

Social and Emotional Foundations for Learning

Building Emotional Well-being and Social Competence in Children



Participant Workbook



Funded by the Missouri Department of Social Services, Children's Division,
Early Childhood and Prevention Services Section.

2019

Social and Emotional Foundations for Learning 2: Building Emotional Well-being and Social Competence in Children

A strong foundation of social and emotional skills is key to a child's development in other areas. A child having the ability to self-regulate, play well with others and resolve conflicts supports that child's opportunity to be happy and confident, eager to learn about the world around them. This session will focus on why a child's social and emotional development is important. We will also discuss executive function and look at strategies to support self-regulation.

Learning Objectives:

1. Discuss why a child's social and emotional development is important.
 2. List three mental processes of executive function and self-regulation.
 3. Identify the three strategies for co-regulation.
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Agenda

Building Emotional Well-being and Social Competence in Children

Welcome.....	10 minutes
Shared Agreements	
Review Objectives	
The Big Question	
<i>Why is Social and Emotional Development Important?.....</i>	<i>40 minutes</i>
Emotional Well-being and Social Competence	
<i>What is Social and Emotional Development?</i>	
Developmental Milestones	
Break.....	10 minutes
<i>Show Me Child Care Resources</i>	
Executive Function.....	50 minutes
<i>What is Executive Function?</i>	
Self-Regulation	
Co-Regulation	
Conscious Discipline Brain State Model	
<i>Wrap Up</i>	<i>10 minutes</i>
The Big Question	
Review Objectives	
Action Steps	
Exit Assessment	
Session Satisfaction Surveys	
MOPD Systems Key Functions	
CDA Scholarship Project	
T.E.A.C.H. MISSOURI Scholarship	
Online On Demand Training—MO Workshop Calendar	
<i>Show Me Child Care Resources</i>	

the **BIG** **QUESTION**

Why is it important for child care educators to understand Social and Emotional Development?

Why should you understand a child's social and emotional development?

List three mental processes of Executive Function.

- 1.
- 2.
- 3.

What are the three strategies that can be used for co-regulation?

- 1.
- 2.
- 3.



75% of careers are derailed for reasons related to emotional competencies, including inability to handle interpersonal problems; unsatisfactory team leadership during times of difficulty or conflict; or inability to adapt to change or elicit trust.

— The Center for Creative Leadership

Write two ideas you would like implement when you return to your classroom.

#1—Idea to implement:

Strategies to use for success:

1. _____

2. _____

3. _____

#2—Idea to implement:

Strategies to use for success:

1. _____

2. _____

3. _____

What would you pack?

If you were packing a suitcase of skills for children when they left your classroom or program for Kindergarten,

what would you pack for them?



What is Social and Emotional Development?



What Skills Did You Hear?



- Resolving conflicts
- Empathy
- Sharing
- Problem solving
- Positive Self-Esteem
- Making Friends
- Confidence
- Trust
- Self-management
- Long Term Health Success
- Self-Control

SCENARIO:

We want our kids to have a sense of purpose. And to be able to communicate with others, to feel confident in their skin. What you are doing is building their level of trust and security that will be their foundation for their happiness and confidence for the rest of their lives.

-Dr. Harvey Karp, Pediatrician

MILESTONES:

UNDERSTANDING YOUR CHILD'S SOCIAL AND EMOTIONAL DEVELOPMENT FROM BIRTH TO AGE 5

Children are born with the need and desire to connect with those around them. When teachers and practitioners and parents and caregivers establish positive relationships with children from birth through the early years, and value their diverse cultures and languages, children feel safe and secure, laying the foundation for healthy social and emotional development. This process affects how children experience the world, express themselves, manage their emotions, and establish positive relationships with others.

Social and emotional development involves several interrelated areas of development, including *social interaction*, *emotional awareness*, and *self-regulation*. Below are examples of important aspects of social and emotional development for young children.

Social interaction focuses on the relationships we share with others, including relationships with adults and peers. As children develop socially, they learn to take turns, help their friends, play together, and cooperate with others.

Emotional awareness includes the ability to recognize and understand our own feelings and actions and those of other people, and how our own feelings and actions affect ourselves and others.

Self-regulation is the ability to express thoughts, feelings, and behaviors in socially appropriate ways. Learning to calm down when angry or excited and persisting at difficult tasks are examples of self-regulation.



DID YOU KNOW?

Research shows that a strong social and emotional foundation in early childhood powerfully impacts children's later positive attitudes and behaviors, their academic performance, career path, and adult health outcomes! For more information, see *Social and Emotional Development Research Background* in this series.

KEY SOCIAL AND EMOTIONAL MILESTONES AT VARIOUS AGES

The following examples represent developmental milestones for most children at each given age.

Remember, every child develops at her own pace and has diverse learning needs and approaches. Tuning in and being aware of your child's specific needs and where they are developmentally can help you adjust your environment and daily activities. But if you are ever worried about your child's development, don't wait! Talk with your child's doctor if you have concerns. Acting early can make a big difference. Get tips to help at www.cdc.gov/Concerned, CDC's Learn the Signs. Act Early and Birth to 5: Watch Me Thrive!

BIRTH TO 2 MONTHS:

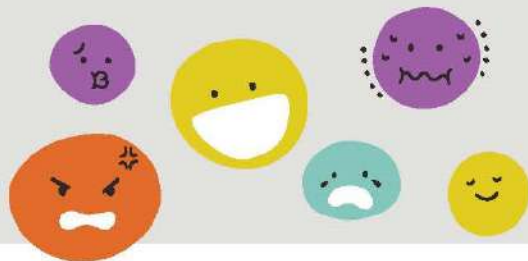
- May briefly calm himself (may bring hands to mouth and suck on hand).
- Tries to make eye contact with caregiver.
- Begins to smile at people.

4 MONTHS:

- May smile spontaneously, especially at people.
- Likes interacting with people and might cry when the interaction stops.
- Copies some movements and facial expressions, like smiling or frowning.

6 MONTHS:

- Reacts positively to familiar faces and begins to be wary of strangers.
- Likes to play with others, especially parents and other caregivers.
- Responds to own name.



9 MONTHS:

- May show early signs of separation anxiety and may cry more often when separated from caregiver and be clingy with familiar adults.
- May become attached to specific toys or other comfort items.
- Understands "no."
- Copies sounds and gestures of others.

12 MONTHS:

- May show fear in new situations.
- Repeats sounds or actions to get attention.
- May show signs of independence and resist a caregiver's attempt to help.
- Begins to follow simple directions.

18 MONTHS:

- May need help coping with temper tantrums.
- May begin to explore alone but with parent close by.
- Engages in simple pretend or modeling behavior, such as feeding a doll or talking on the phone.
- Demonstrates joint attention; for example, the child points to an airplane in the sky and looks at caregiver to make sure the caregiver sees it too.

2 YEARS:

- Copies others, especially adults and older children.
- Shows more and more independence and may show defiant behavior.
- Mainly plays alongside other children (parallel play), but is beginning to include other children in play.
- Follows simple instructions.

3 YEARS:

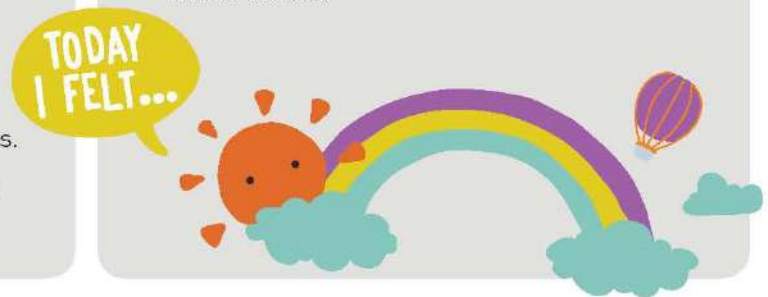
- May start to understand the idea of "mine" and "his" or "hers."
- May feel uneasy or anxious with major changes in routine.
- May begin to learn how to take turns in games and follows directions with 2-3 steps.
- Names a friend and may show concern for a friend who is sad or upset.

4 YEARS:

- Cooperates with other children and may prefer to play with other children than by herself.
- Often can't tell what is real and what is make-believe.
- Enjoys new things and activities.

5 YEARS:

- May want to please caregivers and peers.
- Is aware of gender.
- May start recognizing what is real and what is make-believe.



For additional resources on supporting your child's learning and development, check out tip sheets on early language development and STEM (Science, Technology, Engineering and Math) and social emotional development.

These resource materials are provided for the user's convenience. The inclusion of these materials is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services offered. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials.

NOTES

1. Damon E. Jones et al, "Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness," *American Journal of Public Health* 105(11) (2015): 2283-2290.



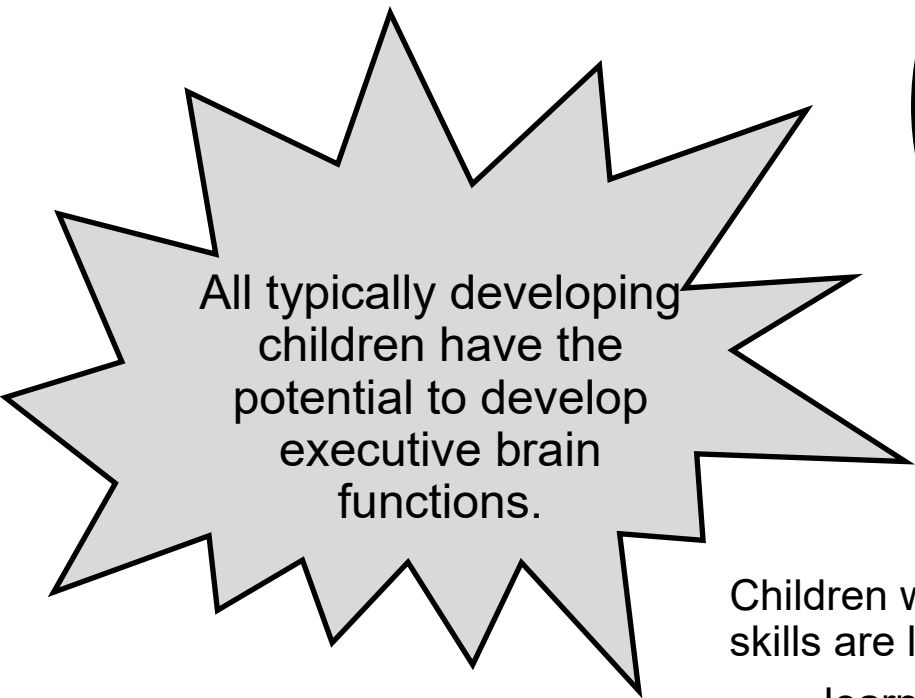


What is Executive Function?

Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.

Functions include:

Attention
Working Memory
Impulse Control
Problem Solving
Planning, Organizing



All typically developing children have the potential to develop executive brain functions.

Children with better executive function skills are likely to:

- learn more from the same amount of instruction
- understand and get along better with other children and adults.

Children with stronger executive function skills are:

- more likely to do well in school and even graduate from college compared to children who are weaker in these skills.

-Mind in the Making, *The Science of A Strong Start*,
Dr. Ellen Galinsky (2015)

Executive Function Activities for 6- to 18-month-olds

These activities encourage infants to focus attention, use working memory, and practice basic self-control skills. During this stage of development, infants are actively developing their core executive function and self-regulation (EF/SR) skills. Supportive, responsive interactions with adults are the foundation for the healthy development of these skills. However, particular activities can strengthen key components of EF/SR.

In using these activities, adults should attend to the infant's interests and select activities that are enjoyable, while also allowing the infant to determine how long to play.



Lap games for younger infants

Generations of families have engaged babies in games while holding them in the lap. Different games practice different skills, but all are predictable and include some basic rules that guide adult and child behavior. Repetition helps infants remember and manage their own behavior to fit the game's rules.

■ **Peekaboo** — Hide-and-find games like this exercise working memory, because they challenge the baby to remember who is hiding, and they also practice basic self-control skills as, in some variations, the baby waits for the adult

to reveal him or herself. In other versions, the baby controls the timing of the reveal; this provides important practice regulating the tension around an expected surprise.

■ **Trot, Trot to Boston; This is the Way the Farmer Rides; Pat-a-Cake** — Predictable rhymes that end with a stimulating yet expected surprise are well-loved. Infants exercise working memory as they develop familiarity with the rhyme and practice anticipating a surprise, inhibiting their anticipatory reactions while managing high levels of stimulation.

Hiding games

Hiding games are a great way to challenge working memory.

■ **Hide a toy under a cloth** and encourage the infant to look for it. Once infants can find the toy quickly, hide it, show the child that you have moved it, and encourage the child to find it. Make more moves to increase the challenge. As the child remembers what was there and mentally tracks the move, he or she exercises working memory.

■ **Older infants may enjoy hiding themselves** and listening to you search loudly for them while they track your location mentally.

■ **You can also hide an object** without showing an older infant where it is and then allow the infant to search for it. He or she will practice keeping track of searched locations.

■ **Another challenging version** of these games involves putting a set of cups on a turntable (or "lazy Susan"), hiding an object under a cup, then spinning the turntable. Hiding more than one object can also increase the challenge.

Imitation or copying games

Infants love to copy adults. When they imitate, they have to keep track of your actions, remember them, wait their turn, and then recall what you did. In doing so, they practice attention, working memory, and self-control.

■ **These games have a variety of forms**, from taking turns making simple gestures (e.g., waving) to organizing toys in certain ways and asking children to copy you (e.g., placing toy

animals in a barnyard) or building simple buildings by putting one block on top of another and perhaps knocking them down to rebuild.

■ **As infants' skills improve**, make the patterns they copy more complicated.

■ **Adults can also demonstrate** ways to play with toys, like making a toy horse gallop or rocking a baby doll. This introduces the concept of using toys as symbols for real objects.

Simple role play

Older children in this age range enjoy doing the tasks they see you do.

■ **Take turns with any activity** that interests the child, such as sweeping the floor, picking up toys, dusting, etc. These games introduce the basics of imaginary play and practice working memory, self-control, and selective attention, because the toddler must hold the

activity in mind to complete it while avoiding distractions and inhibiting the impulse to do other things.

■ **Children can remember and play out** more complicated roles as they get older. They will also begin to initiate activities. Providing the necessary materials (e.g., a broom, a toy box, a dustcloth) can help children enjoy and sustain this type of play.

Fingerplays

Songs or chants with simple hand motions are a lot of fun for infants, and develop self-control and working memory as well as language. Infants can learn to copy the movements to a song and, with practice, will remember the sequence. *Eensy Weensy Spider*; *Where is Thumbkin?*; and *Open, Shut Them* are examples, but these fingerplays can be found in many languages and cultures.



Conversations

Simply talking with an infant is a wonderful way to build attention, working memory, and self-control.

■ **With younger infants**, start by following the infant's attention and naming aloud the things holding his or her attention. The infant will likely maintain his or her attention a little longer, practicing actively focusing and sustaining attention.

■ **As infants get older**, pointing out and

talking about interesting objects or events can help them learn to focus their attention on something the adult has identified. As babies learn language, they also develop their memory of what is said, eventually mapping words to objects and actions.

■ **Conversations in any language** besides English are also helpful. It has been found that bilingual children of many ages have better executive function skills than monolingual children, so experience using an additional language is an important skill.

Resources

Songs and games

- www.piercecountylibrary.org/files/library/wigglesticklesall.pdf
- www.turben.com/media-library/8702756_infanttoddlerplaybook.pdf
- www.zerotothree.org/child-development/grandparents/play-0-12-mths-final.pdf

Executive Function Activities for 18- to 36-month-olds

During this stage of development, children are rapidly expanding their language skills. Language plays an important role in the development of executive function and self-regulation (EF/SR), as it helps children identify their thoughts and actions, reflect on them, and make plans that they hold in mind and use. Language also helps children understand and follow increasingly complex rules—both those that regulate behavior and those that apply to simple games. Additionally, bilingualism is associated with better EF/SR, so parents who are fluent in more than one language should use those languages with their children.



Active games

At this age, toddlers are actively developing many important physical skills, and they love physical challenges. The following activities require toddlers to focus and sustain their attention on a goal, inhibit unnecessary and ineffective actions, and try things in new ways if a first attempt fails. They may not always succeed, but the practice is very important. This is a learning process. Many of these activities will require frequent reminders from adult organizers, and they may not last very long!

- Provide many materials and opportunities to try new skills, such as throwing and catching balls, walking a balance beam, running up and down an incline, jumping, etc. Set up simple rules to follow for added working memory and inhibition challenges—for example, take turns running to a “finish line” and back.

- Older toddlers can enjoy simple imitation games, such as *Follow the Leader*, or song games like *Punchinella* or *Follow, Follow* (“Follow, follow, follow [child’s name], follow, follow, follow [child’s name]”—all children imitate [child]). These are great tests of working memory as well as attention and inhibition.

- Games that require active inhibition can be fun, too, like *freeze dance (musical statues)*, although don’t expect children to “freeze” without a few reminders. Also effective are

song games that require children to start and stop, or slow down and speed up, such as *Jack in the Box*; *Popcorn*; *Ring Around the Rosie*; or *Motorboat, Motorboat*.

- Song games with many movements are also fun. Examples include *The Hokey Pokey*; *Teddy Bear*; *I’m a Little Teapot*; or *Head, Shoulders, Knees, and Toes*. These require children to attend to the song’s words and hold them in working memory, using the song to guide their actions.

- Fingerplays, or songs and rhymes with hand gestures to match, continue to be popular with children this age, similarly challenging children’s attention, working memory, and inhibitory control.



Conversation and storytelling

As children develop more spoken language skills, they can begin to engage actively in conversation with adults and tell simple stories.

- **Simply watching and narrating their play** can be a great way to help very young children understand how language can describe their actions. As children get older, questions can be added, such as “What will you do next?” or “I see you want to put the ball inside the jar. Is there another way to do that?” These comments help children pause to reflect on what they are trying to do, how what they have tried has worked, and how to plan their next move.
- **Telling stories about shared events** can be a great way to reflect on these experiences. The

experience must be held in working memory while the child considers the order in which things happened, why things happened the way they did, and what the experience meant. These stories can also be written or drawn into simple books and revisited.

- **Talking about feelings** is also important, either by labeling children’s feelings as they are noticed (“It looks like you are really angry right now”) or by telling the story of a time a child became upset. By giving children language to reflect on their feelings, these conversations can support the development of emotional regulation, which is essential for engaging executive function.

Matching/sorting games

Children this age are able to play simple matching and sorting games, which require children to understand the rule that organizes the activity (sorting by shape, color, size, etc.), hold the rule in mind, and follow it.

- **Ask children to play a sorting game** in which you take turns sorting objects by size, shape, or color.
- **Engage older toddlers in a silly sorting game**, such as putting small shapes in a big bucket and big shapes in a small bucket.

Children tend to put like with like, so a change is challenging, requiring them to inhibit the expected action and engage their selective attention and working memory.

- **As they get older, toddlers also start to enjoy simple puzzles**, which require attention to shapes and colors. Adults can ask children to think about what shape or color they need, where they might put a certain piece, or where they might put the piece if it doesn’t fit, thereby exercising the child’s reflection and planning skills.

Imaginary play

Toddlers are beginning to develop the capacity for simple imaginary play. Often, toddlers imitate adult actions using objects that they have available (such as sweeping with a broom or pretending to cook with a pot). When they reach this age, these actions are not simply imitative, but can be sustained and show signs of simple imaginary play plots. For example, after “cooking” in the pot, the child will put the pot on the table and pretend to eat.

- **Ask children questions** about what they are doing. Narrate the things you see happening.
- **Play along with the child**, and let the child direct the play. Give the child a chance to tell you what role you should play and how you should do it. Regulating the behavior of others is an important way that children develop their own self-regulation skills.
- **Provide a variety of familiar household objects, toys, and clothing items** to encourage children’s imaginary play.

Resources

Music

- fun.familyeducation.com/toddler/music/37371.html

Other activities

- www.zerotothree.org/child-development/grandparents/play-12-24-final.pdf

- www.zerotothree.org/child-development/grandparents/play-24-36-final.pdf

Pretend play suggestions

- www.mindinthemaking.org/wp-content/uploads/2014/10/PFL-playing-with-household-items.pdf

Executive Function Activities for 3- to 5-year-olds

Children’s executive function and self-regulation skills grow at a fast pace during this period, so it is important to adapt activities to match the skills of each child. Younger children need a lot of support in learning rules and structures, while older children can be more independent. Ultimately, the goal is to shift children away from relying on adult regulation, so when the child seems ready, try to reduce the support you provide.



Imaginary play

During intentional imaginary play, children develop rules to guide their actions in playing roles. They also hold complex ideas in mind and shape their actions to follow these rules, inhibiting impulses or actions that don’t fit the “role.” Players often take ideas from their own lives, such as going to the doctor’s office. They might act “sick,” be examined by the doctor, and receive a shot. The “doctor” talks and acts like a doctor (calm and reassuring), the “sick child” talks and acts like a sick child (sad and scared), and the child in the role of “parent” talks and acts like a concerned parent (worried and caring). While younger children tend to play alone or in parallel, children in this age range are learning to play cooperatively and often regulate each other’s behavior—an important step in developing self-regulation.

Ways to support high-level imaginary play:

- **Read books, go on field trips, and use videos** to make sure that children know enough about the scenario and roles to support pretend play.

- **Provide a varied set of props and toys** to encourage this type of play. Younger pre-schoolers may need more realistic props to get the play started (e.g., toy medical kits), while

older children can re-purpose other things to turn them into play props (e.g., paper towel tube that is used as a cast for a “broken arm”). Reusing familiar objects in a new way also practices cognitive flexibility.

- **Allow children to make their own play props.** Children must determine what is needed, hold this information in mind, and then follow through without getting distracted. They also exercise selective attention, working memory, and planning. If the original plans don’t work out, children need to adjust their ideas and try again, challenging their cognitive flexibility.

- **Play plans can be a good way to organize play,** as shown by one early education program designed to build self-regulation, Tools of the Mind. Children decide who they are going to be and what they are going to do before they start playing, and then draw their plan on paper. Planning means that children think first and then act, thus practicing inhibitory control. Planning play in a group also encourages children to plan together, hold these plans in mind, and apply them during the activity. It encourages social problem solving, as well as oral language.

Storytelling

Children love to tell stories. Their early stories tend to be a series of events, each one related to the one before, but lacking any larger structure. With practice, children develop more complex and organized plots. As the complexity of the storytelling grows, children practice holding and manipulating information in working memory.

Ways to support children’s storytelling:

- **Encourage children to tell you stories,** and write them down to read with the child. Children can also make pictures and create their own books. Revisiting the story, either by reviewing pictures or words, supports more intentional organization and greater elaboration.

continued

■ **Tell group stories.** One child starts the story, and each person in the group adds something to it. Children need to pay attention to each other, reflect on possible plot twists, and tailor their additions to fit the plot, thereby challenging their attention, working memory, and self-control.

■ **Have children act out stories** they have written. The story provides a structure that guides

children's actions and requires them to attend to the story and follow it, while inhibiting their impulse to create a new plot.

■ **Bilingual families can tell stories in their home language.** Research indicates that bilingualism can benefit a variety of executive function skills in children of all ages, so fostering fluency in a second language is valuable.

Movement challenges: songs and games

The demands of songs and movement games support executive function because children have to move to a specific rhythm and synchronize words to actions and the music. All of these tasks contribute to inhibitory control and working memory. It is important that these songs and games become increasingly complex to interest and challenge children as they develop more self-regulation skills.

■ **Provide many opportunities** for children to test themselves physically through access to materials such as climbing structures, balance beams, seesaws, etc. Setting challenges for children—such as obstacle courses and games that encourage complex motions (skipping, balancing, etc.)—can also be fun. When children are trying new and difficult activities, they need to focus attention, monitor and adjust their actions, and persist to achieve a goal.

■ **Encourage attention control through quieter activities** that require children to reduce stimu-

lation and focus attention—such as using a balance beam or yoga poses that include slow breathing.

■ **Play some music** and have children dance really fast, then really slowly. *Freeze dance* is also fun, and it can be made more difficult by asking children to freeze in particular positions. (Tools of the Mind uses stick-figure pictures to direct children.) When the music stops, children must inhibit action and shift their attention to the picture to imitate the shape depicted.

■ **Songs that repeat and add on** to earlier sections (either through words or motions) are a great challenge to working memory, such as the motions to *She'll Be Coming 'Round the Mountain*, the words to *Bought Me a Cat*, and backward-counting songs, such as *Five Green and Speckled Frogs* and songs repeating a long list (the *Alphabet Song*).

■ **Traditional song games**, like *Circle 'Round the Zero* are also fun. Complex actions, including finding partners, must be accomplished without becoming distracted.

Quiet games and other activities

■ **Matching and sorting activities** are still fun, but now children can be asked to sort by different rules, promoting cognitive flexibility. Children can first sort or match by one rule (such as by color), and then immediately switch to a new rule (such as by shape). For a more challenging version, play a matching game, but change the rule for each pair. *Quirkle* and *5'Match* are commercially available games that challenge cognitive flexibility in this way. Or play a bingo or lotto game, in which children have to mark a card with the opposite of what is called out

by the leader (e.g., for “day,” putting a chip on a nighttime picture). Children have to inhibit the tendency to mark the picture that matches, while also remembering the game's rule.

■ **Increasingly complicated puzzles** can engage children this age, exercising their visual working memory and planning skills.

■ **Cooking is also a lot of fun** for young children. They practice inhibition when waiting for instructions, working memory while holding complicated directions in mind, and focused attention when measuring and counting.

Resources

Pretend play suggestions

■ www.mindinthemaking.org/wp-content/uploads/2014/10/PFL-4-year-old-independent-play.pdf

Montessori activities –

Walking on the line

■ www.infomontessori.com/practical-life/control-of-movement-walking-on-the-line.htm

Songs

■ kids.niehs.nih.gov/games/songs/childrens/index.htm



Executive Function

What activities listed have worked for you?

Which activity have you not tried?

Which one would you like to try in your classroom?

Co-Regulation Scenarios



Scenario 1:

Two-month-old Daryl cries softly as he wakes up from his nap. Jodi, his teacher, calls to him, saying, “I hear you, Daryl. Miss Jodi is coming as soon as she washes her hands.” Daryl quiets.

What did Miss Jodi do to co-regulate with Daryl?

Scenario 2:

Four-month-old Charlotte rubs her eyes and begins to whimper. Her teacher, Jan, says, “You’re getting tired, aren’t you?” Jan sits in a rocker and begins to rock and hum to Charlotte. Charlotte calms, and Jan places her in her crib, gently patting her tummy before walking away. Charlotte fusses just for a minute before drifting off to sleep.

What did Jan do to co-regulate with Charlotte?

Scenario 3:

Ten-month-old Bess is sitting with a shape sorter. She is concentrating and trying very hard to push the round shape into the square hole. Vivian, her family child care provider, sits nearby, tending to a crying baby. Bess looks at the baby, catches Vivian's eye, then goes back to concentrating on the shape-sorting task. A few minutes later, Bess moves her shape to the round hole and it falls in. Bess looks up and Vivian smiles: "You did it!" Bess smiles at Vivian before picking up the next shape.

What did Vivian do to co-regulate with Bess?



Scenario 4:

Thirty-month-old Shane has the toy camera, one of the children's favorite toys in the classroom. Kayla comes over and tries to take it out of his hands, and Shane pulls it away. Liz, their teacher, squats down and says to Shane, "Remember when Kayla was playing with that camera yesterday and you really wanted it? That's how she feels now—she really wants it. Will you give it to her when you are done playing with it?" Shane looks at his teacher, then at the camera, and then at his friend Kayla. A few minutes later he takes the camera over to Kayla. "Thank you, Shane, that was very kind of you," Liz says.

What did Liz do to co-regulate with Shane?

Self-Regulation

Conscious control of thoughts, feelings and behaviors



Reflect on your ability to regulate your own thinking and emotions. How does that ability change over the course of the day?

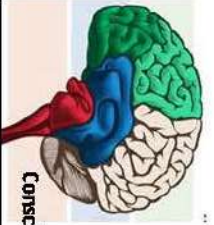
What might cause your ability to change?



Co-Regulation

Warm and responsive interactions that provide the support, coaching and modeling where children can understand, express and control their thoughts, feelings and behaviors.

Think about a time you noticed a child's cues. How did you use this as an opportunity to co-regulate? Was there another strategy you could have used?



Conscious Discipline®

What's that Brain State?

Scenario	Brain State	Ideas to help the child self-regulate
<p>Jackson is 18 months old. His family has had a lot of turmoil in the past few months. They have had to deal with a death in the family as well as Jackson's dad has lost his job. This Monday morning, as dad drops him off, Jackson begins to scream loudly and hit Miss Brenda. Without telling Jackson good bye, Dad walks out the door.</p>	<p>Executive Emotional Survival</p>	
<p>Miguel is three years old. He loves being outside. Ms. Tanisha has asked him three times to line up while he continues to stand by the back fence and yell from the fence "I don't want to go inside!"</p>	<p>Executive Emotional Survival</p>	
<p>Think about a situation that commonly happens in your classroom. Briefly describe the situation.</p>	<p>What brain state is the child using to respond?</p> <p>Executive Emotional Survival</p>	<p>What ideas to you do have to help them self-regulate?</p>



MIND in the Making

<https://www.mindinthemaking.org/>

Resources & Links



PAGE 23 in PW

<https://consciousdiscipline.com/>

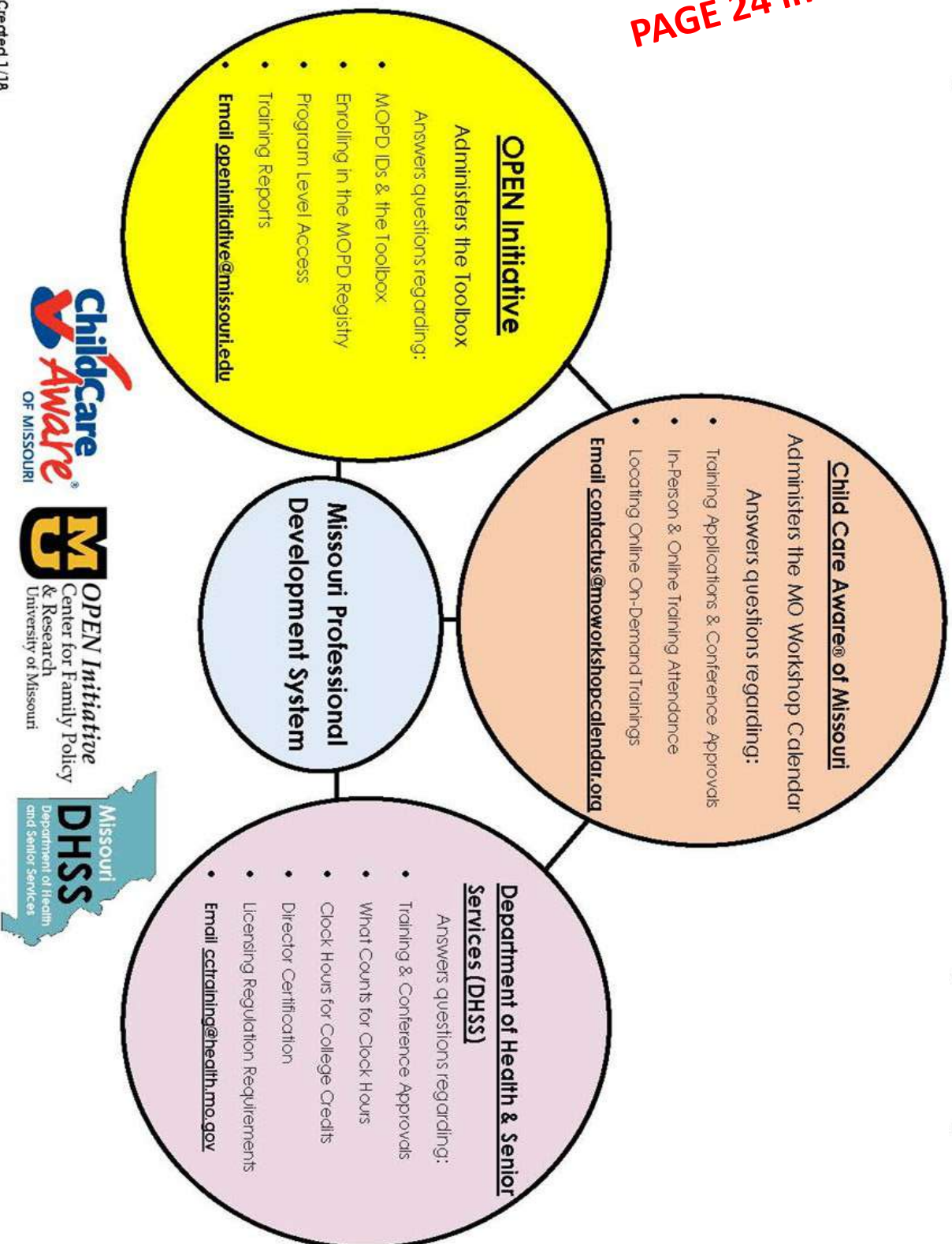
NOTES and IDEAS:



Resources

Key Functions of the Missouri Professional Development System

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Questions?
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Child Care Aware® of Missouri
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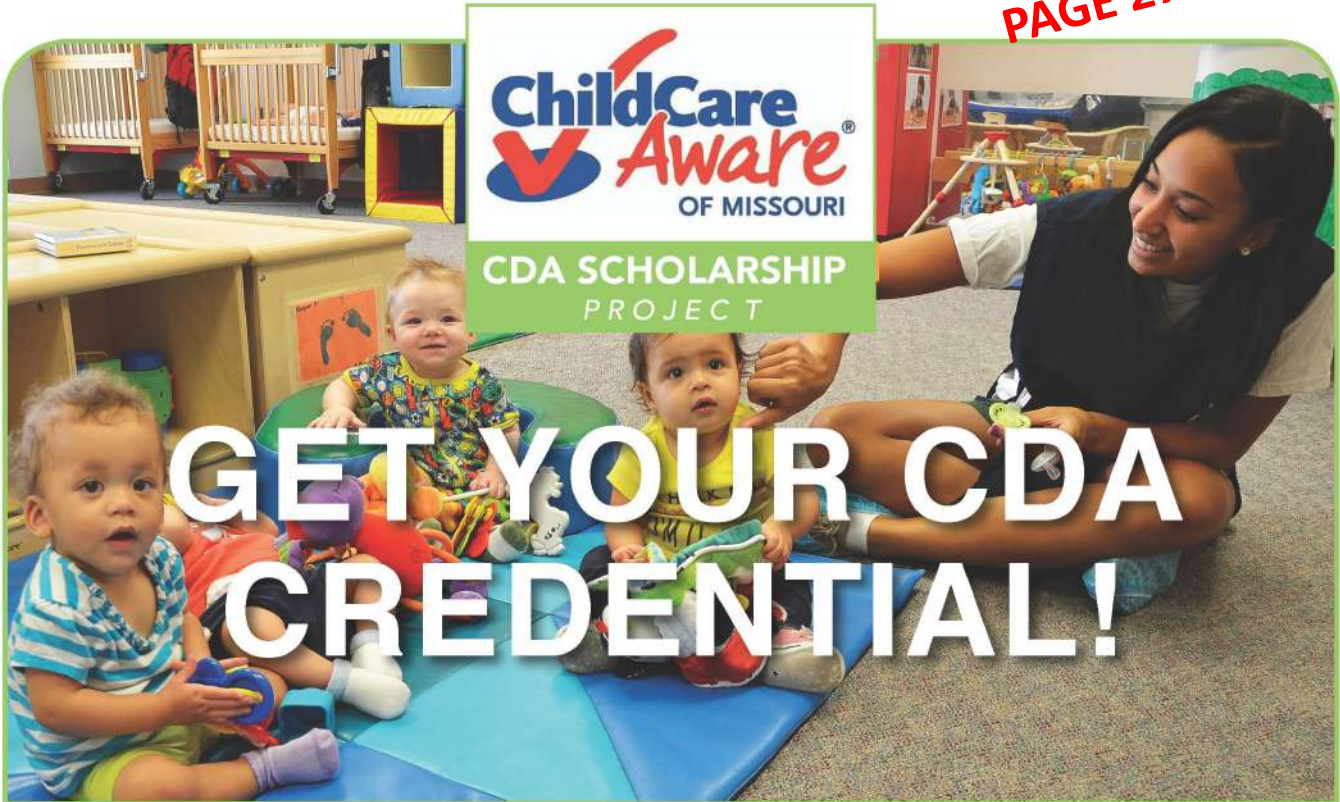
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- Our referral service uses a database containing Missouri child care programs.
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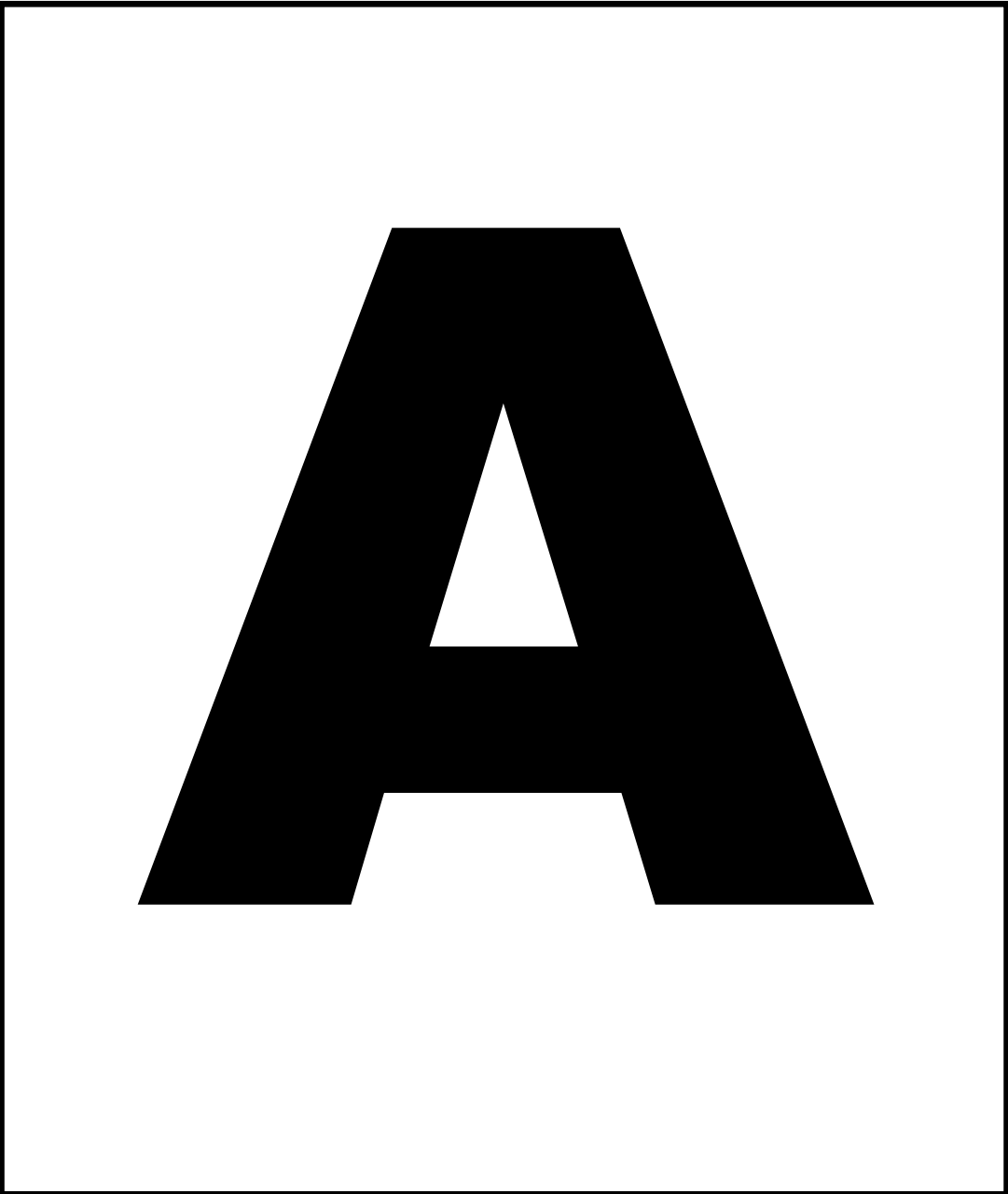
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SEFL: Building Emotional Well-being and Social Competence in Children(2019)

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Appendix



A



Social-Emotional Development: Birth to 12 Months

Loving relationships give young children a sense of comfort, safety, confidence, and encouragement. They teach young children how to form friendships, communicate emotions, and to deal with challenges. Strong, positive relationships also help children develop trust, empathy, compassion, and a sense of right and wrong.

Starting from birth, babies are learning who they are by how they are treated. Through everyday interactions, parents, relatives and caregivers send babies messages like: *You're clever. You're good at figuring things out. You're loved. You make me laugh. I enjoy being with you.* These messages shape a baby's self-esteem.

A 6-month-old laughs and laughs as his mother holds a napkin over his face, and then drops it to say, "Peek-a-boo!" Whenever his mother tries to put the napkin back on the table, the baby says, "eh, eh, eh" and kicks his arms and legs to let her know that he wants her to play the game again. She follows his lead and keeps playing until he gets bored. This baby is discovering that relationships with others are satisfying and pleasurable, that he is a good communicator, and that his needs and desires are important.

What You Can Do:

Provide babies with responsive care. Responsive care means matching your caregiving to what your baby needs. For example, your 10-month-old might start kicking, babbling, and grabbing at mealtime to show you he really wants to hold his own spoon. You know that he's not yet able to feed himself, so you give him a baby spoon to hold in his hands while you continue feeding him with another. This is *responsive care* because you took the time to think about what the baby's behavior meant and figured out a way to support him.

- **Get to know your baby.** What are his likes and dislikes? Which toys are his favorites? What daily schedule works for him?
- **Build open and collaborative relationship with your child's caregiver(s).** Talk to your child's caregivers about your baby—her personality, what she likes to do, what calms her, what upsets her. Share your baby's usual daily schedule and typical activities. Learning more about your baby (and your family) helps caregivers meet your child's needs. Collaborating with caregivers helps to ensure that each of you feels respected and supported.

Support babies' developing skills.

Babies learn best when you let them play, explore, and follow their interests. They develop new skills when you give them *just enough* help so that they can

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master a challenge without becoming overly frustrated. For example, if you see a five-month-old trying to roll over, you may hold a toy to his side so that he reaches over with his body to grab it.

- **Delight in your baby's discoveries.** *You found me! You pulled away the scarf hiding my face and here I am!*
- **Build on the skills your baby already has.** For example, if your baby is trying to build with blocks and has stacked two, put a third one on top and hand her a fourth block for her tower.

Be affectionate and nurturing.

Touching, holding, comforting, rocking, singing and talking to your baby all send the message that he is special and loved. While it's easy to be affectionate when babies are cute and cuddly, it's also important to nurture babies when they are difficult, fussy, crying a lot or colicky. When you can be there for your baby during the tough times, children learn that they are loved for who they are—no matter what.

In your work:

- **Give hugs and kisses.** Let your baby know how loved she is.
- **Be patient during the tough times.** Colic, crying and fussiness are part of babyhood. When you can support babies even at their most difficult, you are letting them know they can trust and rely on you. This makes them feel safe and makes it more likely they will learn to calm themselves as they grow.

Help your child feel safe and secure.

You help your baby feel safe and secure when you respond to her cries and other communications—for example, picking your baby up when she lifts her arms in the air as if to say, “Up!” Babies also feel secure when they get lots of affection from you and when their days are predictable. It is the love and trust you share that helps your child learn that you will always be there for her. This trust gives her confidence.

In your work:

- **Be a safe “home base” for your baby.** Watch how your child crawls away, then comes back to check-in with you. He wants to be sure you are still there and may be looking for some encouragement to explore some more.
- **Establish routines for your baby.** Knowing what to expect helps babies feel safe, confident, and in control of their world. Try to keep daily routines in the same order and at the same time each day. For example, there may be a morning walk, then diaper change, then bottle, then stories.

Look for ways to make your home culture part of your child's everyday routines. A child's culture is an important part of who he is. The connection he

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has to his culture shapes his identity and self-esteem in healthy and positive ways.

- **Teach your child's caregivers** the words your family uses for important people (mother, father, grandparents) and things (bottle, blanket, pacifier, etc.).
- **Choose books and music that reflect your home culture.** These are often available at your public library for no charge and will quickly become a beloved part of your child's daily routines—bedtime, bath-time, or just driving in the car.

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Social-Emotional Development: 12 to 24 Months

Loving relationships give young children a sense of comfort, safety, confidence, and encouragement. Nurturing connections teach toddlers how to form friendships, how to communicate emotions, and how to deal with challenges. Supportive relationships with parents, adults, and friends also help children develop trust, empathy, compassion, and a sense of right and wrong (a conscience).

Young Toddlers and Social-Emotional Development

Young toddlers are starting to develop a sense of self-awareness—that they are separate and independent from others. This new knowledge helps them understand that other people have thoughts and feelings that may be different from their own. Realizing this helps children begin to develop empathy—the ability to put one’s self in another person’s shoes and imagine what he is feeling. Young toddlers are also becoming more and more interested in their peers, though at this age they usually don’t play *with* other children, but next to or nearby. Children will begin to play more interactively with peers as they near age 3 and beyond. Here is what peer play looks like now:

Zachary, 18 months, notices an older toddler, Patrick, playing on the beach. He walks over with his shovel and carefully watches Patrick playing. Patrick’s mother asks, “Would you like to play too?” Zachary, with his mother’s prompting, starts digging a hole next to his new “friend.” He continues to watch the older child carefully and sometimes seems to imitate what he is doing. The two boys play side-by-side for a little while before the Zachary toddles away to check out the seagulls.

What You Can Do:

Support young toddlers’ developing skills.

Toddlers learn best when you let them play, explore, and follow their interests. They develop new skills when you give them *just enough* help so that they can master a challenge without becoming overly frustrated. For example, if you see your 20-month-old trying to get the square block in the round hole of her shape-sorter, you may guide her hand over the various holes to show her how to solve the problem and let her drop it in the correct hole when she finds it.

- **Help your toddler become a confident problem-solver.** Give your child some time to try to figure a problem out on his own—like how to get his rain boots on. When you see him start to get frustrated, give him the help he needs to master the challenge. For example, you may line up the boots with the correct feet, and then suggest the child lean on a chair while he slides a foot in.

- **Praise the process, not just the result.** The goal is to help children feel good about their efforts, not just the outcome. When you notice your child's efforts (*you are working so hard on that puzzle, really thinking through where each piece fits*), it lets her know how important it is to be persistent and keep trying.

Help children learn to resolve conflict in healthy, appropriate ways.

You have probably noticed that toddlers want what they want when they want it. They have little self-control, which means they are not very good at waiting and also have a hard time stopping themselves from acting on their desires. This means that, developmentally, young children struggle with following rules—especially those around sharing.

- **Provide lots of support to young toddlers playing in a group.** Show them how to share. You might set a kitchen timer to give them a visual reminder of how long they have to wait for their turn. Comfort children who have trouble coping with waiting. Help them get involved in something else in the meantime.
- **Play turn-taking games.** Try taking turns hitting a foam ball off a tee, passing balls around a circle, or playing together in water or sand. Activities like these help children “practice” the art of sharing.
- **Distract your child** (*Let's look out the window at the garbage truck*) or **redirect their attention** (*I'm going to take out the play-dough now. Would anyone like to play?*) to reduce or avoid conflicts. Young toddlers are not yet able to resolve conflicts through discussion.

Help your child feel safe and secure. The world can feel scary and unpredictable to young toddlers. Now that they are walking, they can find themselves in a “strange” or unknown place (even within your house or backyard) without meaning to. They can reach things they couldn't before (which can get them into new kinds of trouble). They might also find themselves falling more often as they master the balance and coordination needed for walking. You help your toddler feel safe when you encourage him to explore safely, and provide the support and reassurance he needs. You also help him feel secure when you have routines and transitions that take him through the day in a predictable and orderly way.

- **Be a safe “home base” for your toddler.** Watch how your toddler will move away from you, look back at you as if to “check in,” and then continue on their adventure. When they feel they've gone too far or have encountered something “scary” (like the sound of a lawnmower next door), they toddle back to you for reassurance. When you can be a supportive partner for your curious toddler, you help her learn, grow, and develop confidence in her abilities.

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- **Establish routines and transitions.** Knowing what to expect helps toddlers feel safe, confident, and in control of their world. Try to keep daily routines in the same order and at approximately the same time each day, and give them notice when a transition is coming. This helps your child anticipate, prepare, and cope with the many changes they have to make each day. For example, you might tell your child, *After lunch, we will take sit in the rocking chair and read a story. Then I will put on the soft music and you will take a nap in your crib.*

Look for ways to make your home culture part of your child’s everyday routines. A child’s culture is an important part of who he is. The connection he has to his culture shapes his identity and self-esteem in healthy and positive ways.

- **Teach your child’s caregivers** the words your family uses for important people (mother, father, grandparents) and things (bottle, blanket, pacifier, etc.).
- **Choose books and music that reflect your home culture.** These are often available at your public library for no charge and will quickly become a beloved part of your child’s daily routines—bedtime, bath-time, or just driving in the car.

Social-Emotional Development: 24 to 36 Months

Loving relationships give young children a sense of comfort, safety, confidence, and encouragement. They teach toddlers how to form friendships, communicate emotions, and to deal with challenges. Strong, positive relationships also help children develop trust, empathy, compassion, and a sense of right and wrong.

Two-Year-Olds and Social-Emotional Development

This year children really begin to play interactively with their peers. You will also see a real explosion in pretend play, a critical aspect of children's development. Pretend play builds language, thinking, and social skills when children take on roles and develop their own ideas and stories.

Two-year-olds are also capable of empathy—understanding the feelings of others. You might see a child comfort a peer who is hurt or even cry when he sees another child who is upset. At the same time, toddlers still love to say “No!” and struggle with resolving conflicts with friends. Children develop more advanced social play skills, such as sharing and turn-taking, over time as they near age 3 and beyond. Here is what you might see happening among peers now as they play out a pretend story:

Josie, a 2 ½ year old, carefully laid the blocks out in a circle. “Anybody want some pizza?” she called out. Tomas, who was almost 3, said he wanted a big piece. “Does this have pepperoni? I don’t like pepperoni.” Josie said it was plain pizza and carefully scooped a block up with a toy spatula and put it on a plate. She tapped a few keys on the toy cash register and said, “That will be \$20.” Tomas touched her hand, pretending to give her money. “Thank you very much,” said Josie.

What You Can Do:

Help your toddler understand her feelings. Now that toddlers have a firmer grasp of themselves as individuals, they experience more complex feelings like embarrassment and shame. Help your child make sense of her feelings by using words to describe emotions: *You are feeling sad and jealous that Carly got the cupcake with the butterfly on it. I know that’s hard, but now you can choose the blue cupcake or the green one.* Teaching children the words for emotions is important because, over time, it gives children the ability to talk about their feelings instead of acting them out.

- **Explore the idea of feelings through play.** Use puppets to create a story about your child's typical frustrations or fears, like having to share toys with a playmate, adjusting to a new baby, or separating from you when a babysitter comes. Suggest that your child draw a sad picture when he is down, or make angry shapes from play-dough when he is mad.

Use language to describe feelings and experiences. While you often hear adults asking toddlers to “use your words”, toddlers often they lack the words they need to describe their feelings. By helping your child name her feelings and practice ways to manage their emotions, she learns over time how to do it herself.

- **Put your child’s feelings into words.** *When your brother took your paintbrush, you felt really angry.* Share your own feelings as well: *I am so frustrated that I can’t find my keys.*
- **Read books about feelings.** Ask your local librarian for suggestions for children’s books that talk about feelings. Some ideas include: *My Many-Colored Days* by Dr. Seuss, *Lots of Feelings* by Shelly Rotner, and *The Feelings Book* by Todd Parr.

Explain your reasons for limits and requests. As toddlers approach age three, most use and understand language well enough to handle simple explanations. Point out how rules benefit your child: “When you help me by putting your lunch plate on the counter, I finish cleaning up quicker and then we can read an extra story.” “When you share toys, it means that everybody gets a chance to play.”

- **Talk about rules and limits in language that your child can understand.** *You may not hit. Hitting hurts. When you are mad, you can jump up and down or stamp your feet or come to me for a hug.*
- **Show your child the benefits involved in cooperating.** Natural consequences help children understand the cause and effect involved in a rule, request or limit. For example, the natural consequence of throwing a toy truck is having it put away for a little while. But natural consequences can be positive too! Remind your child, “If you cooperate with getting your jackets on, then we’ll have more time at the park.” Strategies like this help children learn the rules and to make good choices over time.

Look for ways to make your home culture part of your child’s everyday routines. A child’s culture is an important part of who he is. The connection he has to his culture shapes his identity and self-esteem in healthy and positive ways.

- **Teach your child’s caregivers** the words your family uses for important people (mother, father, grandparents) and things (bottle, blanket, pacifier, etc.).
- **Choose books and music that reflect your home culture.** These are often available at your public library for no charge and will quickly become a beloved part of your child’s daily routines—bedtime, bath-time, or just driving in the car.

It also is a chance for you to build on your child's activities to help her learn. For example, you might ask: *What weather is good weather for a picnic?* When you are involved in your child's play, she feels loved, important, and competent.

Support older toddlers' developing skills.

Toddlers learn best when you let them play, explore, and follow their interests. They develop new skills when you give them *just enough* help so that they can master a challenge without becoming overly frustrated. For example, if you see your 30-month-old trying to build a block tower which keeps falling, you may suggest he build on the hard floor instead of the carpet. You might also suggest that he build a strong base, and help guide his hand to set the blocks once the tower gets tall. Here are some steps to helping toddlers become good problem-solvers:

- **Empathize with your child's frustration.** *You are working so hard to get your mittens on! It takes time to figure it out.*
- **Ask your child if she knows what may be causing the problem.**
- **Offer your observations**--for example, has she forgotten to poke her thumb into the thumb space of the mitten?
- **Ask if she has any ideas** about how to get it on correctly.
- **Ask if she wants suggestions**—*How about putting your thumb in first and then your hand?*
- **Provide the support she needs to be successful**—for example, helping her position her fingers to get them in correctly.
- **Praise the process, not just the result:** *You are really trying to figure this out and sticking with it. That's great!* This helps children learn persistence and lets them know that trying hard is just as important as succeeding.

Help your child learn to resolve conflict in healthy, appropriate ways.

At this age it is very typical for toddlers to still struggle with sharing, turn-taking, and following rules. This is because they have not yet mastered self-control. You help them learn these important new skills when you calmly take them through the process of resolving a conflict. You will probably have to go through these steps many, many times before they are able to do it themselves.

- **Keep it simple.** Explain what happened in as few words as possible. Talk in a calm, not-angry voice.
- **Go over what happened** to make sure your child understands: *You pushed Justin because you wanted the broom back.*
- **Point out the consequences of the child's behavior:** *After you pushed Justin, he started to cry. It hurt. He felt sad and mad.*
- **Brainstorm better choice(s) your child can make next time.** Older 2-year-olds may be able to offer some ideas on their own. Others will need suggestions, like using their words or asking for help from an adult. Most toddlers will need help to carry out these strategies.

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Read books about feelings and talk about the pictures: *Which child looks mad? Which looks afraid?*

- **Be a careful observer.** Watch to see what your child is “telling” you as she plays. For example, if your toddler dresses up in mommy clothes and acts out saying good-bye to her Teddy, she may be struggling with feelings about separations. You can help her work through these big ideas and feelings by playing along and reminding her that, while Teddy misses his mama, he knows his mama always comes back.
- **Help your child express his feelings in age-appropriate ways.** Give your child acceptable ways to share strong feelings. For example, toddlers can rip paper, stomp their feet or throw a foam ball when they are very mad. Help your little one understand there are many healthy, non-hurtful ways of expressing feelings.

Encourage early friendships. Children need practice to learn to share, take turns, resolve conflicts, and experience the joy of friendship. Playing together helps children develop all of these important skills. When you provide fun choices for activities, a safe, supportive environment for play, and provide the needed guidance to help children share and resolve conflicts, they will discover the pleasure of early friendships.

- **Offer some play activities that don’t require sharing.** Art projects, making music (where each child has an instrument), sand or water play are all options that can keep conflicts to a minimum.
- **Ask children to imagine how their behavior might affect others:** *I see that you told Greta that she can’t play ball with you. Look at her face now. How do you think she is feeling?*
- **Make a “friend book.”** Take photos of each of your child’s friends. Glue each photo to the top of a page and then list that child’s favorite toy, book, food, game, stuffed animal, etc. Staple together or tie the pages by punching a hole in each page, threading with yarn, and knotting. Read the book to your child so she can delight in hearing about herself and all the children she knows.
- **Help your toddler to see others’ points of view,** which encourages empathy: *Casey is feeling sad because his daddy just said good-bye. Let’s see if he wants to read a book with us.*

Let your child take the lead in deciding what to play. Look for ways to help him continue to explore his interests. For example, if your toddler is into trains, line up several kitchen chairs to make a pretend train, read books about trains, and plan a visit your local train station if possible.

- **Comment on or describe what your child is doing.** *You are using so many beautiful colors to make that drawing. Or You are pretending to be the doctor and you’re taking care of the sick doggie.*
- **Get involved in your child’s play by following her lead.** If she is making a pretend picnic, you can help prepare and pack the “food” in a basket. This helps your child learn about the pleasure of interactive play.

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