







Tier 1: Understanding Social-Emotional Development & Behavior

Growing Children & Families Who Thrive Together







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Getting to Know One Another

- Introduce yourself
- How many years have you worked with infants and toddlers?
- What is your role?
- Why are you attending this training?
- What do you hope to take home?
- What did you leave behind in order to be here?







Learner Objectives

- **Define** social-emotional development & describe how it unfolds in the context of caregiving relationships.
- Understand how the behavior or young children is meaningful & identify what a child may be communicating through behavior.
- Reflect on how culture (perceptions, beliefs, values) influences caregiving & the social-emotional development of infants and toddlers.
- **Implement** a variety of strategies for increasing professional capacity to support the social-emotional development of infants, toddlers, and their families.



Morning Agenda

- Understanding Social Emotional Development -- What is it and how does it happen?
- Understanding the Brain -- Building Strong Houses
- Understanding Behavior Making Sense of What You See and Hear
- Supporting Behavior For Every Child How Do We Help?
- Wrap-up, Reflection & Action Planning





A Framework: The Pyramid Model



Promoting Social-Emotional Competence in Infants and Young Children

Tier 1: Universal Promotion

All children

Tier 2: Secondary Prevention

Children at risk

Tier 3: Tertiary Intervention

Few children

Source: Center on the Social and Emotional Foundations for Early Learning (CSEFEL)



A Framework: The Pyramid Model



Key Points

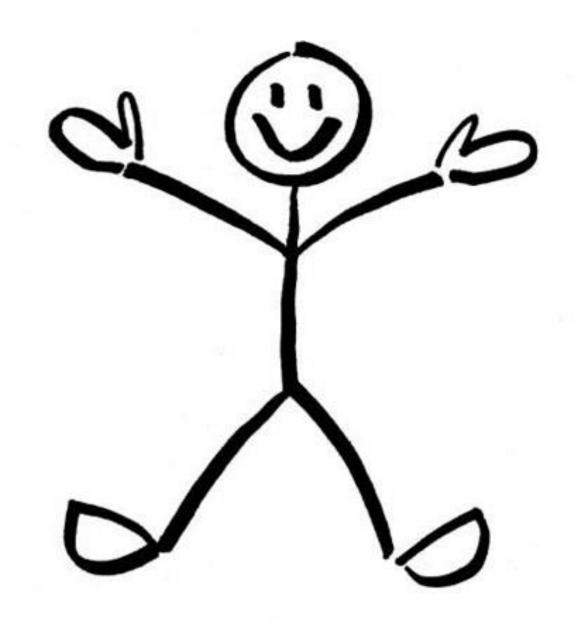
- Social-Emotional development & behavior is promoted through positive preventative measures.
- Most children's development & behavior does not require intensive intervention.



A Framework: The Pyramid Model



Meet Sammy



Reflections

See Behavior → **Think**:

- Development
- Basic needs
- Environment
- Sensory sensitivities/self-regulation
- Temperament
- Trauma





Reflections

See Behavior → **Think**:

- Experience
- Culture (your own culture and that of the child/family)
- Implicit bias



What is Social-Emotional Development?

• A child's capacity to...

• Form close and secure relationships.

• Experience, regulate, & express emotions in socially and culturally appropriate ways.

• Explore and learn from their environment --- all in the context of family, community & culture.



Source: Zero To Three



"Starting from birth, babies are learning who they are by how they are treated." – Zero To Three



Social Emotional Skills Ex: 0-3 Years of Age



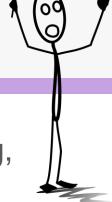
- Comforted by familiar adults
- Gives warm smiles, laughs, affection
- Responds when spoken to
- Shows happiness to see familiar faces & objects
- Distinguishes familiar, unfamiliar faces
- May cling to caregivers in new situations
- Points to show others something interesting
- Explores alone but with parent close by

- Shows a growing independence
- Shows defiant behavior
- Plays mainly beside other children, but is beginning to include other children
- Takes turns in games
- Shows concern for a crying friend
- Shows a wide range of emotions
- Separates easily from mom and dad
- May get upset with major changes in routine



Social Emotional Red Flags

Ex: 0-3 Years of Age



- Not responding to sounds or voices
- Not smiling or responding typically
- Avoids close contact or affection
- Cannot seem to self-soothe or calm self
- No interest in games/interactions
- Not showing interest in other children
- Difficulty waiting for something desired

- Rigid about routines, food, clothing, etc.
- Limited or fleeting eye contact
- Does not imitate actions
- Does not follow your point to bring attention to something
- Does not take turns in a simple turntaking game

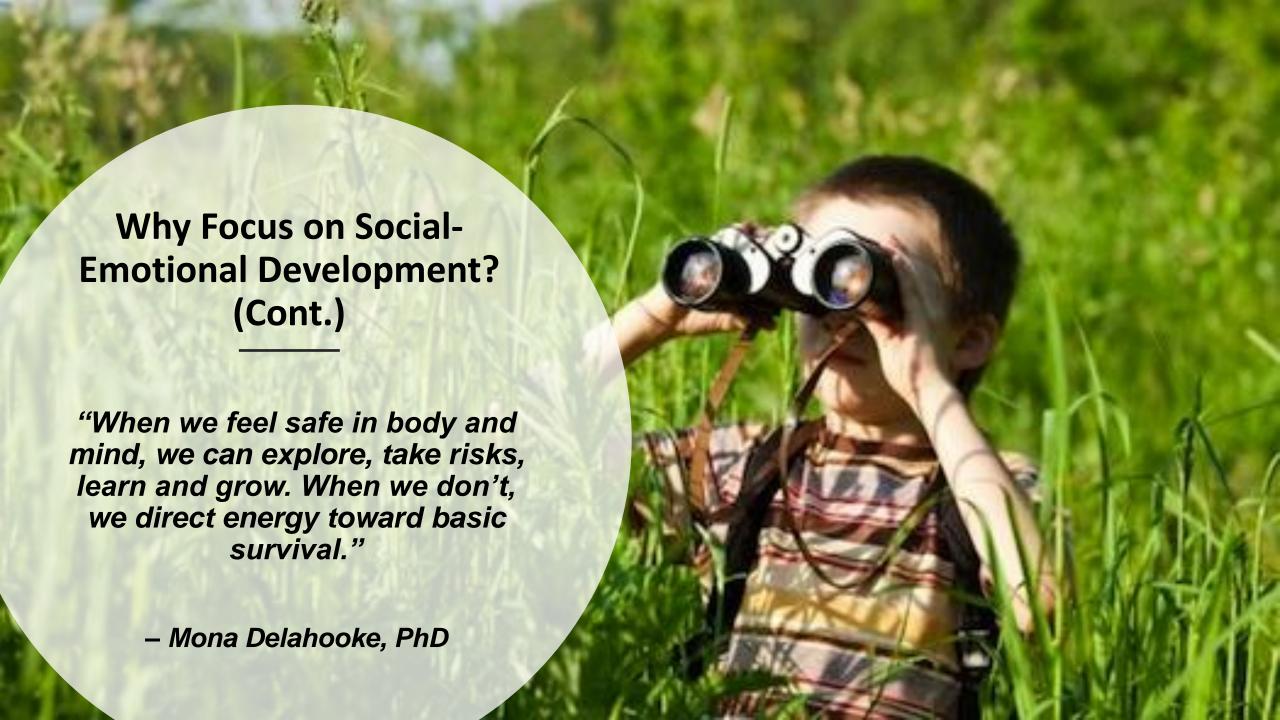


Why Focus on Social-Emotional Development?

- Impacts ALL areas of growth & development of a child.
- Creates a solid foundation for life.
- Sets the "playing field" for school readiness and lifelong success.
- Children with healthy Social Emotional skills:
 - · Learn better.
 - Are more likely to stay in school.
 - Will be better at making and keeping friends across their lifetime.

"Human beings are social creatures." – Dr. Bruce Perry





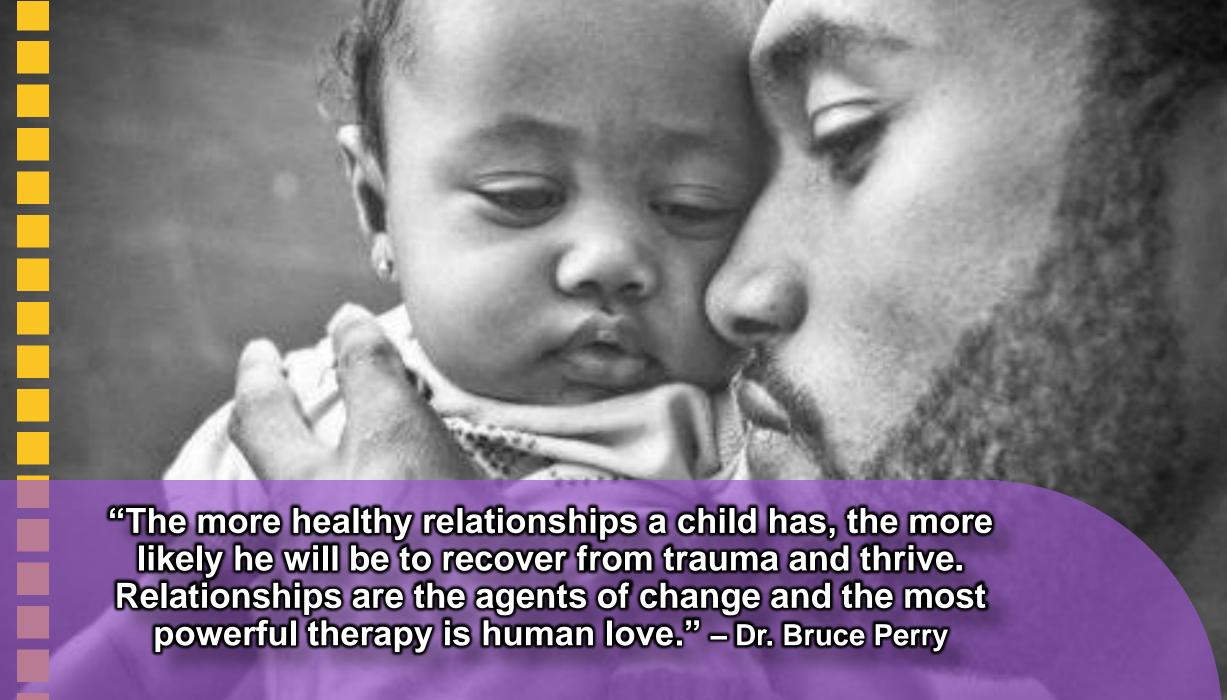


Why Focus on Social-Emotional Development? (Cont.)



"For optimal parent-child development, the dyad must achieve the milestone of mutual delight."

-- Louis Sander







Social-Emotional Skills for School

Capacity to:

- ✓ grow positive relationships with others
- √ effectively express emotions
- √ attend and listen to instructions
- √ solve social problems
- √ self-regulate and utilize co-regulation



I have confidence in me!



Social-Emotional Skills for School (Cont.)

"Children who develop warm, positive relationships with their kindergarten teachers are more excited about learning, more positive about coming to school, more self-confident, and achieve more in the classroom."

--The National Scientific Council on the Developing Child, 2009



Social-Emotional Skills for Life

Capacity to:

- √ find interest and enjoyment in life
- √ find enjoyment and delight in people and activities
- √ find comfort being alone and in groups
- ✓ make the most out of relationships and experiences to come





Social Emotional Skills for Life (Cont.)

"Every time you give a parent a sense of success or of empowerment, you're offering it to the baby indirectly. Because every time a parent looks at that baby and says, "Oh, you're so wonderful!" that baby just bursts with feeling good about themselves."

--T. Berry Brazelton





VIDEO: Extending Learning with Infants

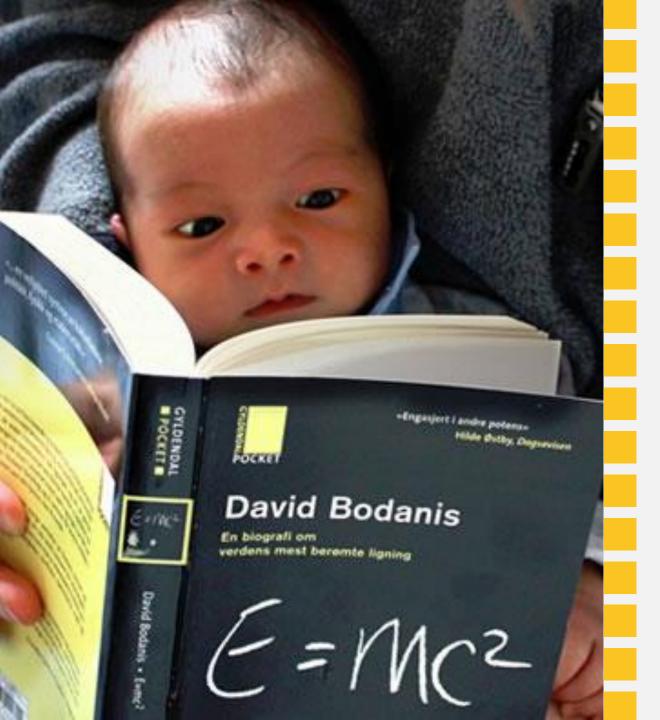


Brain Development: Building Strong Houses

- Healthy relationships from the start
- Positive experiences
- Consistent and safe environments



→ feelings of trust, security, safety, & love



What Science Tells Us

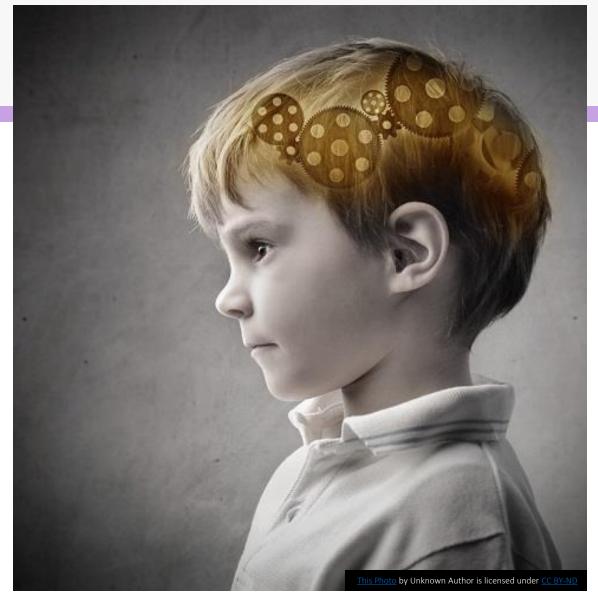
"As young children develop, their early emotional experiences literally become embedded in the architecture of their brains."

--The National Scientific Council on the Developing Child, 2011



Brain Development (Cont.)

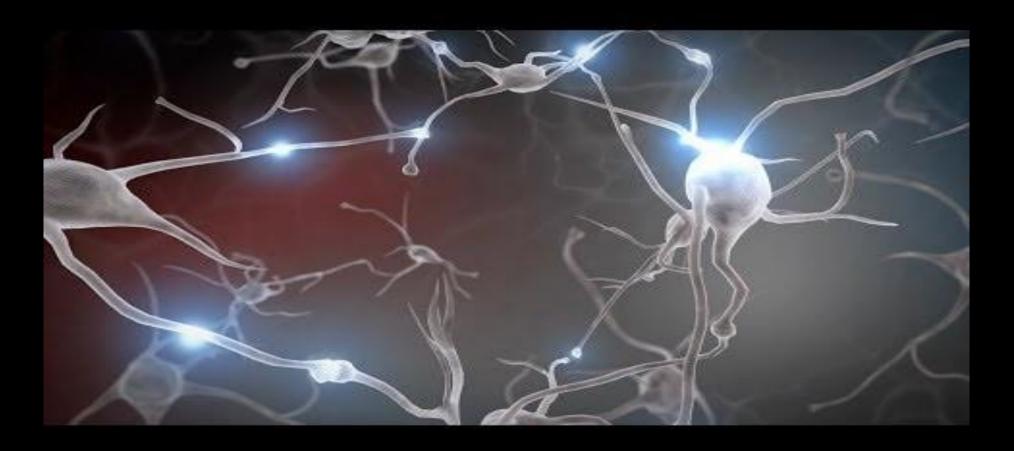
- Newborn's brain is 25% the size of adult's size
- At 3 years of age, child's brain has grown to 80-85% of adult brain's size
- At 5 years of age, child's brain has grown to 90% of adult brain's size



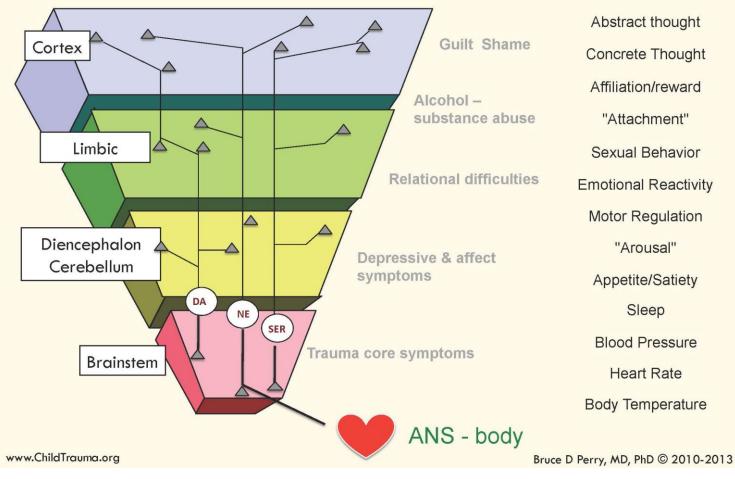
Source: Connie Lillas, PhD, MFT, RN



Experiences Build Brain Architecture







Brain Development

- Brain organizes from B →T;
 from I → O
- Majority of brain organization takes place between 0-4 years
- Lower parts of brain = fight, flight, freeze, flock
- Higher parts of brain = cognitive thinking/problem solving, etc.
- High stress → getting stuck in lower levels of brain

Posted w/ permission from B.Perry



Brain Development: Dan Siegel's Hand Model





Brain Architecture Game

The Science of Early Childhood





The Science of Early Childhood









Understanding Behavior

Making Sense of What You See and Hear

"Let children be our teachers." -- Unknown





Every "behavior" is a stress response.







Understanding Behavior Social-Emotional Needs of Infants & Toddlers

- To understand and be able to manage my upset feelings.
- To feel a sense of control.
- To feel safe & stimulated in my exploration.
- To feel competent.
- To have mutually enjoyable relationships and feel a sense of belonging.

- To feel safe and secure.
- To feel worthy and loved.
- To feel acknowledged and understood.
- To feel noticed and receive attention.
- To feel a sense of predictability.



Understanding Behavior Temperament

D D L E R V E R S I O N INFANT TODDLER TEMPERAMENT TOOL (IT³) SUPPORTING A "GOODNESS OF FIT"



INTRODUCTION TO TEMPERAMENT

Temperament is an important feature of social and emotional health. The word "temperament" refers to the way we approach and react to the world. It is our own personal "style" and is present from birth. There are three general types of temperaments: easy-going, slow-to-

Easy-going children are generally happy and active from birth and adjust easily to new situations and environments. Slow-to-warm children are generally observant and calm and may need extra time to adjust to new situations. Children with active temperaments often have varied routines (eating, sleeping, etc.) and approach

There are nine common traits that can help describe a child's temperament and the way he or she reacts to and experiences the world. The Temperament Chart on the next page explains these traits in more detail. They are:

- · Distractibility · Sensitivity

- · Approachability · Mood

GOODNESS OF FIT

Each caregiver and parent also has his or her own temperament. The compatibility between adult and child temperaments can affect the quality of relationships. This compatibility is often called "goodness of fit." Goodness of fit happens when an adult's expectations and methods of caregiving match the child's personal style and abilities. Goodness of fit does not mean that adult and child temperaments have to match. The parent or caregiver does not have to change who they are. They can simply adjust their caregiving methods to be a positive support to their child's natural way of responding to the world. For example, if a child is highly active, a caregiver may pack extra activities in the diaper bag for waiting times at visits to the doctor, grocery store lines, etc. For a child who needs some extra time in approaching new activities, a caregiver might stay close by, giving the child time to adjust and feel safe.

The Infant Toddler Temperament Tool (IT1) was developed for the Center for Early Childhood Mental Health Consultation, an Innovation and Improvement Project funded by the Office of Head Start. (Grant #90YD026B)

INFANT TODDLER TEMPERAMENT TOOL (IT3) SUPPORTING A "GOODNESS OF FIT"

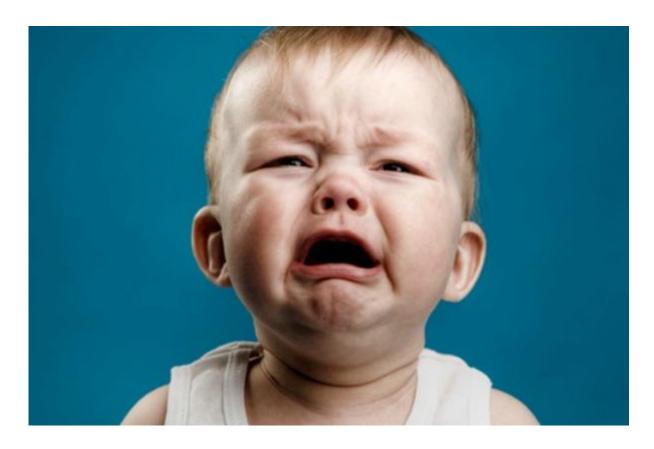
- Infants: https://www.ecmhc.org/docume nts/CECMHC_IT3_Booklet_Infa nt.pdf
- Toddlers: https://www.ecmhc.org/docume nts/CECMHC IT3 Booklet Tod dler.pdf



Early Communication

93% of Communication is Non-Verbal

- ☐ Eye gaze
- ☐ Facial expressions
- ☐ Tone of voice
- ☐Body posture
- ☐Body movement
- **□**Gestures



Non-Verbal Communication = Cue



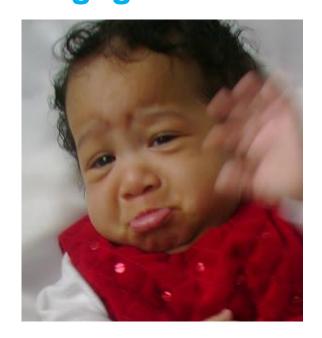
Source: NCAST, 2015

Engagement Cues



"I want to interact with you! I'm ready to go!"

Disengagement Cues



"I need a break. I need some help. I'm all done."



Engagement Cues Potent

☐Face gazing

- □ Smiling
- □Babbling or Talking
- □ Reaching for caregiver
- **□**Giggling
- ☐ Feeding sounds
- ☐ Turning toward caregiver

Engagement Cues Subtle

- ■Brow raising
- □Wide eyes or "bright eyes"
- ☐ Facial brightening
- ☐ Hands open (slightly flexed)
- ☐ Head raising
- ☐ Hands to chin
- ☐ Hand to tummy



Disengagement Cues Potent

- □Back arching
- □Coughing or Choking
- □Pulling or Pushing away
- □ Spitting up or Vomiting
- ■Moving away
- □Overhand beating of arms
- ☐Tray pounding

Disengagement Cues

Potent

- ☐ Halt hand
- □ Lateral head shake
- ☐ Maximal lateral gaze aversion
- □Pale/red skin
- □Crying, Fussy, or Whining
- ☐Withdraw from alert to sleep state
- □Saying "no"



Disengagement Cues Disengagement Cues Subtle Subtle □ Arms straightened along sides ☐Gaze aversion □Dull looking face ☐ Hiccoughs ☐ Eye blinking or Clinched ☐ Yawning □ Joining hands ☐ Facial grimace ☐ Finger extension □Increased movement of feet ☐ Fast breathing □Leg kicking □ Lip compression or Grimace ☐ Frown or brow furrowing



What is Your Own Meaning Making?





Supporting Behavior for Every Child: How Do We Help?

Healthy relationships

Positive experiences

☐ The gift of regulation







Our Many Social-Emotional Routes

One-on-One Time

Thoughtful Environments

Touch, Proximity,& Comfort

Kindness

Floor Time Play

Thoughtful Routines

Talking, Reading, & Singing

Trial & Error

Predictable & Timely Responses

Empathy & Compassion

Consistent, Positive Interactions

Patience



Supporting Behavior For Every Child What is Regulation?

- Regulation = Level of Arousal
- Level of Arousal = How calm or excited our bodies are in a moment.
 - Outward Manifestations → Our feelings and emotions (We appear sad, worried, calm, happy, excited, angry, etc.)
 - Inward Manifestations → Our physiological internal states (Heart rate increases, breathing becomes shallow, muscles become tense, etc.)



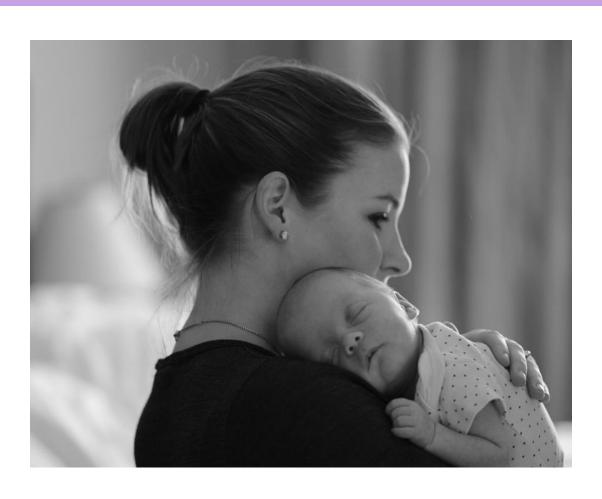
Supporting Behavior For Every Child What is Regulation? (Cont.)

- The ability to regulate is a core competency ALL infants must develop.
- A well-developed regulation system is the foundation for building all other skills.
- The brain is constantly *sensing* and *responding* to inputs from our environment (stress-response system) in order to keep us safe.
- When we are young, much of our regulation is automatic.
- When we are older, we become active participants in our regulation.

Co-Regulation → **Self-Regulation**



Supporting Behavior For Every Child Co-Regulation

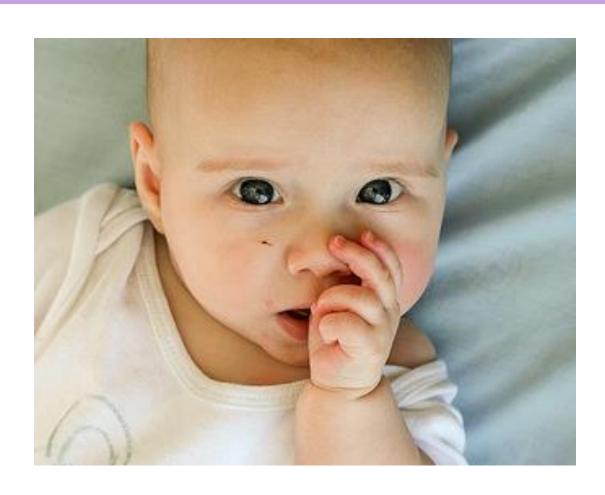


- Takes place within the context of a relationship.
- The way a person can adjust themselves when interacting with another to maintain a regulated state.
- In other words:

Being able to get calm and organized together. ©



Supporting Behavior For Every Child Self-Regulation



- Takes place within the context of a relationship.
 - Co-Regulation comes first!
- The way a person can adjust independently to maintain a regulated state.
- In other words:

Being able to get calm and organized all by yourself. ©

Patterned, repetitive, rhythmic somatosensory activities

Regulate -> Relate -> Reason

Source: Dr. Bruce Perry





Sammy



Reflections

See Behavior → **Think**:

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- Trauma





Reflections

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- Culture (your own culture and that of the child/family)
- Implicit bias



Guiding Principles

For "being" and "doing" with infants, toddlers & families

- 1. Behavior is meaningful.
- 2. Everyone wants things to be better.
- 3. You are yourself and your role.
- 4. Don't just do something stand there & pay attention.
- 5. Remember relationships!
- 6. Do unto others as you would have others do unto others.

Source: Jeree Pawl & Maria St. John



WASHINGTON EARLY ACHIEVERS Wrap-up/Action Planning PREPARING CHILDREN FOR SUCCESS IN SCHOOL

What questions do you have about the material we discussed today?



What insights do you have about your own practices, children, and/or families?



What strategies did you see or hear that might be useful in your role and work?







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