

Responsive Routines, Environments, and 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



Child Care Bureau



Office of Head Start

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Learner Objectives

- Participants will be able to discuss why it is important to be intentional about supporting social emotional development in infants and toddlers
- Participants will be able to describe the importance of caregiving routines and identify strategies for using them to support social emotional development
- Participants will be able to identify key ways in which the physical environment can promote social emotional development in infants and toddlers
- Participants will be able to examine the environments in which they work and begin to make plans to enhance them to meet the needs of infants and toddlers in care
- Participants will be able to define emotional literacy and describe the kinds of interactions between adults and infants and toddlers that support emotional literacy
- Participants will be able to identify strategies for helping to build social skills in infants and toddlers

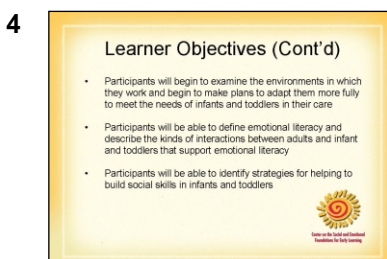
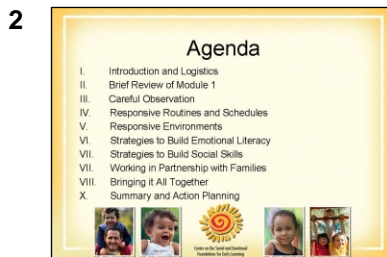
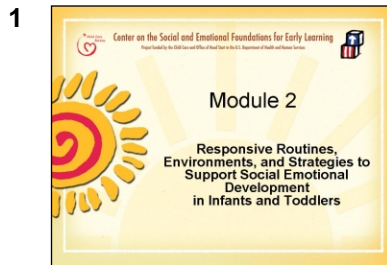
Suggested Agenda

I. Introduction and Logistics	20 min.
II. Brief Review of Module 1: Social Emotional Development within the Context of Relationships	30 min.
III. Careful Observation: The First Step in Responsive Caregiving	30 min.
IV. Responsive Routines and Schedules	45 min.
V. Responsive Environments	60 min.
VI. Strategies to Build Emotional Literacy	60 min.
VII. Strategies to Build Social Skills	60 min.
VIII. Working in Partnership with Families	45 min.
IX. Bringing it All Together	20 min.
X. Summary and Action Planning	10 min.
Total Time	6 hrs. 20 min.

Materials Needed

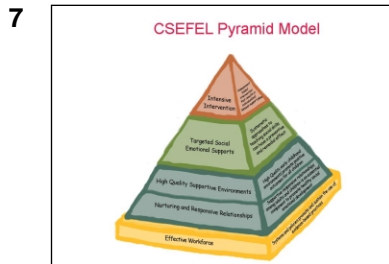
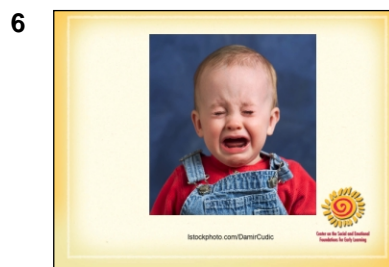
- Agenda
- PowerPoint Slides
- Facilitator’s Guide
- Books for infants and toddlers that focus on social emotional literacy. Provide enough books for everyone in the group attending training or ask those attending to bring a book with them. A list of sample books can be found on the CSEFEL website at <http://www.vanderbilt.edu/csefel>.
- Flip chart or white board and markers
- Video Clips
 - 2.1 Observation of interaction between 9-month-old and two adults
 - 2.2 Responsive greeting
 - 2.3 Adult supporting children in difficult encounters
 - 2.4 Adult encouraging socialization
 - 2.5 Walk away
 - 2.6 Mom playing with her toddler
- Handouts
 - 2.1 Participant PowerPoint Slides
 - 2.2 Social Emotional Development within the Context of Relationships Review
 - 2.3 Infant Toddler Video Observation Tool
 - 2.4 Responsive Routines Inventory
 - 2.5 Infant and Toddler Environments Planning Document
 - 2.6 Socialization Example (What Makes Me Laugh?)
 - 2.7 Using Books to Support Emotional Literacy
 - 2.8 Cooperation
 - 2.9 Infant and Toddler Peer Behavior
 - 2.10 Vignette I: Fernando
 - 2.11 Vignette II: Tomika
 - 2.12 Vignette III: Benji
 - 2.13 Tips on Nurturing Your Child’s Social Emotional Development
- 2.14 Session Evaluation Form

I. Introduction and Logistics (20 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. Have each table of participants introduce themselves to each other. Ask for a show of hands from the group to indicate what role in the early childhood community each represents (e.g., teachers, assistants, home visitors, early interventionists, family care providers, administrators, trainers). Or use another introductory strategy depending on the size of the group, whether this is a group new to one another, and the time available.
- C. **Slide 2: Agenda.** Review the Agenda and Learner Objectives (**Slides 3 & 4**).
- D. Distribute all handouts including **Participant PowerPoint slides (Handout 2.1)** and other resources.
- E. Address logistical issues (e.g., breaks, bathrooms, lunch plans).
- F. Encourage participants to ask questions throughout or to post them in a specially marked place (parking lot).

II. Brief Review of Module I: Social Emotional Development within the Context of Relationships (30 min.)



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CSEFEL Definition of Social Emotional Development

The term social emotional development refers to the developing capacity of the child from birth through five years of age to form close and secure adult and peer relationships; experience, regulate, and express emotions in socially and culturally appropriate ways; and explore the environment and learn - all in the context of family, community, and culture.

Caregivers promote healthy development by working to support social emotional wellness in all young children, and make every effort to prevent the occurrence or escalation of social emotional problems in children at-risk, identifying and working to remediate problems that surface, and, when necessary, referring children and their families to appropriate SERVICES.

Adapted with permission from ZERO TO THREE's definition of infant mental health, 2001.

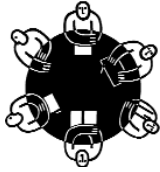
A. **Slides 5 & 6.** Point out that the CSEFEL infant-toddler modules are designed to help participants learn about babies, toddlers, and families. The process by which infants and toddlers become socially and emotionally competent is full of challenges – challenges that occur in normal development, challenges that signal unmet needs, and challenges that are particularly difficult for children themselves, their families, and for providers. Social emotional development begins at birth and continues throughout life.

B. **Slide 7. CSEFEL Pyramid Model:** Review the levels of the CSEFEL Pyramid. Remind participants that the Pyramid is a model that represents components of adult behavior and strategies that parents, early childhood providers and other professionals can use to assist children birth through five in developing social emotional competence.

The primary focus of the training is on promotion and prevention. We move on to individualized interventions only when the bottom of the Pyramid is in place and some children continue to engage in challenging behavior.

B. **Slide 8. CSEFEL Definition of Social Emotional Development.** Ask participants to look again at the CSEFEL working definition of social emotional development.

1. Remind participants that in order to understand and effectively respond to behavior that center and family providers, home visitors, and parents experience as challenging, we all need to understand how typical social emotional development unfolds during the first three years.
2. Remind participants that we also need to spend some time examining our own emotions when certain kinds of behavior persist despite our best efforts.
3. State that this module will focus on making the most of routines with infants and toddlers; creating responsive physical environments; and developing a repertoire of strategies to support the development of social emotional skills in very young children. Also make the point that some of these skills will continue to develop well into the preschool and school years.



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Activity: Key Points from Module 1

Social Emotional Development within the Context of Relationships

True/False Review

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Social Emotional Development within the Context of Relationships Review

Social Emotional Development	True	False
1) Few infants are born biologically ready for relationships. <i>Babies are born biologically ready for relationships.</i>		x
2) Even if a caregiver has had a very difficult upbringing, each new relationship is a clean slate and working with infants and toddlers will bring a caregiver an opportunity to make up for a lifetime of unhappiness. <i>All of us bring our experiences in prior relationships, particularly with our parent(s), to each new relationship, including those with the babies and toddlers we care for.</i>		x
3) We may not always know why we do something with young children but there is a right way and a wrong way for children to behave, even babies and toddlers. <i>Becoming aware of the influence of past and present relationships on our own behavior is an important step in understanding what is driving our response and behavior with individual children.</i>		x

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Social Emotional Development within the Context of Relationships Review

Social Emotional Development	True	False
4) Three major elements of social emotional development in infancy include experiencing, expressing and regulating emotions, forming close and secure relationships, and being able to explore and learn. <i>Three major elements of social emotional development in infancy include experiencing, expressing and regulating emotions, forming close and secure relationships, and being able to explore and learn.</i>	x	
5) Temperament is something that should be eliminated from a child who cannot stop crying. <i>Observing and understanding the temperament of individual babies can help caregivers know how to be responsive to each one.</i>		x
6) Attachment is something that a baby either does have or doesn't have, when he meets other people. <i>Attachment develops as a result of multiple interactions that occur over time between a baby and another person.</i>		x

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Social Emotional Development within the Context of Relationships Review

Social Emotional Development	True	False
7) Regardless of a family's cultural beliefs or what a family might prefer, a parent must understand that infants and toddlers are expected to behave according to the care provider's values. They also must understand that all rules are put in writing so that busy caregivers do not have to be delayed by talking with parents. <i>Developing strong relationships with families and understanding their cultural beliefs and values give caregivers information they can use to more effectively support social emotional development.</i>		x
8) There are so many influences in children's lives that the loving messages that a responsive, sensitive caregiver sends to an infant or toddler cannot possibly impact that child for more than a brief time. <i>Whether positive or negative, the messages that caregivers communicate in many different ways to babies are enormously powerful.</i>		x

(Handout 2.2)

4. The goal is to become more intentional and responsive in caregiving so that social-emotional development can be promoted, problems in behavior can be anticipated and prevented more easily and that individualized support can be given to children who need it.

D. **Slide 9. Activity:** Use **Handout 2.2. Module 2: Social Emotional Development within the Context of Relationships Review.** Have participants divide into groups of four and work on the True/False review.

1. 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 review.
2. Ask the whole group to respond aloud with true or false to each statement. Verify the correct response yourself. Use **Slides 10, 11 and 12** to review the answers and restate the major concepts covered in Module 1. Have fun with the questions. The goal is to revisit the importance of relationships for infants and toddlers.
3. 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.
4. Let the group know how pleased you are with the information they have retained from the last training day. Let them know that today the focus is on the many ways that infant-toddler providers can be more intentional about developing and expanding relationships with the infants and toddlers who are served in their programs.
5. As we have said before, caregivers who are intentional about providing responsive care have a powerful influence on the development of positive

(continued)

**III. Careful Observation:
The First Step in
Responsive
Caregiving (30 min.)**

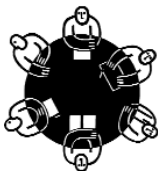
early relationships which are so important for healthy social emotional development. Responsive caregiving involves following the lead of the child. There are multiple aspects to providing responsive care and the first one we are going to think about is observation.

- A. Introduce the subject of observation by noting that entire books have been written about the topic. Point out that for the purposes of this training, we will focus on two parts to observation.
1. The first step involves looking at and recording just what you see and hear without making any guesses about what any of it means. In this first stage, it is important to train yourself not to assign meaning to what you see.
 2. The second step is using this information, in combination with what you know about a child and his family, to make guesses (which you will test out) about how that child is doing with regard to social emotional development.
 3. Point out that when infant-toddler providers, home visitors, or other adults observe, they should focus on the behavior, interactions, and activities of babies and toddlers at different times of the day and with different adults and peers. These observations should be done for all children in a setting and by each caregiver. Really careful observation entails an ongoing process of thoughtful looking, listening, questioning, and looking again. Observational data are invaluable for planning and supporting the needs and interests of all children whether they are in a socialization experience, a center or home-based program, or any other setting.
 4. Observations are critical in figuring out how to proceed with children for whom there is some concern about development or behavior.
 - a. When carefully examined, information from repeated observations can help caregivers think through whether a baby's or toddler's actions

likely represent normal ups and downs in growth and development (e.g., a 2-year-old may become more clingy with a parent when a new baby brother is brought home from the hospital).

b. Or perhaps this information will indicate to caregivers that there are other needs that need to be attended to (e.g., repeated biting episodes that have become more frequent and during which a 2 1/2-year-old who bites becomes increasingly agitated). There will be much more about this topic in Module 3.

5. Observations of babies and toddlers interacting with their parents or family members at different points in the day are important as well. Caregivers can discuss these observations with parents and get their input and insight about their child's development. This is particularly important if caregivers are concerned about some aspect of development or behavior.

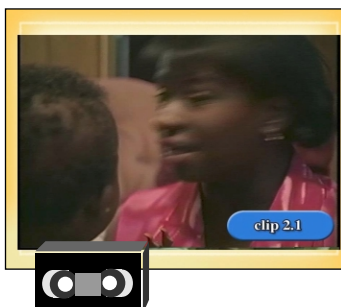


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(Handout 2.3)

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B. **Slide 13: Activity:** Use **Handout 2.3 - Infant-Toddler Observation Tool**. Introduce **Video 2.1 (Slide 14)** as a typical interaction between a 9-month-old baby, her mother, and an Early Head Start home visitor. Obviously it captures just a few moments in time and only begins to suggest some things about this little girl.

1. Play the video clip. Ask participants to write down only what they actually see and hear the baby doing.
2. Play the video clip a second time. This time, ask participants to write down what questions the observation raises about the interactions the baby has with her mother and the home visitor.
3. Now ask participants to jot down how they think it feels to be this little girl. How would they go about learning more about how this child is doing with regard to social emotional development?

4. Conduct a discussion with the whole group about their responses to each step of the observation; the questions the observation generated for them; and the strategies they would use to find out more. Elicit the following:
 - There are multiple relationships to pay attention to in this short clip - as there are in most situations in which you observe children.
 - Regularly observing infants and toddlers in care is an extremely important activity whether you are an individual caregiver or are part of a team.
 - It's not easy to stay focused on what you actually see and hear in a situation because there is a tendency to quickly attach meaning to what is observed.
 - It's important to take the time to record observations so that you can go back and think about them.
 - Make a list of questions you might ask yourself about a child to better understand the meaning of his/her behavior.
 - Take the time to observe a child in different settings with different people at various times during the day to get as clear a picture as possible about the context of children's development and behavior. Write these observations down and date them so that you have an ongoing record.
 - Talk with the child's parents and colleagues to incorporate their observations and thoughts about how the child is progressing.

IV. Responsive Routines and Schedules (45 min.)

- A. Make the point that our observations of the behavior of infants, toddlers or young children allow us to better understand how they are getting along and what kinds of experiences will support their development. Observations are particularly useful when we are focused on making the most of the opportunities to build nurturing and responsive relationships.
 1. Frequent observations allow the sensitive caregiver to gather information that will allow her to adapt her own behavior to follow the child's lead. A 3-month-old may signal by fussing that he needs a nap even though

the caregiver had planned a nap for him later on. A caregiver who is attentive to the 2-year-olds in her center group will notice when one of them needs some time away from other children. The sensitive caregiver seeks to understand what the infant or toddler is communicating and to respond in a way that communicates his/her understanding of the cues the baby or toddler is sending. This way of interacting with infants and toddlers shows respect for their unique needs and the intent to model the respect that we would like each child to show for the needs of another.

2. Responsive caregivers use every opportunity to “get in tune” with the infant or toddler. Being “in tune” is another way to talk about responsive care that is based on following the infant’s cues. Matching the infant’s or toddler’s mood and pace of activity is an example of getting in tune. A caregiver might move in a very slow gentle way and speak in a soft voice with a toddler just rousing from a deep sleep as she picks him up and moves to the diaper table. She might move more quickly, use a higher, louder, more upbeat voice with that same toddler if he was already wide awake and was jumping on his bed.

B. Make the point that as we think about the needs and behavior of infants and toddlers over the course of a day, it is important to think about the role of schedules and routines in supporting social emotional development. Responsive routines and schedules are ones that are designed with close attention to the developmental needs of all children in the setting and are adapted to the needs of individual children. If we were talking about a schedule and routines for an individual child in a home setting we would use the same principles and supports with a parent to design a routine based on the needs of the home and the needs of an individual child.

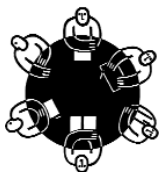
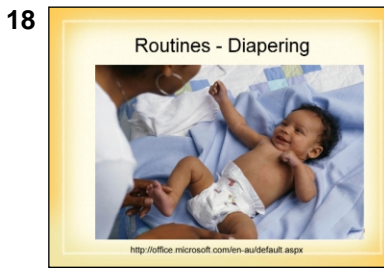
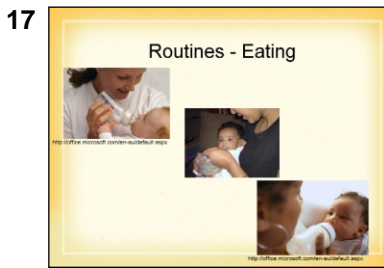
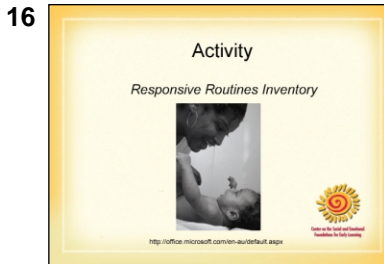
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Slide 15: How Schedules and Routines Support Social Emotional Development.

1. Make the point that for infants and toddlers, routines that arise from their care are the foundations of the curriculum. By care, we mean such activities as feeding, diapering or toileting, the things we do to move infants and toddlers from wake to sleep and vice versa, the ways we greet them and their families in the mornings and say goodbye in the evenings, and the things we do in transitions to and from one activity to another. By routines, we mean the regular and repeated things we do and the way we do them day by day.
2. When we talk about schedules, we tend to mean what time we do something. Generally with infants and toddlers, the time is not really the issue, but rather the sequence or order for the routines of care. It is more important for the very young child that we engage in the major care activities in a regular order than it is that we try to keep to a time schedule.
3. Make the point that babies and toddlers learn about people and the way the world works through their daily routines. What people say, what they do, how they say what they say and how they do what they do – all of this is the curriculum.
4. Make the point that while for very young infants individualization is the name of the game, older infants and toddlers benefit from flexible routines and schedules. Routines and schedules create predictability and help older infants and toddlers organize themselves around what is coming next. Predictable routines, provided in the same way by the same people, give infants and toddlers a sense of control and a sense of security. This sense of security allows them to relax and to explore and learn from their environment.

Provide an example of the need humans tend to have for predictability: For example, “Just think about yourself today. If this is the second time you have attended the CSEFEL training, aren’t you a little more



Activity	Frequency	Duration	Location
Responsive Routines Inventory			

(Handout 2.4)

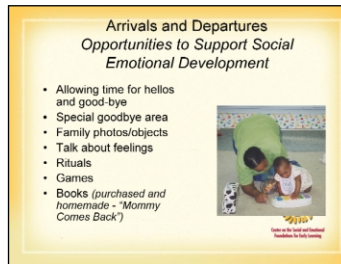
relaxed now that you know what to expect? You notice that we provide an agenda and a predictable style of presentation. If you feel more relaxed, it may be because you feel more secure and have some sense of what’s coming next. Perhaps today you will notice something different from what you did the last time and your learning will expand. Your ability to relax will affect what you can take in.”

5. A child’s ability to predict what will happen next and how he will be treated will lead to greater security. He will be freer to use his energies to explore his environment and learn, which in turn, leads to a sense of competence and feelings of confidence about his ability to be successful in his world. On the other hand, a child who is in a setting where adults do things suddenly, don’t provide some advance warning about what’s coming next, or who don’t work to try to match their care to what they see the child is experiencing, finds it more difficult to be prepared for what comes next.
6. Responsive routines and schedules are used by caregivers to enhance the quality of the relationship between the infant and the adult caregiver. This means that the sensitive caregiver uses her presence – her voice, eye contact, her physical proximity or nearness to the child, and her touch—to provide security and to assure the baby that the world is a safe and interesting place.

C. **Slide 16. Activity:** Use **Handout 2.4 Responsive Routines Inventory**.

1. 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. Show **Slides 17 – 20** as examples of typical routines.

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2. **Show Slide 21** to give participants some ideas for using routines to support social emotional development. Discuss the following points. Ask if they have other ideas that they have used.
- **Allowing time for hellos and good-byes** – Hellos and good-byes can be hard for some children and adults. Our support as teachers and caregivers can help make this an easier transition.
 - **Special Good-Bye Area** – Have a special part of the room or an area outside the door that is the “special good-bye area.” This will give a designated space for caregivers and children to say good-bye. Many centers and home based care settings have decorated their special good-bye areas to make it easier to say good-bye and start the day.
 - **Family Photos/Objects** – Have family photos or favorite objects displayed around the room so children can see their families throughout the day, especially when they are feeling a little scared or lonely. Caregivers can point out the family pictures, talk about how loved the child is and remind him Dad will be back to pick him up after snack time.
 - **Talk about feelings** – Acknowledge the feelings of children and adults. Talk to the children about their feelings and what they can do to feel better.
 - **Rituals** – Talk to families about having a fun “good-bye” ritual that they can do everyday with their child. For example, mom might help her son hang up his back pack and then give good-bye butterfly kisses while saying, “Here’s my special butterfly kiss to last throughout the day, 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 reassures them that Mom will be back later!
 - **Games** – Have a fun good-bye game that you play as infants and toddlers are dropped off in the morning. It might be a fun 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 saying good-bye. 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 the home care or center setting 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).

3. Ask participants to reflect on the most important routines, from the perspective of social emotional development, for children birth to three. Suggest that participants gather in groups of four and, using the handout to guide their thinking, identify specific things they can do to enrich those routines. Each group might want to select a specific routine to focus on or go through all routines with a specific age group in mind. The inventory includes routines across 5 areas: responsive daily routines, infant feeding and toddler eating, diapering and toileting, sleeping and resting, and greeting and goodbye times.
4. After about 20 minutes, ask participants to come back together to discuss this activity. Ask for volunteers to provide examples of what they would do to enrich routines in any of the five areas and specify the age of the children they are referring to.

D. **Show Video 2.2 (Slide 22)** to illustrate a 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. Elicit from participants both what she does and how she does it, including the following points:

- The caregiver stops what she is doing and greets the child by name.
- She elicits information 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 of his parents to clarify.

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V. Responsive Environments (60 min.)

23

Responsive Environments

Caregivers create the physical spaces, choose the objects and activities and engage in the interactions that make up the learning experiences for infants and toddlers.



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A Well Designed Infant-Toddler Environment

- Supports the social emotional needs of infants and toddlers as well as their language, cognitive, and motor development
- Encourages responsive care from adults
- Supports peer relationships
- Is developmentally appropriate
 - age appropriate
 - individually appropriate
 - culturally appropriate



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Environments
Georgetown College Child Development Center
Courtesy of Harriet Resources




26

Environments
World Bank Children's Center
Courtesy of Harriet Resources



27

Environments
New Hampshire Technical Child Development Center
Courtesy of Harriet Resources



28

Environments
World Bank Children's Center
Courtesy of Harriet Resources



- She helps him say goodbye when his parents leave.
- Through these things, she lets his parents know that she has a genuine interest in their little boy.

A. Ask participants to reflect on the following ideas: Caregivers decide what babies see, touch, and hear. They make decisions about how much fresh air, sunlight, and exercise the baby will have. **Slide 22. Responsive Environments.** Caregivers of infants and toddlers create the physical spaces, choose toys and other materials and provide the interactions that make up their learning experiences.

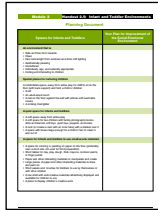
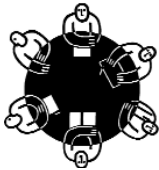
B. Make the point that a well-designed infant-toddler physical environment can have a major impact not only on children’s social emotional development but also on their language, cognitive and motor development. Show **Slide 23. A Well Designed Infant-Toddler Environment.** Go through the slide to review each of the criteria.

C. Ask participants to add their requirements for a responsive environment to this list. Write the additional suggestions on the flip chart.



- D. **Show slides 25-28.** Ask participants to take 5 minutes and talk with another person about how the environments pictured meet the criteria above.
- Supports the social-emotional needs of infants and toddlers as well as their language, cognitive, and motor development—child-size furniture, soft spaces to sit or crawl, mirrors to see themselves alone and with others, things posted on the wall at child’s level, things to climb on, places for one or two children to go to get away, blanket on floor for infants, etc.
 - Encourages responsive care from adults—rocking chairs for one-on-one time, adult-size couch for adults to read to children, etc.
 - Supports peer relationships—spaces for two or more children to crawl into, child-size furniture, toys for children to play with together, hats for dress up, etc.
 - Is developmentally appropriate:
 - age appropriate—materials in environment look age appropriate
 - individually appropriate—places for infants to be on blanket, places for toddlers to crawl, walk, climb, soft spaces, etc.

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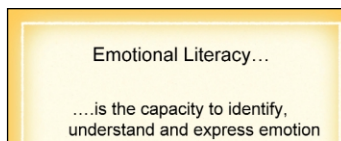


(Handout 2.5)

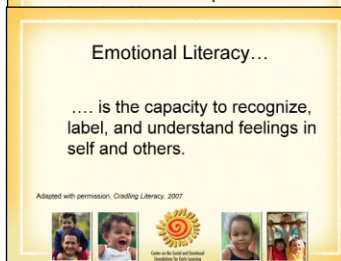
VI. Strategies to Build Emotional Literacy

(60 min.)

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E. **Slide 29. Activity:** Use **Handout 2.5** - Infant and Toddler Environments Planning Document.

1. Go over the content of the planning document discussing the support that each space and its components provide to the social emotional development of infants and toddlers. Use the criteria just discussed to explain how the components support a quality care environment.
2. Ask participants to work with another person at their table to discuss the potential improvements to the environment that their program provides for infants and toddlers.
3. Give participants about 20 minutes to do the environment evaluation and planning. Some of the group may not have time to complete the evaluation or plan. Suggest that this tool may be finished later and may be useful in their own work settings.
4. Bring the large group back together and ask if anyone came up with a take home idea that they might add to their environment to make it more responsive to the needs of infants and toddlers or that might be particularly helpful in addressing a behavior difficulty evolving from a limitation in their infant or toddler environment such as needing a soft space away from active play so toddlers aren't as likely to "run over" infants.

A. Introduce the topic by saying that we have talked about the importance of creating routines and environments in which infants and toddlers feel safe and confident. Now we are going to discuss strategies and ideas for providing additional opportunities to support the development of specific social emotional skills.

B. Ask participants for their definition of emotional literacy. Take responses from the group. Use **Slides 30 & 31** to summarize the responses.


C. Make the point that emotional literacy refers to emotional communication or communication about emotion. Social emotional literacy in very young children develops as a result of having respectful, caring, supportive relationships with adults.

- D. Point out that 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.
- E. We use language to give common meaning to something, such as a feeling.
1. An example of a parent teaching a 12-month-old the meaning for an emotional experience might be a scene such as this: A mother arrives at the end of the day to pick up her daughter who has been left in care only for the third time. The mother makes eye contact with the baby and smiles a greeting. As the baby's face brightens, she says "Oh Mia, you are happy to see Mommy!" Then, as the 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."
 2. This mother read her baby's cues, labeled her emotional communication to the mother, and then acknowledged that the two of them understood how the baby was feeling. This type of exchange, within the context of the relationship between the mother and the baby, is the primary strategy that we use to develop emotional literacy in the first months.
- F. Talking about shared experiences, acknowledging and labeling emotions, and letting infants and toddlers know that we see, hear, understand and accept their feelings many times a day are all major strategies that all caregivers can use to develop emotional literacy in infants and toddlers.
- G. The infant's 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 but the expectations for the child's response must be in line with the infant's or toddler's developmental capacity. As the infant matures and his understanding of the meaning of

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Strategies to Develop Emotional Literacy in Infants and Toddlers

- Using the adult/child relationship to expand an individual child's awareness of his emotions or feelings:
 - Verbally acknowledging and labeling emotions expressed by children in care
 - Assisting infants and toddlers with regulating their emotions
 - Talking about the fact that feelings can change
 - Using questions about feelings to see if a child can respond



language expands, the caregiver intentionally extends the conversation about feelings to encompass new concepts and words.

H. 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.

1. **Slides 32. Strategies to Develop Emotional Literacy in Infants and Toddlers.** Go through each strategy and provide an example. Ask for examples from the participants. Use the following examples if needed:

Using the adult/child relationship to expand an individual child's awareness of his emotions or feelings:

- Verbally acknowledging and labeling feelings expressed by children in care.
 - A feeding situation with a 10-month-old fussing as he spits out food with a new texture: "Oh, Benji, you don't like those beans, do you? Those beans make you angry. You want the apple sauce that tastes good right now. It will be all right. We'll have apple sauce next and you will feel better."
 - Interrupting play to change a diaper: "Laura, let's stop playing with the balls and I will change your diaper. Here we go up on the diaper table. I'm sorry you're mad. You wanted to keep playing with the balls. Would you like to sing Itsy Bitsy Spider? Oh, there's a smile. Are you happy now?"
- Assisting infants and toddlers with regulating their emotions
 - Calming a baby who bumped his head: "Oh Ethan, you bumped your head and it hurt. Let me hold you for a few minutes. Aw, it hurt, didn't it, and made you mad. We will go away from that counter and find something else to play with. Are you feeling better?"

- Rocking a baby who is tired and can't relax and go to sleep: "I know you don't want to go to sleep right now, but I will hold you and rock you until you feel more relaxed."
- c. Talking about the fact that feelings can change
- Letting a child know that another child who bit him is still his friend: "Benji bit you, didn't he, Tyrone? You wanted to touch his pretty monkey and he bit your arm. Ouch! You like Benji but he bit you and you're mad! "
- d. Using questions about feelings and wishes to see if children can respond
- Asking a toddler if he wishes he could play with more bubbles: "Juan, I know that it is hard to stop playing with the bubbles now. I can see that. Do you wish you could take those bubbles with you? Do you wish you could put them in your pocket? They pop don't they?"

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Strategies to Develop Emotional Literacy in Infants and Toddlers

2. Finding opportunity in the group setting to talk about feelings:

- Taking advantage of teachable moments when children experience difficulties with peers and need adult support to resolve them
- Staying close to support children in difficult encounters with other children



2. **Slide 33. Strategies to Develop Emotional Literacy in Infants and Toddlers.** Discuss strategies and use the following examples or ask participants for examples.

Finding opportunity in the group setting to talk about feelings

- a. Taking advantage of teachable moments when children experience difficulties with peers and need adult support to resolve them
- Speaking for two children who want the same toy: "Juan wants the boat. Kiki wants the boat. Juan, I know you were playing with the boat and it makes you mad when Kiki takes it. Kiki, Juan was playing with the boat. You are sad you can't have it. Let's find another boat. Do you like red? Would you like playing with a red boat? "

- When children become aware of things other children have that seem attractive (e.g. hair color or texture, clothing, hearing aids or wheel chairs, etc): “Kerry, I can see that you like Misha’s glasses. Maybe you wish you had some yourself. You like to play with Misha and you want her to let you play with her glasses. Maybe we could make a pair for you out of these circles here.”
- When younger children have Binkies or bottles or blankets that older children seem envious of: “I can see that you pulled little Cora’s Binky out of her mouth, John. Sometimes it might be nice to have a Binky yourself, right? Is that how you feel? We just have to be sure that Cora doesn’t lose hers so maybe you can help me give it back to her.”
- Staying near two children who want to pet the same bunny: “Gentle with the bunny, Tim. Ethan likes the bunny, too. Tim is excited about the bunny, Ethan! He wants to pick it up. Tim, look at Ethan petting the bunny, too. Two boys petting the bunny!”



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Strategies to Develop Emotional Literacy in Infants and Toddlers

2. Group setting (cont.):

- Showing positive feelings for both children in conflict
- Letting children know through your calm approach that conflict is to be expected and that it can be resolved with help
- Helping children learn to put into words how they think others are feeling and to express empathy for those feelings
- Encouraging negotiating so that each child feels that she/he has been heard and that their feelings have been taken into consideration
- Clarifying rules

- b. Staying close and supporting children in difficult encounters with other children. Let’s take a moment and watch a quick video. **Slide 34. Show Video 2.3** as an example of staying close and providing support. Ask participants to comment on what the caregiver does to help these children deal with what is a common situation in child care.
- c. **Slide 35: Strategies to Develop Emotional Literacy in Infants and Toddlers.** Discuss strategies using examples below or ask participants for examples.

Showing positive feelings for both children in conflict.

- Putting your arms around both children who want to sit on your lap while you read a story:

(continued)

“Mia here is a place for you on this side and Kiki, here is a place on this side. Mia likes to read this book, Kiki. Kiki wants to have the book in her hands. Let me hug both of you and then we will read the story. Miss Peggy loves two girls on her lap.”

- d. Letting children know through your calm approach that conflict is to be expected and that it can be resolved with help.
- Telling three children that it is hard to share: “Children, we have lots of blocks for everyone to share. We can figure this out. We will find a place for everyone to play with the blocks and trucks. Sometimes it is hard to share blocks and we get mad. One for you, one for you, and one for you. Everybody find a place to sit. We can all play with the blocks!”
- e. Helping children learn to put into words how they think others are feeling and to express empathy for those feelings.
- 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? Are you worried? 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?”
- f. Encouraging children to negotiate so that they feel that they have been heard and their feelings have been taken into consideration.
- Telling both children you know they want to go on the rocking boat and that you will make sure each gets a turn: “Tyrone is riding in the

boat. Do you want to ride, too, Teddy? Tyrone, Teddy wants to ride. Teddy, tell Tyrone you want to ride? Two more ups and downs, Tyrone, then it is Teddy's turn for a ride. Tyrone, tell Teddy, two more ups and downs?"

g. Clarifying rules.


- Asking a child if she remembers that books are not to tear: "Cate, I know you like the Olivia story. Do you remember that we don't tear books? Remember we take care of our books so that we will be able to read them again. Let's put that book back on the table and let's find another book for your grocery cart."

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Strategies to Develop Emotional Literacy in Infants and Toddlers

3. Using enriching language tools:

- Choosing books, music, finger plays with a rich vocabulary of feeling words
- Using puppetry or felt board stories that retell common social experiences and that emphasize the feeling vocabulary and conflict resolution
- Reading stories about characters that children can identify with who express a range of feelings
- Encouraging toddlers to draw pictures of their difficult or scary emotions



3. **Slide 36: Strategies to Develop Emotional Literacy in Infants and Toddlers.** Using enriching language tools

- a. Choosing books, music and finger plays with a rich vocabulary of feeling words. Ask participants if they have favorite books, music, or finger plays that they use with infants and toddlers.
- b. Using puppetry or felt board stories that retell common social experiences in the child care setting and that emphasize feeling vocabulary and stories about conflict resolution (e.g. having two puppets struggling over a favorite item or two puppets that have pretty hair that no one can touch).
- c. Reading stories about characters that children can identify with who express a range of feelings (e.g. Baby Einstein for infants or See How I Feel stories like The Rainbow Fish for older toddlers).
- d. Encouraging toddlers to draw pictures of their difficult or scary emotions (e.g. if a toddler heard thunder and saw lightening, talking about it being frightening and offering an opportunity to draw, then asking about the drawing).


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Strategies to Develop Emotional Literacy in Infants and Toddlers

4. Modeling Positive Relationships

- Between adults in the care setting
- With other children

The preceding strategies adapted with permission from Im, Osborn, Sanchez, & Thoop, 2007



4. **Slide 37: Strategies to Develop Emotional Literacy in Infants and Toddlers. Modeling positive relationships**



(Handout 2.6)

- a. Between adults in the care setting
 - The emotional atmosphere among the adults in a care setting sends a powerful message to very young children. Speaking in kind voices to one another; saying hello to everyone and greeting parents with enthusiasm all carry messages about how we treat someone.
- b. With children
 - Saying only positive and constructive things to children; letting them know what you like rather than what you don't like; laughing with children and letting them know that you like their personality or their antics also sends messages about how we treat people.
- c. With parents and other adults in care settings
 - **Refer participants to Handout 2.6 – Socialization Example: What Makes Me Laugh?** Explain that this resource is from a project called PIWI: Parents Interacting with Infants, which focuses on supporting development through caregiver-child interactions. This resource may be useful for socialization time in Early Head Start programs, for programs that offer parent-child play groups, for home visits, for parent meetings, and for adults in care settings.
 - Explain that this example focuses on having parents follow their child's lead and then join in their child's play to observe what makes their child laugh! Point out that the example begins with an opening discussion to explain to parents what the focus of the group will be and why the topic is important. After the opening, the environment is set up for parents to play with their child and observe what types of activities, materials or interactions make their child laugh. After the observation/play period, everyone comes back together to talk about what happened (the closing discussion).

The play group example gives some ideas for setting up the environment. The primary outcome of the group is (1) for parents and children to have fun together, (2) for parents to observe their child and see what makes them laugh, (3) for parents to learn something new about their child that will help them become better supporters of their child's social emotional development (especially emotional literacy), and (4) for parents to learn fun new activities and games to play with their child.


- Give participants a few minutes to look over the handout and ask questions. Suggest that adults in care settings might use this same type of environment to observe the infants and toddlers in their care, learn more about what makes them laugh, and build on emotional literacy skills.

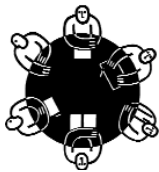
38

Activity

Using Books to Support Social Emotional Literacy in Infants and Toddlers

- 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.





J. **Slide 38: Activity:** There are many ways to be more intentional about the development of emotional literacy with infants and toddlers. Reading with children is one of the most powerful tools in expanding a child's awareness of his own feelings and expanding his awareness of the feelings that others might have. Our goal with infants and young toddlers is to use language that links emotional language to self, people, and things that happen.

1. Ask the participants to divide themselves into small groups of 3 to 6 people. You may want to use table groups or smaller groups depending on the total number of participants. Tell them that they are going to practice using books to support social emotional development.
2. Give each participant a book and ask each one to trade within their group and review at least three books. Then ask each person in the group to share their reaction to at least one book and talk about how they might use the book to enhance social emotional literacy in their infant or toddler setting. Ask that as



(Handout 2.7)

each book is discussed, the group identify the feeling words used in the book or feeling words that might be used by the reader if it is a book that is not necessarily focused on feelings.

3. Use **Slide 38** to remind participants about what they are to do. Have each group choose a reporter to list the feeling words and ideas for each book. (Note to Trainer: If you do not have enough books for each person, ask participants to bring a book with them to the training that they think might enhance social emotional development). If time does not permit having each participant read 3 books, you might have each group look at one book and complete the activity. Tell participants that the CSEFEL web site has a list of books for children birth through five that will be helpful in enhancing emotional literacy. Have participants use **Handout 2.7** to complete the activity.

K. Remind the group that an infant or younger toddler with developmentally appropriate social emotional literacy is in a better position to expand his awareness of others, develop friendship skills, and move along toward a higher level of social play. Older toddlers, with more language and more 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 evolve as they interact with other children.

VII. Strategies to Build Social Skills (60 min.)

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A. **Slide 39. Strategies to Build Social Skills.** Introduce this section by saying we want to talk more about the development of social skills in infants and toddlers. Begin this discussion by asking participants to describe some of the types of positive peer interactions they have seen with infants and toddlers. Ask how they believe these interactions develop.

1. Elicit from the group a short list of the caring and helping behaviors of infants and toddlers that demonstrate their ability to understand what adults and peers might want or feel. Ask for a specific description of the child's behavior and when they tend to observe the behavior. Look for responses

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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 • Cooe and smiles • Responds to familiar voices • Focuses on objects
4 to 7 Months	<ul style="list-style-type: none"> • Enjoys social games with caregiver • Likes exploratory play supported by caregiver • Plays some games with caregiver like peek-a-boo and patty cake • Begins to imitate play actions or behavior of others, especially caregivers • Play hiding games, songs and rhymes with caregivers • Play alone with caregivers for a short time

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

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Progression of the Development of Friendship Skills

- Positive interactions with adults
- Showing awareness of other children by:
 - Smiling and cooing
 - Watching children playing
 - Reaching out to other children
 - Copying what other children are doing
- Playing briefly with other children
- Wanting what others have
- Practicing turn-taking and sharing



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Setting Up the Environment for Developing Play & Friendship Skills

- Examine the physical space to ensure that there is enough space for infants and adults to engage in social activities
- Examine physical environment for spaces for 2 or more children to enjoy side by side activity and for adults to be close for supervision
- Examine schedule for opportunities to develop play skills each day
- Look at equipment choices that encourage 2 children to interact
- Ensure that there are enough materials for 2 or more children to use at a time



from the group that identify behaviors that indicate that the infant or toddler has the capacity to empathize (respond compassionately to the feelings of others) and some understanding of the need to comfort; the need to help with something or the need to cooperate.

2. Build on comments from the group to make the point that peer relationships are complex. Make the point that when we think about social skills and the development of friendship skills, we often think of older children. Yet, how we as adults interact with children from the very beginning fosters social development. The way we interact with children every day, provides a model for how they learn to interact. How we model interacting with others is how children learn to interact and behave toward others.

B. Slide 40, 41, & 42: Development of Play Skills for Infants and Toddlers. Go through the age groups and talk about and expand on the progressive development of play skills in the typically developing child. Remind participants that the primary play mode of the child under three is playing alone with objects. His skills in language and his desire to interact with others are growing but he still has limited ability to negotiate or engage in extended interaction without the support of adult caregivers.

1. Make the point that we have talked about some of the ways we can support the development of more advanced cooperative play or friendship skills. Use **Slide 43: Setting up the Environment for the Development of Friendship Skills** to highlight some of the things that have already been discussed in the routines and environment sections of the Module. Give examples or have the group offer examples. Use the examples provided if needed.
 - a. Examine the physical environment to ensure that there is enough space for infants, toddlers, and adults to engage in social activities. Examples: on the floor, in soft nests where the adult is supported, rockers/sliders.

- b. Examine 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 or play houses.
- c. Examine the schedule for multiple opportunities to develop play skills each day. Examples: reading times, eating times, play times.
- d. Look at equipment choices for items that encourage two children to interact. Examples: grocery carts, doll strollers, blocks, trucks, kitchen equipment, books.
- e. Ensure that there are enough materials for two or more children to use at a time. Examples: stacking toys, cars, dolls, puzzles, or other manipulative materials.

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Promoting the Development of Friendship Skills

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




2. **Slide 44: Promoting the Development of Friendship Skills.** Highlight other strategies that we can use to encourage the development of friendship skills in infants and toddlers. Provide examples or ask for examples from the group. Use examples provided if necessary.

45



clip 2.4

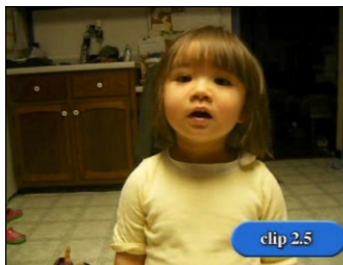


- a. Set up activities for two children rather than more than two. Two toddlers together are more likely to successfully interact than toddlers in groups of three or more children. Examples: getting ready for snack, singing a song or reading a book together, dress up hats. Let's look at a video (**Video 2.4**) that illustrates this point (**Slide 45**). Ask participants to discuss how the adult involved both children.
- b. Encourage toddlers to help each other and do routines together. Examples: hand washing, brushing teeth, cleaning up toys.
- c. 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." "Tasha, please hand Maria her spoon." "Gabriel, will you take this book to Benji?"

- d. Read books about friends, playing together, helping each other, etc.
- e. Practice turn-taking and sharing. Remind participants that turn taking is an important exchange both between adults and infants and toddlers and between two children. It is one of the beginning concepts in infancy that will support an understanding of communication or conversation and is a beginning social skill. For example play games that involve “your turn, my turn.” When interacting with infants, play turn-taking games by imitating infants sounds and then waiting for a response back from the infant. This is how infants start to learn “your turn, my turn.” Ask for examples from the group about how to help toddlers learn to take turns.

Remind participants that children learn about turn-taking and sharing gradually within the context of responsive and nurturing relationships. It is very important that we support toddlers as they begin to learn about sharing and navigating play situations with others. We need to “teach” them what to do. As an example, have participants watch **Video 2.5, Slide 46**. Explain that the little girl in the video had been biting children at her child care center when they got too close to her or tried to take a toy she was playing with. Ask participants to note what the parent does to support her child and teach her what to do. After watching the video, ask for observations and comments. Make sure that participants notice that Mom not only taught the child to “walk away, ” but they also practiced walking away. The same strategy was used in teaching her how to share.

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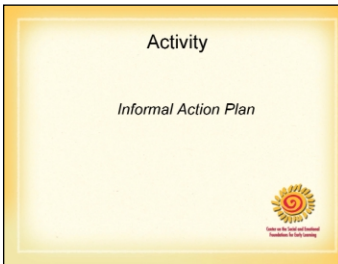
(Handout 2.8)



(Handout 2.9)

- C. Tell participants that **Handout 2.8: Cooperation** and **Handout 2.9: Infant and Toddler Peer Behavior** may be useful tools for staff and parents and may be helpful as they do the following activity.

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VIII. Working in Partnership with Families (45 min.)

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D. **Slide 47. Activity:** Ask participants to partner with someone. Suggest that they choose a child in the care of one of them, about whom the participant has concerns regarding social relationships with other children. Ask that they discuss the child's developmental needs and develop an informal action plan to intentionally promote the child's social skills. Have participants share some of their ideas or their action plan.

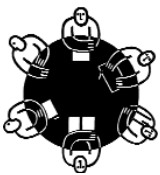
A. Point out that families play a huge role in supporting social emotional literacy in very young children. It is within the family that children first begin to learn to read other people's responses to their feelings and behaviors.

1. Remind participants that from a very early age, children learn about how emotions can be communicated by the ways they are expressed by family members.
2. Children learn about acceptable social emotional expression not only from what family members say but also from their facial expressions and body language.
3. **Slide 48.** 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. Here is an example (**Video 2.6**) of a parent who asks questions and listens to the responses of her toddler as they play together.
4. When the baby responds and the parent mirrors the baby's tone and demeanor and responds in turn, the baby learns that he is being heard and that what he has to "say" is important.
5. The baby learns that his efforts to communicate, initially through coos, grunts, and crying and then increasingly through words, are important to the adults he cares about. This "dance" of communication tells him that he is worthy of attention and that his parents will respond to his efforts to communicate.

B. This, of course, is not always the situation that babies and toddlers encounter in their families. The challenges that families face as a result of poverty, drug abuse, family violence, social isolation, and other stressors may make them less than responsive to the social emotional needs of infants and toddlers. In such cases, infant-toddler caregivers can play a very important role in partnering with and supporting these families to better meet the needs of their young children.

1. Make the point that in order to offer the most support to the social emotional development of infants and toddlers we need to first form an alliance with the child's parents.
 - a. Our role is to assume that each parent wants the best for his or her child and to respect the expertise parents have about their children.
 - b. An indication that you see yourself in the role of a loving secondary attachment figure rather than in the role of the expert or teacher may be helpful as you work to develop a bridge between the practices in the home and the practices in the care setting.
 - c. The same skills used to develop relationships with infants and toddlers are needed to develop relationship with their parents. The development of respect and trust between parents and providers of child care or home visitation services may present the most challenging aspects of relationship building.

49



(Handout 2.10)



(Handout 2.11)



(Handout 2.12)

C. **Slide 49. Activity.** Distribute **Handouts 2.10, 2.11, 2.12.** Divide the large group into smaller groups of 4 to 6. In general the goal of this exercise is to encourage the participants to consider the fact that there may be multiple explanations for the behaviors we see between parents and children. Our goal is to partner in such a way that we will be able to understand both the children and the parents.

1. Ask participants to take a few minutes to read the vignettes and to think about how caregivers could help support the parents in the vignettes in ways that might enhance the parent's long term ability to attend to their children's social emotional development.
2. Ask that the small groups discuss a vignette and answer the questions. Bring the large group back together and develop a discussion with the total group about the role of the caregiver with the family in each vignette. Write out responses on the flip chart.
3. The following examples of responses may be used to guide the discussion about parent partnerships.
 - Vignette 1: Fernando

Q1. How much English do the parents understand? Who has been caring for Fernando and in what situation? Do the parents know why he is crying? What does he like to eat and how does he sleep at home? Does he have a Binky or special blanket? What makes him happy and what does he like to play with?

Q2. Fernando may be feeling very much abandoned by his parents. He may never have been away from his mother and father. He may believe his cries will bring his parents to him. He may spend most of his time in someone's arms and he may be a breastfed baby who sleeps in his parents' bed. He may be confused by the lack of communication from his parents about the new care setting.

Q3. Fatima and Juan may be very shy and/or feel ashamed of leaving their child in someone else's care. Their failure to respond to Lilia may be because they don't understand what she is saying and they feel it is better to just leave. They may be so upset by leaving Fernando that they cannot stand to hear him cry. Fatima, in particular may feel that

Fernando might begin to love and need Lilia more than he loves or needs her. They may not bring anything for him because they do not have a home and have had to abandon their possessions. They may have things for him but no way to wash them and they are ashamed, so they leave them where they sleep. They may think the caregiver's house where he stays is so much nicer than theirs, that their things would be meaningless.

Q4. Lilia may be feeling overwhelmed and angry that she agreed to take this child who cannot stop crying. She may feel that she can eventually comfort him but may be feeling guilty about the other children and impatient with Fernando. She may be angry at the parents because they don't try to communicate and they seem eager to get away. She may feel angry because the agency is not offering more support. She may be wondering if they are taking advantage of her generosity.

Q5. Lilia might want to take some videos or photos of Fernando during the day on a digital camera. She might be ready to press the parents to sit before they leave to look at the camera. She may want to get some Spanish lullabies to play during the day and to have on when the parents come. She may want to have a friend or the agency translate a note that she would write about his first days with her, though she will need to know if they are literate in Spanish. She may first want to call the agency and insist that there be someone who can provide interpreter services by the next day. If they do not have an interpreter, she may want to insist that they find someone who can at least sit with her to do a parent interview so that she can find out more about the family, their circumstances, Fernando's eating habits, etc.

b. Vignette 2. Tomika

Q1. How old is Loretta? What is her situation with a job or school? Who takes care of Tomika on a regular basis? What does Tomika like to do? How does the family feel about having a stranger in their house? Does Loretta read?

Q2. Tomika might be enjoying having her mother “play” with her hair. She might enjoy having her mother close by. She might have had a hard night and like just resting. She might wonder who the stranger is in her house. She may be so used to her mother’s voice that she is not negatively affected by the words or voice.

Q3. Loretta may be very shy and uncertain about having a home visitor. She may feel very insecure about her ability to mother her daughter. She may be afraid to say anything for fear that it might be the wrong thing and that somehow she could lose custody of her baby. She may feel that she does not have control over anything in her life but the baby on the couch beside her. She may resent anyone she thinks may be trying to tell her what to do with her child. She may not have much to say to adults but she trusts that her daughter loves her and listens to what she says.

Q4. Nina may not have much experience working in homes and may feel insecure. She may be very upset about what she hears Loretta saying to Tomika. She may be getting angry that Loretta is saying so little. She may be frightened about what she is seeing in the house. She may feel very sad about seeing this child and her mother with so little going on between them.

Q5. It might be useful to try just making an observation of Tomika and run a gentle narrative: “Hi Tomika. I see you drinking your

bottle. I see you mommy fixing your hair. I bet you like having your mommy playing with your hair. “

It might be useful to try observing and finding words for strengths such as talking about how calm Tomika is and how well she is tolerating the visit from a stranger. It might be useful to try wondering out loud if she plays with her cousin when she is not playing with her mommy.

It might be useful to empathize out loud with how early it is to have a visitor, a stranger I don't know coming to my house. It might be wise not to stay long but plan to come back in less than a week and stay another short time. If Nina got any sign of interest such as eye contact from either Tomika or Loretta, she might try moving in a little closer with a book, sitting on the floor and reading it to Tomika and Loretta.

c. Vignette 3. Benji

Q1. Who are the members of Benji's family? Does his mother take care of him all by herself? Does Benji get to play and be active when he is away from the program? Has Vivian ever left Benji in a group program?

Q2. Benji may be feeling very happy to be at the program where there are things to do and other children to be with. He may be happy that his mother brings him to play. Benji may be anxious about other situations or other relationships that are challenging for his developmental level.

Q3. Vivian may be feeling very overwhelmed with the care of this active little boy. She may be struggling to work and take care of him by herself. She may feel guilty for leaving him and may not be sure that the center will care enough about him to feed him well and keep him clean. She may use his cleanliness and his behavior as measures of her self-worth.

She may be worried that there is something wrong with him because he is so active and does not talk more. She may feel she is not in control of him and barely in control of herself. She may feel inadequate in comparison to the staff. She may be desperate about money and very anxious not to have the expense of diapers. She may have other people in her life that are pushing her to get Benji out of diapers.

Q4. Claire may feel dread about having to deal with Vivian because she has negative feelings about the interaction between Vivian and Benji. She may feel that Vivian will be angry if Claire asks her to wait to toilet train Benji. She may worry that Vivian will feel negative about Benji if she tells Vivian that Benji is not ready. She may wonder how Benji is treated at home and if his activity level is a reaction to something going on at home. Claire may want Vivian to like her but is challenged by what she views as Vivian's tendency to avoid her.

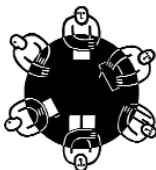
Q5. It might be useful to arrange to be close to the door when Benji arrives in order to greet him and help steer him back to say good bye to his mother and to help her get his coat off, etc. It might be useful to join in with her when she comes in the afternoon to examine the lunch menu and to empathize with her about the dirty clothes. It might be helpful to acknowledge how nice he looks when she brings him and how dirty he is when he leaves. Rather than being defensive or instructive about the need for children to have on play clothes, it might be helpful to first support her perspective and her values. It might be useful to approach her and raise the



(Handout 2.13)

IX. Bringing it All Together (20 min.)

50



issue of potty training and ask for an appointment to talk about a joint plan for Benji. Then when there is privacy and hopefully a more relaxed setting, it might be useful to talk through Benji's development and his readiness for potty training.

D. Point out that **Handout 2.13 - Tips on Nurturing Your Child's Social Emotional Development** - may be a useful tool in assisting parents to support their children's social emotional development.

A. Remind participants that today we have been talking about the importance of relationships, responsive care, routines, physical environments, and being intentional about providing opportunities to support the social emotional development of infants and toddlers.

B. **Slide 50. Activity.** Ask participants to divide into six small groups and give them each several sheets of chart paper and several markers.

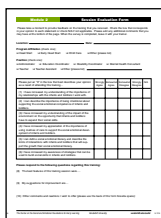
1. Assign each group two letters in the word "relationship." Ask each group to come up with all the words they can think of having to do with social emotional development that start with those two letters. Remind participants that no matter what we are focusing on, whether it is setting up environments, schedules and routines, or prompting emotional literacy—it all goes back to relationships!
2. Then ask them to create a bumper sticker, slogan, or jingle using as many of those words as they can work in. They can make slogans that mix the assigned letters or do single letter slogans. The product can be funny or silly or serious. The goal is to create something that will help them remember how important relationships are in working with infants and toddlers. Example: R-words: read, respond, regulate, rock, respect. Slogan: Respond, Regulate and Respect = Rock'n Relationships.
3. Ask the groups to share their results. If this group is meeting again, it may be useful to keep the slogans to use in future training sessions.

X. Summary and Closing
(10 min.)

51

Major Messages to Take Home

- It is important to be intentional about supporting the social emotional competence of infants and toddlers.
- Caregiving routines offer the primary opportunity to use the adult-child relationship to enhance social emotional development in infants and toddlers.
- The physical environment, particularly in group care, plays a major role in impacting the opportunities infants and toddlers have for the development of their social emotional competence.
- Social emotional literacy is a prerequisite to the development of more advanced social skills and for the continued maturation of emotional self-regulation.

(Handout 2.14)

- A. **Slide 51. Major Messages to Take Home.** Review as a summary of the day's training.
- B. Review each message. Ask if participants have others to add.
- C. Thank participants for coming and for their attention and participation.
- D. Ask the participants to complete the evaluation (**Handout 2.14**).

Resources

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