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| <p>Sessions 1 and 2</p> | <p>Participant Guide</p> <p>Developmentally Appropriate Behavior Guidance</p> |
| <p>This course meets the 4-hour preservice Child Development and Learning/Behavior Guidance training requirement for Family Child Care Providers.</p> <p>Updated 4/2025</p> | <p>4 Hours</p> |

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Session 1 Overview

Minnesota's Knowledge and Competency Framework (KCF) for Early Childhood Professionals Content Areas and Child Development Associate (CDA) Subject Areas

The Minnesota's Knowledge and Competency Framework for Early Childhood Professionals Content Areas and the Child Development Associate (CDA) Subject Areas are listed here to help participants understand what competencies, content, and subject areas are addressed in the training.

- KCF Content Area: I. Child Development and Learning
- CDA Subject Area: VIII. Principles of child development and learning

Learning Objectives:

Throughout this training, participants will:

- Explore key principles of early brain development.
- Examine the influence of culture and caregiver relationships in nurturing children's social and emotional development.

Learning Objectives must be reviewed at the beginning of each session and an effort made to link content and participant responses back to the objectives of the session.

Session 1 Overview

| | Section Time | Key Concepts | Teaching Techniques |
|----------|---------------------|--|---|
| A | 15 minutes | Welcome/Introductions Objectives review | Group Needs Assessment Individual Reflection Large Group Discussion |
| B | 30 minutes | Key Principles of Early Brain Development | Large Group Brainstorm Pair and Share |
| C | 30 minutes | Defining Social and Emotional Development | Individual Reflection Small Group Activity Large Group Discussion |
| D | 30 minutes | The Role of Attachment in Social and Emotional Development | Large Group Discussion Small Group Activity |
| E | 15 minutes | Objectives Review/Closing | Individual Reflection Large Group Sharing |
| | Total Time: 2 hours | | |

Early Brain Development

Every interaction with a caregiver wires children's brains. Nurturing and supportive relationships in early childhood support their feelings of safety and security and help them to learn, grow, and build relationships with others.

Positive Experiences List

Create a list of positive early experiences and interactions that support infant brain development.

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Social and Emotional Development

"Social-emotional development refers to the developing capacity of the child from birth through five years of age to form close and secure adult and peer relationships, experience, regulate, and express emotions in socially and culturally appropriate ways, and explore the environment and learn, all in the context of family, community, and culture (CSEFEL)."

What are they learning in social and emotional development?

- 6-month-old:
- 18-month-year-old:
- 2 and 3-year-olds:
- 4-year-olds:
- School-age children:

Adverse Childhood Experiences

Adverse childhood experiences, or ACEs, are traumatic events that occur in childhood before age 18 and can have lasting effects on health, well-being, and development. The term “ACEs” refers to 10 different categories of adversities in three different domains:

- *Physical, Emotional, and Sexual Abuse*
- *Physical and Emotional Neglect*
- *Household challenges including a household member experiencing mental illness, depression, suicidal thoughts or behavior, substance abuse, incarceration, intimate partner violence or domestic abuse, and parental separation or divorce.*

Children can also live with chronic unpredictable toxic stress resulting from relational and environmental events such as grief over the death of a family member, bullying, community violence, natural disasters, refugee or wartime experiences, witnessing or experiencing acts of racism, terrorism, and living in poverty.

Supportive relationships with attachment support PCEs

With positive early childhood experiences (PCEs), children learn that their environment is a safe and secure place in which they can thrive. Attachment is the emotional bond that develops between a child and a primary caregiver. It is essential for children’s positive social and emotional growth and well-being and is influenced by the response, presence, safety, and stability of the caregiver.

What are ways that you build attachment with children in your childcare program?

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Setting Goals for Your Childcare Program

Pulling together all that we have talked about today, create two goals for supporting children’s social and emotional development in your childcare program.

Goal 1:

Goal 2:

Take time to reflect on how these goals will support the children in your care and the impact they will have on their development.

Session 2 Overview

Minnesota's Knowledge and Competency Framework (KCF) for Early Childhood Professionals Content Areas and Child Development Associate (CDA) Subject Areas

The Minnesota's Knowledge and Competency Framework for Early Childhood Professionals Content Areas and the Child Development Associate (CDA) Subject Areas are listed here to help participants understand what competencies, content, and subject areas are addressed in the training.

- KCF Content Area: II.C. Promoting Social and Emotional Development
- CDA Subject Area: III. Positive ways to support children's social and emotional development

Learning Objectives:

Throughout this training, participants will:

- Describe social and emotional skills that are essential for children's success in learning and life.
- Apply strategies to encourage positive behavior in early childhood settings.

Learning Objectives must be reviewed at the beginning of each session, and effort made to link content and participant responses back to the session objectives.

Session 2 Overview

| | Section Time | Key Concepts | Teaching Techniques |
|----------|---------------------|---|---|
| A | 15 minutes | Welcome, objectives introduction, definition of challenging behaviors | Large Group Brainstorm |
| B | 15 minutes | Creating a "Yes!" Environment | Individual Activity |
| C | 20 minutes | Key Social and Emotional Skills | Small Group Discussion Large Group Brainstorm Individual Activity |
| D | 40 minutes | Positive guidance strategies | Pair and Share Large Group Q&A Small Group Scenario |
| E | 20 minutes | Support for the educator | Individual Activity Large Group Discussion |
| F | 10 minutes | Objectives Review/Closing | Individual Goal Setting |
| | Total Time: 2 hours | | |

Implementing a “Yes!” Environment

Create a “Yes” environment by ensuring safety, developmentally appropriate practice, and cultural inclusivity for all children the program serves. As children feel safe and free to explore, they engage more freely, which reduces frustration and minimizes the constant need to say, “no.”

List two strategies you will implement in your childcare setting to support a “Yes!” environment.

Strategy 1:

Strategy 2:

Supporting executive functioning skills

Age-appropriate activities that are meaningful and fun help children to strengthen important social and emotional skills. Plan ways to support the development of executive functioning skills in your childcare:

Infants and young toddlers (12-18 months)

Older Toddlers and Two-year-olds

3 to 5-year-olds

School-age children (5-10 years)

Understanding and Reframing Behavior

| Challenging Behavior | Understanding behavior: What is the child communicating? | Behavior Guidance Strategy |
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| An 18-month-old cries and clings to her parent every morning at drop-off. | | |
| A 2-year-old won't sit still during Storytime. He gets up and walks away to play with other toys while the childcare provider is reading books to the group. | | |
| A 3-year-old bites and grabs toys away from his peers when he wants to play with them. | | |
| When the group goes outside to play, a 5-year-old repeatedly tries to climb the fence or run into an off-limits area. | | |

The Sequence of Engagement Framework

Developed by neuroscientist Dr. Bruce Perry, this framework helps children regulate their emotions and learn to think and reflect. We can add “Restore” to this sequence as a way to help children re-engage with the group following a challenging situation.

1. **Regulate:** First, we must regulate ourselves. If the adult is not calm, they cannot help the child become calm. Pause, take a deep breath, and think about what you are seeing. Be curious and try to understand the situation before intervening. Of course, if a child is in danger of harm, you must intervene quickly to protect the child’s health and safety.

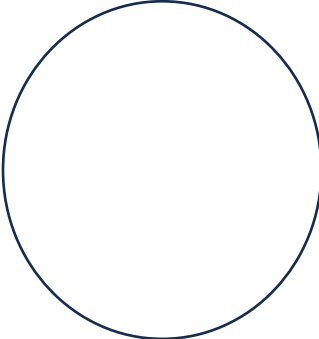
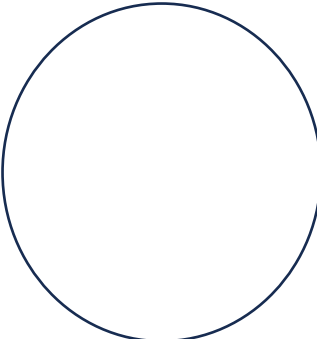
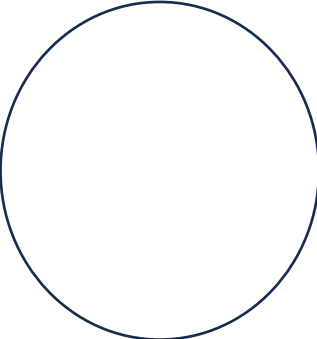
Next, help the child regulate. Focus your attention on the child’s immediate needs of physical and emotional safety. Model and encourage calming techniques like deep breathing, counting, or using the calm-down space. Offer comfort, like a hug if the child would like one, or simply move closer to the child so they know that you are near.

2. **Relate:** As the child begins to calm down, try to understand and empathize with the child’s feelings. They need to feel seen and heard. This will help them connect with you so you can help them learn. Use short sentences that show that you are listening, such as, “It’s okay to feel angry/sad/frustrated” and “That must have been so disappointing/frustrating/hard/ for you.”
3. **Reason:** Once the child has calmed down and some time has passed, talk with them about ways to problem-solve together. Talk about what they could have done differently while reinforcing boundaries and expectations. Role play the situation to find a better solution and teach ways to communicate emotions, wants, and needs.
4. **Restore:** Help the child reenter the play group and repair relationships, if necessary. Encourage the child to take responsibility for their behavior by helping to restore the environment, comfort a friend who was hurt, and get back into the routine and be ready to learn together again.

Applying the Sequence of Engagement

1. **Regulate:** First, find your calm. Then, reflect on how you can help the child to find their calm. What strategies can you use to support emotional regulation (i.e., deep breathing, engaging the five senses - what can you see, smell, hear, touch?, offering sensory objects such as a stress ball or fidget toy).
2. **Relate:** How can you connect with the child and acknowledge his emotions?
3. **Reason:** Once the child is calm, how can you guide the child in understanding these emotions and problem-solving for the future?
4. **Restore:** How can you help the child positively enter the play group following this incident?

Hot Button Behavior Reflection

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| Write down examples of behaviors that push your buttons. |  |  |  |
| How do these behaviors make you feel? How do you feel emotionally or physically when the behavior occurs? | | | |
| How do these feelings impact your response to the child's behavior? | | | |
| Keep your calm to share your calm: List ways to calm yourself during challenging situations. | | | |

Resources

Professional Resources:

- [Minnesota Administrative Rules, Chapter 9502 – Licensing of Day Care Facilities](#)
- [Minnesota Statutes Chapter 142B. Children, Youth, and Families Licensing](#)
- [Caring for Our Children: National Health and Safety Performance Standards](#)
Caring for Our Children: National Health and Safety Performance Standards
- [NAEYC Code of Ethical Conduct and Statement of Commitment](#)
- [American Psychological Association Inclusive Language Guide](#)

Child Development and Guidance Resources

- [Zero to Three](#)
- [National Center for Pyramid Model Innovations \(NCPMI\)](#)
- [Help Me Grow: Social and Emotional Development Milestones](#)
- [Minnesota’s Early Learning Standards: Early Childhood Indicators of Progress](#)
- [Center for Inclusive Child Care](#)
- [Activities Guide: Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence](#)

Acronyms

- NAEYC: National Association for the Education of Young Children
- ECIPS: Early Childhood Indicators of Progress
- CSEFEL: Center on the Social and Emotional Foundations for Early Learning
- ACEs: Adverse childhood experiences
- PCEs: Positive Childhood Experiences
- CICC: Center for Inclusive Child Care

