

Viewer's Guide

A child's sense of belonging develops through responsive relationships and supportive environments. Leading with equity and inclusion means asking these questions: Are the environments designed to promote the engagement of all learners? Do we build and nurture adult-child relationships equitably? If not, how might this contribute to child behaviors that challenge adults? The reflection questions and activities in this guide will help you think about ways to support children's learning. Helpful resources can be found in the final section of this guide.



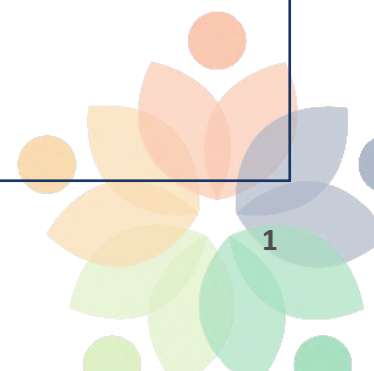
Take a Closer Look

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT
INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor and Physical Development
PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor and Physical Development
			Literacy	Scientific Reasoning	

VIDEO: Social-Emotional Development and Belonging with Mary Louise Hemmeter, Ph.D.

Link to the full video: <https://eclkc.ohs.acf.hhs.gov/videocast/five-questions-dr-mary-louise-hemmeter-social-emotional-learning>

Notes:



We know that environments that promote positive relationships, that are consistent and predictable for children, that promote a sense of belonging are environments in which children are more likely to thrive, are more likely to develop the social-emotional competencies they need, and more likely, ultimately, to learn and be ready to go to school. – Dr. Mary Louise Hemmeter

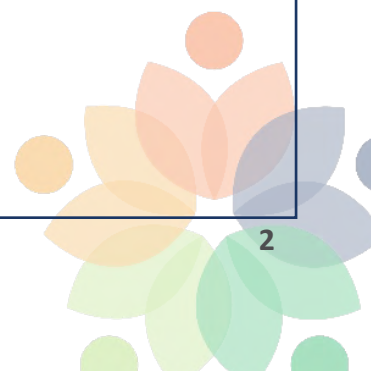
**What are the characteristics of a caring learning community?
What would you see, hear, or feel?**



CONNECT the leader's role in building belonging

Think of a time when you did not experience a sense of belonging in the workplace.
What words describe how you felt? What did you want to do?

How might your responses relate to behaviors you may see in children?



NCECDTL's 5Rs for Learning Leaders

NCECDTL discovered through a review of leadership research and interviews with Early Head Start and Head Start leaders is what we call the 5Rs. We discovered that effective early learning leaders:



Build strong **relationships** with educational staff and use these relationships to build a unified culture, a workplace with trust, collaboration, and belonging



Inspire educational staff to meet program goals and objectives by providing **reasons** for policies and practices



Are **resourceful**, they use their knowledge, educational staff's and family's expertise, and funding to support educators' professional development and growth.



Engage in **reflective dialogues** to learn how staff, children, and families are doing



Create formal and informal opportunities to **recognize** big and small wins and encourage the hearts of educational staff

"Social belonging is a fundamental human need, hardwired into our DNA. And yet, 40% of people say that they feel isolated at work, and the result has been lower organizational commitment and engagement."

The Value of Belonging at Work, Harvard Business Review (2019)

<https://hbr.org/2019/12/the-value-of-belonging-at-work>

Gallup Study Results: What do staff need?



Stability



Trust

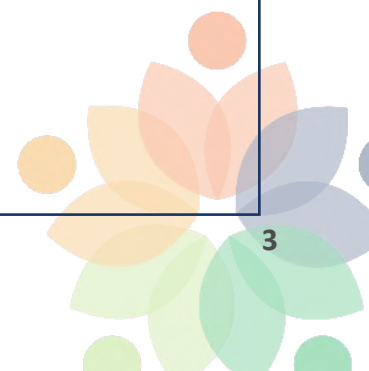


Compassion



Hope

How do I provide stability, trust, compassion, and hope in my role as a leader?



Effective early learning leaders provide **resources** that are reflective of a priority value on supporting education staffs' growth.

Promote the BASICS



- B** Behavioral expectations in advance
- A** Attend to and encourage appropriate behavior
- S** Scaffold with cues and prompts
- I** Increase engagement
- C** Create or add challenge
- S** Specific feedback

Notes

BOOKMARK THIS PROFESSIONAL DEVELOPMENT RESOURCE

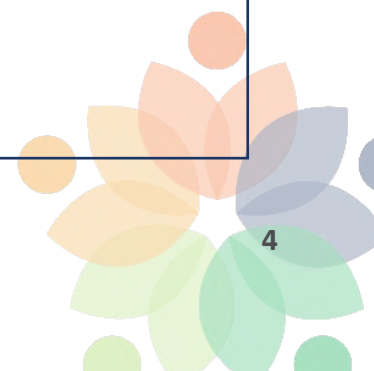
In-Service Suite: Creating a caring community

- Design a caring environment
- Respond to individual needs
- Organize awareness activities
- Promote and encourage a sense of community

<https://eclkc.ohs.acf.hhs.gov/video/creating-caring-community>

Effective early learning leaders understand that **reflective dialogues** help make data come to life and inspire action. Through a series of engaging and meaningful data-driven conversations, education leaders facilitate an attitude shift from data as compliance to data as a powerful tool to make informed decisions that drive practice and improve program quality.

VIDEO: What did you notice about how the children and adults engage in this circle time activity?



How can we improve our use of data to better understand how we engage with children? Are our teaching and/or home visiting practices equitable and inclusive?



TAKE ACTION

Select from the ideas below to take action and build belonging in your program for children, families, and staff.

Model Empathy

Empathy

Developing empathy is crucial for establishing relationships and behaving compassionately. It involves experiencing another person's point of view, rather than just one's own, and enables prosocial or helping behaviors that come from within, rather than being forced.

4 Elements of Empathy – Dr. Teresa Wiseman

1. Perspective taking
2. Staying out of judgment
3. Recognizing emotion in other people
4. Communicating your understanding of a person's feelings

**Which of Dr. Wiseman's elements of empathy is a strength for me?
Which is an element I can strengthen?**

Learn more: <https://www.bamementalhealth.org/post/four-attributes-of-empathy-dr-teresa-wiseman>

Listen to a podcast with your team and reflect together on what you've learned.

Example Reflection Questions:

- How can reframing a behavior shift how we respond?
- What strategies can we use to help teach children to recognize and name the feelings of others? How might that help them build empathy skills?
- How can build our ability to extend empathy to each other? To families? To the children?

Parallel Play: *Self-Regulation and Reframing the Terrible Twos*

<https://eclkc.ohs.acf.hhs.gov/podcast/self-regulation-reframing-terrible-twos>



A podcast for educators who love toddlers

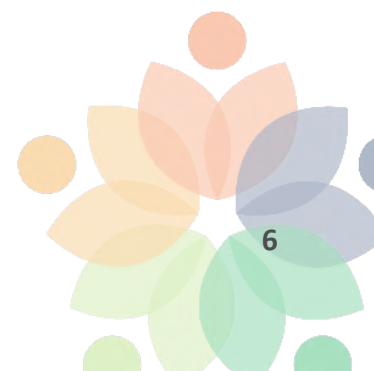
Research on the Go: Reframing How We Think About Behaviors that Challenge Us

<https://eclkc.ohs.acf.hhs.gov/podcast/reframing-how-we-think-about-behaviors-challenge-us>



Additional Resources:

- **Promoting Empathy: Understanding trauma (webinar series)**
<https://eclkc.ohs.acf.hhs.gov/safety-practices/article/promoting-empathy-understanding-trauma>
- **Caring Connections: Let's talk about empathy (infant and toddler webinar)**
<https://eclkc.ohs.acf.hhs.gov/video/lets-talk-about-empathy>
- **What Works Brief No. 21: Fostering emotional literacy in young children – Labeling emotions**
<https://eclkc.ohs.acf.hhs.gov/mental-health/article/fostering-emotional-literacy-young-children-labeling-emotions>





TAKE ACTION

Creating a Caring Community

Review the *Creating a Caring Community* in-service suite materials

<https://eclkc.ohs.acf.hhs.gov/video/creating-caring-community>

Consider ways to incorporate the “DROP” strategies into coaching and/or reflective supervision.



- Design a caring environment
- Respond to individual needs
- Organize awareness activities
- Promote and encourage a sense of community

Link to *Creating a Caring Community Tips for Teacher: DROP* handout.

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/building-relationships/caringcommunity-teachertips.pdf>

This handout provides examples of classroom activities and actions that can help to enrich the sense of community in your classroom. Please feel free to add to or modify these activities and actions to fit the needs of the children, families, and cultures of your individual program.



THE NATIONAL CENTER ON Quality Teaching and Learning

TIPS FOR TEACHERS CREATING A CARING COMMUNITY

D.R.O.P.:: Enriching a Sense of Community through Classroom Activities and Actions

This document provides examples of classroom activities and actions that can help to enrich the sense of community in your classroom. Please feel free to add to or modify these activities and actions to fit the needs of the children, families, and cultures of your individual program.

DESIGN A CARING ENVIRONMENT

- Use respectful and encouraging language with your team and the children.
- Request family photos from home to display around the classroom.
- Post children's work and photos of children working together at child's eye level.
- Arrange furniture and materials in a way that promotes close proximity and collaboration.
- Consistently encourage families to stay and be involved at their level of comfort, and have adult-sized furniture available for them in the classroom.

RESPOND TO INDIVIDUAL NEEDS

- Personally welcome each child upon arrival and say goodbye upon departure.
- Tune into children's daily emotional needs and encourage children to notice the feelings of one another.
- Be present to provide scaffolding when a child is struggling.
- Provide opportunities for children to stay connected to their family and culture at school by encouraging families to bring in toys, books, song lyrics, recipes, etc. from home.
- Allow time for playful and joyful interactions with each individual child.

ORGANIZE AWARENESS ACTIVITIES

- Plan activities that teach children to identify and express their feelings and to identify their peers' feelings.
- Plan activities that encourage children to reflect on how their actions impact others.
- Be aware of problems as they arise and encourage children to be involved in solving them.
- Use role-play and guiding questions to help children work together through the steps of problem solving.
- Design a problem-solving center with visuals of strategies that promote solutions. Display photos of the outcome: children working together successfully.

PROMOTE AND ENCOURAGE A SENSE OF COMMUNITY

- Establish routines, songs, and activities that help children learn one another's names and encourage them to address one another by name.
- Create jobs that children can do together to benefit the whole classroom community.
- Generate community rules together with the children and ensure they are consistently followed.
- Encourage children to help each other by planning times for them to learn from one another.
- Celebrate caring behaviors in thoughtful ways.

NCQTL

For more information, contact us at NCQTL@EDU or 877-731-0764
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Additional Resources

- In-Service Suite: Building Relationships: Fostering Connections**
<https://eclkc.ohs.acf.hhs.gov/video/fostering-connections>
- Supporting Positive Family Responsiveness to Children's Communication (webinar)**
<https://eclkc.ohs.acf.hhs.gov/family-engagement/article/home-visiting-series>
- EarlyEdU Alliance Module: Emotional Literacy**
<https://eclkc.ohs.acf.hhs.gov/video/emotional-literacy>





TAKE ACTION

Reflect with your team about what you've learned.

Example reflection questions:

- Do our learning environments support the learning and engagement of **all** children? If not, what can we do differently?
- What are some different ways to assess what all children are learning from the activity? What are some different ways children can demonstrate their engagement and learning?
- How can we adjust our workplace environment and ways of being as a team that would support multiple ways of engagement and learning?

Additional Resources:

- **CAST Universal Design for Learning Guidelines**
<https://udlguidelines.cast.org/>
- **Universal Design of Early Education: Moving Forward for All Children**
<https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/ConnPowersBTJ%281%29.pdf>
- **In-Service Suite: Managing the Classroom: Designing Environments**
<https://eclkc.ohs.acf.hhs.gov/video/designing-environments>

Helpful Resources

Building Belonging for Children

Effective Practice Guides: Social and Emotional Development

The Head Start Early Learning Outcomes Framework (ELOF) Effective Practice Guides provide information about domain-specific teaching practices that support children's development.

The guides are organized around four components of learning:

- **Know:** Teaching practices that are effective at supporting children's development in the sub-domain
- **See:** Video clips of effective teaching practices in action
- **Do:** Tips to try in your own program when working with children to support their development in this sub-domain, or when working with children and parents in the home-based setting
- **Improve:** Follows the Practice-Based Coaching (PBC) steps as a way to think about using PBC to improve domain-specific teaching practices. The steps include:
 - Planning Goals and Action Steps
 - Focused Observation
 - Reflection and Feedback

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/social-emotional-development>

Teacher Time Series: Approaches to Learning, Birth to 5

The 2021–2022 Teacher Time season focuses on the four sub-domains of the ELOF Approaches to Learning domain: Emotional and Behavioral Self-Regulation; Cognitive Self-Regulation (Executive Functioning); Initiative and Curiosity; and Creativity. Practices, interactions, and activities highlighted in each infant/toddler and preschool episode focus on teaching and learning experiences that support children’s approaches to learning in ways that are culturally and linguistically responsive, and that promote children’s sense of identity and belonging by providing equitable access to learning for all children.

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/approaches-learning-birth-5>

Teacher Time: Inclusion and Belonging, Birth to 5

The 2020–2021 Teacher Time series focuses on inclusion and belonging with infants, toddlers, preschoolers, and their families. Inclusive early learning environments are places in which children, with and without disabilities, and their families experience a sense of belonging, positive social relationships, and development to reach their full potential.

Topics for the webinars include:

- Inclusive learning environments for all children
- Learning materials that promote inclusion and belonging
- Supporting families through inclusion

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/inclusion-belonging-birth-5>

Building Belonging in the Workplace

The 5Rs of Early Learning Leaders Overview Handouts

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/video/attachments/ems-5Rs-effective-learning-leaders.pdf>

The Value of Belonging at Work

<https://hbr.org/2019/12/the-value-of-belonging-at-work>

How Any Business Can Create a Culture of Belonging in the Workplace

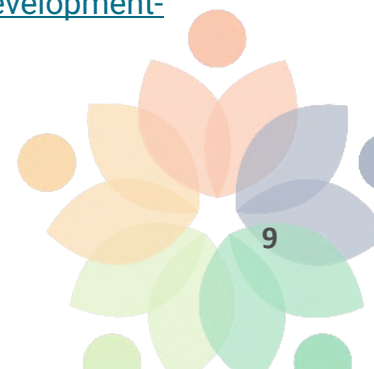
<https://www.forbes.com/sites/allbusiness/2022/01/31/how-any-business-can-create-a-culture-of-belonging-in-the-workplace/>

Social and Emotional Development

Mary Louise Hemmeter: Social and Emotional Development – Research to Practice (9-minute podcast)

Listen to Mary Louise Hemmeter as she discusses the Head Start Early Learning Outcomes Framework (ELOF) and social and emotional development.

<https://eclkc.ohs.acf.hhs.gov/podcast/mary-louise-hemmeter-social-emotional-development-research-practice>



National Center for Pyramid Model Innovations

More information and resources can also be found on the National Center for Pyramid Model Innovations webpage. It houses social and emotional information and tools for early childhood educators, coaches, trainers, children, and families. These are great to include in onboarding and training staff as well as inclusion in coaching.

<https://challengingbehavior.org/>

The Foundations for School Readiness: Fostering Developmental Competence in the Earliest Years

In this technical assistance paper, we explore the scientific knowledge base concerning the remarkable developmental tasks that occur in the first five years of life. We identify the capacities that equip children with the skills they need to negotiate the relationships, responsibilities, and challenges they will face throughout their lives. We show how early childhood programs, beginning with support to expectant families during the prenatal period and through the first 5 years of life, can play a pivotal role in this process.

<https://eclkc.ohs.acf.hhs.gov/school-readiness/foundations-school-readiness-fostering-developmental-competence-earliest-years/foundations-school-readiness-fostering-developmental>

Professional Development (iPD) Portfolio Courses

The iPD Portfolio is a learning management system created to support ongoing professional development for staff in Head Start and child care settings. It has accessible, self-paced courses based on staff roles and interests. Available courses on the topic of social and emotional development in young children include:

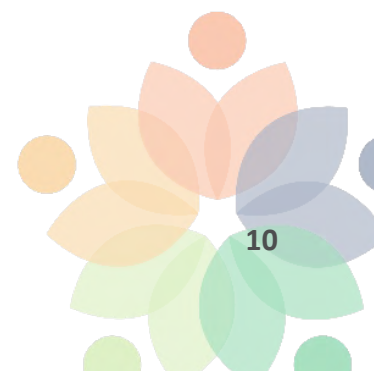
- Guiding Children’s Behavior
- Beginning Teacher Series: Social and Emotional Support
- Building Social and Emotional Learning Each Day

<https://eclkc.ohs.acf.hhs.gov/professional-development/individualized-professional-development-ipd-portfolio/individualized-professional-development-ipd-portfolio>

EarlyEd U Alliance Higher Education Learning Modules These learning modules are highlights of higher education courses from the EarlyEdU Alliance. EarlyEdU follows an innovative competency- and practice-based framework. The modules range in length from 1½ to 3 hours. Each includes a media-rich PowerPoint presentation, presenter notes, learning activities, and a resource list. Participants film and reflect on their own practices with video assignments. Training modules related to the social and emotional development of young children include.

- Emotional Literacy
- Positive Behavior Support

<https://eclkc.ohs.acf.hhs.gov/professional-development/article/earlyedu-alliance-higher-education-learning-modules>



Mobile Apps

ELOF2GO is a mobile resource for teachers who want to access and learn more about the Head Start Early Learning Outcomes Framework (ELOF). It's your on-the-go guide to children's development and learning.

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

ELOF@HOME is a mobile resource that provides on-the-go access to the ELOF and effective practices home visitors can use to support those goals. Home visitors can build on their knowledge by reading through stories and identifying the practices used to support families.

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>

Text4Teachers supports Head Start and Early Head Start teachers, staff, and others who care for and teach young children in center-based and family child care settings. To sign up, text ECDTL to 22660.

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers>

Text4HomeVisitors Get access to information, tips, research, and resources to strengthen and support the delivery of Head Start home-based services. Explore the newest resources as soon as they are released. To sign up, text "HOME" to 22660.

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>

Online Communities

MyPeers: Education Leaders Community

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

