


Center on the Social and Emotional Foundations for Early Learning
Project funded by the Child Care and Office of Head Start in the U.S. Department of Health and Human Services


CSEFEL: Infant/Toddler Overview

Presented at the 9th National Early
 Childhood Inclusion Institute:
 Supporting Natural Environments & Inclusion
 for Children Birth – Age Five

Emily Adams, B.A.
eadams@zerotothree.org
 Valeri Lane, Ph.D.
vlane@zerotothree.org



Session Objectives

- Introduce participants to the CSEFEL pyramid and connect it to practices with infants and toddlers
- Provide participants with an overview of the CSEFEL training modules for infants and toddlers, and the topics/content contained in the modules







Session Objectives

- Provide participants with the CSEFEL operating definition of social-emotional development
- Provide participants with a “taste” of the training content and a desire to learn more







Agenda

- What is CSEFEL?
- Social emotional development for infants and toddlers (A look at Module 1)
- Strategies to promote emotional literacy (A look at Module 2)
- Understanding and addressing challenging behavior (A look at Module 3)



What is CSEFEL?

A National Center - Jointly Funded by Office of Head Start and the Child Care Bureau

- Focused on improving the social and emotional outcomes of young children
- New Areas: Birth to Five, Staff and Family Mental Health, State Capacity Building and Sustainability



Partners

- Vanderbilt University
- University of Illinois at Urbana-Champaign
- University of Colorado at Denver
- University of South Florida
- ZERO to THREE
- Georgetown Center for Child and Human Development



Why It's Important...

Of the young children who show early signs of problem behavior, it has been estimated that fewer than 10% receive services for these difficulties.
(Kazdin & Kendall, 1998)

Teachers report that challenging behavior affects their overall job satisfaction.
(Joseph, Strain, & Skinner, 2003)



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Research Findings on Early Social Emotional Development

1. Nature and nurture combine to define who we are as individuals.
2. Nature has provided humans with what some scientists call early infant competencies or motivations.
3. Babies are born to connect with other humans.
4. Babies discriminate sounds of language very early.
5. Babies recognize their parents' voices.
6. Babies can match emotional voice tone to emotional facial expression.
7. Babies prefer looking at faces.
... and 2 more slides...



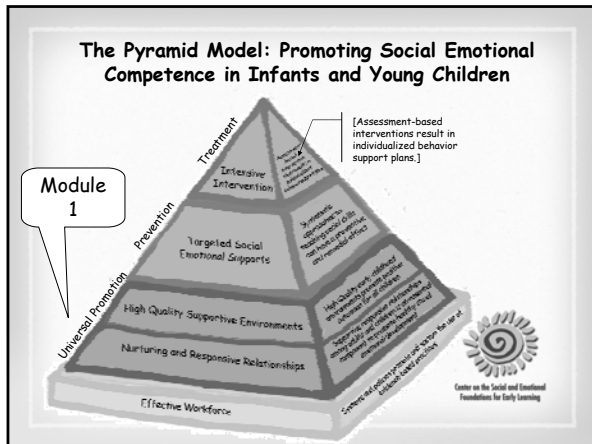
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Module 1

Social Emotional Development within the Context of Relationships



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- ### Module 1 Agenda
- I. Introduction and Logistics
 - II. Social Emotional Development within the Context of Relationships
 - III. Introduction to the Elements of Social Emotional Wellness in Infants and Toddlers
 - IV. Experiencing, Expressing, and Regulating Emotions
 - V. Temperament
 - VI. The Balance of Close, Secure Relationships & Learning and Exploration
 - VII. The Developmental Course of Social Emotional Wellness
 - VIII. Children's Social Emotional Development within the Context of Families
 - IX. Using Your Relationship to Promote a Child's Social Emotional Development
 - X. Summary and Action Planning
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Social Emotional Development* is...

... the developing capacity to:

- form close and secure relationships;
- experience, regulate, and express emotions in socially and culturally appropriate ways; and
- explore the environment and learn –
- all in the context of family, community, and culture.


* The CSEFEL definition. Adapted from ZERO TO THREE, 2001



What are Relationships?

Relationships:






- have emotional connections
- endure over time
- have special meaning between the two people
- create memories and expectations in the minds of people involved



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Families have the most continuous and emotionally charged relationship with the child. Infants and toddlers learn what people expect of them and what they can expect of other people through early experiences with parents and other caregivers.

(Day & Parlakian, 2004)



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The Value of Reflecting

Why is reflection critical to promoting social emotional development?





Module 1 Handout Examples

- 1.3: Reflective Inventory (in packet)
- 1.4: Self-Regulation Activity (in packet)



Handout 1.5: Considering Temperament

- Think of a child that challenges you.
- Jot down the temperament traits you find challenging.
- In the child's words, answer:
 - "I don't like it when you:"
 - "I am _____. I am ____ old. Let me tell you about what it is like to be me."
 - "It would help me if you would:"



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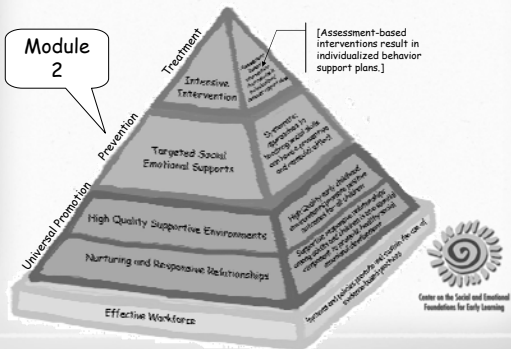
Module 2

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



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



Module 2 Agenda

- I. Introduction and Logistics
- II. Brief Review of Module 1
- III. Careful Observation
- IV. Responsive Routines and Schedules
- V. Responsive Environments
- VI. Strategies to Build Emotional Literacy
- VII. Strategies to Build Social Skills
- VIII. Working in Partnership with Families
- IX. Bringing it All Together
- X. Summary and Action Planning



How Schedules and Routines Support Social Emotional Development

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



Emotional Literacy...

... is the capacity to:

- identify, understand and express emotion in a healthy way
- recognize, label, and understand feelings in self and others



Strategies to Develop Emotional Literacy in Infants and Toddlers

1. Use the adult/child relationship to expand an individual child's awareness of his 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 a child can respond



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Strategies to Develop Emotional Literacy in Infants and Toddlers

2. Find opportunities in the group setting to talk about feelings:
 - Take advantage of teachable moments when children experience difficulties with peers and need adult support to resolve them
 - Stay close to support children in difficult encounters with other children
 - 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



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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 that emphasize the feeling vocabulary and conflict resolution
 - Read stories about characters that children can identify with who express a range of feelings
 - Encourage toddlers to draw pictures of their difficult or scary emotions



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Strategies to Develop Emotional Literacy in Infants and Toddlers

4. Model Positive Relationships

- Between adults in the care setting
- With other children

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



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Debrief

- What did this teacher do to promote emotional literacy?
- What could she do to develop these children's emotional literacy skills?
- What could you do to support this teacher?



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Module 2 Handout Examples

- 2.3: Video Observation Tool (in packet)
- 2.4: Responsive Routines Inventory (one page in packet)



Handout 2.4, Page 8 of 8

Module 2 Handout 2.4: Responsive Routines Inventory

Responsive Routines Inventory

Provide responsive routines for greetings and goodbye times	What I do now/My plans
For a child having difficulty with separation, plan staff assignments to allow the child's primary teacher appropriate time to help the child become more comfortable when arriving or leaving. Comfort the child and tell her/him when the family member will return—after lunch, after nap, etc.	
Greet family members warmly when they pick up the child. This helps children transition from child care to family at the end of the day and is an opportunity to describe the child's day. Give each infant and toddler a special goodbye.	
Use transition routines as opportunities to build emotional connections between the child and his/her family, the teacher and child, and between and among peers.	

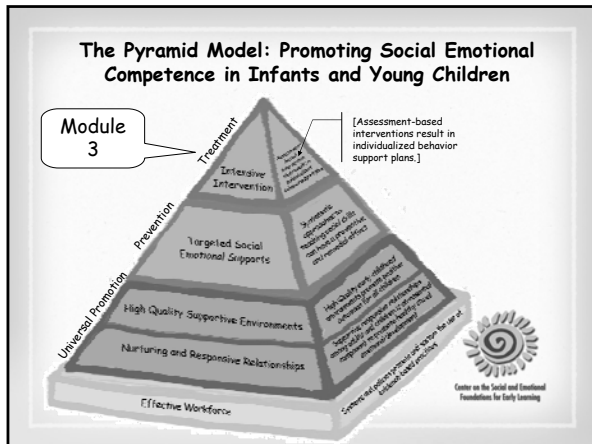



Adapted with permission from Willmer & Peterson (2006)

Module 3

Individualized Intervention with Infants and Toddlers: Determining the Meaning of Behavior and Developing Appropriate Responses






- ### Module 3 Agenda
- I. Introduction and Logistics
 - II. Introduction to Individualized Intervention with Infants and Toddlers
 - III. Ways that Infants and Toddlers Communicate Unmet Needs and Distress
 - IV. Examining Acting Out and Withdrawing Behaviors More Closely
 - V. When Behavior Goes Off Track: Using Our Understanding to Develop Initial Responses
 - VI. Paying Attention to the Effects of Challenging Behavior on the Caregiver(s)
 - VII. Enlisting the Help of Parents/Families
 - VIII. Using a Program Process to Develop a Support Plan
 - IX. Case Study Activity
 - X. Summary and Closing
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What is Challenging Behavior?

Defined by caregiver
Challenges caregivers sense of competence

- Intense
- Frequent
- Long Duration



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Challenging Behavior

- Expresses feelings- emotional or physical
- Communicates a desire or wish
- Communicates developmental skill





Understanding the Behavior

- What more do we want to know?
- What happened before the incident?
- What might this child be trying to communicate through behavior?

» Review Handout 3.9



Responding to the Behavior: What Can We Do?

- In the moment?
- Then...
 - Plan (Handouts 3.9 and 3.10 of module)
 - Prevent
 - Respond



Module 3 Handout Examples

- 3.2: Acting Out and Withdrawing Behaviors (page 4 of 4 in packet)
- 3.3: Strategies for Challenging Behaviors (in packet)
- 3.9: Behavior Review (in packet)



Major Messages to Take Home

- Early social emotional wellness develops within the context of relationships.
- Caregivers help babies express emotion, develop emotional regulation, and form close, secure relationships.



Major Messages to Take Home

Caregivers can support children's social and emotional development by:

- Reflecting on their own relationships
- Focusing on emotional literacy
- Understanding challenging behavior
- Develop a plan to prevent and respond to challenging behavior



Wrap Up - Discussion

- What stood out for you from what you heard or experienced today?
- What excites you or concerns you about what you learned?
- Any insights from the session?
- How might you use what you heard today?



And the Good News is...

CSEFEL home page:

<http://www.vanderbilt.edu/csefel/>

Infant/Toddler Modules:

<http://www.vanderbilt.edu/csefel/inftodd.html>