

EARLY HEAD START TIP SHEET

No. 35

Social and Emotional Development & EHS/Infants and Toddlers

What is CSEFEL? Can EHS programs use the infant and toddler materials?

Response:

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is a national resource center funded by the Office of Head Start and the Child Care Bureau. CSEFEL focuses on promoting the healthy social and emotional development of young children aged birth to five.

The Center, located at Vanderbilt University, is a collaborative project involving faculty and staff from Vanderbilt University, University of Illinois at Urbana-Champaign, University of South Florida, Georgetown University, University of Colorado at Denver, and ZERO TO THREE.

The CSEFEL Pyramid Model is designed to build the capacity of teachers and parents to support the social and emotional development of young children. CSEFEL developed extensive, user-friendly training materials, videos, and print resources to help early care, health and education providers implement this Model.

CSEFEL Pyramid Model

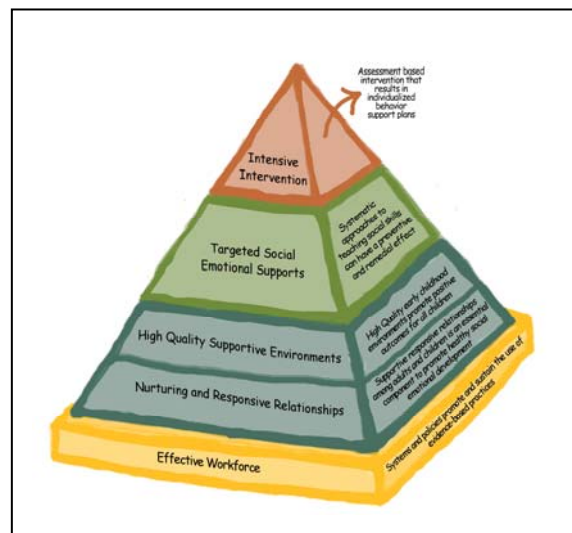
The Pyramid Model (see Figure below right) is a framework of recommended practices to help early childhood education programs support social and emotional competence and address challenging behavior of young children.

The base of the Pyramid - Effective Workforce represents programmatic systems and policies that must be in place to support the use of evidence-based practices in early care and education settings.

The first tier of the Pyramid - Nurturing and Responsive Relationships and High Quality Supportive Environments shares the foundation that very young children need to safely explore and learn.

- Supportive and responsive relationships between adults and children are an essential component for promoting children's healthy social and emotional development.
- Responsive relationships are the context in which children develop social and emotional competencies.
- High quality caregiving environments are important for promoting children's engagement, curiosity, individual interests, imagination, emotional regulation, initiative and social skills.

The second tier of the Pyramid - Targeted Social Emotional Supports describes the systematic, intentional and targeted caregiving approaches that are necessary for:



- Promoting social skills and supporting emotional development in children whose social and emotional development may be at-risk.
- Preventing the development of significant behavioral or emotional problems.

The third (top) tier of the Pyramid - Intensive Intervention defines an individualized approach that can be used for children whose behavior challenges persist even when the other tiers of the Pyramid are in place. Typically, this represents a very small number of children within a program.

Does CSEFEL have infant and toddler materials?

Based on research and evidence-based practices, CSEFEL has developed extensive, user-friendly training materials, videos, and print resources to help early care, health and education providers implement the CSEFEL Pyramid Model. There are three infant and toddler training modules:

1. Social and Emotional Development within the Context of Relationships
2. Responsive Routines, Environments, and Strategies to Support Social and Emotional Development in Infants and Toddlers
3. Individualized Interventions – Determining the Meaning of Behavior and Developing Appropriate Responses

The training modules are designed for full day sessions. Trainers are welcome to use and adapt portions of the modules to best meet specific audience needs and time constraints.

Can EHS programs use CSEFEL infant and toddler materials?

EHS programs are encouraged to access these free infant and toddler resources at <http://www.vanderbilt.edu/csefel/inftodd.html>. These materials may be used for planning and implementing pre-service and in-service trainings.

Questions to Consider for Planning and Programming:

- What is the program’s overall approach for supporting infant and toddler social and emotional development?
- How does the staff individualize their approach to meet each child’s unique social and emotional needs?
- What training do staff members receive in identifying and responding to challenging behaviors?
- How does the program respond when there are concerns about a child’s social and emotional development?
- How does the program support staff and families when they are concerned about or dealing with a child’s challenging behavior?
- How does the program communicate with families when there is a concern about a child’s behavior?
- How is the family involved and engaged in problem-solving and devising supportive responses to a child’s challenging behavior?
- What types of resources does the program access for supporting behavioral concerns in infants and toddlers?

Performance Standards, Title 45, Code of Federal Regulations:

- 1304.21(b)(1)(i-iii) Grantee and delegate agencies' program approach of services for infants and toddlers must encourage:
 - (i) The development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language.
 - (ii) Trust and emotional security so that each child can explore the environment according to his or her developmental level.
 - (iii) Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.
- 1304.21(b)(2)(i-ii) Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that:
 - (i) Encourages the development of self-awareness, autonomy, and self-expression.
 - (ii) Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely.
- 1304.21(b)(3)(i-ii) Grantee and delegate agencies must promote the physical development of infants and toddlers by:
 - (i) Supporting the development of physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking, and climbing.
 - (ii) Creating opportunities for fine motor development that encourages the control and coordination of small, specialized motions, using the eyes, mouth, hands, and feet.

Resources:

Center on the Social and Emotional Foundations for Early Learning (CSEFEL) website
<http://www.vanderbilt.edu/csefel/>

Digging Deeper: Looking Beyond Behavior to Discover Meaning. A Unit of Three Lessons: Watch, Ask "I Wonder" Questions, and Adapt Using "Flexible Responses." Early Head Start National Resource Center at ZERO TO THREE. HHS/ACF/OHS. 2006. Retrieved October 20, 2008 from http://eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development/On-line%20Lessons/Digging%20Deeper%20-%20Looking%20Beyond%20Behavior%20to%20Discover%20Meaning/Digging_Deeper_intro.html

Hunter, A. & Hemmeter, M.L. *The Center on the Social Emotional Foundations for Early Learning: Addressing Challenging Behavior in Infants and Toddlers. The Zero to Three Journal (Vol 29, No.3).* ZERO TO THREE: Washington, DC. January 2009.

Peterson, S. and Wittmer, D. **Endless Opportunities for Infant and Toddler Curriculum: A Relationship Based Approach.** Pearson Education Inc.: Upper Saddle River, NJ. 2009.

This is a practical "how-to" book is designed to help infant/toddler care teachers plan a responsive and relationship-based curriculum. This book helps infant toddler teachers make intentional decisions about the care they provide. This book was a primary source for the development of the infant toddler CSEFEL modules.

Program for Infant/Toddler Care. Sausalito, CA: CA Department of Education & WestEd. <http://www.pitc.org/> Resources: http://www.pitc.org/pub/pitc_docs/resources.html

Technical Assistance Center on Social Emotional Interventions (TACSEI),
www.challengingbehavior.org.

TACSEI is funded by the Office of Special Education Programs and focuses on addressing the social-emotional needs of infants, toddlers, and preschoolers with disabilities. The web site has multiple resources including recommended practices, case studies, PowerPoint presentations, and tools for teachers.

What are "Behavioral Skills" in Infants and Toddlers? How Do We Screen Them?
Early Head Start Tip Sheet 27. DHHS/ACF/OHS. 2007. Retrieved October 20, 2008 from
<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/eecd/Assessment/Screening/WhatAreBehavior.htm>.

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This Tip Sheet is not a regulatory document. Its intent is to provide a basis for dialogue, clarification, and problem solving among Office of Head Start, Regional Offices, TA consultants, and grantees. If you need further clarification on Head Start Policies and regulations, please contact your Regional Program Specialist.