

Lobby Poll

- While you are waiting for Teacher Time to begin, please introduce yourself in the chat box:
 - What is your current role, and
 - How long have you been in this role?

Production Note:

- We love wi-fi, but for the best webinar experience, please make sure you are hardwired in to an ethernet cable.
- Using wi-fi alone may result in problems with viewing the multiple short videos we plan to share on this webside.

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TEACHER TIME:
Social and Emotional Development
for Infants & Toddlers

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NATIONAL CENTER ON
Early Childhood
Development, Teaching and Learning

NCECDTL

2017 – 2018 Series

Four Infant/Toddler Webisodes



Four Preschool Webisodes



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HEAD START | ECLKC

Getting Young Children and Their Families Ready for School and Ready for Life

Explore What's New
<https://eclk.ohs.acthhs.gov/>

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Social Emotional Development

- Emotional Functioning
- Identity and Belonging

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Social Emotional Development

- Let children know you understand their emotional needs and will respond with consistency.
- Children learn to express care and concern toward others by watching your care and responsiveness.

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 **Social Emotional Development**

You help children:


- Understand how to connect with others in positive ways
- Get in tune with their preferences for interactions with others
- Begin to develop a sense of their desires, preferences, ideas, and abilities






 **Effective Practices**


- Model positive social behaviors.
- Talk about peers as people with feelings.
- Support solving problems with peers.
- Allow for personalized comfort items.
- Ask families what words they use
- Promote children's engagement with other children.
- Comment on children's efforts and accomplishments.
- Learn a few meaningful words or phrases in child's home language.





 **Approaches to Learning**





Approaches to Learning

Consistent, responsive relationships help infants and toddlers:

- Learn how to manage strong emotions and related behaviors;
- Develop coping strategies to manage feelings
- Engage positively in learning experiences, with fewer behavioral challenges




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Teacher Voices

"One of our children has a very difficult time at drop off. He clings to his dad and cries. I usually have to hold him while his dad leaves.

We've tried many things to help comfort him through this transition. One thing that helps is going to the book corner and reading a favorite book.

We usually invite one or two other children to join us. Those children pick out books to give to him, recognizing that it will comfort him. It's amazing to see such young children learning to care for each other."




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Teacher Voices

"My favorite thing about this age is watching the children learn to interact with each other. They are silly and love to make each other laugh. They give each other toys when they're sitting together. And they babble back and forth, like having a conversation that they both understand.


The challenge comes when they get upset or maybe hit each other or grab toys, but we try to stay close, watch them as they play, and model gentle touches. We also try to say what they might be feeling like, "When you take Nico's toy, he feels frustrated."



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Ongoing Assessment

- *Focused* observation and *intentional* engagement
- Two-way communication
- Families are the best source of information




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Ongoing Assessment

Key Strategies:


Documentation



Sharing with Families



Sharing with Others




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Cultural Considerations


"Homes are different; what is 'normal' behavior at home varies by culture, individual family differences, and situational contexts.


Knowing the full context of the child's life and his behavior in a range of settings is the first step in individualizing care and learning and respecting diversity."




J. Greenman, *Caring Spaces, Learning Places*


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 **Cultural Considerations**







The image shows a large iceberg floating in the ocean. Only a small portion of the iceberg is visible above the water's surface, while the vast majority of the iceberg is submerged below the surface, illustrating the concept of hidden cultural influences.


 **Cultural Considerations**

- Language and culture play a key role.
- Cultural differences between home and the early learning setting may be cause of stress for children when there is a disconnect.
- Children's exposure determines whether they maintain their language or cultural ties.
- Not valuing a child's culture and language can lead to a poor self-identity, poor long-term academic outcomes, and even negative health outcomes.







The image shows a woman with dark hair, wearing a pink shirt, smiling and holding a young child in her arms. The child is wearing a blue shirt and a pink and white polka-dot skirt. They are in an indoor setting, possibly a classroom or office.

 **Cultural Considerations**


Important to:

- Understand there is wide variability within cultural groups and be careful not to stereotype
- Get to know children (and their family members) as individuals
- Understand how culture influences the expression of emotions—and how children see themselves as individuals and members of a community






The image shows a young boy with dark hair and glasses, wearing a blue shirt and a patterned vest. He is sitting at a table and looking down at something in his hands. In the background, other people are visible, suggesting a classroom or community setting.


 **Cultural Considerations**

Key Practices:



- Seek out **authentic** sources of knowledge in understanding cultural groups. Consider resources in the community.
- Learn common phrases to help children feel comfortable and secure.
- Create learning environments and experiences that reflect children's language and culture.
- Engage with families by integrating their talents, skills, and interests into the program (e.g., invite them to tell stories, sing songs, cook, etc.).





 **Thank you!**

Links to Resources on ECLKC:
MyPeers
T4T
ELOF2GO



Next Infant & Toddler Teacher Time:
December 15, 2017, 3pm EDT - Language & Literacy
February 16, 2018 - Cognition
April 20, 2018 - Perceptual, Motor and Physical Development

