

## Reflective Inventory

**Instructions:** Take time to think about each question on the inventory and write out some answers to each. When you complete the inventory, choose a partner at your table to share your reflections with.

Think about a satisfying relationship in your life. Name three things that make it satisfying:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Think about the messages you received about relationships from your family and culture. Try to put those messages into words:

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Think about yourself as a child. Do you behave in your relationships with children the same way important adults behaved with you (e.g. playful, cautious, honest, patient, etc.)? Try to put into words what you know to be true of your behavior with the children in your life today.

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### Self-Regulation Activity

**Scenario 1.** A newborn baby is yawning, drooling, and looks pale. Her arms lie out to her sides and she looks a little dazed. Think about this as a regulation issue.

- What do you think this baby is experiencing? How is the baby expressing how s/he feels?
  
- What could you do to help her?

**Scenario 2.** A 3-month-old baby gets startled by a loud noise and then he cries and cries. You are a home visitor trying to help his parent understand what is going on. Think about this as a regulation issue.

- If this baby could talk, what do you think he would say? How is he expressing how he's feeling?
  
- What could you do to help him?

**Scenario 3.** A home-based provider has three children in school and a 4-month-old baby she cares for. The baby is calm during the day until the other children come to child care after school. Then he's fretful and unhappy and needs to be held constantly. Think about this as a regulation issue.

- What do you think this baby is experiencing? How is he expressing his feelings?
  
- How can you help him?

## Infant Toddler Video Observation Tool

Record what you actually see or hear:

Write down what questions the interactions the baby has with her mother and the home visitor raise for you:

How do you think it feels to be this little girl?

How would you find out more about how this child is doing with regard to social emotional development?

**Responsive Routines Inventory**

| Responsive daily routines   | What I do now/ My plans |
|---|-------------------------|
| Implement a flexible routine (eating, sleeping, inside-outside) so that toddlers learn to predict |                         |
| Provide a daily routine that follows each infant’s and toddler’s need for feeding and sleeping    |                         |
| Use routines as opportunities for emotional interaction and learning                              |                         |
| Provide primary caregiving  |                         |
| Provide responsive routines for infant feeding and toddler eating                                 | What I do now/My plans  |
| Provide a private place for family members to feed an infant, if the family desires               |                         |

**Mobile Infants: 8 to 18 months**

| <p><b>Difficulty Experiencing Emotions</b></p>  | <p>Acting Out Behaviors</p> | <p>Withdrawing Behaviors</p> |
|---|-----------------------------|------------------------------|
| <p>Fifteen month old Jasmine sees her teacher set up the water table, her favorite activity.</p>  |                             |                              |
| <p>What might be going on for this baby?</p>  |                             |                              |
| <p><b>Difficulty Expressing Emotions</b><br/>Ten month old Josiah’s oldest sister dropped him off this morning. Usually mom is the one who brings him. She generally stays to chat with the teachers and read him a book but today his sister hands him off and leaves, in a hurry to get to her job. He frequently has a hard time with separation, so mom and the caregivers try to schedule the morning routine with predictable activities every day. While this helpful, on the days when the routine is disrupted Josiah (and everyone else) suffers.</p> |                             |                              |
| <p>What might be going on for this baby?</p>  |                             |                              |

## Strategies for Responding to Infant and Toddlers' Challenging Behavior and Supporting Infant and Toddlers' Social Emotional Development

### Social Emotional Development Goal

#### Help Child to:

- Experience, regulate and express emotions
- Form close and secure interpersonal relationships
- Explore the environment and learn

#### All Strategies for Responding to Infant and Toddler Challenging Behavior Should Meet the Following Criteria:

- Acknowledge distress
  - Offer comfort
  - Use words
  - Be attuned to (or in sync with) the child's individualized needs
  - Help the child achieve the understood intention
  - Be developmentally appropriate
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#### Example Strategies:

##### **Systematic strategies**

- Observe to understand the meaning of the behavior
- Track and document frequency, duration, and intensity
- Chart time of day behavior occurs
- Use self reflection to appropriately respond to behavior
- Share reflections/access thoughts and opinions of others
- Attempt to understand and empathize with the child's experience
- Monitor progress of social emotional skill development and concerning behavior reduction

##### **Strategies to soothe**

- Shush (e.g. saying, "shhhhhhhhhh, shhhhhhhh"), white noise (e.g. running a vacuum cleaner, white noise machine, or hair dryer)
- Rock
- Hold, carry, use slings or carriers to keep child close to one's body
- Hold baby on side or stomach
- Outside time, fresh air
- Sing
- Encourage sucking (pacifier, fingers)
- Swaddle
- Encourage transitional objects of comfort (e.g. blankets, dolls, stuffed toy, etc.)
- Stay calm
- Stay physically close

**Modify Environment and Interactions**

- Reduce and/or minimize number of caregivers
- Make adjustments based on child's temperament (e.g. offer more time for a slow-to-warm up child; offer more physical activity for a active child)
- Make appropriate environmental changes (e.g. reduce stimulation, increase stimulation)
- Shadow child (e.g. for a limited time provide as much one-on-one attention and monitoring as possible)
- Provide extra time and attention including touch

**Provide increased predictability and consistency**

- Stick to consistent routines (e.g. diaper the same way in the same place using the same language; read books before nap;)
- Use consistent simple words (e.g. "Food?; You want food?"; "Look with your eyes")
- Develop a plan of action/responses and stick to plan
- Set limited clear consistent limits (e.g. "No biting"; "gentle touch")

**Model, coach, teach appropriate behavior (e.g. "This is a gentle touch"; "Feel the gentle touch")**

- Teach sign language or gesture for common words
- Validate child's feelings and/or experience (use exaggerated facial expression, tone of voice and gestures to mirror the child's emotion) (
- Phrase demands in the affirmative ("Bottom on the chair"; "Feet on the floor")
- Notice when child is engaging in desired behavior ("You gave Sam a turn with that toy")
- Recognize positive behavior ("That's nice touching"; "You're so calm now." "You pointed to the toy")
- Label child's and others' emotional experience ("You look sad."; "Tyrus looks so angry")
- Use books to illustrate emotions and social skills (e.g. Hands are Not for Hitting; Teeth Are Not for Biting; etc.)

**Use distraction ("Let's play with this toy instead")**

- Offer substitute behavior ("you can bite this apple" "you can bite this teething ring";)

**Infant-Toddler Behavior Review**

Child's Name: \_\_\_\_\_ Date of Birth \_\_\_\_\_ Age \_\_\_\_\_

Review Contributors \_\_\_\_\_ Date of Review \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Information Gathering**

1. What is the behavior of concern?
2. What happens? What are the frequency, intensity and duration of the behavior?
3. When does it happen? Consider writing out daily schedule.
4. Where does it happen?
5. With whom does it happen?
6. How long has the concerning behavior been going on?
7. How does the caregiver feel about the behavior?
8. Has the child had a recent physical? Are there any physical/medical concerns?
9. What happens (right before) before the behavior occurs? What are the triggers?

10. What happens after the behavior occurs?
11. What are some of the child's strengths?
12. How does the parent/family feel about the behavior?
13. Have there been any changes and/or concerns in the home, child care, or other significant relationships and/or environments?
14. What are some of the parent/family strengths?
15. What are some of the caregiver/teachers/staff strengths?

**Hypothesis**

16. What is the child communicating that he wants or needs? What is the purpose of the child's behavior?
17. What might be the child's experience?

**Begin Planning**

18. What does the parent or the caregiver want? What does the parent or caregiver want the child to do?
19. What does the parent or the caregiver want the child to feel?
20. What strategies have already been tried?
21. What can the caregiver do to feel better?