can help maximize the learning experience.

C. **Slides 3 and 4:** Objectives

Activity: Ask each table to pick a learning objective and spend three minutes discussing what they think the objective means and what the connection is to the title of the module. Ask a few tables to share their responses.

Supplement the group discussion with the following points to review the learner objectives:

1. The social emotional climate (in a program, classroom, or home) is how caregivers, families, and children feel in the setting. It includes, but, is not limited to, how children and adults feel about themselves and the work they are doing (whether it is playing, teaching, or parenting); how behavior is recognized and valued; how conflicts are resolved; how children and adults are spoken to; how positive behaviors are encouraged; how children’s needs are responded to; and how emotions are discussed and validated. The social and emotional climate (including the relationships that contribute to the climate) contributes greatly to how infants and toddlers behave. When infants, toddlers and adults feel the climate supports them and meets their needs, they are more likely to act in positive ways.
2. Caregiving routines are the majority of infant and toddler care. Infinite opportunities exist to support social emotional development when greeting a child, changing a diaper, feeding him, helping her to sleep, transitioning to outdoor play and saying goodbye at the end of the day. Taking advantage of opportunities to support social emotional development within daily routines is critical.
3. The physical environment can support or inhibit infants and toddlers’ social emotional development. For example, when a child tries to climb on a high chair and is told “no” he may learn he should not try to explore or climb. His natural curiosity to explore climbing might be discouraged. However, if instead the play environment includes only appropriate materials to pull up and climb

on, his natural curiosity can be encouraged. Explain that participants will learn many ways in which the environment can support social emotional development.

4. Ask participants if promoting social emotional development is done with as much intention as other areas of development such as literacy or motor development. Share with participants that this training will provide strategies to help caregivers to be increasingly intentional and targeted about social emotional development.
5. Working with infants and toddlers by definition includes working with their families. Supporting families in routines, environments, and strategies that promote social emotional development is essential to maximizing their growth and development. Providing consistent approaches and strategies across multiple settings and relationships is likely to have the greatest impact on a child’s development.

D. **Slide 5. Agenda.** Review the agenda with participants.

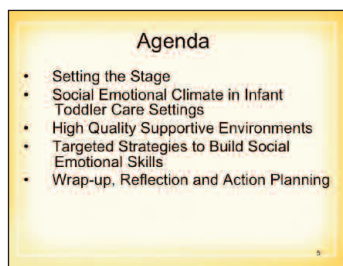
Note that while the learning objectives represent what we hope participants receive from the training or the outcomes of the training, the agenda represents how we are going to get there. Also refer participants to **Handout 2.1** for a more detailed list of all the topics in each of the Infant Toddler modules including those in Module 2.

E. Distribute all handouts including Participant PowerPoint slides (**Handout 2.2**) and other resources.

F. Address logistical issues (e.g., breaks, bathrooms, lunch plans).

G. Encourage participants to ask questions throughout the training session or to write them on sticky notes and post them in a specially marked place (such as chart paper with “Parking Lot” or “Burning Questions” written at the top). Also, post a “Making Connections Lot” where participants can connect the ideas in the training to other professional development or curricular approaches they are familiar with, or to other parts of the Pyramid. Additionally, post chart paper with “What has worked for

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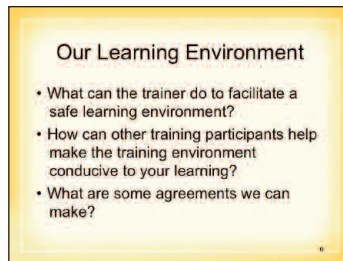


Handout 2.1



Handout 2.2

6



me?” where participants can share favorite songs, games, activities, etc. that they have used with infants and toddlers (that connect to the module material).

H. **Slide 6. Our Learning Environment.**

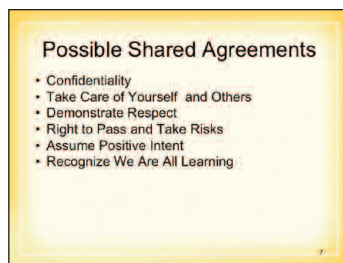
Ask the group: “Are there ideas or requests that you might want to ask of your colleagues to make the training environment effective and conducive to learning?” or “Think about what makes a positive learning environment for you. What are those things?” If participants don’t have suggestions, suggest some of the typical shared agreements listed on the next slide.

Trainer’s Note: You may want to share with the group that you are choosing to use the term “shared agreements” instead of “ground rules.” “Shared agreements” is meant to reflect agreements made by the group rather than “rules” imposed on by others. Also, “rules” sometimes have a negative connotation. Some people say “rules are made to be broken.”

Once the group determines the shared agreements, they might also discuss how the group will hold to the agreements during their time together.

Explain that participants and trainers will be spending a significant amount of time together whether it is all in one day or it is over a period of days. It is important that the group decide what kinds of agreements (sometimes referred to as ground rules) they feel are important. Shared agreements describe the expectations for how trainers and participants behave with one another. It is important for participants to share with one another some ideas about how the training environment can be structured to maximize comfort, learning, and reflection. This discussion, sharing and agreement of expectations helps contribute to the development of a safe, respectful learning environment for adults.

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- I. **Slide 7. Possible Shared Agreements.** Post the list of shared agreements the group created and/or review the list of potential shared agreements on this slide to help generate ideas. Let participants know they can add to the list of shared agreements throughout your time together.
- J. **Slide 8. The Words We Will Use.**

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The Words We Will Use

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

Discuss with participants the words that have been chosen and will be shared and used at different points throughout the training session. Describe to participants that it is important to be on the same page about what is meant by the words used in the training.

- *Teaching and Supporting*: The significant role of the adult caregiver is referenced differently nationwide - teachers, care teachers, early learning caregivers, early childhood professional, etc. Whether using “teaching” or “supporting,” we are referring to the responsibility of the adult to observe and reflect on what infants/toddlers are experiencing and how they learn. It is about facilitating learning through consistent, responsive relationships (e.g., ways infants and toddlers are cared for, reading cues, meeting their needs, etc.). As caregivers develop relationships with children and families and observe and think about what they see and hear, they can plan for and design experiences that contribute to a child’s success. When we refer to “teaching and supporting” we also mean individualized approaches that “meet” the young child where he or she is developmentally.
- *Caregiving*: The practices caregivers use to identify strengths in infants, toddlers and families as they create supportive environments and help to nurture and support the growth and development of infants and toddlers socially and emotionally.
- *Young Children, Infants, Toddlers and Preschoolers*: Using “young children” generally refers to infants and toddlers; however, there will be times that we specifically reference and talk about a particular age range such as infants, toddlers or preschoolers.
- *Caregivers*: “Caregivers” refers to a general category of ALL the adults who support the growth and development of infants and/or toddlers outside the home (e.g., childcare providers, parents, extended families, guardians, teachers, home visitors, public health professionals).
- *Families*: “Families” represents those primary, significant, familiar, caring adults in the infant and/or toddler’s life.

K. Slide 9. How Caregivers Promote Healthy Social

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Emotional Development

Trainer’s Note: Slide 9 highlights what adult caregivers can do to support social emotional development of infants and toddlers and how it relates to the levels of the Pyramid Model.

Point out that the CSEFEL infant-toddler modules are designed to help participants:

- Support social emotional wellness in ALL infants and toddlers
- Make every effort to prevent the occurrence of or escalation of social emotional problems in infants and toddlers
- Identify and work to remediate problems or concerns
- When necessary, refer children and their families for appropriate service

Note the following as a review of Module 1:

- a. Social emotional development begins at birth and continues throughout life.
- b. The process by which infants and toddlers become socially and emotionally competent is dependent upon the relationships with their caregivers.
- c. What happens in these early important relationships is a source of their social emotional health. In relationships with adults who care for them, infants and toddlers learn what relationships feel like and whether or not the world is a safe place. It is also in these early relationships that very young children begin to develop their own sense of value and worth.

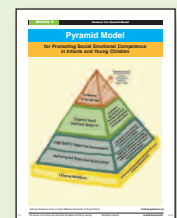
L. Slide 10. Pyramid Model.

Optional Activity A (25 minutes) (similar to Module 1 Optional Activity A: Identifying Pyramid Practices) To help participants further understand the Pyramid Model and offer additional practice at identifying key caregiving practices, consider Optional Activity A, **Handout 2.3**.

Ask participants to form small groups. Direct their attention to **Handout 2.4**, which depicts the Pyramid (large). Give the following directions: 1) Brainstorm a list of effective practices aimed at building social emotional development in infants and toddlers that you have either used or observed other adults using and 2) Once you have your list, write each practice on the Pyramid level where it best fits. **Handout 2.3** offers a page for each section of the pyramid.

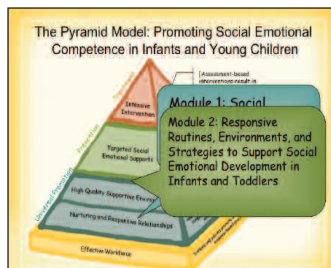


Handout 2.3



Handout 2.4

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Review the levels of the Pyramid. Remind participants that the Pyramid is a model that represents components of adult behavior and strategies that parents, early childhood caregivers and other professionals can use to assist children birth through five in developing social emotional competence. Note the following:

1. The primary focus of Module 1 and 2 training is on promotion and prevention. We move on to individualized interventions only when the elements described at bottom of the Pyramid are in place and a child continues to engage in challenging behavior.
2. Module 1 focuses on creating positive relationships between caregivers and young children and ways to nurture and support the social emotional development of infants, toddlers and families. At the base of the Pyramid, we highlight universal practices which encourage and promote social emotional development for all young children and families.
3. Module 2 covers the next two portions of the Pyramid - creating high-quality, supportive environments and supporting social emotional skills or targeted social emotional skill building. These elements are also universal practices and approaches that are important for all children and families. There are many ways to support infants and toddlers in learning and developing social emotional skills. Caregivers who are intentional and purposeful provide multiple individualized opportunities throughout the day for young children to observe, experience, and practice social emotional skills. These specific opportunities not only help build social emotional skills and strengths, but also help prevent challenging behavior.

Remind participants that engaging in ongoing **observation** and **reflection** about children's social emotional learning are key elements that are woven throughout all levels of the Pyramid. In Module 1, we reviewed and discussed a video showing caregivers who were offered an opportunity to reflect on their practices and sense of well-being, in addition to multiple activities which highlighted the importance of knowing and understanding ourselves in order to know, understand and support young children and families.

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Attending to **cultural competence** is also a theme that is threaded throughout all levels of the Pyramid, and will be highlighted throughout Module 2, as well.

M. **Slide 11. CSEFEL Definition of Social Emotional Development.**

Ask participants to look again at the CSEFEL working definition of social emotional development. Make the following points:

- Remind participants that in order to understand and effectively respond to young children's behavior we need to understand how typical social emotional development unfolds during the first three years.
- For most young children, social emotional development unfolds in fairly predictable ways. Over time, children learn to develop close relationships with family members and other caregivers; to regulate their emotions and soothe themselves if they are upset; to take turns and play with other children; and to listen and follow directions. All these behaviors are early signs of positive social emotional development. The healthy social emotional development of babies and young children depends upon their ability to manage their feelings, develop trust with others, and learn about the world in which they live.
- Make the point that these may be topics that caregivers have been exposed to or considered carefully throughout their career. Today, however, we have the unique experience of looking at these ideas and concepts specifically through the lens of social emotional development.
- The goal is to be more intentional and responsive in caregiving, or in supporting caregiving, depending on your role, so that social emotional development can be promoted, behavior problems can be anticipated and prevented more easily, and individualized support can be given to children who need it.

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N. **Slide 12 Show Video 2.1 Promoting Social Emotional Development.** After the video ask participants how this caregiver is promoting social and emotional development for this infant? Encourage participants to note the following caregiver behaviors and the infant responses:

Caregiver:

- bounces the infant
- gazes at infant
- is present – seems focused only on the infant
- promotes a close and secure relationship by holding the baby and bouncing her
- helps the infant to learn about relationships and caregiving
- provides soothing “shhhhhhh” sounds

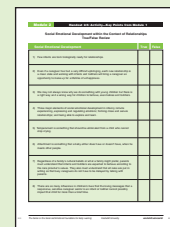
Infant:

- mouth is relaxed
- hands are relaxed
- smiles
- sticks out tongue

Summarize the discussion by encouraging participants to reflect on their interactions with infant and toddlers. Encourage participants to think about what infants and toddlers learn from the care they provide.

Optional Activity B: (15 minutes) Use **Handout 2.5**. Module 1: Social Emotional Development within the Context of Relationships Review.

Trainer’s Note: Consider offering this activity **only if there has been a time lapse** between Module 1 and Module 2. This activity may not be necessary if participants are part of three or more consecutive days of training using the CSEFEL Infant/Toddler module materials.



Handout 2.5

Ask participants to work in small groups at their tables. Provide participants with pages 1-2 of Handout 2.5 to begin the activity. Give the groups 10 minutes to discuss the statements about infant-toddler social emotional development and select the correct answer. When time is called, read each statement on the handout. Ask the whole group to respond aloud with true or false to each statement. Verify the correct response yourself. Use remaining pages of **Handout 2.5** (the answer key) to review the answers and restate the major concepts covered in Module 1. Have fun with the questions. The goal is to revisit the first level of the Pyramid; the importance of relationships for infants and toddlers.

Trainer’s Note: You might provide the group with the most correct responses with a prize (e.g., chocolate kisses, bookmarks with photos of babies, vases of flowers for the table or any other small token). Be prepared for multiple groups to have an equal number of correct answers.

continued

Optional Activity B continued

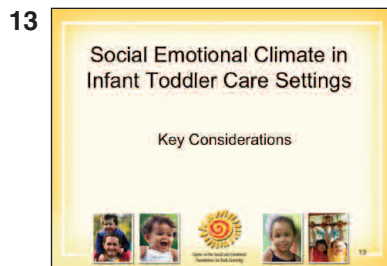
Ask the large group how they think that the information from Module 1 will help them moving into today’s training. Let them know that the focus of this training is on the many ways that infant-toddler caregivers can further develop and enhance their relationships with the infants, toddlers and families they care for, as well as consider additional ways to be intentional about building social emotional skills.

Depending on responses received from participants, consider supplementing the discussion with the following points:

Caregivers who are intentional about providing responsive care have a powerful influence on the development of positive early relationships.

How a child’s brain functions is a direct reflection of early experiences – experiences matter because they change the way the brain works. Daily caretaking routines such as holding, rocking, bathing, feeding, dressing, and talking to infants all help create new connections in the brain.

II. Social Emotional Climate in Infant Toddler Care Settings (110 Min.)



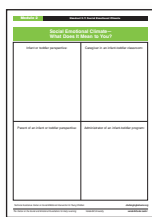
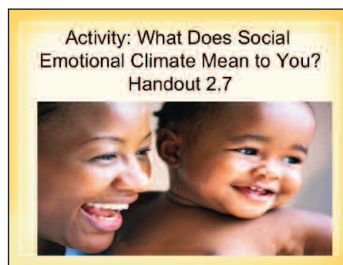
Handout 2.6

II. Social Emotional Climate in Infant Toddler Care Settings (110 Min.)

- A. **Slide 13. Key Considerations.** Share with participants that families are children’s first and primary teachers, however, research shows that a high percentage of infants and toddlers spend a great deal of time each week in care settings outside of their family and home environments. The research is clear – early experiences last a lifetime. The quality of early experiences is shaped by the individuals with whom infants and toddlers spend their time and by the environments where they spend their time.
- B. **Slide 14. Child Care in America. Use Handout 2.6.** Ask for six volunteers. Provide each volunteer a slide (6 slides are Handout 2.6) (each slide has a statistic or research finding). After each volunteer has their slide, ask them to read aloud, one-by-one, the information on their slide to the larger group.

Once finished, ask participants for their feedback on what they heard. Elicit specific feedback about the time young children spend in child care and the impact of quality care on later child development. Affirm participants’ responsibility in contributing to the quality of care infants and toddlers receive.

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Handout 2.7

Share the following points:

- Evidence demonstrates that high quality standards for children, professionals and programs leads to better outcomes for young children.
- As early care and learning professionals, it is critical to offer infants and toddlers positive experiences in every setting in which they spend time in order to ensure positive outcomes for the future.

C. Show Slide 15. What Does Social Emotional Climate Mean to You?

Explain to participants that before we move forward and take a closer look at how the physical environment, schedules and routines support the social emotional development of infants and toddlers, it is important to understand different perspectives on program quality and specifically on the social emotional climate of the program.

Activity. (Handout 2.7). Pass out 4 types of colored paper to participants trying to make sure colors are interspersed among those sitting near each other. Ask individual participants to think about what they consider to be five of the most crucial factors of the social emotional climate in infant-toddler care from the perspective indicated by the color of their paper. Each participant will have either a yellow, blue, purple or green paper. Participants will only fill out one square of **Handout 2.7**.

Yellow = You are an infant or toddler

Blue = You are a parent of an infant or toddler

Purple = You are an infant-toddler caregiver

Green = You are an administrator of an infant-toddler program

Encourage participants to jot down their ideas even if they are not quite sure what is meant by “social emotional climate.” Ask them to think about what comes to mind just hearing the term.

After participants have an opportunity to complete their square (based on the color of their paper), ask them to pair with someone who has a different colored paper and compare responses.

Come back together as a large group and ask participants to share their perspectives.

Offer the following examples if needed:

- Yellow = Infant/toddler perspective: warm, comfortable, nurturing, calm, interesting, safe, positive, responsive to individual needs, etc.
- Blue = Parent of an infant or toddler: safe, nurturing, loving, welcoming, comfortable, respectful of my culture and perspectives, responsive
- Purple = Infant toddler caregiver: supportive, respectful, encouraging, helpful, friendly, positive
- Green = Administrator: committed staff, happy families, professional staff, happy children, children who can express their needs and receive individualized care and understanding

Tell participants that this exercise helps us recall and summarize the key elements of a program that strongly support infants and toddlers' social emotional development. Note that administrators, families, caregivers, infants and toddlers may have similar or slightly different ideas about what creates a positive social emotional climate.

16

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?

D. **Slide 16. Supporting the Social Emotional Needs of Infants and Toddlers**

There are additional elements that may or may not have come up in the previous activity that also play a significant role in supporting social emotional development.

Some of these elements are concrete and easier to observe than others.

Review the bullet points on **Slide 16** with participants. Ask participants to partner with another participant or gather into small groups. Each group should identify and discuss one of the bullet points noted on the slide.

Trainer's Note: depending on the size of the group, you may need to bullet points to small groups to discuss.

Ask participants to consider the following:

- What does the item mean?
- Why is this element important to the social emotional development of infants and toddlers?
- What does it look like in a group care setting?

Allow enough time for discussion and then ask the group to come back together as a larger group and share key ideas from their discussions.

Consider the following for your large group discussion and offer as additional information:

- a. Individualized care: The responsive caregiver facilitates social emotional development by following children's unique rhythms and styles, responding promptly to individual needs and respecting and accepting children's behaviors and ways of communicating. The responsive caregiver takes cues from each child about when to expand on their initiative, when to guide, when to teach and when to intervene. An observer might notice the caregivers are individualizing their care because different children may be engaged in different routines or activities at the same. For example, one child may be receiving a bottle, a couple of children may be napping and a few children may be playing in either alone or together in different areas of the room. An observer may also note individualized goals or activities for children on a planning document or curriculum plan.
- b. Primary caregiving: Relationships between caregivers and children are crucial in quality child care. It is through close relationships with caregivers that young children learn about the world and who they are. In a primary caregiving model each child in group care is assigned a primary caregiver. A primary caregiver is principally responsible for the child's care and helps build a positive, continuing, intimate relationship with that child. This also offers family members a consistent child care contact who knows the child well. Teaming is also important. Primary care works best when infant/toddler caregivers team together, support one other, and provide a back-up base for security for each other's

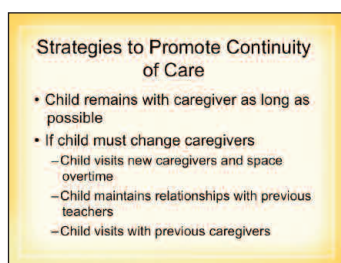
primary care children. Primary care does not mean exclusive care. It means, however, that all parties know who has primary responsibility for each child.

- c. **Small groups and ratios:** Many research studies regarding infant and toddler care have shown that small group size and adult/child ratios are key components of quality care. Ratios and group size determine the amount of time a caregiver has to spend with each of the children. Small groups help create a sense of intimacy and safety. A rich dialogue between caregivers and infants is possible in small groups because there are fewer individuals, less noise, and less activity to interfere with a child's ability to learn. Small groups and more staff enable caregivers to build strong relationships with individual children and adapt activities to meet the changing interests, needs and capacities of the group.
- d. **Continuity of Care:** Programs that incorporate the concept of continuity of care strive to keep primary caregivers and children together throughout the three years of infancy period or for the time during that period of the child's enrollment in care. Frequently switching from one caregiver to another impacts a young child's social emotional development. Too many changes in caregivers can slow children's development and leave them reluctant to form new relationships.
- e. **Culturally responsive care:** Children develop a sense of who they are and what is important within the context of family and culture. Consistency of care between home and child care is best for the very young child. In order to effectively and genuinely provide continuity of care and implement culturally appropriate practices, caregivers must reflect on their own beliefs and values regarding cultural differences. High quality programs incorporate practices that reflect the values and beliefs of the families and culture of their community. Using the child's home language, understanding and respecting cultural practices related to daily routines, and engaging in ongoing, open communication with the family are examples of such practices.

17



18



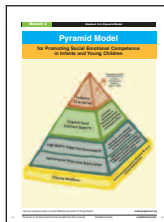
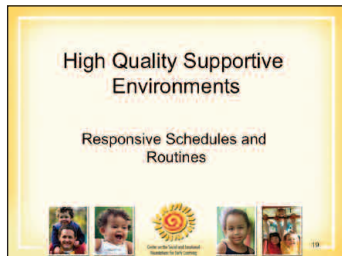
- f. **Slide 17. Video 2.2 Continuity of Care and Social Emotional Development.** Describe to participants that they are going to watch a video of Amanda Bryans, Division Director at the Office of Head Start, and Tammy Mann, former Deputy Director of ZERO TO THREE, talk about continuity of care and its relationship to social emotional development. After the video, ask participants for thoughts or comments. Encourage participants to share specific ideas or strategies they use to promote continuity of care.
- g. **Slide 18. Strategies to Promote Continuity of Care.** Some infant toddler programs fully implement a continuity of care model. Many others do not. Regardless of whether or not a program embraces a continuity of care model, there are many things a program can do to support continuity of care for infants and toddlers. Review the bulleted list of strategies on **Slide 18.**

Depending on your role in a program you may not be able to exert influence over some these programmatic elements. However, it is important that caregivers are knowledgeable about these elements of program design. It is critical to reflect on how overall program design may impact how teachers, parents, and children feel about a program.

Share with participants that we just discussed ways that caregivers can guide and encourage young children's learning by ensuring the social emotional climate of the environment is appropriate; invites play, active exploration and movement; and supports a broad array of experiences. Next, we will explore how responsive schedules and routines, together with a stimulating choice of activities and materials, help facilitate children's learning and support their social emotional development. It is important that caregivers recognize that high-quality supportive environments include: both people and relationships between people, program design and structure, and the way in which environments are arranged.

III. High Quality Supportive Environments (110 Min.)

19



Handout 2.4

III. High Quality Supportive Environments (110 Min.)

A. Slide 19. High Quality Supportive Environments: Responsive Schedules and Routines. Ask participants to look at the Pyramid (**Handout 2.4**). Explain that responsive schedules and routines fit with the second level of the module – High Quality Supportive Environments – and are part of universal approaches or promotional practices. Explain to participants that responsive schedules and routines contribute to the promotion of children’s social emotional development. Make the point that responsive schedules and routines can also help prevent challenging behaviors that some young children may exhibit.

Make the following additional points:

- Responsive routines and schedules are designed with close attention to the developmental needs of all children in the setting and are adapted to the needs of individual children. For example, a six week old infant will not have the same eating and sleeping schedule as a twelve month old.
- To support families in planning for their own child’s schedules and routines, we can help them think through where their child is developmentally, who their child is temperamentally, and the flow of their household. For example, a mother of two may wonder how she can help her highly active and intense 20-month old, Tommy, who wants to go outside and play as soon as he wakes from nap, learn to wait for the 4-month-old to finish eating. Her goal is to support Tommy’s temperament and also help him to gradually learn to wait a short period of time before playing outdoors. This mother may decide to offer Tommy active play experiences indoors after his nap so that his need for activity is met even though it is not possible to immediately go outdoors. With his mother’s support and through this routine, Tommy can begin to learn ways to tolerate some frustration which is an important learning task for toddlers.

20



B. Slide 20. How Schedules and Routines Support Social Emotional Development.

Ask participants, “Think about some of the routines that are important in your life.” Share with them an example, such as, “I like to have my one cup of coffee while sitting on my couch watching the morning news. Since I know how important my one cup of coffee is, it helps me to feel understood and comfortable accommodating young children’s desires for particular things.” Ask for examples from the larger group.

Next, ask participants, “As you think about these important routines, are there some routines that you are more flexible with and some you just cannot live without?” Ask for examples from the larger group.

Next, ask participants, “How does it feel to you when your routine changes or looks different? How does a consistent routine help you throughout your daily interactions with others, accomplishment of tasks, etc.?” Ask for feedback from the larger group.

Emphasize how schedules and routines provide infants and toddlers with a sense of security through predictability and help them learn about the world. Explain that very quickly babies discover and embrace their first routines. For example, when an infant cries persistently, her caregiver gently picks her up, saying “Oh, you’re so hungry!” The infant quiets as she latches onto the bottle’s nipple. In just a few weeks she’s learned a routine - she feels hungry, she cries, and food is offered while she’s cradled in gentle arms. Infants feel secure and confident within the framework of nurturing and predictable caregiving routines.

Routines can help toddlers adjust to new situations. Daily routines also help toddlers say good-bye to parents, and feel safe and secure within a nurturing network of family members and caregivers. For example, always reading the same book together in the same cozy corner of the toddler room helps Belinda prepare for the difficult separation from her mother. This predictable, intimate time with her mother can help give Belinda the courage to let her mother leave.

Trainer's Note: to help participants better understand the concept of predictability offer the following: Provide an example of the comfort we all take from predictability and say to participants, “Just think about yourself today. If this is the second time you have attended the CSEFEL training, perhaps you came in this morning knowing where you were going to sit and who with, or you knew that I wasn't going to stand up here and talk at you for seven hours...” Other ideas to help participants personally connect with the concept of predictability:

- What is it like to leave the comfort and familiarity of your home to come to a training and stay in an unfamiliar hotel? How many people sleep best in a hotel room as opposed to their own bed? Do we assume the alarm will work or bring our own from home? How many of you enjoy learning how to use a new shower and coffeemaker?
- How do you feel? Nervous anticipation? Worry? Trepidation? Might your feelings even impact your behavior in our training group?
- How does this apply to very young children's feelings and behavior in a setting other than their home with their primary caregiver? You notice that we provide an agenda and a predictable style of presentation. If you feel more relaxed, it may be because you feel more secure and have some sense of what is coming next. Perhaps today you will notice something different from what you did at the last CSEFEL training and your learning will expand. Your ability to relax will affect what you can take in.

When we hear the word *curriculum*, we sometimes think of teaching specific concepts such as ABCs, colors or shapes. Make the point that some training models suggest that for infants and toddlers, transitions and routines that arise from their care are the *curriculum*. It is during these routines that relationships are promoted and learning takes place.

Define the terms “transitions,” “routines,” and “schedules”:

- a. By *transitions*, we mean the times of change that occur in a child’s life or day, such as when a young child begins in a new child care program or when a group of children move from one experience to another – for example, from indoor play to outdoor play.

- b. By *routines*, we mean the regularly occurring events a young child experiences during a day and the way we do them day by day. They can be thought of as the individual experiences that make up each day. Routines that generally happen in a similar way each day provide children with a sense of predictability and security. For example, if the daily routine upon arrival is to snuggle with a caregiver and look at a book even a young infant will come to expect this. A toddler can understand that the meal routine begins with hand washing. When the same things happen day after day, several times a day, routines become predictable and infants and toddlers learn to feel more secure and know what to expect.

- c. When we talk about *schedules*, we tend to mean what time we do something. For infants and toddlers, however, we think of schedules in terms of how many hours between eating and when and how long they sleep.

- d. Generally with infants and toddlers, we want to focus on the sequence or order for the routines of care. It is more important for the very young child that we offer a predictable sequence of routines each day than it is that we try to keep to a time schedule. We should focus more on how things happen rather than the time and allow children to “set the pace.” For example, each newborn develops his own special daily rhythms and patterns for eating, sleeping, and alert wakefulness. Some babies leisurely suck and take short catnaps during an extended feeding. Others quickly digest a generous feeding and then fall into a deep sleep. Routines develop naturally when we follow the baby’s lead.

21

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

e. **Slide 21 Using Routines to Support Social**

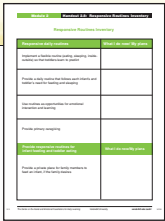
Emotional Development Highlight that infants and toddlers learn about people and the way the world works through their daily routines. Make the following points:

- Posting a schedule with pictures or photos of the day’s events and routines at children’s eye level and drawing their attention to it helps children understand sequences of events and what comes next.
- Reviewing past activities with toddlers and noticing or acknowledging when a toddler seems to be thinking about an event from the past will also help them make important connections and sense of the structure of their day.
- Inviting infants and toddlers to take part in daily routines demonstrates to them that they matter and lets them play an active role in the many activities of the day. For example, let an infant hold a clean diaper, or invite a toddler to set napkins on the table.
- Ask families about their routines at home. Routines are some of the most inherently cultural practices in a child’s life. Different families have different practices regarding routines. **Reflect** back on the routines in your home when you were a child. For example, how did mealtime occur? Did children and adults eat together or at different times? Who put you to sleep? What happened if you were sick? Asking families about their routines and trying to incorporate the ways that they care for their very young children creates cultural responsiveness and continuity in a program.

22

Activity: Handout 2.8
Responsive Routines
Inventory

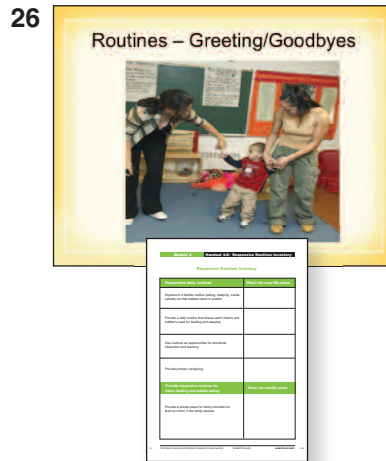
*Evaluating the Responsiveness of
Your Routines and Schedules*



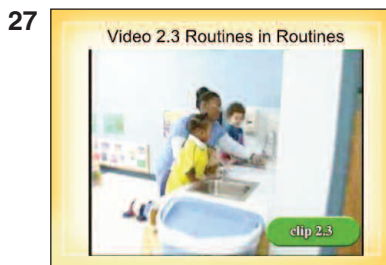
Handout 2.8

C. Show **Slide 22. Activity: Responsive Routines Inventory** (Use **Handout 2.8**)

- a. Tell the group that this is an opportunity to think more about routines of daily care for infants and toddlers and to look for ways to support the social emotional development of each child. Share with participants it is important to remember that it is not about doing something the “right” way – it’s about doing it in the way that makes sense for that individual child. Some



Handout 2.8



babies really like to be rocked to sleep while some prefer to fall asleep on their own. When we have developed a responsive relationship as our foundation, we can better anticipate what might be comforting or the right way to do something for a particular infant or toddler. Information from families can also help us individualize the routines for each child.

Show **Slides 23-26** as examples of typical routines before introducing the activity.

Ask participants to work in small groups or at their table. Explain:

- a. There are five areas on **Handout 2.8**—responsive daily routines (general best practices), infant feeding and toddler eating, diapering and toileting, sleeping and resting, and greeting and goodbye times.
- a. Select one of those routines, and as a group, identify strategies that support children’s social emotional development during the routine. Indicate the children’s age for each practice.
- c. Record your ideas on the handout.

Give groups about 15 minutes to complete the activity, then debrief with the whole group. Invite a representative from each group to share their ideas or strategies. Encourage participants to take notes using the action plan column on the handout.

As groups share their ideas, highlight that individual time spent in each of these routines provides opportunities to build a positive relationship with a child.

- E. **Slide 27 and Video 2.3 Routines in Routines.** Show video and encourage participants to identify the strategies the caregiver used to assist children to learn the routine of toothbrushing and develop their social emotional skills. Help participants identify the caregiver practices such as:
- Speaks for the child (i.e., repeats the child’s words “I don’t want to”.) Validates the child’s experience.
 - Describes and models what to do for toothbrushing using affirmative directions (e.g., song that says “this is the way, ...”) v.s. what not to do (e.g., statements such as “don’t...”)

28

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

- Offers “first then” statements in the song (“first we... then we...”)
- Uses repetition
- Uses a song
- Offers children simple words they can begin to use such as: “all done”
- Models use of “please” and “thank you”
- Demonstrates respect by using kind words and affirmative directions
- Smiles

F. Slide 28. Strategies to Support Infant and Toddler Routines.

Explain to participants that the way caregivers handle responsive routines enables them to help young children build trust and independence. Show **Slide 28** and highlight the strategies noted. Review the strategies on the slide and consider sharing the following examples:

- a. You can make diapering and toileting a special time between you and the child by telling the child in advance that you are going to pick him up and change his diaper, interacting, using first/next words that are comforting, and encouraging the child to participate in the routine in whatever way he can. For example, “Sara, first we will change your diaper; next we will read a book together.”
- b. Display a novel toy, photo or other item that children and families can explore together during arrival. Goodbyes are very difficult transitions and sometimes families and children are unsure what to do next. Providing an activity or something to focus on can help reduce any anxieties they may be feeling.
- c. Provide infants with their own cribs, and toddlers with cots that are labeled with their first name and a picture symbol. Sing, play lullabies, and offer children a book, doll, or other comfort item while they are getting ready for nap time.

Optional Activity C (25 minutes): Creating Routines with Families

Make the following points:

You are now more familiar with the second level of the Pyramid and are aware of the importance of predictable and consistent schedules and routines for infants and toddlers as it relates to social emotional development.

You also know that each families' routines are unique depending on life experiences and circumstances. Some families are able to establish more consistent schedules and routines; other families find this challenging to do. Perhaps you have had families tell you about recurring challenges they face with their child at particular times of the day or during routines such as diapering, toileting or bed time.

Activity: Ask participants to forms groups of 4-5 people and give the following directions:

In your small groups, work together to develop a list of ideas and strategies for **helping families make the most of schedules and routines.**

Spend a few minutes discussing some of the most common challenges regarding schedules and routines that families have shared with you. Then, choose one of the following home routines (diapering, toileting, nap time, bedtime, waking up, or meal-times) and generate ideas and strategies to help families make the most of that routine with their child, as well as minimize or prevent behavior challenges.

Debrief as a whole group. Ask each small group to share one or two ideas for their routine. If more than one group picks the same routine, ask that group to share an idea or strategy that has not already been mentioned. For example, possible strategies for a sleep routine may include:

Cuddle your baby and share a picture book that is soothing and gentle.

Sing a lullaby (with a repetitive, soothing melody) over and over to help your baby fall asleep.

Rub your child's back in a circular motion or with gentle pats.

Talk about specific sequences of events – for example, “Mommy will come back *after* naptime.”

continued

Optional Activity C continued

Count down in preparation for a change from one activity to the next. For example, “Daddy, is going to count to three then pick you up and change your diaper, ready, one, two, three, up for a diaper change.”

Give toddlers plenty of time to move from one activity to another.

Make a book of familiar scenes — such as your child playing with a ball on the lawn or dancing in your arms.

During the discussion, make the following points:

Remember that families will also benefit from your ability to listen to them, hear their perspective, and empathize with them. Although you just created lists of strategies that families may want to implement, there are times when it is appropriate to offer suggestions, and times when it is more appropriate to listen.

Part of level 1 of the Pyramid relates to the positive relationships that you build not only with children, but also with families; sometimes, families just need to know that you are listening and understand their experience.

29

**G. Slide 29. and Video 2.4 Responsive Greeting**

Tell participants that they are going to spend some time watching a video clip highlighting a specific daily routine, greetings and goodbyes – one that young children and adults often find challenging. Show **Video 2.4** to illustrate a caregiver’s responsive greeting of a 15-month-old child and his parents.

Ask participants to comment on what they see this caregiver doing to make the morning transition easier. Note the following points if they are not brought up during the group discussion:

- The caregiver stops what she is doing and greets the child by name.
- She asks about how his morning has been so far.
- She expresses interest in what he has experienced since she last saw him and asks additional questions to clarify.
- She helps him say goodbye when his parents leave.
- Through these actions, she lets his parents know that she is genuinely interested in their little boy.

30

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

Have participants discuss with the people sitting nearest to them some of the most effective things they have done or seen others do to support children and families during greetings and goodbyes. Encourage them to identify particular characteristics/qualities/skills promoted in young children (e.g., trust, confidence, ability to relate to others, vocabulary skills, understanding of time and sequence, etc.) when using these specific strategies.

Show **Slide 30. Strategies to Support Greetings and Goodbyes**. Continue and expand the discussion of greetings and goodbyes using the following points:

- a. Greetings and good-byes can be hard for some children and adults. Caregiver support can help make this an easier transition. Some children may need extra support and targeted strategies that are unique to him or her.
- b. Special Good-Bye Area – Designate a space in the room or an area outside the door as the “special good-bye area.” This becomes a place for families and children to say good-bye.
- c. Family Photos/Objects – Display family photos or favorite objects around the room so children can see their families throughout the day, especially when they are feeling scared or lonely. You can point out the family pictures, talk about how loved the child is and remind him that his parents or a family member will be back to pick him up.
- d. Transitional or comfort items: – Allowing a young children to bring his special blanket or toy may help him to transition from one environment (e.g., home) to the next (e.g., child care). As he brings his blankie with him he is bringing a little piece of home that reminds him of the safety and comfort of mom, dad, or home.
- e. Rituals – Talk to families about creating a “good-bye” ritual that they can do each day with their child. For example, mom might help her son hang up his backpack and then give good-bye butterfly kisses while saying, “Here’s my special butterfly kiss to last throughout the day, and I’ll be back to pick you up, so go and play!” Good-bye rituals become a signal to the child that it is time to say good-bye and reassure them that Mom will be back later!

31

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.



- Games – Have a fun good-bye game that you play as infants and toddlers are dropped off in the morning. It might be a song or a big hug. This is a great way to get other children involved in helping each other say good-bye as well as practice social skills.
- Books – Make books about the young child's day. The title for a book for a child who is dropped off by his Mom might be – “Mommy Comes Back.” The book goes through the schedule/routines of the day and shows the child leaving home in the morning or leaving the center at the end of the day with Mommy. You might also involve parents in making the book and have them take pictures of their morning routines to add to the book (what happens before the child comes to the center).

H. Slide 31: Activity: Individual Considerations for Caregiving Routines

Trainer's Note: Before showing Slide 31, make the following point:

- In Module 1, we examined the role of temperament and culture. In this activity you will take a closer look at your daily schedule, routines, and the ways that you plan for and carry out routines with each child in your care considering the lens of temperament and culture.

Review the activity steps noted on **Slide 31** and ask participants to do the following individually:

- On the left side of a piece of paper, write the names of two infants or toddlers in your care. *Trainer's Note: For confidentiality purposes participants may want to use hypothetical names or just initials.*
- 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 (e.g., dressing/undressing, diapering, eating, etc.) of the day with each young child. For example, Jamal takes time to wake up. He likes to be rocked for a while before he wants to eat/play/have his diaper changed. Or, Allie often resists diaper changing so we also use this time to play peek-a-boo together.

- After participants have had time to brainstorm individually ask them to share and brainstorm ideas in small groups or at their tables.
- As a large group ask for examples of strategies to modify routines based on a child's individual temperament and/or culture.
- Record ideas on chart paper.

Optional Activity D (35 minutes): Bringing it Back! Let participants know that they will now have an opportunity to put some of these ideas into practice and create ways to enhance the daily greetings and goodbyes.

Trainer's note: Set up the following five stations around the room. Ideally, this should be done prior to the start of the training. Allow participants to select one of the five stations in the room. Attempt to ensure each station has a relatively equal number of participants. Each station has an activity and materials for participants to work on in small groups. After approximately 20 minutes bring participants back to the large group and encourage groups to share their work i.e., their sign, song, letter, questions, or book.

Sign for greetings/goodbye area: Using the materials provided, participants create a sign with a special message for families to read and remember as they say goodbye to their child.

Songs: Using the materials provided, participants write the lyrics to their favorite song about hellos and goodbyes or make up their own. In addition, they should draw or write directions for simple gestures to go with the song.

Letter to families about greetings and goodbyes: Participants use the stationary to write a letter to families with some information about what to do to support children during this often-difficult transition, and ideas for how to work together as a team to support children socially and emotionally during these times.

List of Potential Questions: Participants take the perspective of families and develop a list of questions that families might want to be asked about how to manage greetings and goodbyes in order to individualize the routine for their child.

Greetings/goodbyes book: Using the materials provided, participants create a simple book to use with an infant or toddler to help the child during greetings and goodbyes. Suggest that participants copy the text so in their programs they can create individualized books attaching photos of a child and members of the child's family when they get back to their program.

32



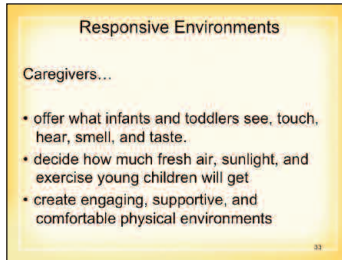
G. **Slide 32. High-Quality Supportive Environments: Responsive Environments.**

Explain to participants that together you are going to explore another aspect of infant toddler caregiving that supports social emotional development – the space where children play and are cared for.

Caregiving environments should be designed to enhance relationships and learning. Because infants and toddlers learn and develop competencies through movement, exploration, and appropriate challenges, their environment should offer a variety of experiences. It should be a place where they can freely move, make choices, and explore.

The environment should be welcoming to everyone—children, families, childcare providers and other program staff. It should be a place where everyone can easily interact with one another, share meaningful experiences and come together to enjoy the relationships they are developing.

33



H. **Slides 33-34.** Read the slides to participants. “Caregivers:

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

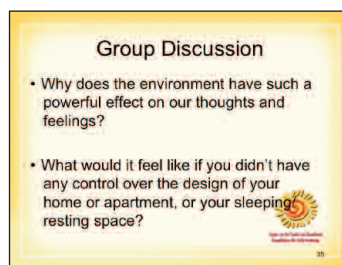
34



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

Ask for any thoughts or reflections from participants.

35



I. **Slide 35. Group Discussion.** Review the sample reflection questions with participants.

- Why does the environment have such a powerful effect on our thoughts and feelings?
- What would it feel like if you did not have any control over the design of your home?

Furnishings, accessories, room arrangement, paint colors, and even scents in a room can affect the mood of a person in that room. This is why it is important to consider the purpose of the room before decorating it. Is it a place to relax, such as a bedroom? Is it going to be an entertaining room? The purpose of the room should be the deciding factor in how it is decorated, and subsequently, how that decoration affects the mood.

Encourage participants to keep these questions and reflections in mind as they think about and discuss creating responsive environments that support the social emotional development of infants and toddlers.

The environment affects the social emotional development of infants and toddlers in many ways. Offer a few examples of how the environment can directly impact social emotional development. Share the following examples and ask the participants for additional examples.

- Surrounding young children with attentive, responsive, skilled caregivers and maintaining appropriate child-caregiver ratios supports relationships and self-regulation. When responsive adult caregivers are available for infants and toddlers, their needs can be acknowledged and met.
- Providing safe play items that offer developmentally appropriate challenges can support young children to practice their problem-solving skills.
- Keeping all appropriate materials in the environment accessible to infants and toddlers helps to develop independence and initiative so they can discover and explore on their own.

36



- Slide 36. Video 2.5 Responsive Environment.** Show video and ask participants to identify how this caregiver used her relationship and interaction with the child to encourage him to explore the outdoor environment. Help participants identify the following:

Caregiver:

- Follows child's interest
- Encourages his exploration and discovery (facilitates him touching the grass and the bench) while still keeping him close and supporting him

- Asks questions based on his interest “What do you see?”
- Narrates what he seems to be looking at, what he may hear (tractor, birds) and what he seems interested in (puts words to his actions e.g. “Arms up in the air. Looking up. Leaning back. Lean forward. Touch the bench. etc.”)
- Identifies his body parts

Summarize by reminding participants that through their interactions they can facilitate or inhibit very young children’s natural curiosity to explore the environment and learn.

Optional Activity E (25 minutes): Letters from a baby. Ask participants to take the perspective of a five month old infant who will be coming to a child care center. Imagine that this infant is an only child and the child care center will be the infant’s first out of home placement. Have participants write a letter to a caregiver that describes the most important elements to include in the environment. Have participants describe how these elements would make the child feel and how the child might interact with the elements. Participants may do this individually, in pairs, or as a group at their tables. Debrief with the whole group. Invite participants to read their letters. Relate the content of the letters back to the previous discussions about environmental preferences and what makes a well-designed environment for infants and toddlers.

J. Slide 37: A Well Designed Infant-Toddler Environment

Before showing **Slide 37**, ask participants to think of the most perfect space for babies and toddlers that they have ever seen, or have ever dreamed about. Ask the following questions:

- What makes that space unique?
- How does the space make them feel?
- How does the space affect infants, toddlers and their caregivers?

Show **Slide 37**. Make the point that a well-designed infant-toddler physical environment can have a major impact on young children’s social emotional development. Review each bullet point with participants.

37



38 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?

39 Environments
Georgetown College CMH Development Center
Courtesy of Harriet Roseberry



40 Environments
Windsor Children's Center
Courtesy of Harriet Roseberry



41 Environments
New Hampshire Technical College Development Center
Courtesy of Harriet Roseberry



42 Environments
Windsor Children's Center
Courtesy of Harriet Roseberry



K. Slides 38-42. Activity: Responsive Environments

Explain to participants that you are going to show them four different photos of infant/toddler environments. Tell them you'd like them to consider the items listed on Slide 38 as they look at the photos. Show participants Slides 39-42 one at a time.

With a partner, participants should take a couple of minutes to review the photo and discuss whether or not they believe the environment supports the items noted for "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

Debrief and ask groups to share their thoughts. Write responses on chart paper. Listen for the following possible responses:

- Supports the social-emotional needs of infants and toddlers—a variety of well-equipped play spaces, child-size furniture, soft spaces to sit or crawl, mirrors to see themselves alone and with others, boundaries between activity areas, things posted on the wall at child's level, things to climb on, places for one or two children to go to be alone, blanket on floor for infants in a protected space, etc.
- Supports and encourages responsive care from adults—rocking chairs for one-on-one time, adult-size couch where caregivers can comfortably sit with one or two children
- Supports peer relationships—spaces for two or more children to crawl into, child-size furniture, toys for children to play with together such as a double slide
- Is developmentally appropriate with materials organized in an orderly way
- Age appropriate—materials in environment look age appropriate, places for toddlers to crawl, walk, climb, soft spaces.

Not all of the elements mentioned (from **Slide 38**) are illustrated in the photos, e.g., cultural appropriateness, individual appropriateness, appropriate for children with disabilities. Ask participants what could be added to the environments to meet these criteria. For example, consider asking participants what environmental factors they might consider for a child who has a hearing impairment or an older toddler with mobility impairments.

Each person brings his/her own unique preferences to her feelings about the rooms. We all have our own response to different environments. What may feel appealing and comfortable to one person could feel cold or stark to another person.

Next, ask participants either as a small group or with a partner to select one of the items highlighted (e.g., child-size furniture, blanket on the floor, comfy places to sit) and discuss how and why these environmental elements promote social emotional development. After small group discussion have participants share some of the key ideas from their discussion with the larger group.

Slide 43 Environmental Elements to Consider

Examples may be:

1. Cozy/private spaces: These types of spaces (while easily supervised by caregivers) are critical to the development of the young child's self-concept. Often, the meltdowns and struggling moments we see young children experience in group care settings can be linked to the possible stress of being in a large group for an extensive amount of time. Creating safe spaces where children can retreat for extra rest, to observe and recharge emotionally throughout their day can help to alleviate this stress.

Private spaces can also be achieved by incorporating into the classroom a tunnel, a very large cardboard box, a plastic empty sandbox, a carpeted, built-in cabinet with the doors removed, or a cozy loft space. With access to these cozy spaces, two toddlers who are just beginning to develop a relationship can also go off together to quietly play.

43

Environmental Elements to Consider

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

2. Safe lofts and climbing structures: A developmentally appropriate and well-designed climbing structure or loft support motor exploration as well as offer a private space for a young child to relax and watch his peers by himself. It is also a place where an adult caregiver and young child can cuddle and read a book together.
3. Places for children to crawl, walk and climb: Self-initiated exploration and movement is essential to a young child's emotional development. Crawling to a desired toy and picking it up, climbing to the top of a loft and going down a slide are all activities that help a young child develop feelings that she is capable, can achieve and through practice, can master.

While older children can begin to grasp limitations to their play and movement, such as “In ten minutes we’ll be going outside and then you can run...” a toddler will struggle understanding such limitations. The toddler’s focus is, “I need to crawl and climb now!” It is important that the environment encourages and supports this fundamental developmental need. Providing plenty of physical outlets for movement can also reduce challenging behaviors. When toddlers have appropriate places to jump, throw, climb, and generally be active they may be far less likely to climb on furniture not meant for climbing or engage in inappropriate behaviors.

4. Lighting: Poor lighting can strain the eyes of young children and adult caregivers. Certain types of lighting (such as the lamp seen in the one photo) can help a care setting look and feel more like a home. Lighting that can be adjusted can help to calm and soothe an infant or toddler and help modify the mood in the room.
5. Sound: Consider the noise level of the the room. Consider adding soft surfaces such as carpet or drapes to help absorb sound. The noise level in a room can impact young children’s mood, anxiety level, ability to tolerate frustration and become calm. Encourage participants to think about their own experience at a very noisy restaurant where it is a struggle to hear the people at their table. Faced with

criteria. Emphasize the importance of **observing** children on a regular basis, documenting the **observations**, and using the information as a source for making changes to the environment.

Ask participants to work with a partner and discuss potential improvements to their infant and toddler environments. Ask them to include in their discussions examples of things they have changed or added to the environment based on observing a particular child.

Give participants about 20 minutes to complete as much of the environment evaluation and planning form as they can. If they do not complete all sections, they can finish it when they are back at their programs.

Next, give the following directions:

- a. Notice that each section of the evaluation and planning document is numbered.
- b. Identify the top three sections that you want to work on in your program.
- c. Write the numerals of each identified section on individual sticky notes (one numeral per note) and place each note on the related section.
- d. Now find someone in the group who has identified one of the same sections that you have identified.
- e. Talk with that person and share ideas about how to improve that section of the environment. Take notes.

If time allows, encourage participants to find someone to talk with about all three identified sections, or identify a second person who has noted one of the same sections.

Bring the large group back together. Ask participants to share ideas they plan to add to their environment to make it more responsive to the needs of infants and toddlers. Also ask for ideas that might be particularly helpful in addressing a behavior related to the environment. For example: the need for a soft space for young infants away from the active play of mobile infants and toddlers.

Optional Activity F (35 minutes): Home Environment Design

Trainings Note: The Technical Assistance Center for Social Emotional Interventions with Young Children has developed Training Materials for Implementing the Pyramid Model with Families in Homes. See <http://www.tacsei.org> for additional resources on applying the Pyramid Model in homes.

Make the following points:

You have looked at environments for infants and toddlers in center based programs and reviewed criteria for well-designed, responsive environments.

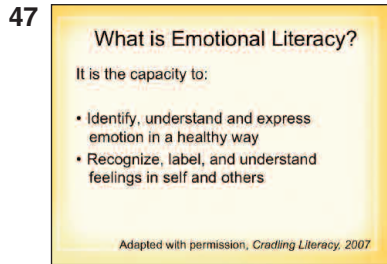
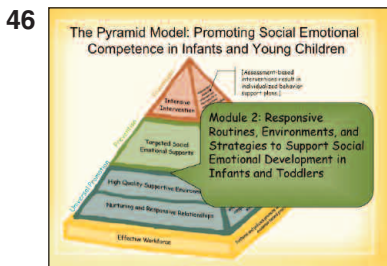
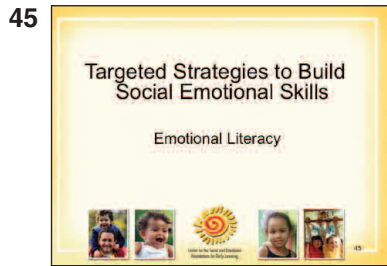
Now consider the needs of an infant or toddler and family in a home environment. The needs of a young child continue to change according to the age and developmental stage. However, the role of the caregiving adult in creating physical spaces that promote social emotional development and help prevent problem behavior remain constant.

Many families may be familiar with health and safety guidelines for homes and have at least heard about “childproofing” the home. Not as many adults are familiar with setting up the home in ways that promote social emotional competence. Ask participants to form small groups of 4-5 people, and give the following directions:

- a. Work in your group to develop criteria for arranging physical spaces and selecting child materials that infants and toddlers can explore in their home setting. This is your chance to become an architect and an interior designer for 20 minutes, but with a child development perspective. Think about small and easy ways parents can enhance their environment and the materials available to infants and toddlers to promote social emotional development. For example, cushions or pillows on the floor to crawl over or rest on while looking at a book; a night light for a child who does not prefer complete darkness when trying to fall asleep, or wind chimes as opposed to a musical cd.
- b. Select a room in a home (i.e., living room, kitchen, bathroom, bedroom, etc.) and create a “top five list” of recommendations. Your “top five list” can either be suggestions for setting up the space/furniture, or recommendations for easy-to-find low cost materials that children can explore and play with in that environment.
- c. Keep in mind that these are general lists and must be applicable for families who have access to different levels of resources. Materials should be mostly non-commercial and easy to access. Some families do not have separate living spaces, so consider the wide range of home environments as you design your home enhancement plans.

Debrief with the whole group. Invite a representative from each group to share their criteria for one of the rooms. If more than one group selects the same room, ask for criteria that have not been mentioned yet.

IV. Targeted Strategies to Build Social Emotional Skills
(110 min.)



IV. Targeted Strategies to Build Social Emotional Skills
(110 min.)

A. Slides 45-46.

Make the following points:

- We have talked about the importance of creating routines and environments in which infants and toddlers feel safe and confident, as well as promote their social and emotional development.
- Now we are going to discuss additional strategies and ideas for providing opportunities to support the development of specific, or targeted, social emotional skills.
- Display **Slide 46**. Building children’s emotional literacy relates to the third level of the pyramid: Targeted Social Emotional Supports.

B. Slide 47. What Is Emotional Literacy?

Ask participants what they think emotional literacy means and how it applies to infants and toddlers.

Use **Slide 47** to help summarize their responses.

Make the following points:

- While emotional literacy is not just about language, language plays a large part in emotional literacy because language is so important in a social world. Language serves as a tool to communicate and much of what language communicates is our feelings about ourselves and our relationships with others.
- We use language to give common meaning to something, such as a feeling.
- Here is an example of a parent helping her 12-month-old make sense of an emotional experience: It is Mia’s third day of child care and her mother arrives at the end of her work day to pick her up. The mother makes eye contact with her baby and smiles. As Mia’s face brightens, she says “Oh Mia, you are happy to see Mommy!” Then, as her baby’s face crumples, and she starts to sob, her mom says as she reaches for her daughter, “Oh, you waited so long and you were afraid Mommy might not come.”

- d. This mother read Mia's cues, labeled her daughter's emotional communication, and then acknowledged that she understood how Mia was feeling. This type of exchange, within the context of the relationship, is the primary strategy we use to develop emotional literacy for a young child.
- e. Talking about shared experiences, acknowledging and labeling emotions, and letting infants and toddlers know that we see, hear, understand and accept their feelings throughout the day are major strategies that all caregivers can use to develop emotional literacy in infants and toddlers.
- f. The infant or toddler's developmental level will determine what is said and what response the caregiver can expect from the child. The words used to acknowledge and label an emotion may be well ahead of the child's level of speech. As the infant matures and his understanding of the meaning of language expands, the caregiver intentionally extends the conversation about feelings to encompass new concepts and words.
- g. The caregiver's gentle, positive tone of voice is an important part of the message of understanding and acceptance of emotion for all young children.

Ask participants to think, for a moment, about all of the emotions they experience in a typical day. You might at times feel happy, stressed, sad, attentive, engaged, scared, frustrated, excited, or hopeful. Infants and toddlers may not have the language to express themselves, but they are experiencing the same variety and intensity of emotions as adults.

Caregivers can support children's learning of emotion words by making a "Feelings Words" list. **Activity:** Ask participants to pair up and create a "Feelings Words" list – words they would like infants and toddlers in their care to experience and learn. Once participants have completed their lists, ask for a few groups to share the words they listed.

***Trainers Note:** Note the types of words participants list. Note if the feeling words are more positive or negative in nature or if there are an equal number of positive or negative feeling words. Note also if participants may*

48 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

49 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

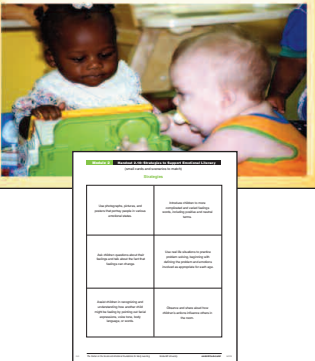
50 Strategies to Develop Emotional Literacy in Infants and Toddlers

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

51 Strategies to Develop Emotional Literacy in Infants and Toddlers

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

52 Activity: Emotional Literacy Scenarios and Strategies



Handout 2.10

have difficulty naming feeling words. It may be helpful to point out to participants that many adults have difficulty naming and sharing their own feelings so it may not come easily to help very young children name and express their feelings.

Share with participants an example of how caregivers can include families in naming feeling words: Near where family members sign in their children's caregivers can leave a notepad or sticky notes for families to write down feeling words. Caregivers can prompt families to write down a feeling word as they connect and talk about their child's evening and/or morning. For example, a father may describe his son as waking up, "grumpy." Over time, caregivers can collect a list of feelings words to post in the classroom and share with families.

C. Slides 48-51. Strategies for Developing Emotional Literacy in Infants and Toddlers (Use **Handout 2.10**).

Review the strategies listed on **Slides 48-51**.

Show Slide 52. Activity: Ask participants to form small groups of 4-5 people. Give each group a set of scenarios (**Handout 2.10**) and each participant the list of the strategies. Give the following directions:

- a. Take turns reading each scenario aloud.
- b. For each scenario, decide which strategy (or strategies) from the list best aligns/matches the scenario.

***Trainer's Note:** If time allows, invite groups to consider role playing one of the scenarios with the matching strategy or strategies, or role play a new scenario from their own experiences. Listed below are appropriately matched scenarios and strategies. Participants may match scenarios with strategies differently than those listed below. Encourage participants to describe how they made the decisions that they made.*

Following are the appropriately matched scenarios and strategies:

1. Use photographs, pictures, and posters that portray people in various emotional states.

“Let’s all take a look at the children on this page. Which child seems to be very excited? Which one seems sad?”

2. Introduce children to more complicated and varied feelings words, including positive and neutral terms.

A feeding situation with a 10-month-old fussing as he spits out food with a new texture: “Oh, Benji, you weren’t expecting those beans were you? Did that make you feel upset to get something you weren’t expecting? I think you want the apple sauce right now. How about you give these beans a try and we’ll have apple sauce next.”

Rocking a baby who is tired and can’t relax: “I know you are having a hard time falling asleep. It is hard to relax and fall asleep sometimes but I see you yawning and I think you are really tired. I will hold you and rock you until you feel more relaxed.”

3. Ask children questions about their feelings and talk about the fact that feelings can change.

“I can see that you are upset because it is time to go inside. Sometimes it is difficult to go inside when you don’t feel ready. Let’s think about how to make it better. How about we go right over to the easel and you can paint?”

A teacher asks a child who is waiting for her turn on the slide: “Melanie, are you upset right now? I know it can be very hard to wait patiently, but when Riley comes down the slide, he will let you have a turn. I think you will feel much happier then.”

“Juan, when the dog came near, you used to cry and feel scared. But, now you look happy to see that big puppy!”

4. Use real life situations to practice problem solving, beginning with defining the problem and emotions involved as appropriate for each age.

Helping a 22-month-old try to open the drawer in a piece of dollhouse furniture: “Cate, I see you are shaking and banging the dollhouse furniture. I’m wondering if you’re feeling frustrated because you cannot get the drawer open. Why don’t we try to open the drawer together. Can I show you?”

Helping a toddler find a toy ball that rolls away: “Shelby, you seem confused. Where did your ball go? It looks like your ball rolled behind the shelf. How do you think we could get the ball?” (Try the child’s suggestions and if necessary, share your ideas.)

Interrupting play to change a diaper: “Laura, I can see that you are having fun playing with the balls but I need to change your diaper. Are you ready now or would you like two more minutes and then I can change you?”

5. Assist children in recognizing and understanding how another child might be feeling by pointing out facial expressions, voice tone, body language, or words.

Telling a child who is not crying why the child who is unhappy is crying and then telling her how to comfort the crying child: “Mia, Kiri is crying because she wants her Mommy. Do you think she would feel better if she had her binky? Can we find her binky? You could give her the binky and then she might not be so sad. Do you think she feels better? Do you feel better now that she’s not crying?”

“It looks like Mateo is scared when you run at him so fast. Perhaps if you walk to him instead of run towards him, he will feel calmer.”

6. Observe and share aloud how children’s actions influence others in the room.

When younger children have pacifiers, bottles, or blankets that older children seem envious of: “I can

see that you pulled little Cora's pacifier out of her mouth, John. She looked sad and hurt when you did that. Sometimes it might be nice to have your own pacifier, right? We just have to be sure that Cora doesn't lose hers, so maybe you can help me give it back to her."

7. Label cues of emotional escalation for children.

"You look like you are getting excited because Mommy is coming soon!"

"Marco, it looks like you are frustrated because the shapes are not fitting into that shape sorter. Why don't you try turning that triangle around?"

8. Use opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm.

"Cora, you say you are mad and you want your truck back. I see you are staying relaxed and calm. Can I help you? We can ask for your truck together."

9. Be present and offer calm words of support during a toddler "tantrum."

"James, I can see you are angry. I'm going to stay right here so that you don't hurt yourself or your friends. When you are ready for a hug, I will be right here."

10. Choose books, music, and finger plays with a rich vocabulary of feeling words.

"Which song would you like to sing first - 'If You're Happy and You Know It' or 'Shake your Sillies Out?'"

11. Label own emotional state and provide an action statement.


"I am feeling frustrated right now, so I better count to ten and take a deep breath to help me relax."

53 Video 2.6 Adult Supporting Children in Difficult Encounters




54 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?



55 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.




Handout 2.11

D. Slide 53. Video Clip 2.6 Adult Supporting Children in Difficult Encounters. Prior to showing **Video Clip 2.6** explain that this clip illustrates emotional literacy strategies in action. Encourage participants to observe carefully and note how this caregiver promoted children's emotional literacy. Consider showing the clip twice if participants need additional time to carefully observe the caregiver's strategies. Show **Video Clip 2.6**.

E. Slide 54. Large Group Discussion

Ask participants the following questions:

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

Mention the following during the discussion if they are not mentioned:

- Caregiver appeared calm, knelt down at their level, used child's name, words and tone matched the intensity of the situation (i.e., serious tone, clear language, straightforward with emphasis), used her body as a barrier
- Supported children to use their words to describe their feelings and experience (the child w/out prompting says, "I don't like it...")
- Described the effect of the child's action, "that hurts;" set limit "we don't hurt our friends;" emphasized/repeated the child's words.

F. Slide 55. Activity: Using Books to Support Social Emotional Literacy (Handout 2.11)

Make the following points:

- There are many ways to be intentional about the development of emotional literacy with infants and toddlers.
- Reading with children is one of the most powerful tools for expanding a child's awareness of his own feelings and the feelings that others might have.

- c. Our goal with infants and young toddlers is to use language that links emotional language to self, people, and things that happen.

Ask participants to form small groups of 4-5 people (or have participants work at their tables, depending on the size of the group). Explain that they are going to work together to determine how to use books to support social emotional development.

Distribute the children's books and give the following directions:

- a. Using your handout as a guide, review two or three books.
- b. Choose one of your reviewed books and talk with your group about how you might use it to enhance social emotional literacy in your infant or toddler setting.
- c. As your group discusses each book, identify and note the feeling words used in the book or feeling words that you might use if it is a book that is not necessarily focused on feelings.

***Trainer's Note:** If time does not permit having each participant read three books, ask each group to choose and review one book and complete the activity. Tell participants that the CSEFEL website has a list of books for children birth through five that support social emotional literacy and give them the website address - <http://csefel.vanderbilt.edu/resources/strategies.html#list>*

Make the following points:

- a. An infant or younger toddler with developmentally appropriate social emotional literacy is more able to be aware of others' feelings, develop friendship skills, and move along toward a higher level of social play.
- b. Older toddlers, with more language and opportunities to be with other children, need to develop social emotional literacy skills to manage or regulate their emotions and to be successful in solving the social problems that will naturally occur as they interact with other children.

56



- G. Slide 56 Video 2.7 Using Books to Support Emotional Literacy** Show **Video 2.7**. Ask participants to identify how the father used the book to promote social emotional literacy. Make reference back to **Slide 47** and review the definition of social emotional literacy: the capacity to identify, understand and express emotion in a healthy way and the capacity to recognize, label, and understand feelings in self and others. Help participants:
- notice how the father responded each time the child made vocalizations
 - imagine what the child learned about her own emotions (i.e., that her feelings and thoughts were valid and important)
 - reflect on what this child is learning about relationships
 - think about the content of the book and its impact on the child’s understanding of relationships over time.

Optional Activity G (35 minutes): Using Songs and Books to Support Social Emotional Literacy in Infants and Toddlers (Use **Handout 2.12**, Sample Feelings Book):

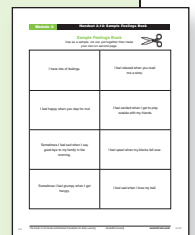
Ask participants to recall a time when they showed a toddler photos of herself. How did the toddler react?

Make the following points:

Using books that include photos of a child are powerful ways to promote emotional literacy and build language and literacy skills using authentic and relevant materials.

Young children also love it when you invent songs about them, or change the lyrics of a song to include their names.

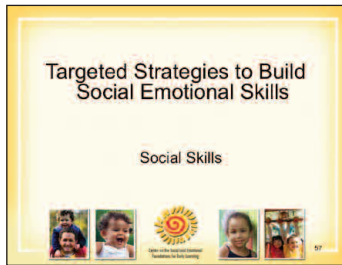
Ask participants to work in small groups and choose to either invent a feelings song they could sing with a child or write a simple book about feelings. Participants can create their own book. Participants can later add their own photos or their own captions of the children in their setting. Each page should have a simple caption that includes a feeling and an example of something a young child might do associated with the feeling. If participants seem unsure of what to write, they can use the book template with sample phrases offered on **Handout 2.12**.



Handout 2.12

Debrief with the whole group. Invite participants to share their songs and books. During the discussion, highlight the importance of supporting home language development and suggest that participants include simple feelings books written in the home languages of the children and families. Note that asking parents to help with the creation and translation of a book about their child gives parents meaningful ways to contribute to the program and collaborate with caregivers to build emotional literacy, as well as honor the language spoken at home.

57



H. Show Slide 57. Targeted Strategies to Build Social Skills

Introduce this section to participants by noting that as young children's emotions are nurtured and supported through responsive care they begin to feel a sense of trust. In a trusting relationship, infants and toddlers can begin to focus more on cues in their environment and they are able to use positive behaviors to get their needs met.

Healthy emotional literacy skills contribute to social skill development, including making and keeping friends and getting along with others. As young children engage in back and forth play and communication with a responsive caregiver and learn ways to regulate and make sense of their emotions, they will also learn to seek out and respond to this type of interaction. Engaging in this type of communication is an important skill that will eventually help a toddler learn how to play next to another child.

Emphasize with participants:

- a. Families play a huge role in supporting social emotional literacy in very young children.
- b. It is within the family that children first begin to learn to read other people's responses to their feelings and behaviors. How their family members respond to them will shape the way that children learn to respond to others and interact in their own relationships.
- c. From a very early age, children learn about how emotions can be communicated by the ways they are expressed by family members.
- d. Children learn about acceptable social emotional expression not only from what family members say but also from their facial expressions and body language.
- e. When parents talk to their babies and toddlers and then pause for a response, they send a message to the child that they are interested in his response.

58



I. **Slide 58 Video and 2.8 Mom Playing with Toddler.**

Show **Video 2.8** of a parent who asks questions and listens to the responses of her toddler as they play together. Encourage participants to identify how this interaction is as an example of ways parents and caregivers can support social emotional skills. Elicit a discussion identifying the mom's behaviors such as:

- follows the child's interests
- follows the child's lead in the play
- responds to the child's words and questions
- asks questions
- demonstrates interest
- listens to child's responses (is attentive)
- is on the floor with the child
- stays with the pretending
- models polite words (e.g., "please" and "thank you".)

Summarize the discussion by reminding participants that it is these kinds of interactions that help very young children learn how to play with peers and to build relationships. Through play with his mom this child will learn to wait while another child is talking, be attentive to another child's ideas, stay with a central theme of play, use his imagination, respond to another child's ideas and use polite words. Other children and adults respond well to these skills, further reinforcing this child's social emotional development.

***Trainer's Note:** To help participants better understand this important skill building process, consider offering an example of a mother interacting with her four-month-old: four-month-old Shaina gurgles and coos as she glances toward her mother. They make eye contact and her mother responds with, "You seem excited...you have so much to tell me!" Both Shaina and her mother smile. Shaina is learning that her mother will help her make sense of emotional interactions and that her world is a friendly place. These interactions help shape her thoughts about later relationships.*

59



J. Slide 59. Building Social Skills

Ask participants to describe positive peer interactions they have observed with infants and toddlers. Ask how they believe these interactions develop.

Draw out from the group a short list of caring and helping behaviors of infants and toddlers that demonstrate their ability to understand what adults and peers might want or feel. Ask participants to describe specific behaviors and identify when they tend to observe the behavior. Listen for and note responses that:

- identify behaviors that indicate that the infant or toddler has the capacity to empathize (respond compassionately to the feelings of others). The following may be examples of the types of behaviors caregivers may identify:
 - a toddler who provides a pacifier to an infant who is crying
 - a toddler who gives another child his special comfort item
 - a child who pats the back of another child when she is upset

Researchers and child development specialists used to believe that very young children were not capable of understanding or empathizing with the experience of others. More recently researchers have demonstrated that even very young infants can discriminate the emotions of others which is a first step in building empathy – a critical foundational social skill.

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Development of Play Skills for Infants and Toddlers

Age	Play
Birth to 3 Months	<ul style="list-style-type: none"> • Responds to caregivers • Coo 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 pat-a-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

K. Show Slides 60-61. Development of Play Skills for Infants and Toddlers.

Caregivers play an important role in the earliest stages of a child’s social development. Early on, however, children also begin to notice and play with each other. Ask participants, “At what age do you think children begin to notice each other?”

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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 (observer) • Primarily plays alone (solitary) • May offer toys to caregiver or other children • May observe 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 taking with other children • May take leader/follower roles in play • Some pretend play • Still plays alone frequently • Interacts in well moving toward cooperative play



Handout 2.13

Offer participants an opportunity to share their ideas. Responses may include:

- Infancy, when children begin to smile at another face and approach others as they become mobile
- At about one year of age when they begin to play with the same toys another child is using, and imitate others nearby
- As older two year olds when they begin to take turns with toys
- As preschoolers when they develop dramatic play routines together

Explain to participants that all of these examples are correct as young children go through various stages of social play just as they go through stages of development in other areas.

Use **Handout 2.13**. Talk about and expand on the progressive development of play skills in the typically developing child.

Share with participants that as they can see, play becomes increasingly more involved and complicated.

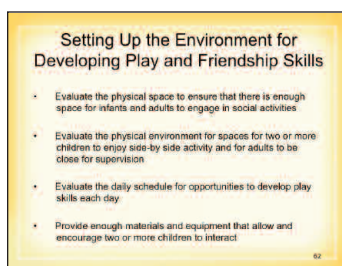
L. Slide 62. Setting up the Environment for Developing Play and Friendship Skills

Show **Slide 62** to highlight some of the things that have already been discussed in the routines and environment sections of the module.

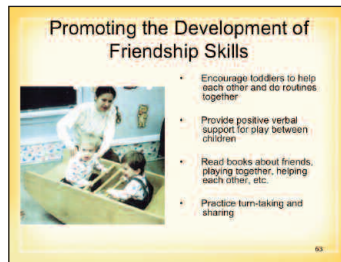
Provide examples to illustrate each point or ask for examples from the group. Use the following if needed:

- Examine the physical environment to ensure that there is enough space for infants, toddlers, and adults to engage in social activities. Examples: comfy areas on the floor, rockers/gliders.
- Evaluate the physical environment for spaces for two or more children to enjoy side by side activity and for adults to be seated close by for supervision. Examples: lofts, rocking boats, block areas, climbing boxes, slides for more than one child at a time, mirrors that accommodate more than one child, or play houses.
- Evaluate the daily schedule for multiple opportunities to develop play skills each day. Examples: indoor and outdoor play times.

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- Provide enough materials and equipment that allow and encourage two or more children to interact. Examples: stacking toys, cars, dolls, puzzles, or other manipulative materials.
- Provide duplicates of children’s most popular toys and materials

M. Slide 63: Promoting the Development of Friendship Skills.

Review the slide. Ask participants to share examples for each point. Provide examples as needed:

- Encourage toddlers to help each other and do routines together. Examples: hand washing, brushing teeth, cleaning up toys.
- Provide positive guidance and verbal support for playing together and helping each other. Examples: “Maria and Tasha, you are doing such a good job rolling out the play dough together.” “Ted, please hand Mary her spoon.” “Gabriel, will you take this book to Benji?”
- Read books about friends, playing together, helping each other, etc., such as *You Can Do It Sam*; *I Can Share*; *Jamberry*; and *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear*.
- Practice turn-taking. Remind participants that turn-taking is an important exchange both between adults and infants and toddlers and between two young children. Make the following points:
 - Turn-taking is a concept that children begin to learn in infancy. It is both a social skill and a communication skill that is used during back-and-forth conversations.
 - One example of a turn-taking game with an infant is imitating the infant’s vocalizations, waiting for a response from the infant, and repeating the infant’s response.
 - This is how infants begin to learn “your turn, my turn.”
 - Children gradually learn about turn-taking within the context of responsive and nurturing relationships.
 - It is very important that we support toddlers as they begin to learn about turn-taking and navigating play situations with others. We need to “teach” them what to do.

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N. Slide 64 and Video 2.9 Promoting Friendship Skills.

Show **Video 2.9**. Have participants identify the caregiver’s words and narrations that help support the social skills of the children. Help participants identify the following caregiver behaviors:

- Caregiver speaks for child e.g., (“ouch that hurts,” “all done,” “you want more.”)
- Caregiver responds to child’s vocalizations
- Caregiver reinforces the positive intentions and behaviors of the child (i.e., “You are kissing him, that is so nice,” “Thank you for offering me your pacifier.”)
- Caregiver encourages and allows child to rock and “care for” the other child
- Assists children to use words “all done” (“*all pau*” means “*all done in Hawaiian pidgin*”)

Trainer’s Note: If time allows, consider assigning small groups of participants to each observe a different child in the video clip. Ask participants to identify and discuss what each child is learning from the interaction. Use the following bullets to supplement the discussion

Young child being rocked (David)

- *Others can take care of me*
- *I can trust peers*
- *Playing and interacting with peers is fun*
- *I can share what I love to possibly comfort others (e.g., he offered his pacifier)*

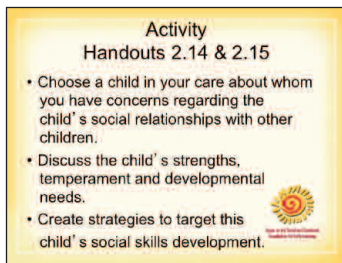
Child doing the rocking

- *I can take care of others (rocking, kissing)*
- *Others enjoy when I care for them and play with them*
- *I can be gentle*
- *Interacting with others is fun*

Girl in pink who briefly helps rock David

- *I can participate if I want*
- *I can watch*
- *I can play/read nearby and enjoy being near others without doing the same thing they are*
- *Others notice if I am hurt*

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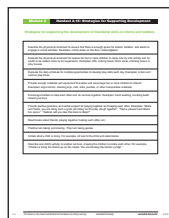


O. Slide 65: Activity (Handouts 2.14 and 2.15):

Ask participants to partner with someone. Provide participants with a copy of **Handout 2.14** to use as a reference. Review the list of strategies on **Handout 2.15**. Emphasize that if caregivers put their awareness of social play together with what they have learned about a



Handout 2.14



Handout 2.15

child’s strengths, temperament and developmental level, they are better equipped to help guide the child in appropriate social interactions with his or her peers.

Give the following directions:

- a. Choose a child in your care about whom you have concerns regarding the child’s social relationships with other children.
- b. Discuss the child’s strengths, temperament and developmental needs.
- c. Create strategies to target this child’s social skills development. **Handout 2.15** offers examples of possible strategies to consider.

Debrief with the whole group. Invite participants to share some of their strategies and ideas. Share with participants that by using these strategies, caregivers are modeling and encouraging developmentally appropriate social interactions.

V. Wrap-up, Reflection and Planning
(30 min.)

66

Wrap-up, Reflection and Action Planning

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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?

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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

Handout 2.16

V. Wrap-up, Reflection and Planning (30 min.)

A. Slide 66. Wrap-Up, Reflection, and Action Planning.

Remind participants that this training has focused on the importance of responsive routines and schedules, physical environments, and providing specific and targeted opportunities to support the social emotional development of infants and toddlers.

B. Show Slide 67 Reflection. Offer participants an opportunity to reflect on your time together and the content covered during the training. Ask aloud the questions listed on the slide. Pause between each question and ask for feedback from the larger group.

- What questions do you have about the material we discussed?
- What insights if any do 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?

C. Slide 68 and Handout 2.16. Planning for Change.

Use **Handout 2.16**. Review the bullet points on the slide with participants and allow time for completion.

Optional Activity H (20 minutes): **Summarizing the Training Experience** Give each participant a blank piece of paper and ask them to write their name on the paper and crumple it up into a ball.

Gather the group in the middle of the room and form a circle, and ask everyone to throw their wadded up ball of paper into the center of the circle.

Then, one by one, ask a participant to retrieve a paper ball and join the person whose name is listed on the paper they selected. Once pairs have been formed, they will join that person and each person will respond to the questions/statements on **Handout 2.17** sharing their answers with their partner.



Handout 2.17

-What I learned about (schedules and routines, physical environments, emotional literacy, strategies for promoting social skills, working in partnership with families,) _____ today will help me to...

-The first thing I want to do when I go back to work is...

-I felt most inspired by...

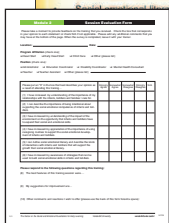
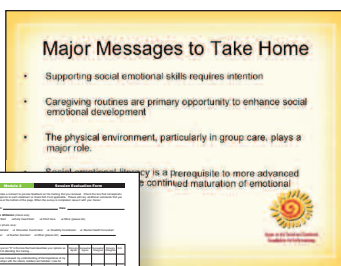
-I felt most affirmed regarding what I currently do to _____ when we learned about...

-A topic that I plan to investigate further is...

-One thing that I learned and plan to share with a colleague or friend is...

-If I were to start a new infant/toddler program that was located on a remote desert island and I could only choose five things/materials to support my work and promote social emotional development, those five things would be...

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Handout 2.18

D. **Slide 69.** Major Messages to Take Home. Review each message as a summary of the day's training. Ask participants if they have others to add.

E. Thank participants for coming and for their attention and participation.

F. Ask the participants to complete the evaluation (**Handout 2.18**).

Resources

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Video Sources

Videos provided courtesy of ZERO TO THREE, Washington, DC. Used with permission and available at www.zerotothree.org.