

Social and Emotional Development

TAPE SIX

THE IMPORTANCE OF SOCIAL AND EMOTIONAL ATTACHMENT

Ron Lally, WestEd-Far West Lab



J. Ronald Lally is Co-Director of the WestEd Center for Child and Family Studies. For the past 15 years, he has directed the work of the Program for Infant/Toddler Caregivers, a video-based training program for infant caregivers that is a collaboration between the California Department of Education and WestEd. Lally, his staff, and a

faculty of national experts conduct intensive training and certifying events for the more than 600 Early Head Start and Migrant Head Start programs. Lally is one of the founders of ZERO TO THREE and serves on its Board. He is also on the National Advisory Committee of the Ounce of Prevention Fund, the Nova University Family Center, and "Stop Crime: Invest in Kids." He has served on the U.S. Department of Health and Human Services Advisory Committee on Services for Families with Infants and Toddlers, and the National Academy of Science Head Start Research Roundtable. He is a member of the National Advisory panel for the Hilton Early Head Start Special Quest. Lally has been an advisor, trainer, and program consultant to government, education, and health agencies in Australia, Germany, and Italy.

"One of the crucial things in social emotional development is guidance and discipline... The way you act towards the child has to be related to the developmental equipment the child has."

Ron Lally

Presentation Highlights

Social and emotional competence establishes the foundation for success in all other developmental domains. The importance of social competence as a critical foundation for success in school is the focus of this presentation.

Basics of Social and Emotional Development

1. Social and emotional competence is essential for school readiness and success.
2. Competencies are developed through ongoing, ordinary, day-to-day attachments that young children create with those who care for them, their peers, and the larger community.
3. The most effective way to facilitate learning, both cognitive and emotional, is through the 3 R's (relationships, responsiveness, and reflective practice).
4. Reflective practice requires program commitment to reflective supervision.

Research Findings

A Good Beginning, Sending America's Children to School With the Social and Emotional Competence They Need to Succeed

This National Institute for Mental Health study found that a child's school success is strongly influenced by his/her ability to personally engage in a series of social interactions with adults and others. This skill is built through the early development of secure attachments with their primary caregivers and later through on-going interactions with those in their day-to-day lives. These attachments help children gain mastery in self-awareness, independent functioning, and self-control.

There are certain key social and emotional skills children need to have as they enter school:

- Confidence;
- Capacity to develop good relationships with peers;
- Concentration and persistence on challenging tasks;
- Ability to effectively communicate frustrations, angers, joys; and
- Ability to listen to instructions and be attentive.

Neurons to Neighborhoods: The Science of Early Childhood Development

This document from a National Academy of Science Study defines the child as simultaneously confident and vulnerable. The following research based core concepts

guide our practice by urging us to optimize the building of social relationships.

- Young children are capable of deep feelings of lasting sadness and grief in response to trauma, loss, and early personal rejection. They can be seriously compromised by such emotional impairments.
- A child's earliest human relationships affect later childhood relationships and provide the building blocks to future development.
- The growth of self-regulation is the cornerstone of early childhood development.
- Young children are shaped by the ongoing interplay between sources of vulnerability and sources of resilience.
- Culture influences every aspect of human development and it is reflected in childrearing beliefs and practices.
- The individual development of young children is characterized by a series of significant transitions, as well as by continuities and discontinuities.

Effects of Early Neglect

Early neglect can have serious social, emotional, intellectual, and language consequences on children, including:

- High probability of depression and other emotional disorders;
- Absence of clear understanding of appropriate and inappropriate behavior;
- Limited language facility;
- Limited impulse control; and
- Limited persistence.

Effects of Early Abuse

Many of the children that Head Start serves come to us with some of the following attributes and need secure attachments to help them work through social, emotional, intellectual, or language problems:

- High probability of mood swings, anxiety, and aggressive behavior;
- Fear and suspicion of adults;
- Difficulty in picking up normal verbal and non-verbal social cues;
- Limited creative exploration; and
- Limited initiation in presence of adults.

Presentation Highlights

Strategies to Support Attachments in Early Head Start and Head Start

- Create primary care relationships.
- Develop small “home room” groups.
- Establish lasting caregiver and peer relationships.
- Engage families.
- Practice cultural competence. Culturally competent programming and connections with a child’s home culture are essential to a child’s positive attachment with family and family cultures.

Principles of Guidance and Discipline in Early Childhood

- Guidance and discipline should be a function of the developmental equipment and individual makeup of each child.
- Before 15 months of age, discipline (undesirable actions have particular consequences) should not be used. During this period, the focus should be on guiding and socializing children.
- From 15 months on, children should have rules that are developed fairly, enforced consistently, and that help them to build internal controls.

Needs of the Developing Child

- Nurturance
- Security
- Support
- Predictability
- Focus
- Encouragement
- Expansion

Next Steps for Head Start

- Teachers, home visitors, and parents need help to become conscious of how their own emotions influence the ways they guide, discipline, and conduct themselves with children.
- Reflective practice is accomplished through reflective supervision.



The Art and Science of Child Care

J. Ronald Lally observes that good child care for infants and toddlers is a blend of science and art. The science of child care encompasses knowledge of health and safety, developmental stages in the first years of life, and temperament and other individual differences. The art of child care is the ability to respond to the child – and to a group of children – in the moment, in a way that will support development.

Lally has identified seven “gifts” that a good child care program offers babies and very young children. Nurturance, support, security, and predictability let children know that they can count on being loved and cared for in the child care setting. Predictability, focus, encouragement and expansion facilitate the young child’s intellectual development. To provide these gifts, a child care environment requires knowledgeable, responsive caregivers. And in order to use their knowledge and responsiveness fully, caregivers must be supported by policies that establish small groups, primary caregiving assignments, and continuity of caregiving.

Nurturance is giving. Human babies are helpless for a very long time. They depend on adults for warmth, feeding, and protection. Because infants are so different from each other, nurturance means responding to each baby individually. As the baby feels the caregiver’s understanding and availability, and experiences the comfort of connection, a strong attachment forms. Nurturance is important throughout the earliest years, although its form changes as the child grows. The immediate response appropriate to a very young infant (one can’t “spoil” a baby in the first year) may be replaced by the message, “I’m here if you want me”. In the toddler years, individualized, responsive nurturance means allowing a timid child the time and space to move slowly, while making sure that the active child has a place to be exuberant.

Support, in the context of infant/toddler child care, means support to help the child achieve the three important shifts in development that occur in the first three years. The young infant, not yet crawling, needs lots of nurturance to develop basic trust in the world. Mobile infants, from the time they begin to crawl until about 15 months, need a safe and interesting environment, respect for their growing urge to explore, and the knowledge

that the caregiver is available when needed. Toddlers, beginning at 17-19 months, need support in learning about themselves in relation to others. Caregivers offer support by acknowledging young children’s powerful feelings, encouraging curiosity and independence, and, at the same time, teaching and enforcing the rules that allow children and adults to live in harmony.

Security, closely related to nurturance and support, is what makes the child care setting a “safe haven” for infants, toddlers, and adults. The baby or young child feels, “Everything’s ok. Nothing bad will happen here.” Caregivers provide security to infants as they offer reliable nurturance and support. For toddlers, the rules of “no hitting, no destruction of property,” taught and enforced fairly by caregivers, maintain children’s sense of security.

Predictability is a “gift” that is central to a child’s fundamental sense of security as well as critical to intellectual development, but which is often misunderstood in the child care context. Predictability is social (people I know will be there for me) and spatial (I know where to find the puzzles and where I can ride the tricycle). Predictability avoids both chaos and rigidity. For infants and toddlers, predictability involves rituals and rhythms throughout the day that follow sequences (nap, snack, play, then mommy comes) rather than the clock.

Nurturance, support, security, and predictability are gifts that every young child needs, Lally observes. Not surprisingly, nurturance, support, security, and predictability are also basic components in treatment approaches designed for young children who have experienced abuse or neglect. Before young children can explore their environment purposefully and develop their intellectual potential fully, they must feel safe. Once they find security, they can seek challenges.

Focus supports the infant or toddler’s attention in the learning environment. A young child’s attention span will increase if it is not interfered with, but it is hard for an infant or toddler to focus if there are too many children in too little space, too many toys scattered about, too much noise (including “background” music), or too many interruptions of the subtle give-and-take between child and caregiver. The caregiver’s job is to make it easy for young children to focus on meaningful activity by paying attention to what fascinates each child, protecting the child from too much stimulation, and, always, offering the calm, reliable presence that frees the child’s energy for learning.

Presentation Handout

Encouragement from the caregiver says to the infant or toddler, “I have confidence in your growing competence.” The wise caregiver understands the lessons very young children are learning as they figure out the world through imitation, using tools, and experimenting with cause and effect. She knows that at least half of the infant/toddler “curriculum” comes from the child’s own interest and initiation. Encouragement in the child care setting reflects the caregiver’s grounding in the science of care. The knowledgeable caregiver understands how much a baby has accomplished when he has succeeded in pulling a ball out from under a slide or turned a knob that activated a music box. She responds with legitimate, specific enthusiasm rather than general cheerleading or coaching.

Expansion of the young child’s learning involves “bathing the child in language.” As always, the goal is to watch the child’s cues and build on the child’s own interests, commenting on what the child is doing, talking along with the child, and encouraging the child to use words to guide himself through activities (what child development experts call “self-talk”). The caregiver can

also expand the child’s learning through actions – taking on a role in the fantasy play of two-year-olds, turning a puzzle ever so slightly so that a frustrated toddler can see the solution more easily, or adding an unexpected twist to a familiar game to challenge the imagination.

A child care setting that offers these seven gifts – nurturance, support, security, predictability, focus, encouragement, and expansion – to infants and toddlers is a good one, says Lally. But the ability to offer children these gifts rests on the structural elements of quality – small groups, high staff-to-child ratios, primary caregiving, and continuity of care from responsive, knowledgeable adults who are well trained and feel supported by their colleagues and work environments. These elements of quality cost more than most families with infants and toddlers can afford on their own. The quest for quality in infant/toddler child care, Lally and other suggest, is an expedition that must engage the whole society and command significant public investment.



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Tammy Mann, ZERO TO THREE-Early Head Start
National Resource Center



Tammy Mann is Director of the Early Head Start National Resource Center (EHS NRC) at ZERO TO THREE, where she is responsible for conceptualizing and developing strategies to provide effective training and technical assistance that supports the overall Early Head Start initiative. Prior to joining the EHS NRC, she was Adjunct Assistant Professor at Howard

University, where she taught courses in prenatal, infant, and early childhood development; and growth and development in childhood through adolescence. Mann was also James Marshall Public Policy Fellow at the American Psychological Association, where she developed and moderated a series of briefings for members of Congress and their staffs on topics related to child and family public policy, presented papers at scientific meetings, participated in coalition meetings related to child and family issues and affirmative action, and prepared quarterly newsletters for publication. Mann has been a public speaker on topics that include public policy, infant mental health, culturally relevant services, and early childhood development. She has authored publications and presented workshops in such areas as African-American fathers and infants, infant mental health, cultural diversity, cocaine and pregnancy, home-based early intervention, screening and assessment, and supervision and mentoring.

“What we do as caregivers and teachers to impact [social and emotional] development should naturally be integrated into everyday experiences that young children have in our settings.”

Tammy Mann

Presentation Highlights

This presentation focuses on the importance of reflective practice. Effectively meeting the social and emotional needs of young children through reflective practice is supported by specific strategies that can be employed by teachers and caregivers.

Four Key Areas

1. Core Beliefs that must be embraced before understanding reflective practice:

Relationships—Development in the early years unfolds in the context of the relationships that young children have with parents, teachers, and other trusted adults involved in their care and education.

Behavior—The following framework is useful for helping staff think about the concept that all behavior is meaningful.

- **Developmental Stage:** Mastery of early skills provides the foundation for subsequent complex functions and comes with practice.
- **Individual Differences:** All children are born with unique characteristics and traits that impact the manner in which they adapt to and adjust to their environment.
- **Early Head Start/Head Start Environment:** The physical environment, structure of activities, and the quality of relationships in the environment clearly impact the behavior of children.
- **Home Environments:** Children are impacted by the experiences that take place in their homes. Young children are vulnerable to the impact of distress, especially when distress greatly alters the emotional availability of parents to children.
- **Skills and Knowledge:** A child may lack the skills and knowledge needed to function effectively in their environment.
- **Satisfying Emotional Needs:** Children have basic emotional needs such as security, trust, protection, and a failure to have these needs met can effect a child's behavior.

2. Understanding reflective practice

Reflective practice is the art of stepping back to consider what one is observing and doing.

To think about. . .

To examine. . .

To question. . .

3. Benefits of a reflective environment

- Allows for individualized care
- Supports a respect for culture as an aspect of how services are rendered
- Supports staff in their ability to understand the meaning of behavior
- Emphasizes ongoing learning is the rule rather than the exception
- Impacts the overall quality of the child's experience in Early Head Start/Head Start

4. Strategies to support creating a reflective environment

Program leaders must model appropriate practices and principles.

Recruitment and hiring practices—Understand the needs of families being served and reflect those needs by hiring appropriate staff members.

Explicitly discuss the philosophical underpinnings of the program and its approach to providing services.

Assess capacity for working in relationships by questions and through observation.

Provide supervision and training supports that create opportunities for staff to experience reflection in action through:

- Staff meetings;
- Supervisory experiences;
- Follow-up training activities;
- Classroom observations by peers; and
- Peer/Supervisor shadowing during home visits.



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ESTABLISHING ENVIRONMENTS IN WHICH CHILDREN CAN SUCCEED AND DEVELOP POSITIVE BEHAVIORS

Phil Strain, University of Colorado at Denver



Phil Strain is Professor of Educational Psychology in the Division of Early Childhood, School of Education, University of Colorado at Denver. He has also held teaching positions at Vanderbilt University in Nashville, Tennessee; American University in Washington, D.C.; Peabody College in Nashville, Tennessee; and the University of

Pittsburgh in Pennsylvania. The content of courses he has taught include cognitive and social development, early intervention procedures, special education for exceptional children, preschool children, early education for special-needs children, and characteristics of children's behavior disorders. Strain has published extensively, particularly in the areas of teacher-child interaction and child-child interaction; special-needs children; and early intervention. The University of Colorado-Denver named him 1999 Researcher of the Year. He received the Teacher of the Year Award (1997) from the Council for Exceptional Children and the Research and Creative Artist Award (1996) from the University of Colorado-Denver.

“A great deal of what children understand about the world from a cognitive standpoint, a great deal of their language and communicative abilities, are all mediated and enhanced by the quality of their interactions with peers.”

Phil Strain

Presentation Highlights

When staff members are continually exposed to extreme challenging behaviors, it can lead to early burnout, frustration, feelings of inadequacy, exhaustion, stress, anger, embarrassment, and disappointment. This presentation focuses on strategies to elevate the issue of dealing with challenging behaviors to a higher level of importance.

Dealing With Challenging Behaviors

Four suggestions for success in dealing with challenging behaviors are:

1. Create a climate of open communication, honesty and trust in your program.
2. Set specific goals and objectives for staff and set in place a system of supportive feedback to reduce feelings of frustration and inadequacy.
3. Empower staff who are dealing with challenging behaviors and make sure they can identify the types of social and emotional support they need as adults to be effective and consistent implementers of intervention.
4. Deal with children exhibiting challenging behaviors, rather than moving them to another program—become a program with a zero reject policy.

Recognizing Improvements

It is critical to recognize improvements in the way we deal with challenging behaviors by:

- Eliminating negative verbalizations;
- Acknowledging upsetting behaviors;
- Acknowledging pleasing behaviors;
- Collecting information on when, where, and with who the behaviors occur;
- Celebrating any change for the better; and
- Becoming a resource to others.

Some Realities of Challenging Behavior

- Long-standing and persistent behaviors that are disturbing to others almost always get worse before they get better.
- As much time and as many resources as may be needed should be dedicated to monitoring the efficacy of what you do.
- Challenging behaviors can be reduced to a manageable level, but eliminating them completely is probably unrealistic and may lead to a sense of failure.



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ESTABLISHING ENVIRONMENTS IN WHICH CHILDREN CAN SUCCEED AND DEVELOP POSITIVE BEHAVIORS

Mary Louise Hemmeter, University of Kentucky



Mary Louise Hemmeter is an Associate Professor in the Department of Special Education and Rehabilitation Counseling at the University of Kentucky. She is a member of the Interdisciplinary Early Childhood Education (IECE) faculty and teaches, supervises, and advises students in the undergraduate and

graduate training programs in IECE. She is involved in a variety of research projects focusing primarily on activity-based instruction in preschool classrooms and effective practices for children with disabilities in elementary classrooms. She is the past president of the International Division for Early Childhood. Hemmeter has been involved in a variety of activities related to Head Start. In addition to presenting at Head Start conferences and meetings, she consults with local Head Start programs and serves on a technical work group on program outcomes for the Head Start Bureau in Washington, D.C. She also has served as a reviewer for Early Head Start grant proposals.

“Children should leave preschool believing they can do anything they want to do. We can have a positive impact on every child and every family we work with.”

Mary Louise Hemmeter

Presentation Highlights

A child who is socially and emotionally competent is less likely to exhibit challenging behaviors. Children often use inappropriate behaviors to tell us something that they don't otherwise know how to communicate. If we appropriately address the cause of challenging behaviors (i.e. boredom, frustration, lack of understanding), then we may experience fewer incidences of challenging behaviors in the learning environment. This presentation discusses the concept of challenging behavior and offers strategies for dealing with such behavior.

Four Assumptions About Challenging Behavior

1. *Development*—Children's challenging behaviors are related to their development in other areas.
2. *Prevention*—Most challenging behaviors can be prevented.
3. *Focusing on prevention*—Puts the responsibility on adults and takes the blame off the children.
4. *Teachable Moments*—It is important to capitalize on teachable moments.

Some Questions to Consider

There is a responsibility to consider whether a behavior is truly problematic or if expectations need to change. The following questions may help in identifying challenging behavior:

- Is this really my problem?
- Am I being too impatient?
- Am I expecting too much?
- Is this behavior really problematic?
- Is it a behavior I can deal with?
- Is the behavior interfering with the child's learning opportunities?
- Is this child trying to communicate something to me and just doesn't know how?

Preventing Challenging Behaviors

Promote child engagement with the environment. Keep children busy, while teaching them appropriate social skills and behaviors. Minimize the length of time children spend in transition without meaningful activity. A classroom schedule that is well designed and consistently implemented may be the single most important factor in promoting children's engagement in the learning environment, thus contributing to the prevention of challenging behaviors.

Environmental Factors

There are certain key factors affecting the physical and social environment that can minimize challenging behavior.

Physical Environment

- Carefully planned traffic patterns; and
- Strategically designed and arranged learning centers.

Social Environment

- Directions/instructions given in a way that all children will understand; and
- Teaching and modeling appropriate social skills and behavior.

Teaching with Respect

To be effective in promoting children's appropriate social and emotional behaviors and to prevent challenging behaviors, we must:

- Teach all children with respect.
- Respect families by involving them in all aspects of the program and viewing them as part of the solution.

Responsibilities of Administrators

- Provide different levels of support for different teachers.
- Minimize barriers.
- Adopt and model the "I think I can" attitude.
- Demonstrate and model a positive attitude toward families.



Program Performance Standards

Below are some of the Head Start Program Performance Standards that require support for children's social and emotional development and guiding behavior. The accompanying rationale statements explain the importance of each Program Performance Standard listed.

For All Children Birth to Five

1304.21(a)(3)(i) Child development and education approach for all children. Grantee and delegate agencies must support social and emotional development by encouraging development which enhances each child's strength by:

(C) *Encouraging self-control by setting clear, consistent limits, and having realistic expectations.*

Rationale: Self-control is one element of social and emotional development that enables children to form friendships, to communicate effectively, to use others as resources for problem solving, and to gain social competence.

(D) *Encouraging respect for the feelings and rights of others.*

Rationale: Children who are encouraged to respect the feelings and rights of others engage in positive relationships that build social competence.

For Infants and Toddlers

1304.21(b) Child development and education approach for infants & toddlers.

(1) Grantee and delegate agencies' program of services for infants and toddlers must encourage (see **45 CFR 1304.3(a)(5)** for a definition of curriculum):

(i) The development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language (see 45 CFR 1304.52(g)(2)).

Rationale: To support the development of infants and toddlers, the curriculum focuses on relationships, respect, and responsiveness of the child development services. Social and emotional development of infants and toddlers is based upon their relationship with their caregivers. For healthy social and emotional development, infants and toddlers need the attention of consistent caregiving. Staff who understand the child's family culture and speak the home language reinforce an infant's or toddler's emotional security and trust. A safe and secure environment nurtures positive relationships with peers and adults.

(ii) Trust and emotional security so that each child can explore the environment according to his or her developmental level.

Program Performance Standards

Rationale: *Children's feelings of security and attachment influence all aspects of development, including the curiosity and confidence necessary to explore the environment.*

(2) Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that:

(i) ***Encourages the development of self-awareness, autonomy, and self-expression.***

Rationale: *The social and emotional growth of infants and toddlers develops through their relationships with caregivers. A safe and secure environment nurtures positive relationships with peers and adults.*

For Preschoolers

1304.21(a)(3) Child development and education approach for all children.
Grantee and delegate agencies must support social and emotional development by:

(ii) ***Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.***

Rationale: *Predictable, daily schedules incorporate routines that support emotional stability in children; and transition activities throughout the day can be used as learning opportunities to facilitate various changes.*

1304.21(c)(1) Child development and education approach for preschoolers.
Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum (see **45 CFR 1304.3(a)(5)**) that:

(iv) ***Ensures that the program environment helps children develop emotional security and facility in social relationships.***

Rationale: *Emotional security forms the base from which children increase their confidence, initiative, and ability to develop positive social relationships.*

(v) ***Enhances each child's understanding of self as an individual and as a member of a group.***

Rationale: *The curriculum supports the individuality of children, strengthens their self-confidence, assists them in recognizing themselves as individuals, and increases their skills in relating to others.*

(vi) ***Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning***



Program Performance Standards

Rationale: *The implementation of the curriculum provides opportunities for each child to succeed, feel confident in his or her abilities, and develop positive attitudes toward learning.*

1304.24(a)(3) Child mental health. Mental health program services must include a regular schedule of on-site mental health consultation involving the mental health professional, program staff, and parents on how to:

- (i) ***Design and implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children.***

Rationale: *Regularly scheduled mental health services help to ensure that day-to-day program practices promote mental health.*

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Books and Reports

Brazelton, T. Berry, and Stanley I. Greenspan. *The Irreducible Needs of Children: What Every Child Must Have to Grow, Learn, and Flourish*. Perseus, 2000.

Two highly-renowned luminaries in early childhood development identify seven fundamental needs of children and strategies for meeting those needs. The seven irreducible needs identified are: ongoing nurturing relationships; physical protection, safety, and regulation; experiences tailored to individual differences; developmentally appropriate experiences; limits, structure, and expectations; stable, supportive communities and cultural continuity; international cooperation to promote equitable global interdependence and reduce the risk of biological, ecological, and nuclear catastrophes. The targeted audience includes educational policy-makers and practitioners.

Burton, Leon H. *Joy in Learning: Making It Happen in Early Childhood Classes*. National Education Association, 1991.

This volume of the NEA Early Childhood Education Series is based on the premise that all learning should be challenging, interesting, and enjoyable. Chapters include: (1) A Philosophy for Early Education (concerning the nature of young children, learning contexts, societal expectations); (2) Child Development (concerning independence, self-esteem, cooperative interaction, creative expression, problem solving, physical capability); (3) Joy and Pleasure (concerning categories of pleasure, joy theory); (4) The Teacher's Role in Joyful Learning (concerning characteristics of successful teachers, design of educational encounters, teacher language and dialog, orchestration and delivery, assessment of joy in learning); (5) Establishing Enjoyable Educational Climates (concerning learning environments, educational climates); (6) Play: Importance to Joy in Learning (concerning dramatic, imitative, symbolic, spontaneous, ritual, and experimental play); (7) Presenting Content in an Enjoyable Way (concerning knowledge structures, the curriculum approach, conceptual development and sequentialism, cyclical organization, curriculum integration, styles of presentation); and (8) Joy Stimulators in Learning and Schooling (concerning a happy beginning for the school day, high quality educational experiences, rights, moods, the process of improving conditions, positive outcomes, school environments, variety of objects and events, dress, speech, vocabulary, affection and touch, the language of praise, rush-hour teaching, courteous language, the process of learning how to learn, a happy ending to the school day, and other topics).

Cipani, Ennio. *Disruptive Behavior: Three Techniques To Use in Your Classroom*. Council for Exceptional Children, 1993.

The purpose of this manual is to provide teachers and other instructional personnel with an understanding of disruptive behavior and effective techniques to use in dealing with children who are disruptive in the classroom. An introductory chapter describes and defines disruptive behavior, explains possible by-products of disruptive behavior,

and examines how to measure disruptive behavior. The manual describes three techniques that have been developed and validated in the applied behavioral management research in both general and special education settings. These techniques can be used in regular classes and resource programs providing consultation to regular education teachers, as well as resource pull-out programs and special education classes and sites. The techniques include: (1) catch them being good, which involves praising the appropriate behavior of children and ignoring disruptive behavior; (2) behavioral contracting, which specifies the child's behavioral obligations in meeting the terms of a written contract and the teacher's obligations in providing an agreed-upon reward once the child has met his or her obligation; and (3) a variation of the "good behavior game" in which the whole class as a team or as two or three teams receive positive reinforcement for appropriate behavior. The manual concludes with a copy of the Council for Exceptional Children's Policy on Physical Intervention.

Denham, Susanne A. *Emotional Development in Young Children*. Guilford Press, 1998.

From the publisher's "Series on Social and Emotional Development", this book discusses the emotional experiences of young children and explores the connections between emotions, socialization, and healthy relationships. The introductory chapter discusses the nature of emotion, emotional and social competence, and the study of young children's emotions. Chapter 2, "Emotional Expressiveness," describes patterns and developments in children's emotional expressiveness. Chapter 3, "Understanding of Emotions," explores children's growing awareness of general emotions and specific discrete emotions. Chapter 4, "Socialization of Emotional Expressiveness and Understanding," reviews evidence of parents' influence on children's emotional expressiveness and understanding. Chapter 5, "Emotion Regulation," explores new views of young children's ability to regulate their emotional expressiveness. Chapter 6, "Contributions of Emotional Expressiveness, Understanding, and Coping to Social Competence," focuses on the social accomplishments supported by young children's growing emotional competence. The final chapter, "Disruptions in the Development of Emotional Competence and Interventions To Ameliorate Them," discusses young children who develop problems in emotional competence and what can be done to help them.

Farber, Betty, ed. *Guiding Young Children's Behavior: Helpful Ideas for Parents & Teachers from 28 Early Childhood Experts*. Preschool Publications, 1999.

This collection of articles is compiled to offer parents and teachers guidelines to help navigate between a child's intentions and his or her behavior. The book consists of 43 brief chapters divided into 9 sections. Articles in section one, "Guiding Young Children's Behavior," address issues of discipline, setting limits, effective rules, and dealing with unacceptable behavior. Articles in section two, "Communicating with Young Children," examine use of constructive communication and loving words. Articles in section three, "Teaching Children

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Responsibility,” explore issues of obedience, decision-making, and self-control. The articles in section four, “Coping with Stress in Special Situations,” discuss issues of child care, traveling, divorce, stress, and death, while those in section five, “Coping with Stress in Everyday Situations,” focus on anger, fear, and medical care. Articles in section six, “Keeping Your Child Healthy,” explore issues of good health habits, eating well, and medical visits, and those in section seven, “Exercise and Fitness for Young Children,” examine issues of physical fitness, active time, and enjoying the outdoors. Articles in section eight, “Young Children’s Safety,” examine preschooler safety and protecting children from abuse. Finally, articles in section nine, “Finding the Positives,” address issues of promoting positive behavior and sending positive messages to children. Each of the sections ends with a listing of resources for further information.

Katz, Lillian G., and Diane E. McClellan. *Fostering Children’s Social Competence: The Teacher’s Role*. National Association for the Education of Young Children, 1997.

This volume of NAEYC’s “Research into Practice” series presents options for early childhood educators to consider as they make decisions concerning how best to foster the development of children’s social competence. The book maintains that social competence is most likely to be acquired and strengthened in an atmosphere of warmest acceptance, respect, and deep faith in the child’s capacity to grow and develop. Included in the text are statements, illustrations, observations, and teacher’s experiences to demonstrate approaches which may not be in the best interests of children’s social development. Examples of alternative ways teachers might address the same situations are offered. Chapter 1 of the book presents a brief discussion of the components of social competence and the factors that influence its development. Chapter 2 discusses curriculum, environment, and other contextual factors related to fostering social growth in young children. Chapter 3 outlines nine general principles of practice to be taken into account in helping children achieve social competence. Chapter 4 suggests some general teaching strategies for helping children overcome social difficulties. Chapter 5 describes ways to strengthen specific components of social competence. The appendix presents an approach to the assessment of social competence in young children in the areas of individual attributes, social skills, and peer relationships.

Kostelnik, Marjorie J., et al. *Guiding Children’s Social Development*. 2nd ed. Delmar, 1993.

Noting the importance of social competence for getting along in society, this book is designed as a text to help teachers of young children understand the nature of social development in young children and how to guide that development through the early childhood curriculum. The book contains a number of practical guidelines and strategies for addressing common social concerns, such as helping children

develop and sustain friendships, and promoting children’s self-awareness and self-esteem. The 16 chapters are presented in a specific sequence, with chapters that focus on relationship-building skills appearing prior to those that involve behavioral cuing skills. The chapters are: (1) Professional Involvement of Young Children; (2) Initiating Social Relationships in Infancy; (3) Building Positive Relationships through Nonverbal Communication; (4) Promoting Children’s Self-Awareness and Self-Esteem through Verbal Communication; (5) Responding to Children’s Emotions; (6) Enhancing Children’s Play; (7) Fostering Self-Discipline in Children: Expressing Appropriate Expectations for Their Behavior; (8) Fostering Self-Discipline in Children: Implementing Consequences; (9) Handling Children’s Aggressive Behavior; (10) Helping Children Cope with Stress; (11) Supporting Children’s development in Sensitive Areas: Sexuality, Ethnicity, and Handicapping Conditions; (12) Influencing Children’s Social Development via the Physical Environment; (13) Supporting Children’s Friendships; (14) Promoting Prosocial Behavior; (15) Working with Parents; and (16) Making Judgments. Each chapter includes lists of objectives, specific skills, and pitfalls to avoid, as well as a summary, discussion questions, and field assignments. Six appendixes contain the National Association for the Education of Young Children Code of Ethical Conduct; friendship terms, facts, and principles; helping terms, facts and principles; cooperating terms, facts, and principles; organizations that address child abuse; and personal safety terms, facts, and principles.

Pruett, Kyle D. *Me, Myself and I: How Children Build Their Sense of Self: 18 to 36 Months*. Goddard Press, 1999.

Although targeted to parents, this book may well help educational practitioners to enhance the growth and development of toddlers in their care. Chapter 1, “The Importance of Being Two,” explains why toddlerhood is the best time for providing an emotional foundation. Chapter 2, “The Young Child’s Brain and Mind,” discusses how recent findings on brain development have changed thoughts about growth, nature, nurture, and personality. Chapter 3, “Temperament and Style,” discusses how to identify parent and child temperament and style and how children’s temperament shapes their perception of the world and their connection to parents. Chapter 4, “Me Do!,” focuses on the roots of autonomy, self-reliance, self-regard, and the difficulties two-year-olds present for parents. Chapter 5, “The Thinker,” describes learning, memory, curiosity, and intelligence and their measurement. Chapter 6, “Communication through Show and Tell,” discusses language explosions and difficulties toddlers have in saying what they mean. Chapter 7, “Play, Learning, and the Dawn of Imagination,” focuses on the role of play and differentiating the real from the imaginary. Chapter 8, “Limits and Affection,” addresses the power of relationships in shaping children’s behavior and sense of self, negotiation with toddlers, and spoiling. Chapter 9, “The World beyond Mom and Dad,” focuses on the power, effect, and variety of

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experience with other caregivers. Chapter 10, "Boys and Girls Together," discusses sex differences, gender identity, and behavior management. Chapter 11, "A World of Difference," discusses how culture, tradition, and family style shape how one's parents and how children develop. Chapter 12, "Ages and Stages," highlights how growth in cognitive, emotional, and social areas occurs and meshes chronologically.

Wolfgang, Charles H., and Mary E Wolfgang. *The Three Faces of Discipline for Early Childhood: Empowering Teachers and Students*. Allyn and Bacon, 1995.

Disciplining is an active teaching and learning process of helping young children become cooperative people who can acquire self-discipline. This book provides three broad philosophies for dealing with misbehavior and difficult children. Chapter 1 offers an overview of the Teacher Behavior Continuum. Chapter 2 provides a detailed explanation of Relationship-Listening techniques. Chapter 3 presents Confronting-Contracting techniques. Chapter 4 describes Rules and Consequences techniques. Chapter 5 describes the levels of crisis through which a child will progress during incidents of assault and violence. Chapter 6 presents a theoretical framework for viewing aggressive and passive children and techniques for intervening with such children, while chapter 7 introduces a step-by-step intervention process for helping problem children through developmental play techniques. Chapter 8 provides guidance in teaching values and proper behavior. Chapter 9 guides the teacher in how to arrange space and materials to prevent misbehavior, while chapter 10 provides the teacher with concrete techniques for handling misbehavior during critical time periods. Chapter 11 provides a way of viewing intervention problems and suggests a set of guidelines for teacher action. Chapter 12 provides steps to follow in establishing a staffing approach for dealing with problem children. Chapter 13 describes the importance of play, its value, and how the teacher may evaluate and facilitate the child's play. An appendix provides information on medication given to children with behavioral problems.

Bibliobriefs

DeMoulin, Donald. "Giving Kids a Good Emotional Start." *Children and Families* 17, no. 4 (1998): 22-27.

Focuses on I Like Me! program (just prior to its availability to Head Start centers) that promotes emotional health in children through self-concept. Notes two components of self concept, self-efficacy and self-esteem, are developed at home from ages 2 through 6. Twelve week program originally developed for kindergarten by Kindergartners Count strengthens self-concept through literacy and attitude toward learning.

Epstein, Ann. "The Behavior Part is the Hardest': Montessori Teachers and Young Children with Challenging Behaviors." *Montessori Life* (Fall 1998): 24-25.

Used interviews, observations, and surveys to identify how Montessori early childhood teachers make accommodations to meet the needs of students with disabilities. Found that teachers were developing effective strategies to support children with challenging behavior, including modifying activities, using flexible scheduling, and incorporating creative environmental designs.

Honig, Alice Sterling. "Creating a Prosocial Curriculum." *Montessori Life* 11, no. 2 (1999): 35-37.

Proposes that providing prosocial curricula in child care facilities will aid in resolving problems related to potential antisocial behaviors. Describes 30 teacher tools for creating a classroom environment to facilitate prosocial interactions and cognitive competence, including teaching words for feelings, using bibliotherapy, being aware of children's goals for their behavior, and encouraging positive sociodramatic play.

Jurek, Dianne Miller, and Michaela Velazquez. "Teaching Peace: Alternatives to Violent Play." *Early Childhood News* 7, no. 5 (1995): 39-40.

To help combat the effects of violence on children and improve the quality and nature of play, early childhood teachers can: define violence by helping children become aware of the issue, help children resolve their own conflicts, create a peace place in the classroom, intervene when violent play occurs, evaluate media and toys, and educate parents about violence.

Letourneau, Nicole. "Fostering Resiliency in Infants and Young Children through Parent-Infant Interaction." *Infants and Young Children* 9, no. 3 (1997): 36-45.

This article reviews research showing that high-quality parent-infant interaction is important in the promotion of child resiliency and should be emphasized in family-centered early intervention programs. Research on risk factors that threaten the quality of parent-infant interaction and thus resiliency in infants and young children is also reviewed. Clinical guidelines for assessing and promoting parent-infant interaction are suggested.

Lowenthal, Barbara. "Strategies that Promote Social Skills in Toddlers with Special Needs in the Inclusive Setting." *Infant-Toddler Intervention: The Transdisciplinary Journal* 5, no. 1 (1995): 15-22.

This article describes strategies to assist toddlers with special needs in inclusive settings to acquire social interaction skills. Strategies include: (1) arranging the environment; (2) group affection activities; (3) imitation of peers; (4) teacher prompts; (5) teacher reinforcement; (6) correspondence training; and (7) peer-mediated interventions.

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McCloskey, Cele M. "Taking Positive Steps toward Classroom Management in Preschool: Loosening Up without Letting It All Fall Apart." *Young Children* 51, no. 3 (1996): 4-16.

Ensuring healthy and happy classrooms requires being committed to students and acting in ways worthy of their respect; helping children improve their self-esteem; employing consistency, structure, and routine where appropriate; being clear and honest about expectations; offering students choices; allowing opportunities for all types of questions; and being willing to readjust your plans to meet student needs.

Pohlman, Craig, and R. A. McWilliam. "Paper Lion in a Preschool Classroom: Promoting Social Competence." *Early Childhood Education Journal* 27, no. 2 (1999): 87-94.

Notes that full inclusion of special needs children into regular early childhood settings is supported by research in terms of social and behavioral outcomes. Details observations of an inclusive preschool classroom utilizing integrated therapy for three special needs children. Highlights the themes revealed: integrated therapy and teacher facilitation require similar services and components; and social competence is ultimate goal.

Schreiber, Mary Ellis. "Time-Outs for Toddlers: Is Our Goal Punishment or Education?" *Young Children* 54, no. 4 (1999): 22-25.

Notes that time-outs have become a preferred method for setting limits with preschool children, and illustrates why this method is not developmentally appropriate for use with toddlers. Suggests that caregivers should join young children at play, be alert for learning opportunities, and develop practices to minimize conflicts.

Yockelson, Suzanne J. "Identification of Infants and Young Children with Social-Emotional Problems." *Infants and Young Children* 10, no. 3 (1998): 10-18.

Discusses the importance of screening infants and toddlers for social-emotional problems and the benefits of using parent-completed questionnaires in the screening process. Six screening tools that rely on parent report, including three experimental tools, are reviewed. Additionally, challenges to screening for social-emotional disorders are discussed and cautions for practitioners suggested.

Videos

Teacher/Child Interaction. Magna Systems.

The purpose of this video is to demonstrate the direct implications of developmentally appropriate practice for teachers of young children. One implication is that teachers understand child development and individual uniqueness. This thirty-nine minute tape explores how teachers process this information to come up with the best possible resolution for each situation. There are times when several techniques are tried before the best solution is found. Whatever techniques the teachers choose, they strive to be gentle, good humored, and firm.

They keep in sight the youth and inexperience of the children. These teachers believe that children have the capacity to learn to control themselves if they are in an environment which provides order, security, respect, and affection.

Preventing Discipline Problems. Educational Productions.

Series helps convince viewers that time spent on preventing discipline problems will reduce problems and further curriculum goals.

Internet Sites

BrainWonders: Helping Babies Grow and Develop

Zero to Three

<http://zerotothree.org/brainwonders/index.html>

This site is designed to provide parents, caregivers and pediatric and family clinicians with meaningful information about early brain development and the relationships between babies and their parents and caregivers that support intellectual and social-emotional development. This site focuses on birth to age three as a time when parents, child care providers and pediatric/family clinicians can provide rich input to the developing brain. Rich environments and nurturing relationships between babies and adults support growth in all aspects of the baby's development. This site offers Frequently Asked Questions (FAQs) on Brain Development, a Glossary, and references to print and Internet resources.

Child and Adolescent Research Consortium (CARC)

National Institute of Mental Health

<http://www.nimh.nih.gov/childhp/>

The mission of the Consortium is to stimulate research on mental health and mental illness to benefit youngsters, from infants through teenagers, with emotional, developmental, and brain disorders. Especially see the CARC report: A Good Beginning: Sending America's Children to School with the Social and Emotional Competence They Need to Succeed, available online at: <http://www.nimh.nih.gov/childhp/monograph.pdf>

Child Emotion Laboratory

McMaster University

<http://www.science.mcmaster.ca/Psychology/emotionlab/child.emotion.laboratory.htm>

The Laboratory's mission is to study emotional development and regulatory processes in infants and children using a multi-method, multi-measure approach, including behavioral, electrocortical, autonomic, and hormonal measures. The Lab's goal is to understand and establish knowledge regarding the behavioral and biological basis of emotion regulation and dysregulation in normal development.

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Emotions and Behavior

KidsHealth.org for Parents

<http://kidshealth.org/parent/emotions/index.html>

A project of the Nemours Foundation, a nonprofit organization devoted to children's health that operates the largest physician practice delivering subspecialty pediatric care in the United States, KidsHealth.org presents articles that address a broad range of emotional issues for children. Coverage includes helping children to negotiate self-esteem, anxiety, biting, divorce, depression, death, and toileting, among many other issues. Although the site is targeted to parents, practitioners may find the background and advice in these articles useful, too.

ResilienceNet

Assist International and the ERIC Clearinghouse on Elementary and Early Childhood Education

<http://resilnet.uiuc.edu>

Resilience is defined as the "human capacity and ability to face, overcome, be strengthened by, and even be transformed by experiences of adversity." ResilienceNet brings together information available through the Internet and conventional published sources about the development and expression of human resilience. With a focus on resilience in children, youth, and families, ResilienceNet provides: comprehensive bibliographies of the resilience literature, drawn from psychology, education, medicine, and popular literature; descriptions of and links to pertinent web sites; full texts of selected publications focused on resilience; and, tips on promoting resilience in everyday life settings.

