



Tier 1: High Quality Supportive Environments

Expanding the Therapeutic Web for Infants & Toddlers





Tier 1: High Quality Supportive Environments

Presented by: Kindering Center, King County
Tracy L. Kaplan, M.S., CCC-SLP, CLC, IMHS
Molly Poole, M.Ed





Community Agreements

Day 1 Recap

- How was Day 1?
- What is one thing that stuck out for you from yesterday?
- Any lingering thoughts or questions?



Learner Objectives

- **Describe** the importance of caregiving routines and identify strategies for using them to support social-emotional development.
- **Identify** key ways the physical environment can promote social-emotional development.
- **Identify** and implement targeted strategies to intentionally build social-emotional skills.

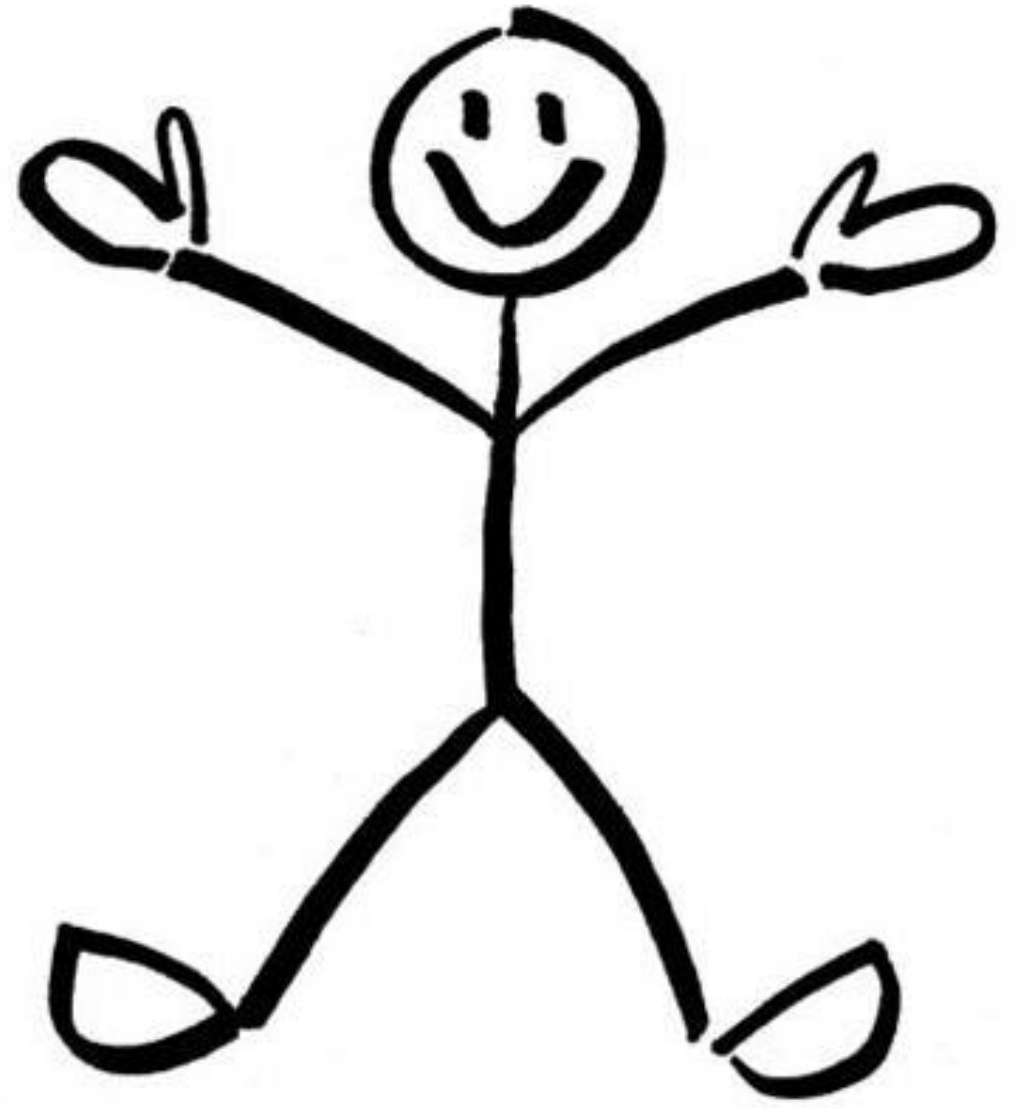


Morning Agenda

- Check in on “Sammy”
- What is Social-Emotional Development? – *A Quick Recap*
- *Optimal Caregiving in the Classroom -- Why ALL Relationships Matter*
- Responsive Strategies – *Environments, Schedules, Routines & Regulation*
- Reflections, Questions & Action Plans



Sammy



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

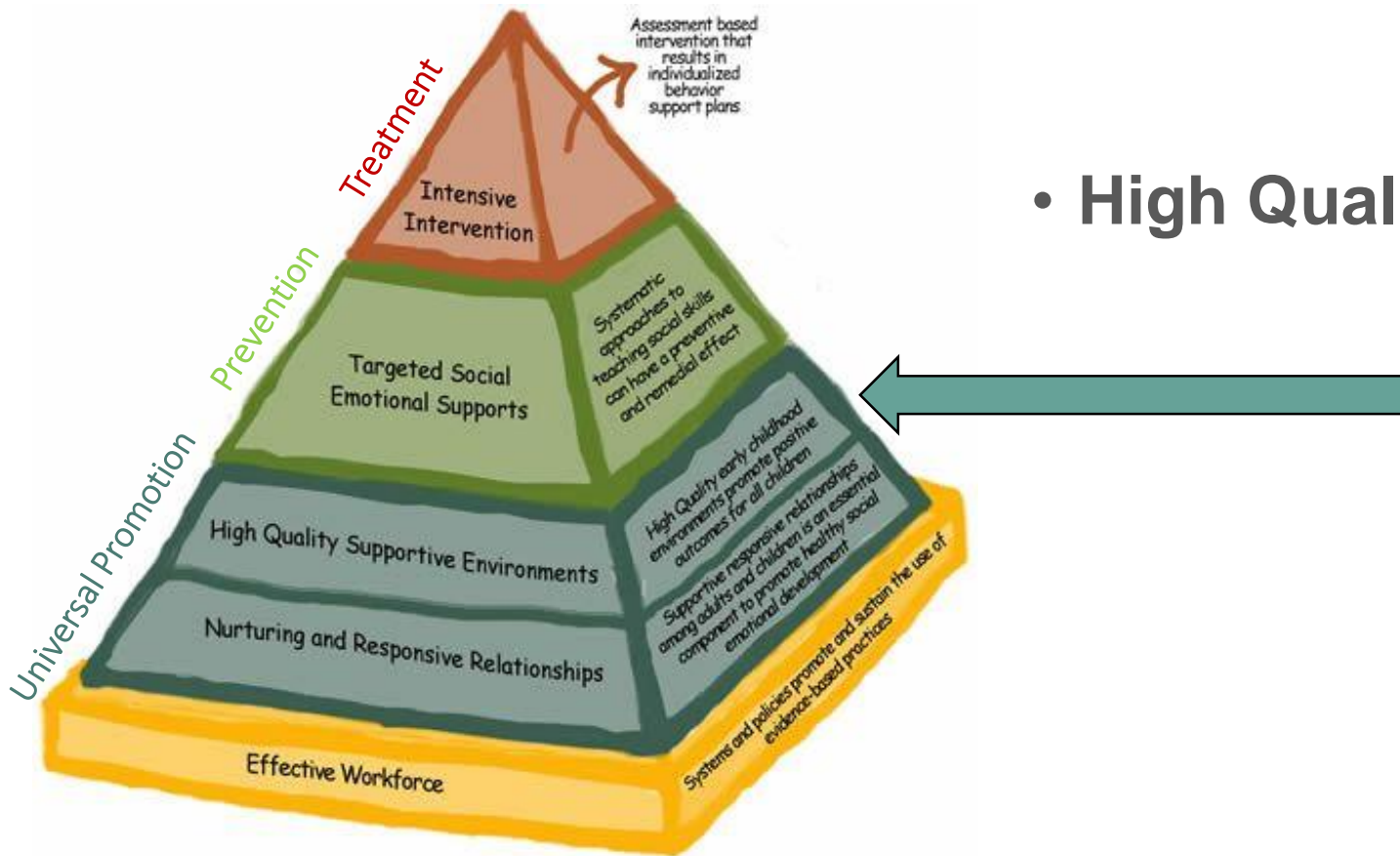
Few children

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

A Framework: The Pyramid Model

Our Focus

- High Quality Supportive Environments

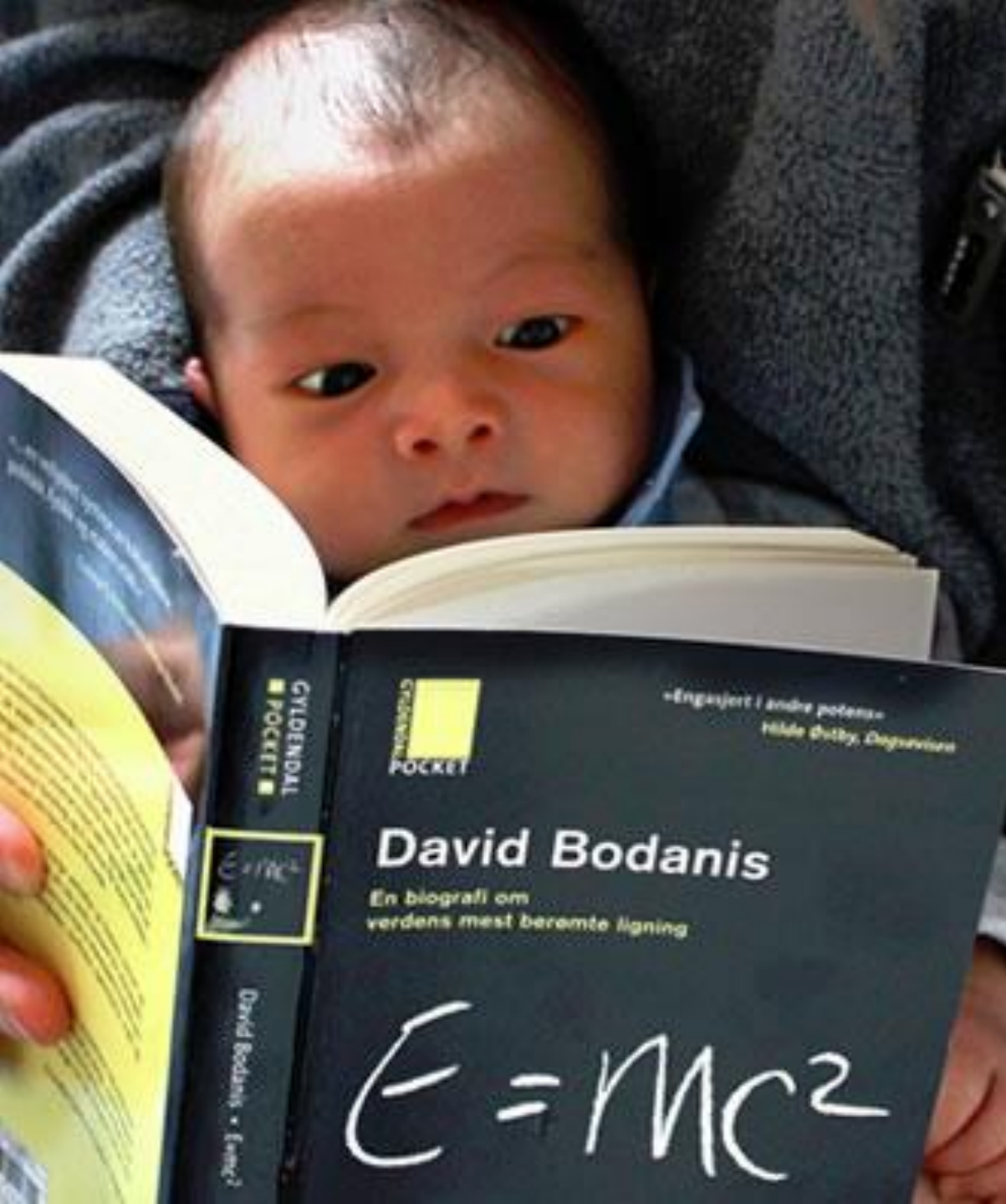


What is Social-Emotional Development?

- 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



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

Optimal Caregiving in the Classroom: Why ALL Relationships Matter

- Consistent environments, routines & schedules
- Positive experiences add up!
- Building a therapeutic web
- Attunement is KEY

Promoting feelings of safety & protection are vital





“The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.” – Dr. Bruce Perry

Optimal
Caregiving
in the
Classroom
(Cont.)



“Know the stage and watch the state.”

— Steve Graner

Optimal Caregiving in the Classroom




Optimal Qualities of a Caregiver

- Present
- Attentive
- Attuned
- Responsive

Optimal Caregiving in the Classroom

Each Caregiver-Child Relationship is *Special*




- Children find patterns for how to be w/ each caregiver
 - *Similar to: Adults w/ friends family*
- Safe, nurturing relationships for a child → ***robust templates for their lives***
- 50-70% of children in childcare settings have secure attachments
- Childcare providers must be open to falling in love 



“Someone’s gotta be crazy about the kid!”

-- Urie Bronfenbrenner

Optimal Caregiving in the Classroom



A person's
a person
no matter
how small

Optimal Qualities of a Caregiver

- Minimize the power differential

Teacher : Child

- Have authority, but do not overpower
- Abuse vs USE of power

Social-Emotional Benefits of Childcare Environments

- ☐ Consistent environments
- ☐ Consistent, familiar people (adults, peers)
 - ☐ Expanding “therapeutic webs” for children **& families**
- ☐ Consistent routines & schedules
- ☐ Stimulation and responsiveness
- ☐ Developmental monitoring
- ☐ Developmental support
- ☐ **What else?**



Regulation Break!

Responsive Strategies:

Environments, Routines, Schedules & Regulation

- Responsive & Supportive Environments
- Responsive Routines & Schedules
- Responsive Regulation





Responsive Strategies

Responsive & Supportive Environments

A well-designed infant and toddler environment is developmentally appropriate when it is:

- Age-appropriate
- Individually appropriate
- Culturally appropriate

Responsive Strategies

Responsive & Supportive Environments

A well-designed infant & toddler environment supports and encourages:

- Social-emotional needs
- Responsive care from adults
- Peer relationships



A photograph of several young children in a classroom, likely during a cultural celebration. In the foreground, a girl with long dark hair wears a vibrant, multi-colored floral dress and white pants, smiling. To her right, another girl in a white shirt and denim skirt is seen from the side, also smiling. In the background, a boy wears a red and white striped shirt with a large blue and purple lei. The room is decorated with balloons and framed certificates on the wall. A semi-transparent white circle on the left side of the image contains text.

Responsive Strategies: **Recognizing & Assessing High Quality Environments**

High Quality Environments

*are the foundation for
building responsive and
engaging learning
opportunities for all
children.*

Responsive Strategies

Supportive Environments



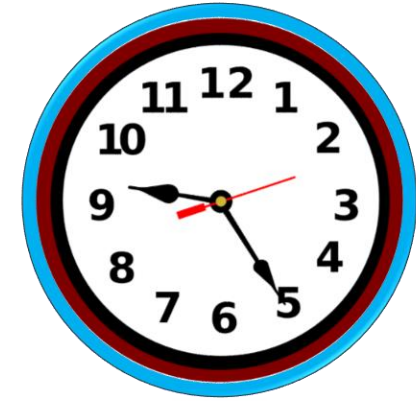
Physical Environment

The overall design and layout of a room, including its learning centers, materials, and furnishings



Social Environment

The interactions that occur within the classroom between peers, teachers, and family members



Temporal Environment

The timing, sequence, and length of routines and activities that take place throughout the day



Responsive Strategies

Physical Environment



Safe



Efficient



Accessible



Supportive



Responsive Strategies

Environmental Elements to Consider

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



Responsive Environments

Group Activity



Responsive Environments

Group Activity



Responsive Strategies

Social Environment



**Support Positive
Interactions**



Build Community



**Promote Decision
Making**

Responsive Strategies

Temporal Environment



Balance



Routines/Schedules



**Successful and
Supported
Transitions**

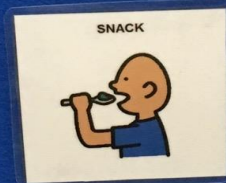


Responsive Strategies



Strategies to Support Routines:

- Use clear directions
- Create consistency and predictability
- Ask children to participate in routines
- Provide visual supports
- “Do” language versus “do not” language



Responsive Strategies

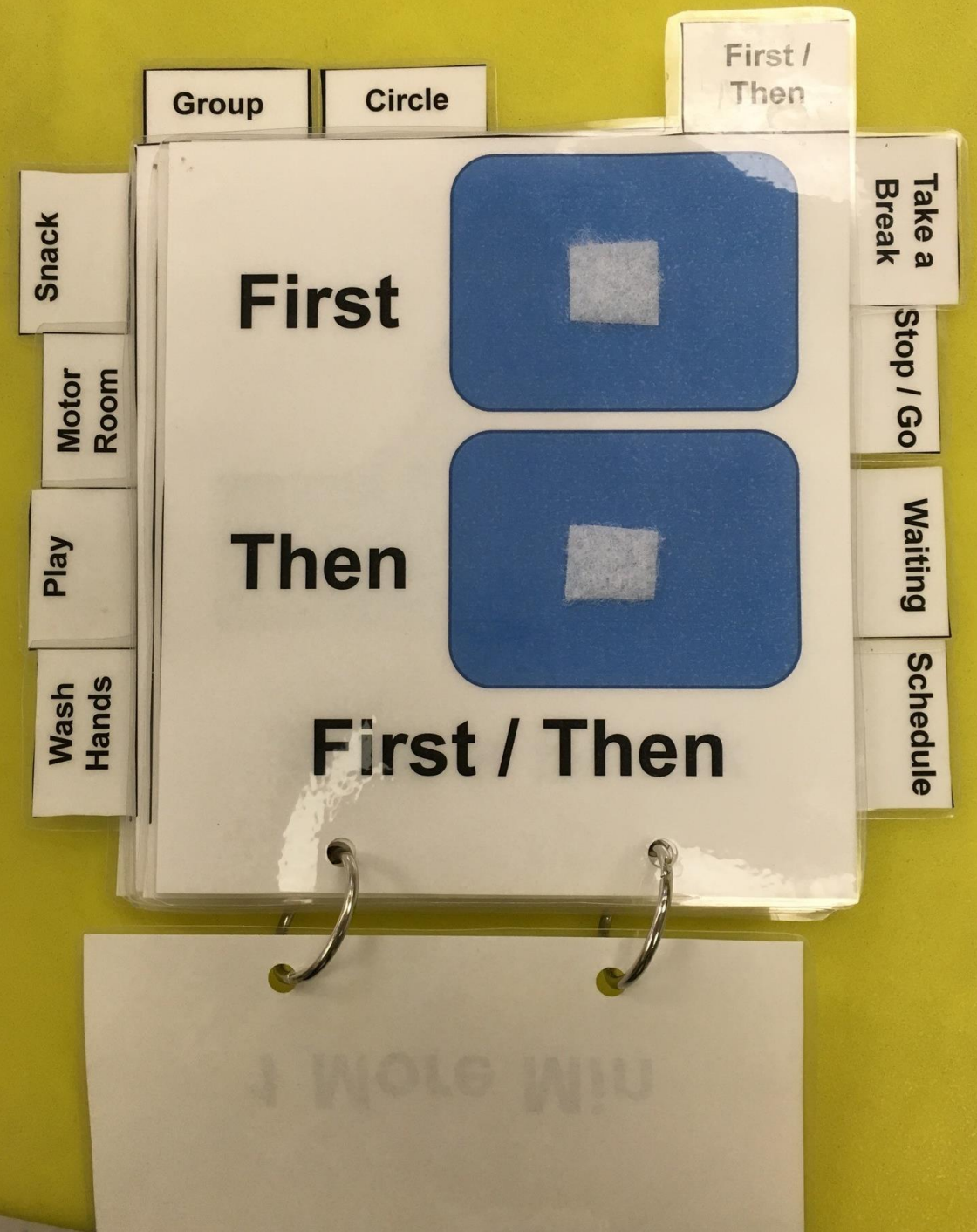
Example: Photo Schedules

- Post picture or photo schedules
- Review and acknowledge when a toddler shows understanding of the routine
- Include children in routines
- Ask families about their routines at home

Responsive Strategies

Example: First → Then Visual

- Use language to discuss "what's next" in the routine for a child
- Review and acknowledge when a toddler shows understanding of the routine
- Include children in routines





The DOs and DON'Ts

Don't hit

No running

Don't touch that

Stop dumping out toys

Stop painting on the table

Don't leave the line

What should they do?



Responsive Strategies

Strategies to Support Transitions:

- Use first/next or first/then words
- Use consistent transitional warnings & auditory/visual cues
 - Ex: Switching off lights and/or ringing a bell
 - “One more minute, then time to clean up.”
- Sing songs
- Use transitional objects to support routines
- Involve children in routines
 - Ex: Invite toddlers to help pass items to the next person during mealtimes



Responsive Strategies

Strategies to Support Greetings & Goodbyes:

- Designate a special arrival/goodbye area in the room
- Use family photos. Have multiple in the room and at eye level of the child
- Allow and encourage transitional or comfort objects
- Develop rituals
- Games
- Books and social stories
- Avoid "sneaking out" rather than saying goodbye
 - Lack of predictability around goodbyes may increase a child's separation anxiety



Responsive Strategies



Eating & Feeding



Dressing



Play



Responsive Strategies



**Diapering &
Toileting**



Sleeping/Resting



**Greetings &
Good-Byes**



Regulation Break!



Responsive Strategies

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. 😊

Responsive Strategies

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. 😊**

Responsive Strategies

Regulation

Regulation in the Classroom:

- Start incorporating rhythm from the get-go
 - “shushing,” patting, bouncing, swaying, drumming/beats/music, etc.
 - *rhythmic engagement strategies*
 - *Ex: in/out check-in’s*
- Do something kinesthetic to get something academic (even for littles!)
 - *music and movement*
 - *sensory activities*
 - *singing and dancing*



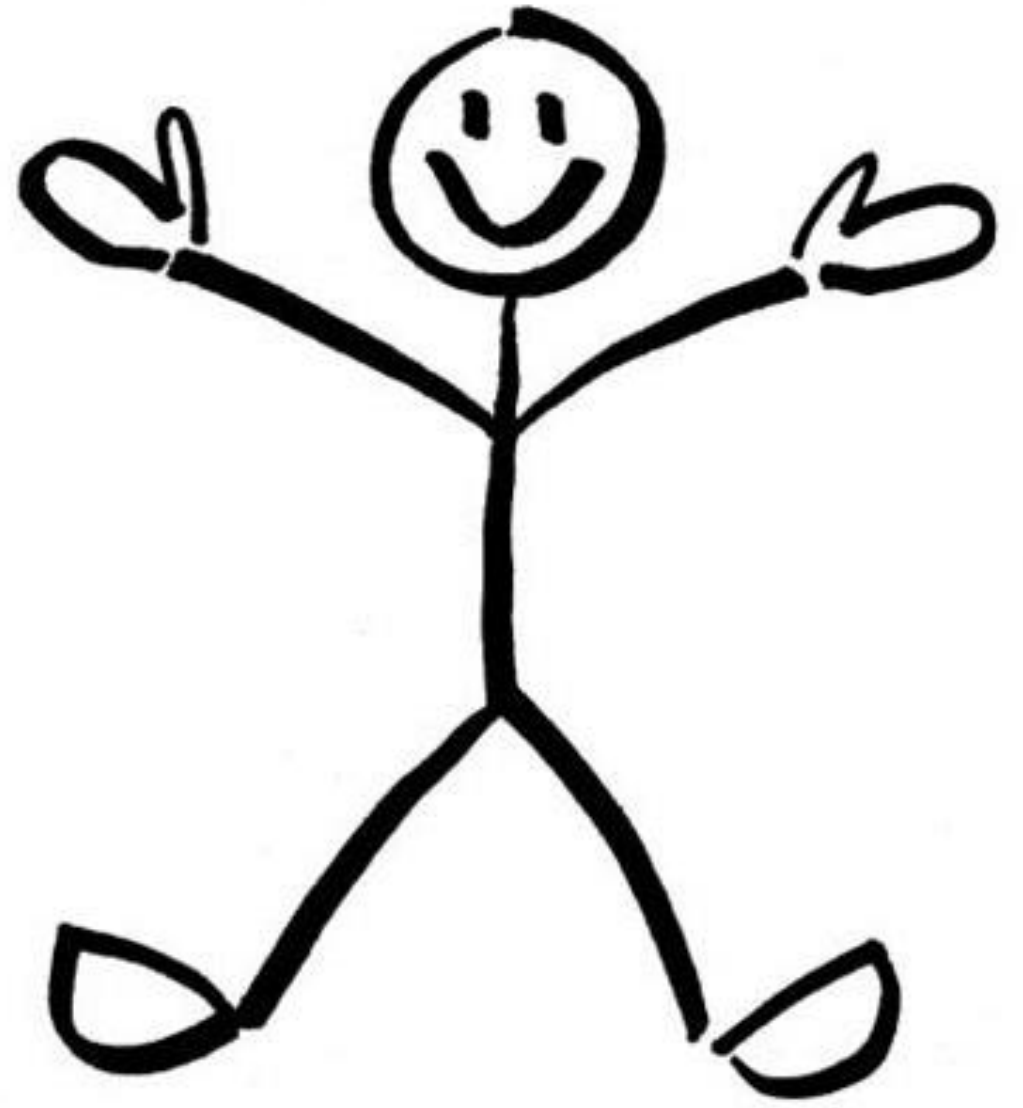


Guiding Principles

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.

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



Wrap-up/Reflection/Action Planning

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

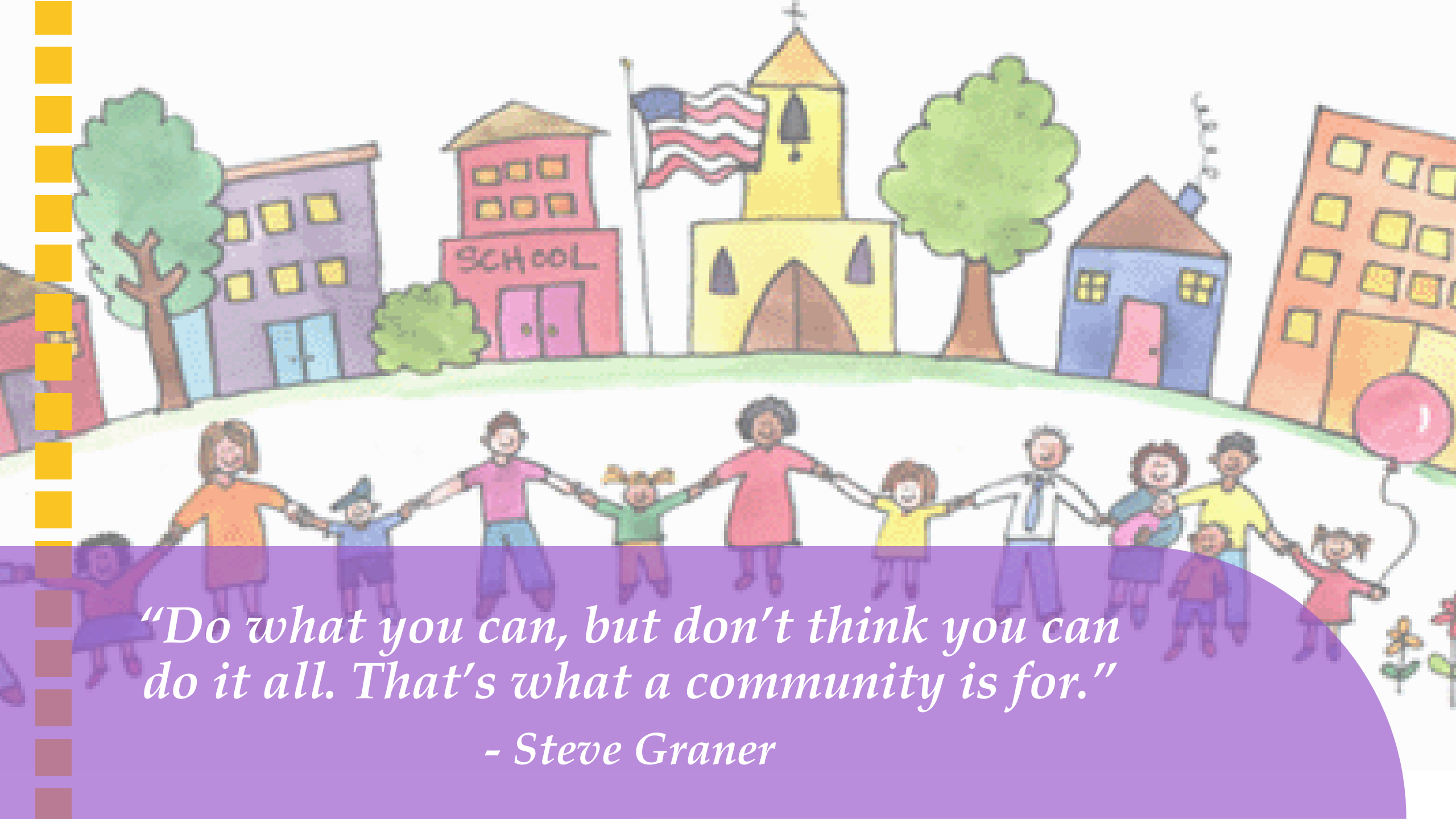


What **insights** do you have about your own practices, children, and/or families?



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





*"Do what you can, but don't think you can
do it all. That's what a community is for."*

- Steve Graner



WASHINGTON
EARLY ACHIEVERS
PREPARING CHILDREN FOR SUCCESS IN SCHOOL

Thank you

Resources

The Center on the Social and Emotional Foundations for Early Learning Vanderbilt University
vanderbilt.edu/csefel

Responsive Routines, Environments, and Strategies to Support Social Emotional Development in Infants and Toddlers. Module 2.

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Video Sources: Videos provided courtesy of ZEROTOTHREE, Washington, DC. Used with permission and available at www.zerotothree.org.

The Center on the Social and Emotional Foundations for Early Learning Vanderbilt University vanderbilt.edu/csefel

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The Center on the Social and Emotional Foundations for Early Learning Vanderbilt University vanderbilt.edu/csefel (Infant-Toddler Modules 1 and 2)

