


Welcome to the Home Visiting Webinar Series!

While You Are Waiting
 Download the **Participants Guide** found in the **Teal** "Resource List" Widget.
 Use the **Guide** to take notes during the webinar.



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October 13, 2021

Helping Families Support Their Child's Emotional and Behavioral Self-Regulation

Joyce Escorcia, NCECDTL
 Roselia Ramirez, NCECDTL



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October 13, 2021
Helping Families Support Children's Emotional and Behavioral Self-Regulation


HOME VISITORS' WEBINAR SERIES

PARTICIPANT'S GUIDE
 This guide summarizes the key components of our webinar series. It also has reflection questions and activities to enhance your learning about how you can implement the strategies, practices, and resources we explored.

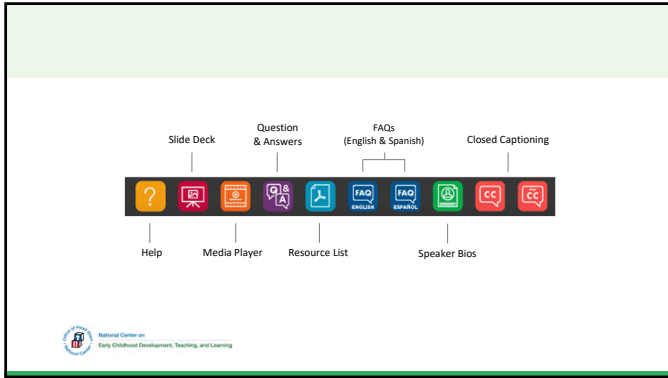
Head Start Early Learning Outcomes Framework (ELOF)

Head Start, Head Start Early Learning Outcomes Framework (ELOF), and the Early Childhood Outcomes Framework (ECOF) are the primary tools used to assess and monitor children's development and learning. The ELOF is the primary tool used to assess and monitor children's development and learning. The ECOF is the primary tool used to assess and monitor children's development and learning.

Participant's Guide



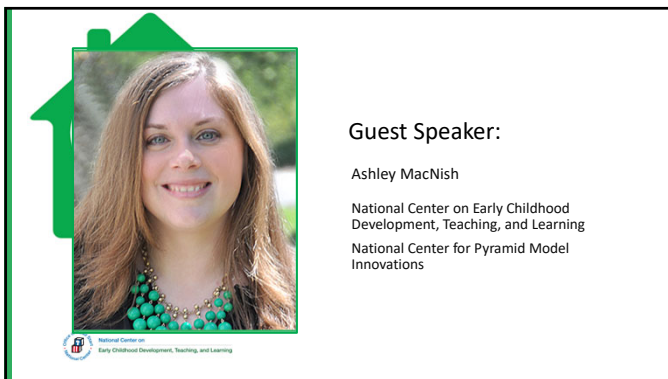
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Learning Goals

1. Describe emotional and behavioral self-regulation
2. Identify strategies and resources home visitors can share with families to promote children's self-regulation

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CENTRAL DOMAINS					
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
• INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
• PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Approaches to Learning

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Approaches to Learning Domain

How children learn
Skills and behaviors children use to engage in learning


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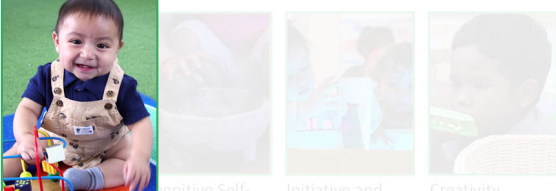
What are the 4 sub-domains of Approaches to Learning?

- A) Emotional and Behavioral Self-Regulation
- B) Cognitive Self-Regulation
- C) Sense of Identity and Belonging
- D) Initiative and Curiosity
- E) Creativity




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Sub-Domain: Emotional and Behavioral Self-Regulation




Behavioral Self-Regulation Cognitive Self-Regulation Initiative and Curiosity Creativity



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Reflection

How do I manage my emotions?




What happens to...


- Relationships
- Thinking
- Behavior

when I am out of sorts?

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Why are emotional regulation skills important?



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Reflection

Why are emotional regulation skills important?



Critical for academic achievement, school readiness, and mental health



Supports cognitive tasks and predicts academic outcomes

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Reflection

Why are emotional regulation skills important?

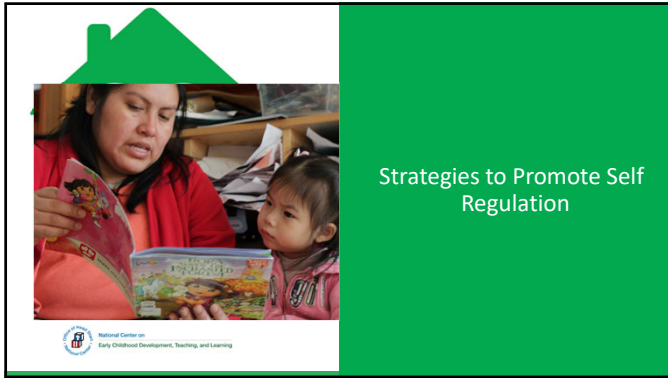


Contributes to greater social competence, better social skills and friendships



Facilitates transition to kindergarten and school readiness

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Strategies to Promote Self Regulation

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HSELOF Effective Practice Guides



EFFECTIVE PRACTICE GUIDES

See
Know
Do
Improve
Reflect

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Tips on using the HSELOF Effective Practice Guides

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HSELOF Effective Practice Guides Tips



HEAD START | ECLKC
Early Childhood Learning & Knowledge Center

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Checking in on Emotional Self-Regulation



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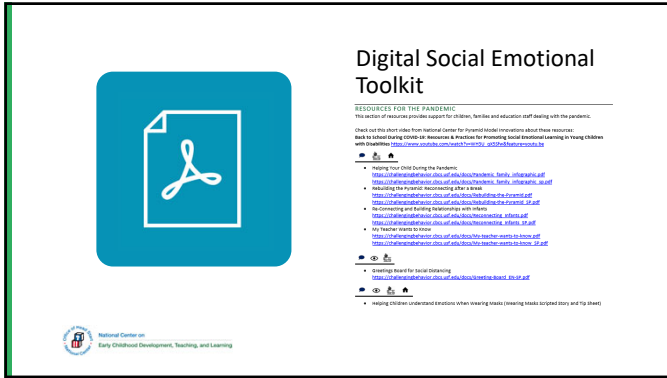
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Video Debrief

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Digital Social Emotional Toolkit

RESOURCES FOR THE PANDEMIC
 This section of resources provides support for children, teachers and education staff dealing with the pandemic.

Check out this short video from National Center for Expanded Model Innovations about these resources:
 Back to School During COVID-19: Resources & Practices for Promoting Social Emotional Learning in Young Children with teachers <https://www.youtube.com/watch?v=0000000000>

- **Helping Your Child During the Pandemic**
https://www.nce.doe.gov/sites/default/files/2020-09/Helping%20Your%20Child%20During%20the%20Pandemic_Senior_08262020.pdf
- **Helping Your Family: Accessing ECE & EOE**
<https://www.nce.doe.gov/sites/default/files/2020-09/Helping%20Your%20Family%20Accessing%20ECE%20and%20EOE.pdf>
- **For Connecting and Building Relationships with Parents**
<https://www.nce.doe.gov/sites/default/files/2020-09/For%20Connecting%20and%20Building%20Relationships%20with%20Parents.pdf>
- **For Teacher Needs to Know**
<https://www.nce.doe.gov/sites/default/files/2020-09/For%20Teacher%20Needs%20to%20Know.pdf>

• **Learning Road for Social Distancing**
<https://www.nce.doe.gov/sites/default/files/2020-09/Learning%20Road%20for%20Social%20Distancing.pdf>

- **Helping Children Understand Emotions when Wearing Masks** (writing masks scripted story and Tip Sheet)

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How is the Toolkit organized?

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Digital Social Emotional Toolkit

Icon Key:

Available in English & Spanish.	Family Resource	Visual Resource	Classroom Program Resource
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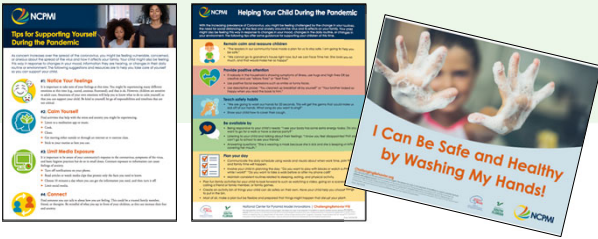


Are there resources related to the pandemic?




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Toolkit Content: Pandemic Resources




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Toolkit Content: Social-Emotional Mental Health Resources

- Trauma & Resilience
- Mental Health Consultation
- Substance Use
- Self-Care for Providers and Families



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The Pyramid Model and Trauma-Informed Care: A Guide for Early Childhood Professionals to Support Young Children's Resilience

Developed for:
 Chelsea L. Adams,
 Amy Whiting,
 and Mary Louisa Hemmeter

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Support Young Children's Resilience

- Acknowledge family strengths and work to help the family feel accepted and understood.
- Anticipate when big feelings might happen (e.g., transitions) and talk about them beforehand.

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Toolkit Content: For Families

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Digital Social-Emotional Toolkit

New!

DIGITAL SOCIAL-EMOTIONAL TOOLKIT

Home | Resources | Tools | Programs

RESOURCES FOR THE PRACTICE:

Read more about the Digital Social-Emotional Toolkit, and discover how it can help you support your children, families and educators in coping with the pandemic. [Read more about the Digital Social-Emotional Toolkit](#)

Tools:


- [How to Help Your Child Recognize & Understand Anger](#)
- [How to Help Your Child Recognize & Understand Anger \(Spanish\)](#)
- [How to Help Your Child Recognize & Understand Anger \(ASL\)](#)
- [How to Help Your Child Recognize & Understand Anger \(ASL\)](#)
- [How to Help Your Child Recognize & Understand Anger \(ASL\)](#)
- [How to Help Your Child Recognize & Understand Anger \(ASL\)](#)

Programs:

- [Learning Matters for Social-Emotional Learning](#)
- [Learning Matters for Social-Emotional Learning](#)

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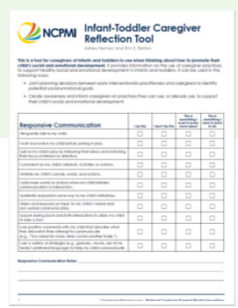
Caregiver Practices to Support Infant-Toddler Social Emotional Development



This tool is a checklist for caregivers to reflect on their practices. It includes sections for Responsive Communication, Supporting Positive Social Interactions with Others, Responding to Child's Distress and Challenging Behavior, Modeling Emotions, and Communicating Developmentally. It also features a table for self-reflection with columns for 'Area', 'How Often', 'How Often I Do', and 'How Often I Want to Do'.

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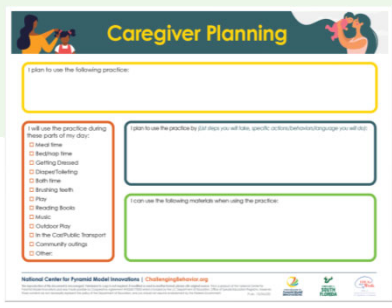
Infant-Toddler Caregiver Reflection Tool



This is a more detailed version of the reflection tool, featuring a table with 15 rows of practices and four columns for self-reflection: 'Area', 'How Often', 'How Often I Do', and 'How Often I Want to Do'. The practices listed include responsive communication, supporting positive social interactions, and modeling emotions.

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Caregiver Planning Form



This form is designed for caregivers to plan their practices. It includes a title 'Caregiver Planning', a section for 'I plan to use the following practice:', and three boxes for planning. The first box is for 'I will use the practice during these parts of my day:' with a checklist of activities like 'Meal Time', 'Reading Time', 'Diaper Changing', etc. The second box is for 'I plan to use the practice for 20-30 minutes per day, specific to the following language you will use:'. The third box is for 'I can use the following materials when using the practice:'. Logos for NCPMI and other organizations are at the bottom.

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Caregiver Responsive Routines Planning Form

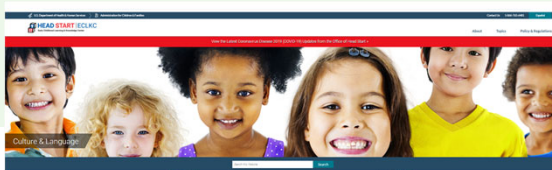
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Visual Supports for Routines, Schedules and Transitions



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Families Support Their Children Who Are Dual Language Learners



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COMING SOON!
2022
DISABILITY SERVICES
COORDINATOR INSTITUTE
JANUARY 25-26, 2022

Our Team, Our Goal:
Belonging & Inclusion

VIRTUAL

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Questions and
Answers

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PUSHPLAY
DTL On Demand

https://bit.ly/DTL_PUSHPLAY

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<https://eclkc.ohs.acf.hhs.gov/mypeers>




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<https://eclkc.ohs.acf.hhs.gov/>



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http://bit.ly/iPD_ECLKC



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Thank You!


Join Use for Our Next Episode!

Home Visiting Strategies to Promote Cognitive Self-Reflection

December 8, 2021

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We Want to Hear From You!

Please take some time to complete the session evaluation.

For more information contact:
ecdttl@ecetta.info
 (Toll-free 1-844-261-3752)

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