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INSTRUCTOR'S GUIDE

# Social and Emotional Development of Children



First Edition, 2006



California Childcare Health Program  
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This *Instructor's Guide* is a supplement for trainers of the California Training Institute's curriculum for Child Care Health Advocates.

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# INTRODUCTION TO THE SOCIAL AND EMOTIONAL DEVELOPMENT OF CHILDREN MODULE

This *Instructor's Guide* provides trainers with an outline for the teaching of the *Social and Emotional Development of Children* module. Participants will learn what social and emotional development means for infants and young children. Trainers will instruct Child Care Health Advocates (CCHAs) in how they can promote the social and emotional development of infants and young children by forming warm relationships with children and families, providing developmental screenings, and learning how to observe and understand challenging behaviors.

## Learning Objectives:

1. To describe the social and emotional development of young children.
2. To identify why young children behave in different ways.
3. To describe the impact children with challenging behaviors have on early care and education (ECE) programs, staff and families.
4. To describe three ways a CCHA can assist ECE programs with meeting the needs of children with behavioral health problems.
5. To identify resources available to assist and support ECE providers and families.

## Primary Messages:

1. Children exhibit a wide range of normal feelings and behaviors, which are affected by child, family and environmental factors.
2. The most important role a CCHA can play in the promotion of social and emotional development in children is to model and encourage caring relationships between providers, families and children.
3. Behavioral problems can cause frustration for staff and parents.
4. All behavior in children has meaning, even if we do not yet understand what the meaning is.
5. Challenging behavior can be improved by observing the child and speaking with the family in order to understand the meaning of the child's behavior.
6. There are risk factors and protective factors in a child, family or community that interact to affect a child's social and emotional development.
7. CCHAs can promote developmental screening in order to identify areas that may need further assessment.
8. CCHAs can maintain and update a resource file on community resources for typical problematic behaviors and on other resources that promote social and emotional development.

## Materials and Equipment Needed:

1. Copy of module: *Social and Emotional Development of Children*
2. Copy of *Instructor's Guide: Social and Emotional Development of Children*
3. Flip chart/whiteboard and markers, or chalkboard and chalk
4. Masking tape for posting flip chart paper
5. LCD projector or overhead projector
6. Computer for PowerPoint slides
7. CDs of slides or transparencies
8. Handouts
  - a. Handouts in the *Social and Emotional Development of Children* module
    - i. Handouts from California Childcare Health Program (CCHP), Oakland, CA

Handout Title	Page Number in Module
<i>Health and Safety Notes: Biting in the Child Care Setting</i>	31
<i>Health and Safety Notes: Caring for the Spirited Child</i>	33
<i>Health and Safety Notes: Temperament and Regularity</i>	35
<i>Health and Safety Notes: Understanding and Caring for the Child with AD/HD</i>	37

- ii. Handouts from Program for Infant/Toddler Caregivers (PITC), Sausalito, CA

Handout Title	Page Number in Module
<i>Goals for the Emotionally Healthy Child at Age Three or Four</i>	39
<i>Temperament Assessment Scale for Caregivers</i>	43
<i>Temperament Assessment Scale for Children</i>	45
<i>Understanding a Child's Behavior. PITC Activity: Think of a Child.</i>	47
<i>Things to Consider. PITC Activity: Think of a Child.</i>	48
<i>Temperament and Behavior. PITC Activity: Think of a Child.</i>	49
<i>Attitudes and Actions. PITC Activity: Think of a Child.</i>	50

- iii. Handouts from other sources

Handout Title	Page Number in Module
<i>Behavioral Data Collection Sheet</i>	51
<i>Special Care Plan for a Child with Behavior Problems</i>	53
<i>Temperament and Goodness of Fit</i>	55

- b. Handouts in the *Instructor's Guide*

Appendix Title	Appendix Number
<i>Using the Social and Emotional Development of Children Module</i>	14A

## SUGGESTED TRAINING OUTLINE

Outline	Method	Time (Minutes)
I. Introduction to the Social and Emotional Development of Children Module	—	10
A. Assessment of Group Knowledge	Questioning	2
B. Introduction/Rationale to the Social and Emotional Development of Children	Lecture	3
C. The Role of the CCHA in Promoting the Social and Emotional Development of Children	Lecture and Discussion	5
II. Social and Emotional Development of Young Children	—	45–60
A. Social and Emotional Milestones	Lecture and Discussion	10
B. <i>Optional: Child Development from Birth to 5 Years Old</i>	<i>Small Group Activity</i>	<i>10</i>
C. Goals for the Emotionally Healthy Child at Age Three or Four	Handout Review	5
D. Temperament and Behavior	Large Group Activity	10
E. Understanding Children’s Behavior	Small Group Activity	10
F. Managing Challenging Behavior	Lecture and Small Group Activity	10
G. <i>Optional: Developmental Screening Instruments</i>	<i>Small Group Discussion</i>	<i>5</i>
III. Parents as Partners	—	20
A. Working with Parents	Large Group Activity	10
B. Special Care Plan	Handout Review	10
IV. Summary and Closure	—	10–20
A. <i>Optional: Using the Social and Emotional Development of Children Module</i>	<i>Small Group Activity</i>	<i>10</i>
B. Next Steps for the CCHA	Large Group Discussion	5
C. Summary and Closure	Brief Closing Activity	5

Total time: 85–110 minutes

# OUTLINE AND INSTRUCTIONS

## Social and Emotional Development of Children

### I. Introduction to the Social and Emotional Development of Children Module

#### A. **Topic:** Assessment of Group Knowledge

**Method:** Questioning

**Instructions:**

1. Ask participants several of the following questions, choosing questions most appropriate for your participants. Ask them to raise their hand if they:
  - Know what a medical home is.
  - Provide health screenings.
  - Help parents gain access to health insurance for their children.
  - Monitor which children have preventive care.

#### B. **Topic:** Introduction/Rationale to the Social and Emotional Development of Children

**Method:** Lecture

**Instructions:**

1. State that research shows that the care received in infancy and early childhood are crucial to brain development and social and emotional development. Therefore, ECE providers have both an opportunity and a professional obligation to promote social and emotional wellness by working with ECE providers, children and families in ways that support healthy child development.
2. State that because ECE providers have so much contact with both children and families, they are in a critical position to observe children and to support families in caring for their own unique child. The role of the CCHA is to help ECE providers and families work together to support children's social and emotional development, as well as to provide resources and referrals for families who need them.

#### C. **Topic:** The Role of the CCHA in Promoting the Social and Emotional Development of Children

**Method:** Lecture and Discussion

**Instructions:**

1. Begin by asking participants how many hours a day they spend with the children in their care. Ask them how many hours a day the children spend in the care of their families. Clearly, the care given by ECE providers shapes these children in very significant ways.
2. State that ECE providers spend a great deal of time and energy managing children's behavior. Since all behavior has meaning, it is important that CCHAs develop their skills in understanding behavior and thinking about what the child exhibiting difficult behaviors might be trying to communicate. Because CCHAs are often in the ECE program everyday, they can observe children playing with different people and at various times across a period of several weeks. This gives them a unique opportunity to observe children, to build individualized relationships with them and to identify early problems that need professional attention.

3. State that in order to promote healthy social and emotional development, CCHAs rely on their understanding of child development and their ability to develop warm relationships with children, ECE providers and families. It is the role of the CCHA to:
  - a. Develop warm relationships with children, providers and families.
  - b. Model positive behavior.
  - c. Educate ECE providers and families about positive guidance and temperament.
  - d. Observe and document children's behavior.
  - e. Provide resources and links with health professionals.
  - f. Understand cultural differences regarding what is acceptable and unacceptable behavior in different cultures.

## II. Social and Emotional Development of Young Children

### A. **Topic:** Social and Emotional Milestones

**Method:** Lecture and Discussion

**Instructions:**

1. Begin by emphasizing how important ECE providers are in the healthy development of children. Their consistent, warm and attentive care shapes children in ways that will affect them for the rest of their lives. In order to provide this care, it is important to understand child development.
2. State that children's early social and emotional development depends on a variety of factors, including genetics, environment and the community. State that these influences affect development in a number of ways. Write two column headings on a flip chart: *Influence* and *Effect*. Then ask participants to think about the influences on the child's development within the first 5 years and the effect that these influences could have. Give the example of *caring relationships* as an influence, with the effect(s) as *the ability to trust others* and/or *feeling of confidence*. After they have had a moment to reflect, ask participants to share their answers as the trainer writes them on the flip chart. Add key influences and effects if they are missing (refer to page 2 of the module).
3. Introduce the concept of risk factors and protective factors. Risk factors are obstacles to healthy development. Use any examples generated by participants above. Protective factors are those that help children become resilient so they can bounce back from problems that arise.
4. State that ECE providers can serve as very important community support systems to families of young children. Quality ECE programs can help protect children at risk by providing:
  - a. a caring relationship with a primary ECE provider
  - b. inclusion in the group
  - c. high expectations for each child
  - d. recognition of the child's ability and hope for the child's future

5. Summarize by saying that these are protective factors. Even though we cannot prevent bad things from happening to families and children, we can promote healthy development by providing these protective factors.

**B. Optional Topic:** *Child Development from Birth to 5 Years Old*

**Method:** *Small Group Activity*

**Instructions:**

1. *Divide participants into seven groups and ask them to list typical behaviors for children in these age groups. Ask them to state the earliest age these behaviors might develop and the latest ages (even if the latest ages fall into the next stage).*
  - a. *0 to 6 months*
  - b. *6 months to 1 year old*
  - c. *1 year old to 18 months*
  - d. *18 months to 2 years old*
  - e. *2 to 3 years old*
  - f. *3 to 4 years old*
  - g. *4 to 5 years old*
2. *Debrief and summarize by acknowledging the normal range and variation of typical behaviors.*

**C. Topic:** *Goals for the Emotionally Healthy Child at Age Three or Four*

**Method:** *Handout Review*

**Instructions:**

1. Ask participants to think about and write down a few milestones an ECE provider would observe in an emotionally healthy child at ages 3 to 4.
2. Direct participants to *Handout: Goals for the Emotionally Healthy Child at Age Three or Four* (page 39 in module) and ask them to fill in the blanks in the handout. Discuss the goals listed in this handout and how ECE providers may help children develop them.

**D. Topic:** *Temperament and Behavior*

**Method:** *Large Group Activity*

**Instructions:**

1. Ask participants to define *temperament*: Temperament is the natural, inherited style of behavior of each person. It is a combination of inborn traits and personal experience that shapes how we see and respond to the world around us. It is the “how” of behavior, not the “why.”
2. Explain that although many factors contributing to behavior may change, temperament is inborn and will not change. Review the nine types of temperamental characteristics on page 6 of the module.
3. Direct participants to *Activity 2: Temperament Treasure Hunt* on page 17 of the module. Ask participants to follow the directions at the top of the handout.
4. Ask participants to make general comments regarding their observations. Note that these behaviors are shaped by temperament.



5. State that *Activity 2: Temperament Treasure Hunt* (page 17 in module), *Handout: Temperament Assessment Scale for Caregivers* (page 43 in module) and *Handout: Temperament and Goodness of Fit* (page 55 in module) provide an opportunity for caregivers to learn more about themselves and about how their temperament traits may affect the relationships they have with children in care.
6. Instruct participants to complete *Handout: Temperament Assessment Scale for Caregivers* on page 43 of the module. Discuss the importance of being aware of how temperament and culture affect our relationships, not only with children in care but with other staff and parents. Encourage participants to continue reflecting on their own temperament and its impact on their work after the training.

**E. Topic:** Understanding Children's Behavior

**Method:** Small Group Activity

**Instructions:**

1. State that behavior is the main way children let adults know what their needs are. Young children who cannot yet speak often communicate by using body language and emotional expressions. Children from birth to 5 years of age have a limited ability to understand and express themselves, but their general behavior can tell us a great deal. There are several factors to consider when determining the meaning of their behavior.
2. *Optional: Ask participants to generate a list of behaviors that indicate to ECE providers that children are stressed or overwhelmed. Refer to page 3 of the module.*
3. State that it is important to understand a child's behavior. The Program for Infant-Toddler Caregivers (PITC) defines five possible causes of behavior in young children. Refer to Table 1 on pages 4 to 5 of the module:
  - a. developmental stage
  - b. individual differences
  - c. the environment
  - d. the child does not know but is ready to learn
  - e. unmet emotional need
4. Divide participants into small groups. It is ideal to have participants from the same ECE program grouped together. Ask each group to think of one child in their program who has a challenging behavior. Direct participants to *Activity 3: Understanding a Child's Behavior* (page 18 in module) and have them follow the instructions. (Note to Trainer: This activity asks participants to refer to Table 1 on pages 4 to 5 of the module.)
5. Emphasize the importance of observation in the management of challenging behaviors.

**F. Topic:** Managing Challenging Behavior

**Method:** Lecture and Small Group Activity

**Instructions:**

1. Ask participants to list some challenging behaviors in their setting.
2. Ask them what strategies have been successful in helping them to manage these behaviors.

3. State that the following challenging behaviors need continued attention and possible referral if they:
  - a. Get in the way of the child's successful learning or play.
  - b. Are harmful to the child or others.
  - c. Result in isolating the child.
  - d. May result in later social or school problems.
4. State that these challenging behaviors will need to be addressed by the ECE staff. State that although these types of behaviors are common, they still merit serious attention.
5. Break into small groups. Ask participants to read the cases on pages 7 to 8 of the module. Discuss each one after reading. Ask participants to discuss what actions were taken by the CCHA and what communications happened between parents and ECE providers.
6. State that in order to address challenging behaviors that continue despite ECE providers' attempts to manage them, providers should:
  - a. Observe and document the child's behavior over time to identify patterns of behavior.
  - b. Get information from the family about the child's history, relationships and behavior at home.
  - c. Have another person observe the child.
  - d. Summarize the concerns about the child's behavior with the parents and together develop strategies to meet the child's needs (see *Handout: Special Care Plan for a Child with Behavior Problems* on page 53 of the module).
  - e. Ask that a mental health consultant observe and assess the child and provide, with the parent's consent, strategies for intervention.

**G. *Optional Topic: Developmental Screening Instruments***

**Method:** *Small Group Discussion*

**Instructions:**

1. *State that identifying areas that need early intervention is difficult for ECE providers because there is such a wide range of healthy, normal development in children. To ensure that areas of concern will not be overlooked, ECE providers should encourage their ECE programs to conduct routine, developmental screenings.*
2. *Group participants according to their workplace, with those from the same program grouped together. Refer participants to the list of developmental screening tools on pages 11 to 12 of the module. Ask them to discuss how they might incorporate more developmental screening into their programs.*

**III. Parents as Partners**

**A. *Topic: Working with Parents***

**Method:** *Large Group Activity*

**Instructions:**

1. Ask participants to describe how establishing partnerships with parents and families benefits the children in their program.
2. Ask participants to describe the ways they go about encouraging partnerships between providers and staff (refer to page 10 in module).

**B. Topic:** Special Care Plan

**Method:** Handout Review

**Instructions:**

1. Direct participants to think of a child in their program. Ask them to go through *Handout: Special Care Plan for a Child with Behavior Problems* on page 53 of the module with this child in mind.
2. Debrief: Ask participants to describe the value of using this form for staff, children and families.

**If you have experienced CCHAs in the room, do one or more of the following:**

1. Group them in separate groups and ask them to share with each other the developmental screening tools they use.
2. Ask them how they work to develop warm and caring relationships with children.
3. Ask them to describe how they talk to parents about observations or concerns about children in their care.
4. Pair them up with nonexperienced participants and instruct the nonexperienced to ask questions of the experienced CCHAs about promoting social and emotional development.

**IV. Summary and Closure**

**A. Optional Topic:** *Using the Social and Emotional Development of Children Module*

**Method:** *Small Group Activity*

**Instructions:**

1. *Explain to the participants that the curriculum is a rich resource for them and encourage them to become familiar with it. Towards this end, spend a few minutes looking through it together. Explain that participants will work in pairs to go through the module to find the answers to these questions.*
2. *Hand out Appendix 14A. Tell the participants they have 5 to 10 minutes to locate the answers.*
3. *Note to Trainer: Participants may feel that this is “busy work.” Let them know that our goal is to use our time today to give them new tools and resources, and the curriculum is one such resource. Explain that becoming familiar with the curriculum is one way to help them determine how they will improve quality in their setting.*

**B. Topic:** Next Steps for the CCHA

**Method:** Large Group Discussion

**Instructions:**

1. Direct participants to write down their possible next steps as CCHAs.
2. Ask participants to share the ways that they can support the social and emotional development of children.
3. Ask participants to share the ways that they can improve the screening of children in their programs.
4. Ask participants to describe ways that they can more effectively handle challenging behaviors in their ECE programs.
5. Ask participants to describe ways that they can teach families about typical child development.

C. **Topic:** Summary and Closure

**Method:** Brief Closing Activity

**Instructions:**

1. Summarize the key points shared by participants. Review by stating that it is the role of the CCHA to help ECE programs engage in relationship-centered policies and practices. CCHAs know about child development and can help ECE staff discover the underlying meaning of children's behavior. In addition, CCHAs can model trusting relationships with parents, so that when issues of concern arise about a child's behavior, they may help staff work together with parents to address these behaviors.
2. Next Steps: Direct participants to write down one next step they will take as a result of this training. Ask participants to share these with the group.

# APPENDIX 14A

## Using the Social and Emotional Development of Children Module

**Topic:** Using the Social and Emotional Development of Children Module

**Method:** Small Group Activity

**Instructions:** Review the module and find the answers to the following questions.

According to the module:

1. How should biting be handled?
2. What are some strategies for communicating with parents?
3. What are some behavioral warning signs that suggest social and emotional difficulties outside the normal range?
4. What are some tips for child care providers when caring for a child with AD/HD?
5. How do you identify the “spirited child”?