Social and Emotional Development for Infants and Toddlers

Arizona Department of Education Early Childhood Education Unit

Treasure Hunt!

Our Time Together...

Introduction

•Explore the components of Social & Emotional Development, 
  Trust and Emotional Security,
  Self-Awareness,
  Self-Regulation,
  Relationships with other children,

•Identify the role of the caregiver/teacher, with a focus on strategies such as:
  •Temperament
  •Peer Interactions

•Demonstrate the interconnectedness of the domains

•Wrap-up and Questions
Objectives
Participants will:
• Define Social Emotional Development
• Discuss Social Emotional characteristics of children birth to 3
• Explore Social and Emotional Domain of Arizona's Infant and Toddler Developmental Guidelines and the Arizona Early Learning Standards (specifically the Social Emotional component)
• Learn about temperaments and identify their own
• Recognize evidence of social emotional development in relationships and interactions with children
• Describe and design a social-emotionally rich environment
• Discuss Responsive Caregiving
• Explore the importance of routines
• Discover the stages to develop Emotional Literacy in children

Diaper Bag
Reflection!

Early Experiences Matter:
• The infant's brain is literally waiting for experiences to determine how connections are made [Johnson, 2005].
• Before birth, it appears that genes mainly determine how the brain establishes basic wiring patterns.
• After birth, environmental experiences guide the brain's development.
• The inflow of sights, sounds, smells, touch, language, and eye contact help shape the brain's neural connections.
• Depressed brain activity has been found in children who grow up in a deprived environment [Nelson, Jeanah, & Fox, 2007].
• Infants whose caregivers expose them to a variety of stimulation—talking, touching, playing—are most likely to develop at their best.

2014 Physical and Cognitive Development in Infancy (Santrock_Ch3.pdf)
What is Social Emotional Development?

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
• explore the environment and learn - all in the context of family, community, and culture.

* Adapted from ZERO TO THREE, 2001

The Importance of Social Emotional Development to School Readiness

Children learn and thrive when they feel emotionally secure and physically safe. Early in life children demonstrate feelings of competence and take pride in their accomplishments.
Children need to develop the capacity to experience, express and gain self control over their emotions and social interactions in order to mature socially and emotionally.
This development is enhanced through nurturing relationships and positive learning experiences.
Connecting to School Readiness…

Providing a framework...

**Arizona’s Infant Toddler Developmental Guidelines**
- Social and Emotional Development
- Approaches to Learning
- Language Development and Communication
- Cognitive Development
- Physical and Motor Development

**Arizona’s Early Learning Standards**
- Social and Emotional Development
- Approaches to Learning
- Language and Literacy
- Mathematics
- Science
- Social Studies
- Physical Development, Health and Safety
- Fine Arts

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### Social Emotional Development

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<th>AZELS</th>
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<td>• Trust and Emotional Security</td>
<td>• Self</td>
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### Social Emotional ITDG and ELS and Building Relationships

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<th>ITDG: Trust and Emotional Security</th>
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<td>Pre-K: Strand 1: Self</td>
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- Helps each child feel accepted
- Encourages feelings of empathy and mutual respect
- Assists children in learning to interact well with others
- Provides supportive environments where children can learn and practice behaviors

### Defining Infancy and Toddlerhood

- **Young Infants**: birth to 8 months
- **Older Infants**: 6 months to 18 months
- **Toddlers**: 15 months to 36 months
Characteristics of Infants and Toddlers

Infants and Toddlers are learning:

- about themselves (trust and independence)
- about their feelings (crying, smiles, laughs)
- about other people (response)
- to communicate (crying, gestures, sounds and words)
- to move and do

When children lack social emotional skills, they often exhibit behaviors that teachers find challenging.
Self Reflection

- What is this child’s behavior bringing up for me as his caregiver?
- What emotions do I experience when I care for this child?
- What can I do for myself to address my emotional response to this child?

Purpose Behind the Behavior

- What is the child experiencing?
- What is the child’s perspective on the situation?
- What strengths can be observed in the child’s development or behavior patterns?
- What, when, where, how and with whom is the undesirable behavior occurring?
- What is the child communicating that he wants or needs?
- What effect does the child’s behavior have on others?
- What do others do or stop doing in response to the child’s behavior?
- What is the meaning of the child’s behavior?
- What do I want the child to do?

Our Common Understanding

“The healthy development of social and emotional competence greatly affects the development of skills and abilities in all other domains.”

“The sense of trust and emotional security that infants and toddlers develop within their families, cultures, and communities shapes their interactions and relationships throughout their lives.”
The ABC’s that guide everyday interactions:

- **Attention** – “Face-to-Face interactions and certain kinds of play can help children attend better and longer.”

- **Bonding** – “Bonding develops security; the cornerstone of normal brain development.” Touch is known to release brain chemicals that impact attachment.

- **Communication** – “includes understanding speech, learning to talk, and activities that will later influence learning to read.”

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The CSEFEL Pyramid

- Individualized Intensive Interventions
- Social Emotional Teaching Strategies
- Designing Supportive Environments
- **Building Positive Relationships**
Relationships are Different from Interactions

Relationships:
- Have emotional connections
- Endure over time
- Have special meaning between the two people
- Create memories and expectations in the minds of the people involved
Where to start...

- Invest in building the relationships
- Spend time on Planning and Design
- Understand children’s needs
- Embed opportunities for positive interaction and affirmation

Strategies You Can Use

- Greet every child by name
- Follow a child’s lead during play
- Have a conversation over feeding and diapering
- Self-talk
- Acknowledge a child’s effort
- Play a game with a child
- Post children’s work
- Encourage and Empathize

Treating the child as an individual...

“Children are unique. They are individuals and no two children are alike: physically, emotionally, socially, and intellectually each child is a unique individual. Because children are unique, even if there are common needs and characteristics that children of a particular age or stage of development share, they must be understood by their parents and teachers in their uniqueness, and their individuality must be respected.”

Teachers Talking About Learning (www.unicef.org/teachers) 2001
Domain I: Social and Emotional Development

Trust and Emotional Security
Self Awareness
Self Regulation
Relationships with Other Children

What does trust and emotional security look like?

- Engages in behaviors that build relationships with familiar adults
- Shows preference for familiar adults
- Responds to unfamiliar adults cautiously
- Seeks to find comfort in new situations
- Shows emotional connection and attachment to others
Attachment

"Secure-base behavior" is behavior in which children desire to explore, even in unfamiliar environments, because their caregiver provides a secure base of physical and emotional security.

What is Temperament?

- defined as “behavioral styles that children are born with”.

Creative Curriculum for Infants, Toddlers and Two's
Temperament Treasure Hunt

Three Major Temperamental Types

- Easy
  - Positively approaches new situations
  - Adapts quickly
  - Generally has a positive mood
  - Expresses distress/frustration mildly

- Difficult

- Slow to Warm
Difficult/Active

- Wary of new people and situations
- Adapts slowly
- Frequently has a disagreeable mood
- If frustrated, may have a temper tantrum

Slow to Warm/Cautious

- Cautiously approaches new situations
- Adapts slowly
- Typically considered shy
- Negative mood is expressed slowly

Interacting with various temperaments
Strategy Reflection

What does self-awareness look like?

- Expresses feelings and emotions through facial expressions, sounds and gestures
- Develops awareness of self as separate from others
- Shows confidence in increasing abilities

Self-Awareness

<table>
<thead>
<tr>
<th>Examples of Consciousness and Reflection</th>
<th>Feelings and Emotions</th>
<th>Self-Awareness</th>
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<td>What you feel, think, want, do, and say</td>
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What you feel, think, want, do, and say is self-awareness.

What others think you feel, think, want is others-awareness.

What you think others feel, think, want is self-as-others awareness.
What is Self-Awareness?

Self-awareness is when a child realizes that he is a “distinct individual whose body, mind, and actions are separate from those of other people”

~ Kathleen Berger

Strategies to promote Self-Awareness

- Mirror Play
- Face to Face Conversation
- Baby Doll Play
- Dramatic Play
Self-Regulation

What does self-regulation look like?

- Begins to manage own behavior and show self-regulation
- Shows ability to cope with stress
- Shows increasing independence
- Understands simple routines, rules, or limitations
Caregivers/teachers are the ones responsible for setting up the physical space, choosing activities and play things and engaging in the interactions that make up the learning experiences for children.

Designers’ Challenge
Routines
- Routines refer to the regular and repeated things we do and the way we do them day by day.
- Children develop a sense of control and a sense of security within routines.

Schedules
- Schedules refer to what time we do something.
- Schedules are for the adults. With children, this is not really the issue, but rather the sequence or order for the routines of care.
Benefits of Routines

- Time for caregivers to spend quality time with each child
- Time to reach out and explore
- Develop increasing independence
- Practice new skills
- Gain confidence in themselves

Responsive Caregiving:
Following the children's lead while making sure the setting and experiences you provide are appropriate and engaging.

The Responsive Process
1) Watch
2) Ask
3) Adapt
Developing Relationships with Other Children

What do peer relationships look like?

- Shows interest in and awareness of other children
- Responds to and interacts with other children
- Begins to recognize and respond to other children’s feelings and emotions
- Begins to show concern for others; learns social skills and eventually uses words for expressing feelings, needs, and wants
- Uses imitation or pretend play to learn new rules and relationships
What is Emotional Literacy?

the ability to identify, understand, and express emotions in a healthy way.

Importance of Emotional Literacy

Children with strong emotional literacy:
• tolerate frustration better
• engage in less destructive behavior
• are more focused
• have greater academic achievement

Stages to Develop Emotional Literacy in Children

1. Using the adult/child relationship to expand an individual child’s awareness of his emotions or feelings: SELF TALK
2. Finding opportunity in the group setting to talk about feelings
3. Using enriching language tools
4. Modeling positive relationships
Enhancing Social-Emotional Development:

- Provide your child with responsive care.
- Be affectionate and nurturing.
- Help your child learn to resolve conflict in a healthy, appropriate way.
- Help your child experience the joy found in the “give-and-take” of relationships.
- Help your child feel safe.
- Show your child that she is part of a larger network of love and relationships.
- Nurture your child’s respect for differences.
- Promote an appreciation for your own, and others’, culture.
- Support your child’s developing skills.

ZERO TO THREE: National Center for Infants, Toddlers, and Families
Building the foundation of social emotional development in children requires:

1. An understanding of social emotional development from birth.
2. Discovering temperaments in self and others.
3. Creating predictable routines.
4. Engaging in responsive caregiving.
5. Utilizing strategies to enhance social emotional development.

Remember…
The ABC’s that guide everyday interactions:

Attention – “Face-to-Face interactions and certain kinds of play can help children attend better and longer.”

Bonding – “Bonding develops security, the cornerstones of normal brain development.”

Touch is known to release brain chemicals that impact attachment.

Communication – “includes understanding speech, learning to talk, and activities that will later influence learning to read.”

Quick Fire Share!
"The best early childhood educators are opportunists—they know child development and exploit interests and interactions to promote it."

~Dr. Richard Pianta

Resources

- Center on Social Emotional Foundations of Early Learning (CSEFEL)
  http://csefel.vanderbilt.edu/

- Technical Assistance Center on Social Emotional Interventions (TACSEI)
  http://www.challengingbehavior.org/

- Arizona’s Infant and Toddler Developmental Guidelines, 1st Edition, National Association for the Education of Young Children (NAEYC)

- Copple et al. (2013). Developmentally Appropriate Practice: Focus on Infants, Toddlers, and Twos. Teaching Strategies, Inc.


Questions? Comments?

Thank you!

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