2017-2018 Teacher Time for Infant/Toddler Teachers—Episode 1 Viewers Guide
Social and Emotional Development for Infants and Toddlers

Summary:	Social and emotional development is a foundational area of development that really sets the stage for later growth and learning! We all know the importance of social and emotional development for infants and toddlers; episode 1 digs a little deeper into how you can be the kind of adult that supports children's emotional functioning and their sense of identity and belonging.
Today's Topic	As a teacher or family child care provider, you have an essential role in supporting infants' and toddlers' emotional functioning. Helping young children learn to express a range of emotions and to begin to recognize and interpret the emotions of others begins with nurturing and responsive interactions.
	You also support infants and toddlers in understanding that they are part of a community of caring adults and peers– whether that's your classroom community, or the community in which they live – or both!
	NOTES: How are you communicating with families to understand how they support social and emotional development at home?
Teacher Voices and Guest Expert	You think about these issues everyday – while you're facilitating one-on-one and small group interactions, or when you're on home visits or talking with families about their approaches to supporting children's social and emotional development. So do other teachers and family child care providers like you. Guest expert, Dr. Sarah Lytle from iLABS, one of NCECDTL's research partners, responds to the interviewed teachers' comments and offers suggestions for effective practices that support very young children's emotional functioning and sense of identify and belonging.

	NOTES: What are some strategies you can use to support emotional functioning or sense of identity and belonging?
Approaches to Learning	So many of the teachers' and guest expert's comments refer to skills that overlap with another domain – Approaches to Learning. Approaches to learning focuses on how children learn, rather than what they learn. This domain describes the skills and behaviors that children use to learn. It incorporates emotional, behavioral, and cognitive self-regulation under a single umbrella. This domain also includes initiative, curiosity, and creativity. By applying these skills, children acquire knowledge, learn new skills, and set and achieve goals. They learn to do things that are challenging, frustrating, or simply take time to accomplish. An important part of becoming a successful learner is developing the ability to self-regulate in a variety of situations. This means learning how to manage strong emotions and related behaviors. Self-regulation is an important part of emotional functioning and sense of identity and belonging. **NOTES:** How do you help infants and toddlers manage strong emotions?

Show and Tell	Quotes, photos, and videos from teachers and family child care providers like you. NOTES: What did these teachers do to support emotional functioning and sense of identity and belonging?
It's Your Turn	Chat question: What do you do or have you seen others do to support infants' and toddlers' emotional functioning and sense of identity and belonging? **NOTES:** What are some strategies you'd like to use with the children in your setting?
Assessment	Ongoing observation and documentation of social and emotional development requires focused observation and intentional engagement with children. Often, it's the times children fail to manage their emotions that we remember. Unless we plan to observe and document skills in this domain, we may fail to recognize their growth in managing emotions and expressing preferences and desires.

	Remember: Very young children manage their emotions through the adults. This means it's important to have two-way communication with families about how children manage emotions at home or in other environments, such as the grocery store or at the park. Families are the best source of information about their children's development of identity and belonging. **NOTES:** What are some strategies for assessing social and emotional development and using that documentation for planning?
Cultural Considerations	For infants and toddlers, emotional development is tied closely with their social development with adults. Parents and family members are the most important adults in young children's lives—but so are teachers and family child care providers who care for them. It is important to consider the family's cultural background and language as you help infants and toddlers begin to manage and express their emotions and develop a sense of identity and belonging. Guest expert: Deborah Mazzeo, NCECDTL **NOTES:** How do you use children's backgrounds and experiences to support their social and emotional development?

Q & A	**NOTES:** What information and ideas do you want to remember and use in your teaching practices?
Wrap Up & Resources	Early Childhood Learning and Knowledge Center (ECLKC) https://eclkc.ohs.acf.hhs.gov/ • Teacher Time – https://eclkc.ohs.acf.hhs.gov/curriculum/article/teacher-time-birth-5-series • Text4Teachers – https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers • News You Can Use: Foundations of School Readiness: Social Emotional Development – https://eclkc.ohs.acf.hhs.gov/school-readiness/article/news-you-can-use-foundations-school-readiness-social-emotional-development • News You Can Use: Foundations of School Readiness: Approaches to Learning, Part 1 – https://eclkc.ohs.acf.hhs.gov/school-readiness/article/news-you-can-use-approaches-toward-learning-part-1-foundations-school • Planned Language Approach: Gathering and Using Language Information That Families Share. https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gathering-using-language-information.pdf Head Start Early Learning Outcomes Framework (ELOF) https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework • There's the ELOF for That (video) • ELOF Interactive Framework • ELOF2GO Mobile App • Effective Practice Guides MyPeers https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community

Head Start Program Performance Standards	Information in this episode reflects the following Head Start Program Performance Standards
	
	§1302.31 Teaching and the learning environment
	(b) Effective teaching practices
	    (1) Teaching practices must:
	      (i) Emphasize nurturing and responsive practices, interactions, and environments…
	      (ii) Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework...
	      (iii) Integrate child assessment data in individual and group planning; and
	      (iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development…
	    (2) For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development.
	      (i) For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English;
	(c) Learning environment
	    (1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences.
	(e) Promoting learning through approaches to rest, meals, routines, and physical activity.
	    (1) A program must implement an intentional, age appropriate approach to accommodate children's need to nap or rest, and that, for preschool age children in a program that operates for 6 hours or longer per day provides a regular time every day at which preschool age children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.
	    (2) A program must implement snack and meal times in ways that support development and learning. For bottle-fed infants, this approach must include holding infants during feeding to support socialization. Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.
	    (3) A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.
	    (4) A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in

	ways that support health and learning. A program must not use physical activity as reward or punishment. Subpart D – Health Program Services §1302.45 Child mental health and social and emotional well-being (a) *Wellness promotion*. To support a program-wide culture that promotes children's mental health, social and emotional well-being, and overall health, a program must: (1) Provide supports for effective classroom management and positive learning environments; supportive teacher practices; and, strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns Subpart F—Additional Services for Children with Disabilities §1302.60 Full participation in program services and activities A program must ensure enrolled children with disabilities…receive all applicable program services…and that they fully participate in all program activities.