



SOCIAL AND EMOTIONAL DEVELOPMENT

Birth to age 3

WELCOME

Our Agenda

2) What Does this Look Like in Infants and Toddlers?

1) What is Social and Emotional Development?

5 Core Components

3) What Can You Do?



ACTIVITY

Take a minute or two and think about the various feelings/emotions that you have felt over the last couple of days.

- What was the reason for those feelings?
- Did your feelings end up affecting other interactions/relationships that you had?



ACTIVITY TAKEAWAYS

Our feelings/emotions don't happen in a bubble

- a. Our feelings influence and effect our behaviors, actions, and our interactions with others
- b. They can have a positive, negative or neutral influence

Now think of this from the perspective of an infant or toddler.
What will they learn from how you respond/react to their wants/needs?

[Still Face Experiment](#)



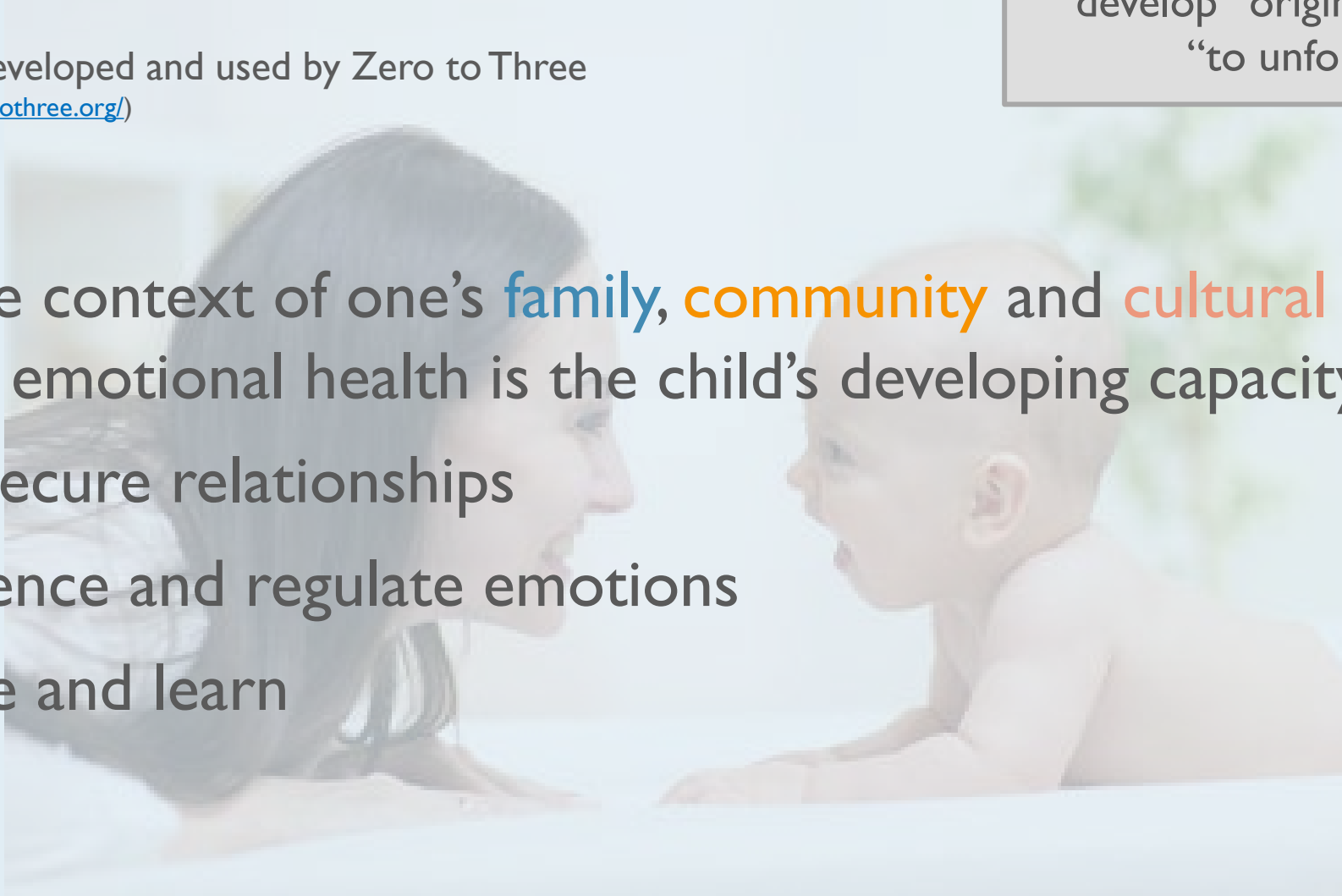
WHAT IS SOCIAL AND EMOTIONAL DEVELOPMENT

Definition developed and used by Zero to Three
(<https://www.zerotothree.org/>)

Did you know that the word
“develop” originally meant
“to unfold?”

Within the context of one’s **family**, **community** and **cultural background**, social and emotional health is the child’s developing capacity to:

- Form secure relationships
- Experience and regulate emotions
- Explore and learn



Social Development

Inter-personal skills
Interact **WITH** others

SOCIAL & EMOTIONAL

Emotional Development

Intra-personal skills
Feelings **WITHIN** us



How we learn to share
and take turns



How we learn to
connect with others



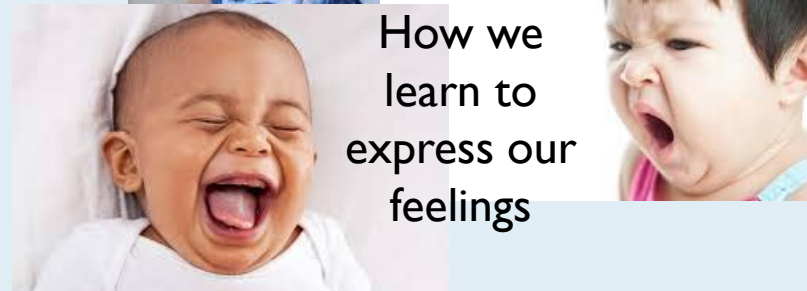
How we learn to
understand the emotions
of others



How we learn to
understand our
emotions



How we learn to play
and get along with
others



How we
learn to
express our
feelings

5 CORE COMPONENTS

From the Collaborative for Academic, Social, and Emotional Learning (CASEL)
<https://casel.org/>


- **Self-Awareness** – ability to **identify and understand** our emotions and their influence on behavior across contexts (emotional development)
- **Self-Management** – ability to **manage or regulate** our emotions and behaviors in different situations (emotional development)
- **Social Awareness** – ability to understand the **emotions of others** and act with empathy (emotional development)
- **Relationship Skills** – ability to **establish and maintain** healthy relationships (social development)
- **Responsible Decision-Making** – ability to make caring and constructive **choices** about one's personal behavior and social interactions (social development)

SOCIAL AND EMOTIONAL DEVELOPMENT




Form secure relationships

- Relationship Skills
- Social Awareness



Experience and regulate emotions

- Self-awareness
- Self-management



Explore and learn

- Responsible Decision Making

Always within the context of one's family, community and cultural background

HOW DO WE LEARN THESE SKILLS?

Form secure relationships

- Relationship Skills - Establish healthy relationships
- Social Awareness - Understand emotions of others



Infant
0-12 mo.



Young Toddler
12-24 mo.



Older Toddler
24-36 mo.

- Engages in serve and return interactions with a caregiver
- Cries or fusses when they are hungry or have a wet diaper
- Has tummy time with other babies in a play group

* Learning who they are by how they are treated

- Plays next to or nearby another child
- Notices the other children in their class (e.g., notices what they're interested in or playing with, they notice if the child is bigger/older than them, etc.)

* Becoming more interested in other children/peers; beginning to understand safety

- Looks for a peer and asks them to play blocks
- Shares their blue crayon with another child who doesn't have one
- Sees a peer crying and goes over and touches their head or shoulder

* Learning more advanced social play skills and are beginning to interact with others; able to show empathy

HOW DO WE LEARN THESE SKILLS?

Experience and regulate emotions

- Self-awareness – Identify and understand our emotions
- Self-management – Manage/regulate our emotions



Infant
0-12 mo.



Young Toddler
12-24 mo.



Older Toddler
24-36 mo.

- Watches and matches the facial expression of their parent
- Laughs when a sibling holds a blanket over their face and then drops it saying, “peek-a-boo”
- Reaches for a caregiver when they are upset

* Learning about emotions through the interactions they have with nurturing and responsive adults

- Might say “sad” or “owie” after scraping their knee
- Wants to play cars, so they grab the car a peer is playing with. That peer begins to scream.

* Learning that they are separate and independent of others; learning to regulate their strong emotions

- Feels embarrassed after spilling their milk on the floor
- Might play restaurant in the dramatic play area and lets another child be the cook, while they are the cashier

* They see themselves as individuals that experience a range of complex feelings

HOW DO WE LEARN THESE SKILLS?



Infant
0-12 mo.



Young Toddler
12-24 mo.



Older Toddler
24-36 mo.

Explore and learn

- Responsible Decision-making – Make caring and constructive choices and being curious

- Cries when their diaper is dirty and need to be changed
- Smiles when their older sibling is nearby hoping they will play or interact with them
- Starts to roll over or reach out to explore their environment

* Learning that they can interact with or respond to people around them to get wants and needs met

- Walks over to where a peer is playing and starts putting pieces in a puzzle
- Watches you talk on the phone and imitates you using a block
- Ventures to other parts of the playground by themselves

* Learning about independence by trying new things and interacting with new people. Beginning to understand that their actions and emotions impact situations.

- Uses their words to tell a friend that they don't want to play in the sand
- Waits their turn to get a drink of water from the sink.
- Tells the teacher that after circle time it's free play.

* Enjoy the predictability of routines, but still wanting independence. Starting to problem solve and understand consequences.

VIDEO

*Magic of Everyday
Moments:
From Feelings to
Friendships*



<https://www.zerotothree.org/resources/series/magic-of-everyday-moments#series-I-building-blocks-of-development>

WHAT CAN YOU DO?

Supporting the Social and Emotional Development of Infants

A child's first language are emotions.



Infant
0-12 mo.

- It's all about helping them feel safe and secure (..... comfortable and curious too)
 - Be responsive! React and respond to their cues (e.g., vocalizations, facial expressions, cries, etc.)
 - Be affectionate, patient, and nurturing
- Match caregiving to the needs of the child – take the time to get to know them – build relationships
 - What do they like and dislike?
 - What are their favorite toys?
 - What does it mean when they make a certain noise?
- Support them as they explore and develop
 - Provide them with assistance so they feel safe in trying new things
- Connect with their culture through words and books

Helps them
develop **TRUST**

Every interaction
sends a message

WHAT CAN YOU DO?

Supporting the Social and Emotional Development of Young Toddlers

Learning self-awareness



Young Toddler
12-24 mo.

- Be emotionally and physically present to assist with conflicts or disagreements
 - Teach problem solving skills, coping skills, appropriate emotional expression, emotional vocabulary
- Provide stimulating opportunities to play, learn, and engage with peers
- Promote self-control (e.g., waiting their turn, following rules, turn-taking, etc.)
 - Provide visual schedules, timers, give choices, provide comfort if they are upset by having to wait
- Encourage them to explore their environment in safe and supportive ways
- Create and stick to predictable routines and transitions
- Help them understand that other people may have different feelings than their own and may want to do different things

Emotional
Intelligence

They are just
beginning to be
aware of themselves
as independent

WHAT CAN YOU DO?

Supporting the Social and Emotional Development of Older Toddlers



Older Toddler
24-36 mo.

- Provide play opportunities to help them explore and discuss the idea of feelings
 - Puppets, books, art, etc. (build upon their emotional vocabulary)
- Be present and aware of how a child displays or talks about their feelings/emotions
 - Older toddlers may have strong feelings that need to be expressed – help them express themselves in safe and non-hurtful ways
 - Stomping their feet, yelling, throwing a soft foam ball at a wall or the floor, taking deep breaths, walking away
- Promote and encourage early friendships
 - Provides natural opportunities to practice sharing, taking turns, resolving conflicts, and sharing feelings
- Look for ways to help them understand and practice empathy
 - Ask questions like, “How do you think that made Marty feel?” or “Do you think that will make Marty happy or sad?”
 - Use feeling words in everyday conversations and practice talking about them
 - Model appropriate ways to express feelings

WRAP UP

- Social and Emotional Development
 - How children start to understand who they are, what they are feeling and what to expect when interacting with others.
 - The process through which children acquire the capacity to understand, experience, express, and manage emotions and to develop meaningful relationships with others.
- Children learn best:
 - Through positive, caring, and responsive relationships
 - When they feel safe, valued, understood and loved

Emotions are our first language; relationships are the curriculum

RESOURCES

- <https://www.zerotothree.org/resources/series/magic-of-everyday-moments>
- <https://www.zerotothree.org/resources/series/developing-social-emotional-skills>
- <https://www.virtuallabschool.org/infant-toddler/social-and-emotional-development>
- <https://challengingbehavior.cbcs.usf.edu/index.html> (Pyramid Model and CSEFEL)
- <https://wisconsin.pbslearningmedia.org/collection/core-competencies-SEL/>
- <https://casel.org/fundamentals-of-sel/>
- https://pathways.org/wp-content/uploads/2020/03/SocialEmotionalBrochure_English_LEGAL_2020.pdf