Slide 4

Learning Objectives & Expectations

- Understand the importance of social and emotional development to children's early growth and learning
- Foster children's social and emotional development through quality curriculum, environment, and interactions
- Reflect on your current program's curriculum or intentional teaching approach

Slide 5

Section 1: Overview of Social & Emotional Development

Slide 6

Virginia's Milestones of Child Development
Infants & Toddlers
Preschoolers

Click the children for some ideas on how to help develop positive relationships with others

Strand 1: Relationship with Others

Infants & Toddlers
Preschoolers

Click the children for some ideas on how to help develop a positive self-perception.

Strand 2: Learning about Self (Self Perception)

Infants & Toddlers
Preschoolers

Click the children for some ideas on how to help support emotional development

Strand 3: Emotion & Self Regulation
Slide 10

Self Check

Drag and drop each example skill to its corresponding strand.

ACTIVITY

Strand 1: Relationships with Others

Strand 2: Learning About Self

Strand 3: Emotion & Self Regulation

Section 2: Assessment to inform and monitor Social and Emotional Development

• Most comprehensive way to assess children
• Ongoing cycle of watching, listening, and taking notes.
• Notes can focus on different aspects of children's social and emotional development, such as notes about how they play and interact with their peers.

• Used to record frequently observed behaviors and skill development by age
• Can be used to monitor social & emotional development on a regular basis when children are engaged in everyday routines and activities.

• Download free milestone checklists or app at www.cdc.gov/milestones
Slide 13

Developmental Screening – ASQ-SE

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Slide 14

Level 3 Curriculum Checklist

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Slide 15

Section 3:
Developmentally Appropriate Practices
For Social & Emotional Development

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Focused on interactions between early learning professionals and young children
Focused on safe and organized play-based environments
CLASS™ and the Environment Rating Scale

Slide 23

A Supportive Environment for Social & Emotional Development
Posters, books, and other materials about relationships, feelings & emotions
A daily schedule that provides regular routines with flexibility for children's interest & needs. Children can easily access materials on their own & there are duplicate toys available
A variety of materials and activity centers for individual and group play

Slide 24

Interactions that Support Social & Emotional Development
Teachers establish eye contact when speaking to children, use respectful language (please & thank you) and frequently call one another by name.

PreK CLASS Tool
Emotional Support
Classroom Organization
Interactions that Support Social and Emotional Development

Infants
- Teachers frequently use a calm tone and gentle touch when moving or holding infants.
- There are frequent episodes of smiles and laughter by teachers and infants.

Toddlers
- Teachers are aware when children have difficulties and needs and consistently respond and provide comfort and assurance to toddlers.

Teacher Sensitivity
Relational Climate

Infant & Toddler CLASS Tool

Conclusion
- Three strands of Social & Emotional Development
- How to support the development of each of those strands
- Ways to measure and monitor social & emotional development
- Information about developmentally appropriate practices in promoting social and emotional development
- How the environment and teacher-child interactions can support social and emotional development

Next Steps for Continuous Quality Improvement