Social Emotional Development Session A **Environmental Strategies to Support Positive Behavior Session B**	# Participant Guide ## Developmentally Appropriate Behavior Guidance
This module is part of the pre-service training requirement for family child care providers © 2018	**4 hours**

Overview

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas:
The Primary Knowledge and Competency Content Areas, the CDA Content Areas, are listed here to help participants understand what competencies, content areas and/or indicators are addressed in the training

KCF Content Area: **I** Child Growth and Development
   IIc Promoting Social and Emotional Development

CDA Content Area: **3** Positive Ways to Support Children's Social Emotional Development
   8 Principles of Child Development and Learning

Learning Objectives

If participants are engaged and participatory, they will learn to:

- Describe key facts about early brain development
- Define social emotional development and describe how it unfolds in the context of relationships.
- Identify two temperament traits and how they may affect a child's behavior.
- Describe the importance of schedules, routines, and environments in promoting children's social emotional development and preventing challenging behavior.
- Identify two strategies for preventing challenging behavior.

Zero To Three brain map. http://www.zerotothree.org/child-development/brain-development/baby- brain-map.html

Brain Development video clips from the Center on the Developing Child Harvard University

http://developingchild.harvard.edu/index.php/resources/multimedia/videos/brain_hero/

http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/brain_architecture/

http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/serve_and_return/

http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/toxic_stress/

Toddlers' Brains
Normal vs. Deprived
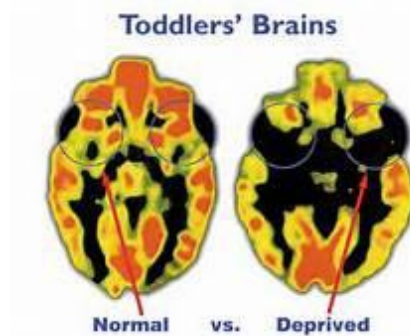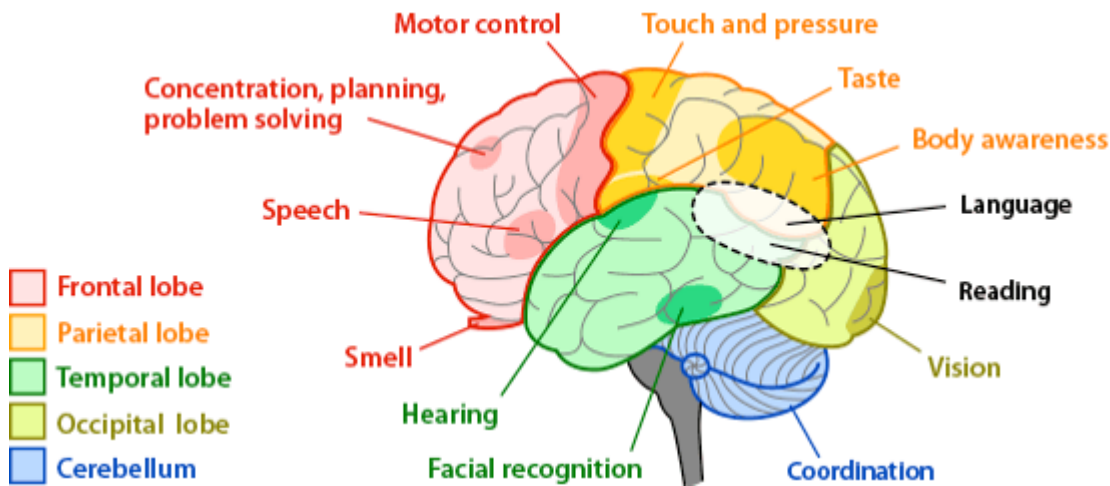
Temperament Traits

Children will exhibit each of these traits to differing degrees. Temperament traits occur within a

Trait	Child		Provider	
	Low	High	Low	High
Activity level - always active or generally still				
Biological Rhythms – predictability (hunger, sleep, elimination)				
Approach/withdrawal – response to new situations				
Sensitivity – comfort with levels of sensory information; sound, brightness of light, feel of clothing, new tastes and textures.				
Adaptability – ease of managing transitions or changes				
Distractibility – how easily attention is pulled from activity				
Persistence – how long a child continues with an activity he/she finds difficult				

continuum from very strong to mild. As you work with children think about where they fall on the continuum regarding each of the traits. Also consider where you fall on the trait continuum. This information may help as you consider a child's behavior and look for the answer to the question – "What is this behavior about?"

Remember – **it is our job to adapt to the temperament of the child when possible and then teach them skills to support their strengths and address challenges as needed.**
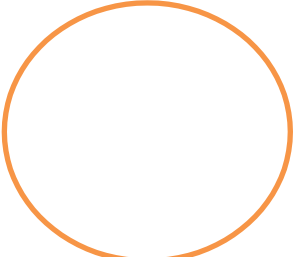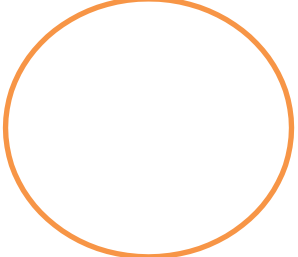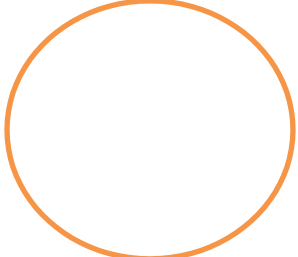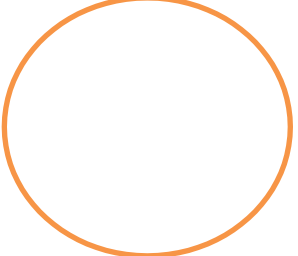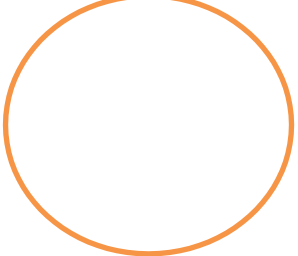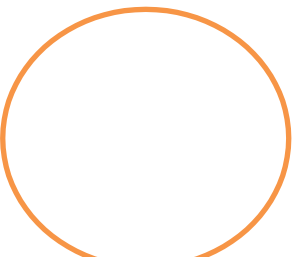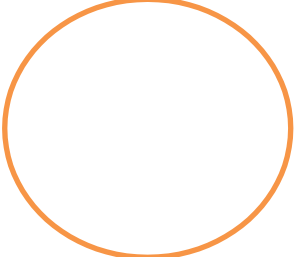
<u>**Examples**</u>
First: Help a very active child calm his body by identifying body language and teaching him deep breathing exercises.
Then: Teach a child to independently calm his body and soothe himself with the use of breathing and self-talk.
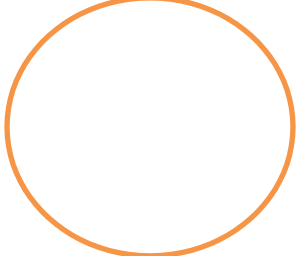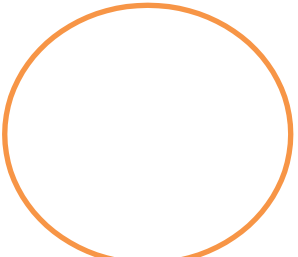
First: Help a child be more adaptable by providing a visual schedule and time warnings to anticipate transitions.
Then: Teach a child to independently follow a visual schedule and use a timer to anticipate changes in activities without direct adult support.

Hot Button Activity

On each circle going across, write down the behaviors that "push your buttons".	◯	◯	◯
On each circle going across, write down your feelings when faced with these behaviors.	◯	◯	◯
On each circle going across, write down the impact your feelings have on your relationship with the child who exhibits these behaviors.	◯	◯	◯

Reframing Activity

Consider developmental stage and temperament when analyzing behavior

Problem Behavior	What This Behavior May Mean	Reframed Statement
1 He whines from the moment he arrives until his parents pick him up.		
2 She is so clingy with her mother.		
3 I have to watch him like a hawk or he'll try to run and run into an off-limits area.		
4 She constantly knocks over other children's block constructions or rips up other children's artwork.		
5 He refuses to stay in a group when we are singing songs or playing our instruments.		

Word Choice

Share
What are you hoping to teach when you use this word? Does this word specifically tell a child what you expect?
What other words or directions could you use?

Be Nice
What are you hoping to teach when you use this phrase? Does this phrase specifically tell a child what you expect?
What other words or directions could you use?

Use your words
What are you hoping to teach when you use this phrase? Does this phrase specifically tell a child what you expect?
What other words or directions could you use?

We don't hit
What are you hoping to teach when you use this phrase? Does this phrase specifically tell a child what you expect?
What other words or directions could you use?

Say you're sorry
What are you hoping to teach when you use this phrase? Does this phrase specifically tell a child what you expect?
What other words or directions could you use?

Reflection

1. The most important thing that I learned was…

2. The first child guidance strategy that I want to use is……..

3. The first change that I want to make to my environment, schedule or routines is……..