



While You're Waiting...

### Supporting Infants' and Toddlers' Emotional and Behavioral Self-Regulation



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National Center on  
Early Childhood Development, Teaching, and Learning

November 4, 2021

### Supporting Infants' and Toddlers' Emotional and Behavioral Self-Regulation

**Host**  
Gail E. Joseph, NCECDTL

**Host**  
Maria Alvarez, NCECDTL

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### Approaches to Learning



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### Webinar Features

Slide Deck

Question & Answers

FAQs (English & Spanish)

Closed Captioning

Help

Media Player

Resource List

Speaker Bios

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### Viewer's Guide

Supporting Infants' and Toddlers' Emotional and Behavioral Self-Regulation

Head Start Early Learning Outcomes Framework (ELOF)

	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 Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor and Physical Development

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### Head Start Early Learning Outcomes Framework

	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 Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor and Physical Development

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### Approaches to Learning



- Focuses on how children learn
- Skills and behaviors children use to engage in learning
- Incorporates emotional, behavioral, and cognitive self-regulation as well as initiative, curiosity and creativity

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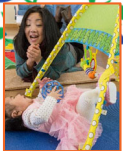
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### Approaches to Learning



Emotional and Behavioral Self-Regulation



Cognitive Self-Regulation (Executive Functioning)



Initiative and Curiosity



Creativity



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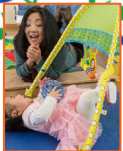
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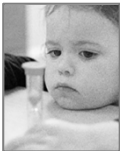
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### Approaches to Learning



Emotional and Behavioral Self-Regulation



Cognitive Self-Regulation (Executive Functioning)



Initiative and Curiosity



Creativity



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Emotional and Behavioral Self-Regulation ELOF Goals

- **Goal IT-ATL 1.** Child manages feelings and emotions with support of familiar adults.
- **Goal IT-ATL 2.** Child manages actions and behavior with support of familiar adults.



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Emotional and Behavioral Self-Regulation ELOF Goals

- **Goal IT-ATL 1.** Child manages feelings and emotions with support of familiar adults.
- **Goal IT-ATL 2.** Child manages actions and behavior with support of familiar adults.

**Goal IT-ATL**



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Emotional and Behavioral Self-Regulation ELOF Goals

- **Goal IT-ATL 1.** Child manages feelings and emotions with support of familiar adults.
- **Goal IT-ATL 2.** Child manages actions and behavior with support of familiar adults.



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What do we know about emotional regulation and infants and toddlers?



Adults provide guidance and support

Everyday sensitive and responsive interactions

Create safe, predictable environments

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How are you feeling?



How do you feel when a child is engaging in challenging behavior?

Enter your feeling words into the Q&A.

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Feelings Words



Frustrated

Disrespected

Angry

Disappointed

Exasperated

Nervous

Tired

Overwhelmed

Stressed

Sad

Unprepared

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**Emotions**

What strategies do **you** use to manage **your** emotions?

Enter your answer into the Q&A box.



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**Red Light, Green Light**

<p>Trying to save money.</p> <p>Managed to save a little, and just got a big bill to pay.</p>	<p><b>Red Thoughts</b></p> <p>This is hopeless! I'll never save any money. I'm going to struggle, and it will be so awful.</p>	<p><b>Thinking</b></p> <p>This is a setback, but it's not the end of the world. I'll have to plan for those types of bills in the future, perhaps start paying them off a bit at a time.</p>
	<p>I would feel sad and depressed.</p>	<p><b>Feeling</b></p> <p>I would feel OK and hopeful about the future.</p>
	<p>I would probably just give up trying to save.</p>	<p><b>Behaving</b></p> <p>I would work out how I forgot about those bills and plan for them in the future or pay them off a bit at a time.</p>



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**Red Light, Green Light**

<p>You are sitting with two toddlers playing at the sensory table. One grabs a measuring cup from another. They both start screaming and start to hit even when you try to separate them. Then, a third toddler comes over and is pulling on your shoulder, crying.</p>	<p><b>Red Thoughts</b></p> <p>This is impossible! I can never just engage with children and be fully present.</p>	<p><b>Green Thoughts</b></p> <p><b>Thinking</b></p>
	<p>I would feel overwhelmed and upset.</p>	<p><b>Feeling</b></p>
	<p>I would probably tell the one child to wait and just take the measuring cup away.</p>	<p><b>Behaving</b></p>



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### Adult Support for Self-Regulation



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### Developmental Progression of Emotional Regulation



Engages with familiar adults for calming and comfort, to focus attention, and to share joy.



Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.



Uses various strategies to help manage strong emotions.



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### Developmental Progression of Emotional Regulation



Engages with familiar adults for calming and comfort, to focus attention, and to share joy.



Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.



Uses various strategies to help manage strong emotions.



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**Video: Infant Comfort**

Child engages with familiar adults for calming and comfort, to focus attention, and to share joy.



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**Developmental Progression of Emotional Regulation**



Engages with familiar adults for calming and comfort, to focus attention, and to share joy.

Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.

Uses various strategies to help manage strong emotions.



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**Video: Frustration**

Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.



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### Developmental Progression of Emotional Regulation



Engages with familiar adults for calming and comfort, to focus attention, and to share joy.

Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.

Uses various strategies to help manage strong emotions.



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### Video: Self-regulation

Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.



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### Supporting Infants' and Toddlers' Emotional Regulation



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**BASICS: Emotional and Behavioral Self-Regulation**

- 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

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**Behavioral Expectations in Advance**



“We are going to the table to change your diaper.”  
 “We are going to use our walking feet and hold each other’s hand.”  
 “Use a gentle touch with our friends.”  
 “When your coat is on, tip toe to the door.”

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**Behavioral Expectations in Advance**




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Attend to and Encourage Appropriate Behavior



"Ella, you are using gentle touches with the baby."

"Xavier, you are staying really calm while you wait for me to help Myles."

"Baby Jewell, you found your fingers to slurp – what a good way to soothe yourself. Slurp, slurp, slurp."

"Tyreek, you are waiting for a turn. It is hard to wait, but you are so good at it."

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Attend to and Encourage Appropriate Behavior



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Scaffold with Cues and Prompts



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**Increase Active Engagement**





Feeling Books



Feeling Face Dice



Mirror Feelings

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**Create or Add Challenge**



**Advance**  
Use advanced feeling vocabulary beyond happy, sad, and mad.

**Increase**  
Increase solutions you encourage toddlers to use.

**Extend**  
Extend time you wait for an infant to self-soothe.

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**Specific Feedback**



“You said you think the bear is feeling happy! I think you are right because he is smiling so big! And when people are feeling happy, they sometimes smile. What does it look like when you are happy?”

“Look at Trevor’s face. I don’t think he likes that. Let’s use a gentle touch.”

“Oh, I know that loud sound scared you, but it is okay. You are safe. Yes, now you are curious about that drum, aren’t you?”

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**BASICS: Emotional and Behavioral Self-Regulation**

- B** Behavioral expectations in advance
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Small Change Big Impact

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**Small Change Big Impact**

**First-Then**



For a child who has a difficult time waiting, make a first-then card.

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Focus on Equity



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Video: Implicit Bias  
How do our biases impact children?



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Reflection



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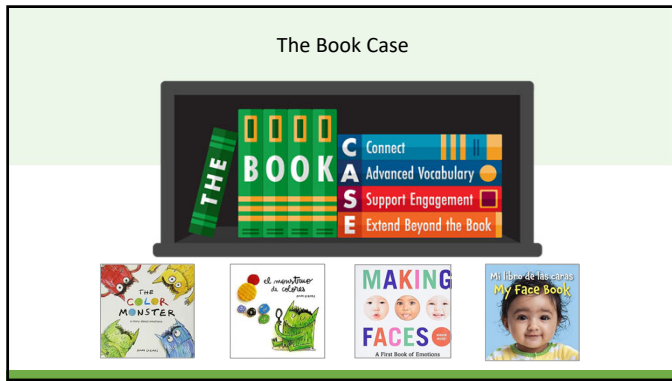
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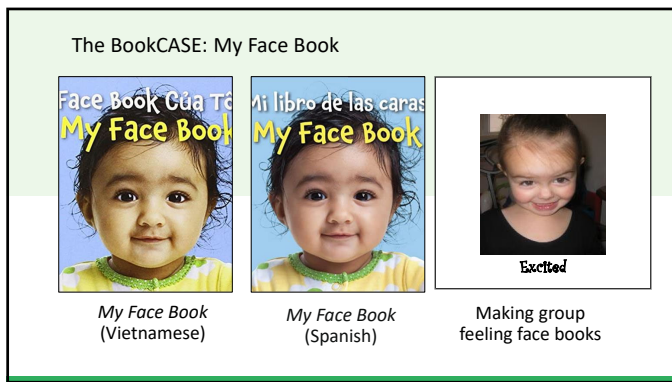
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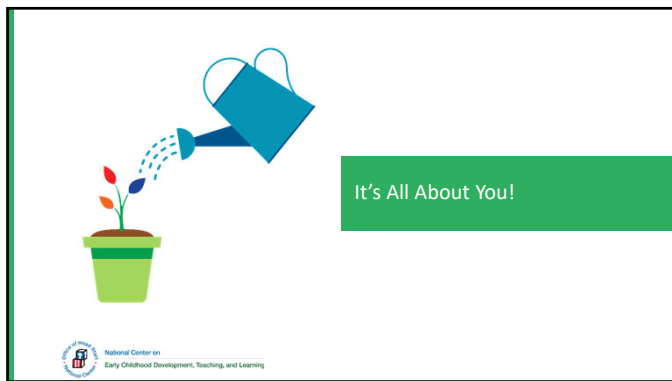
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It's All About You!

Mindful STOP



- Stop
- Take a deep breath
- Observe support
- Proceed positively

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**PUSHPLAY**  
DTL On Demand



[https://bit.ly/DTL\\_PUSHPLAY](https://bit.ly/DTL_PUSHPLAY)



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**Live Q&A**

If you have questions for us, put them in the Q&A and we'll do our best to answer your question!



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**Thank You!**

**Upcoming Episodes of Teacher Time**

- Dec. 2, 2021 – Supporting Preschoolers' Cognitive Self-Regulation
- Jan. 12, 2022 – Supporting Infants' and Toddlers' Cognitive Self-Regulation
- Feb. 3, 2022 – Supporting Preschoolers' Initiative and Curiosity

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**myP MyPeers**

<https://eclkc.ohs.acf.hhs.gov/mypeers>

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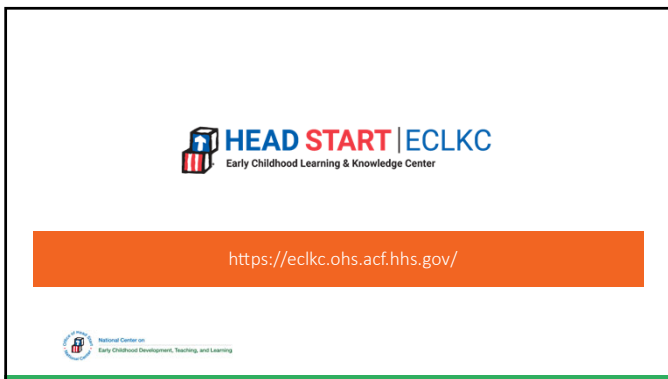
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**HEAD START | ECLKC**  
Early Childhood Learning & Knowledge Center

<https://eclkc.ohs.acf.hhs.gov/>

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[http://bit.ly/iPD\\_ECLKC](http://bit.ly/iPD_ECLKC)

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**We Want to Hear From You!**

Please take some time to complete the session evaluation.

For more information contact:  
[ecdctl@ecetta.info](mailto:ecdctl@ecetta.info)  
(Toll-free 1-844-261-3752)

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