



Teacher Time

Emotional Literacy with Children Birth to Five

December 2022/January 2023



In this issue, you will find:

Identifying emotions 🌱 Practicing empathy 🌱 Teaching self-regulation strategies



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National Center on
Early Childhood Development, Teaching, and Learning



Teacher Time

ELOF

	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	

To learn more about the Head Start Early Learning Outcomes Framework (ELOF), [visit this page on the ECLKC website](#).

Positive Behavior Support (PBS)

Positive Behavior Support (PBS) is a positive approach to challenging behavior that focuses on building social and emotional skills. PBS recognizes that all behavior communicates a message or need. Once educators understand the meaning of a child’s behavior they can, together with the family, teach the child more effective ways to communicate their needs.

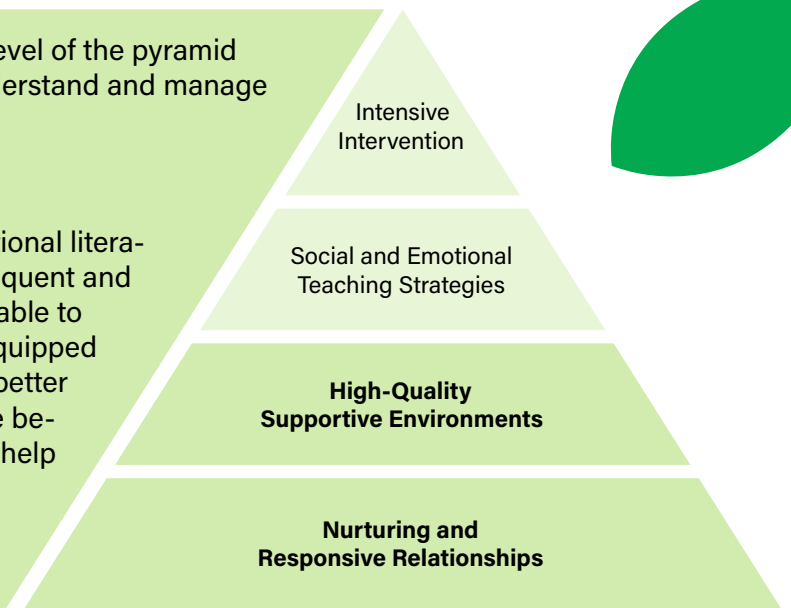
A Continuum of Support

The Pyramid Model is an established PBS framework for addressing the social and emotional development and challenging behavior of young children. The framework offers a continuum of evidence-based teaching practices that are organized into four levels of support.

One critical set of practices in the third level of the pyramid focuses on teaching children how to understand and manage their emotions.

Teaching Emotional Literacy:

All children need guidance to learn emotional literacy skills, though some will need more frequent and intensive instruction. When children are able to manage their emotions, they are more equipped to establish healthy relationships, focus better on learning tasks, and engage in positive behaviors. Give children feeling words and help them learn to recognize, accept, and express their emotions in productive ways.



Adapted from Fox, L., Dunlap, G., Hemmeter, M., Joseph, G. E., & Strain, P. S. (2003). The teaching pyramid: A model for supporting social competence and preventing challenging behavior in young children. *Young Children*, 58(4), 48-52

It's All About You







Caring for and educating young children is physically and emotionally demanding work. By taking time to learn resiliency practices and care for yourself, you can increase feelings of happiness and satisfaction. These positive emotions improve your ability to face daily stressors, such as challenging behaviors, with empathy, patience, and intention. The good news is that you can start learning resilience at any time; it develops with practice.

Supporting Your Own Emotional Literacy & Regulation: Color Visualization

Emotional literacy & regulation is the ability to recognize and express our feelings and manage our actions, and behaviors, which can be very challenging! Before we can support children with emotional literacy & regulation, it's important to find ways to regulate our own feelings throughout the day. Our ability to self-regulate is foundational to our ability to support the children in our care. Color visualization is one way to strengthen emotional literacy and the ability to regulate. Taking a few seconds to pause, focus on a color, breathe, and feel can help support you in responding intentionally to children's cues, behaviors, and communications.

 Cut it out and post in your learning environment!

Activity: Color Visualization

-  **Sit** in a comfortable position with your body relaxed. Allow your eyes to softly close.
-  **Imagine** a color that feels soothing or happy to you.
-  **Inhale** and **visualize** that color entering your body.
-  **Allow** the color to wash over you feeling calm, safe, and fresh.
-  **Feel** your color travel through your body from head to toe relaxing your muscles.
-  **Exhale** and return to this moment.



Highlights and Key Ideas (Across All Ages)

Emotional literacy is the ability to monitor the emotions of oneself and others, respond to those emotions in healthy ways, and use them to guide thinking and action. Educators can help children grow socially and emotionally by teaching them how to recognize, label, and understand emotions, as well as ways to express and regulate emotions productively.

Identify Children's Emotions

Emotions start in the body. Children need help from experienced adults to learn how to recognize and eventually describe these physical sensations such as energy level, body tension, and variation in breathing and heart rate. Educators can increase children's self awareness by using a wide variety of words to label and describe the emotions they see infants and young children experiencing.



Teach Self-Regulation Strategies

As young children better understand their emotions, they become more capable of emotional regulation. Infants manage emotions by co-regulating through warm interactions with responsive caregivers. As children develop, they begin to self-regulate. Educators can help children maintain positive feelings—or shift unwanted feelings—by modeling safe and culturally respectful ways of expressing emotions and teaching a variety of regulation strategies.



Practice Empathy

Young children calm more quickly when they feel accepted and understood. Supportive educators validate children's feelings and help them determine what may have happened to trigger those feelings. When children make these connections, they are more likely to understand their own emotions and have empathy for others.

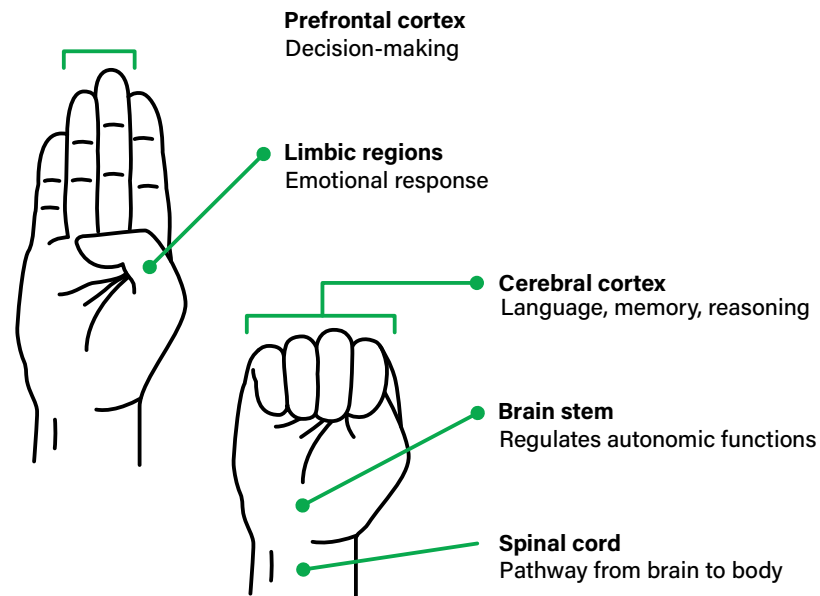


Neuroscience Nook

Research tells us that the early years are foundational for brain development. Adults play an important role in supporting healthy brain development, connections, and architecture. In Neuroscience Nook we will connect this research to everyday practices.

“Flipping Your Lid”

One way we can support young children with emotional literacy and regulation is through understanding what each part of the brain’s function is and what happens when we are overtaken by the emotional part of our brain. When this happens, we are not able to access our executive functioning — which includes focus, decision-making, reasoning, and impulse control. When we understand the scientific process behind certain behaviors, our expectations are more realistic for the child and help us find ways to better support.



Credit: Dr. Dan Siegel

Cut it out and post somewhere for your own continual reflection!

Focus on Equity

The way emotions are expressed and valued differs across cultures. In some cultures, overt expression of emotions is encouraged while in others, people are more reserved. Sometimes subtle biases that we might not be aware of can interfere with our ability to interpret and respond to children’s emotions, especially when children come from backgrounds and traditions that are different from our own. The process of uncovering these implicit biases takes time and reflection.

Reflective questions:

- How do you expect children to express and manage emotions?
- How do you manage strong emotions?
- Do you respond to all children’s range of emotions with the same amount of patience and guidance?
- What emotions are you comfortable expressing?

Tip: Focus on a different child in your care each day. Notice the emotions you feel with each child. Are you showing empathy and responding to each child’s unique needs?

Small Change, Big Impact

Children vary in their learning characteristics and how they engage with the people and materials in their learning environments. These small changes — also known as curriculum modifications — are made based on the individual needs of a child to help promote their engagement and participation. When children’s engagement is increased, they have more opportunities to learn! Some children might need more highly individualized teaching to help them learn. Making curriculum modifications based on a child’s individual learning needs can be a great place to start to support engagement.

 Frustrated	 Excited	 Lonely	 Sad
 Mad	Today, I feel...		 Nervous
 Happy	 Loved	 Scared	 Proud

You can access this [Feeling Faces chart PDF](#) from National Center for Pyramid Model Innovations. The PDF includes a template so you can make your own Feeling Faces chart! Additionally, the Head Start Center for Inclusion provides another example of feeling faces that can be found on the [ECLKC Classroom Visuals & Supports page](#), under Emotions.

Visual Supports

Visual supports are an environmental modification where adults intentionally add visual information to the environment. Visual supports can help children engage in activities and routines or with others. While visual supports can be helpful for all children, they can be especially effective for children with disabilities or suspected delays. Some children may have a difficult time attending to, understanding, or processing verbal information. Visual supports can be designed to meet the individual needs of a child — taking into account their age, developmental level, or learning style — by using different visual formats to share the information. This can include objects, photographs, drawings, or print.



For your reflection:

Where in *your* learning environment could you add visual supports?

Add your notes below!


Small Change, Big Impact

Environmental Support

One type of curriculum modification is providing environmental support by altering the physical, social, and temporal environment to promote participation, engagement, and learning. To learn more about environmental supports check out this [15-minute in-service suite about Environmental Support](#).


CURRICULUM MODIFICATIONS:
Small changes to ongoing classroom activities or materials to increase a child's participation
Environmental support is one of the eight types of curriculum modifications.

ENVIRONMENTAL SUPPORT




PHYSICAL ADJUSTMENTS

- Change the location of materials, centers, or activities
- Add, take away, or vary materials
- Use visuals (like charts, pictures, or drawings)
- Define clear boundaries



SOCIAL ADJUSTMENTS

- Carefully choose peer pairs and groupings
- Select materials to motivate shared play
- Design activities to promote social interactions



TEMPORAL ADJUSTMENTS

- Modify schedules
- Adjust the amount of time spent on activities or routines


Emotion Regulation Solution Visuals:

Use a modification (environmental support) to support a child's understanding and use of different regulation strategies; if the children are learning about and practicing different techniques/strategies for regulation, and a child is having a difficult time participating in the lessons, remembering, or selecting a strategy, you could put visuals in the calm down/quiet area, laminate them and put the cards on a small ring for the child to keep in their pocket, and/or show the child this visual during group lessons to increase independent engagement.

Find the Emotional Regulation Solution Visuals on ECLKC Classroom Visuals & Supports page: <https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/classroom-visuals-supports>

 Cut it out and post in your learning environment!


hug something



squeeze a ball



blow bubbles






Understanding Developmental Stages

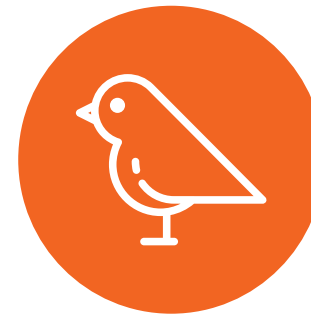
A strong understanding of each child's developmental ability allows educators to plan appropriate learning opportunities and offer support to meet each child's needs. Children's ability to recognize, understand, and respond to a wide range of emotions develops gradually.



INFANTS — Early On




Children at an early stage of development are ready to learn how to:

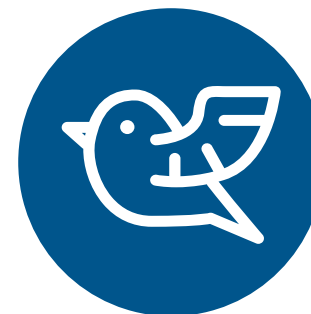
-  Express a variety of emotions.
-  Respond to support from familiar adults (e.g., calm down after grasping an adult's finger).
-  Comfort self by cooing, babbling, sucking, holding a blanket or favorite toy.



TODDLERS — Emerging Skills




Children who are at an emerging stage of social and emotional development are ready to learn how to:

-  Use words to describe some feelings.
-  Ask about the emotions of others.
-  Use different ways to calm or comfort self, with adult support.



PRESCHOOLERS — Increasing Mastery

Children who are increasing their mastery of social skills and emotional development are ready to learn how to:

-  Identify and describe more subtle and complex emotions.
-  Express feelings in ways that are appropriate to a situation.
-  Use a variety of coping strategies to self-regulate, with adult support.



Put It Into Practice

Infants express a variety of emotions through facial expressions, vocalizations, and body movement. Responsive caregivers notice, identify, and interpret infants' expressions and cues. Infants will engage in positive ways with caregivers and their environment when in a calm, alert state.

Putting these strategies into practice helps infants learn to:

- Express a variety of emotions.
- Respond to support from familiar adults (e.g., calm down after grasping an adult's finger).
- Comfort self by cooing, babbling, sucking, holding a blanket or favorite toy.
- Co-regulate with a responsive, familiar adult.

Identify Infant Emotions

- Describe how you think the infant is feeling.
- Label the infant's emotions.
- Match or mirror the infant's affect.

Add Your Ideas Here:

Practice Empathy

- Respond calmly to emotional expression.
- Use culturally respectful language.
- Use gentle touches to soothe.
- Interpret cues and talk out loud about why you think the infant is feeling a certain way.

Add Your Ideas Here:

Teach Regulation Strategies

- Provide physical comfort and talk or sing softly (cradle in arms, gentle rocking).
- Respond to cues for hunger or fatigue appropriately.
- Provide a comforting object to suck (infant's hand, pacifier) or hold (adult hand or finger, blanket, stuffed toy).
- Decrease stimulation (dimming lights, decreasing noise, removing some toys from sight).

Add Your Ideas Here:

Try It Out

Try out these practices and techniques to promote trusting relationships with infants.

B.A.S.I.C.S.

Behavioral expectations in advance; **A**ttend to and encourage positive behavior; **S**caffold with cues and prompts; **I**ncrease engagement; **C**reate or add challenge; **S**pecific feedback

The BASICS is a collection of strategies that can be used in any setting interacting with infants and toddlers. In this season of Teacher Time, we will be focused on two letters of the basics for each episode. We hope that you will join us for all the webinars of the season or access them on PushPlay so that you can get the BASICS of Positive Behavior Supports!



Scaffold with cues and prompts

Use emotion words to describe what you notice about an infant's emotions and describe your own emotions.

- Educators who carefully observe infants and learn about how each child expresses feelings can accurately label and understand infants' emotions and cues.
- Try including emotions like: content, calm, excited, upset, tired, focused.

Add Your Ideas Here



Increase engagement

Support children with emotional literacy through hands-on activities.

- Mirror:** Help infants become familiar with their own faces and expressions with a baby-safe mirror. As infants look at their reflection, describe the facial expressions you see and what you think the infant may be feeling. Do the same with your own reflection. Model different expressions and emotions and label them out loud.
- Emotion dice:** Create emotion dice from tissue boxes. Print pictures of the child with different facial expressions showing different emotions. Roll the dice and talk with infants about the emotions they see. Ask families how they express and label the different emotions.

Add Your Ideas Here

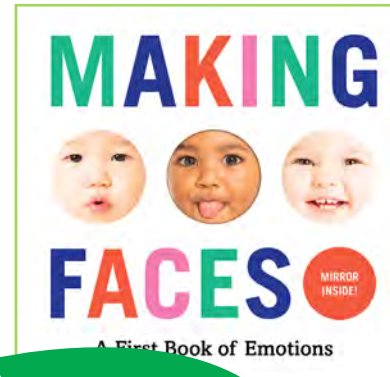
Talk About It

The BookCASE

Check out these board books about emotions and self- and co-regulation.

- *Calm* by Dr. Jillian Roberts
- *Mindful Tots: Rest & Relax* by Whitney Stewart (author), Rocío Alejandro (illustrator)
- *Mad, Mad Bear!* by Kimberly Gee

Please note: your local library may have some or all of these books and/or have suggestions about other books on this topic!



Making the CASE

Making Faces: A First Book of Emotions by Abrams Appleseed

Connection - This board book is about emotions and has photos of different babies expressing different emotions. It connects to the ELOF Emotional Functioning sub-domain of Social and Emotional Development domain. Specifically, Goal IT-SE 6. Child learns to express a range of emotions.

Advanced vocabulary - This story uses words like happy, sad, angry, surprised, and silly. It's important to use a rich vocabulary with all ages of children — starting from birth. As you read these words, try giving an example of them or adding in other words that mean the same thing, like angry for mad, or joyful or content for happy.

Support active engagement - Respond to what infants point out or name in the pictures, give them more information about the expressions or emotions they are interested in, and follow their lead!

Extend the learning - Try the strategies suggested in the Increase Engagement sections of the BASICS. Model the emotions in the book, in a baby-safe mirror, or add these emotions to the emotion dice!



Put It Into Practice

Toddlers are experiencing an increasing range of emotions. They continue to need caring and supportive adults to help them identify, understand, and express their emotions.

Putting these strategies into practice helps toddlers learn to:

- Use words to describe some feelings.
- Ask about the emotions of others.
- Use different ways to calm or comfort self, through self- and co-regulation with adult support.

Identify Children's Emotions

Be attentive to each toddler's expressions and behaviors. Give labels to the child's emotions and those shown by other children. Help children identify and communicate their own emotions by using visuals showing a variety of emotions. Label and talk about your own emotions throughout the day.

Add Your Notes Here

Practice Empathy

Use a warm, calm voice to show empathy and convey acceptance. Talk about why the child or a peer might be having a certain feeling. Read books, sing songs, and use puppets to help toddlers explore emotions and their causes.

Add Your Notes Here

Teach Regulation Strategies

Teach regulation strategies such as taking deep breaths, reading a book, hugging a soft toy, finding a safe and quiet space, or pushing on a wall. Model or use puppets to show safe emotional expression and self-regulation strategies. Guide toddlers through a regulation strategy when you notice a strong feeling. Help toddlers remember strategies by modeling and using visual reminders.

Add Your Notes Here

Try It Out

Try out these practices and techniques to promote trusting relationships with toddlers.

B.A.S.I.C.S.

Behavioral expectations in advance; **A**ttend to and encourage positive behavior; **S**caffold with cues and prompts; **I**ncrease engagement; **C**reate or add challenge; **S**pecific feedback

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Scaffold with cues and prompts

Use emotion words to describe what you notice about a toddler's emotions and describe your own emotions.

- Toddlers are expanding their emotional awareness. They benefit from learning a variety of emotion words to identify their feelings and the feelings of people in their world.
- Try including emotions like: glad, safe, scared, worried, frustrated, loved.



Increase engagement

Support children with emotional literacy through hands-on activities.

- Mirror:** Toddlers are beginning to recognize their faces in a mirror. Take turns looking at their faces in a mirror. Talk about facial parts and expressions and how to identify feelings (e.g. "Look at my mouth. You can see I'm joyful because I'm smiling!"). Let them call out an emotion and then you make the expression with your face.
- Puppets or dolls:** Create puppets from felt or small paper bags or paper dolls that are laminated, and walk toddlers through daily routines or experiences while pointing out the various feelings that might come up. Then show how the puppets or dolls use safe emotional expression and self-regulation strategies when they experience different emotions.

Add Your Notes Here

Add Your Notes Here

Talk About It

The BookCASE

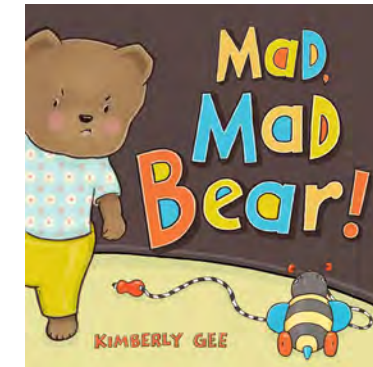
Check out these board books about emotions and self- and co-regulation.

- Calm* by Dr. Jillian Roberts
- Mindful Tots: Rest & Relax* by Whitney Stewart (author), Rocío Alejandro (illustrator)
- Making Faces: A First Book of Emotions* by Abrams Appleseed

Please note: your local library may have some or all of these books and/or have suggestions about other books on this topic!



Pictured above: Kimberly Gee, author and illustrator of *Mad, Mad Bear!*



Making the CASE

Mad, Mad Bear! by Kimberly Gee

Connection – This book is about how Bear feels mad after the events of his morning and how he self-regulates. It connects to the ELOF Emotional Functioning sub-domain of Social and Emotional Development domain. Specifically, Goal IT-SE 9. Child manages emotions with the support of familiar adults.

Advanced vocabulary – This story uses words like mad, favorite, fair, breath, and better. It's important to use a rich vocabulary with all ages of children — starting from birth. As you read these words, try giving an example of them or adding in other words that mean the same thing, like angry or fuming for mad, or calm or content for quiet. Then try asking toddlers what the words mean. This could give you information about how/what the toddlers are thinking about.

Support active engagement – Respond to what the children point out or name in the story, give them more information about what they are interested in, and follow their lead! Try asking open-ended questions like "when have you felt mad?" or "what do you think bear should do?" or "what helps you calm down when you are angry?"

Extend the learning – Bear used a few different self-regulation strategies in this book, like using his body to push something heavy, stomping his feet, and taking slow breaths. Create visual supports to help teach toddlers these self-regulation strategies and make a connection back to the book when you think a toddler is feeling angry! You might say, "remember when Bear was angry, and he needed to push something? Do you want to try pushing the block bin over to the carpet?"



Put It Into Practice

Preschoolers are ready for more complex language about emotions and more advanced regulation strategies. Modeling and teaching these skills helps them manage their behavior and engage in learning.

Putting these strategies into practice helps preschoolers learn to:

- Identify and describe more subtle and complex emotions.
- Use a variety of coping strategies to relax and regulate.
- Express feelings in ways that are appropriate to a situation.

Practice Empathy

- Stay close and respond quickly to children’s emotional states.
- Label a wide variety of emotions in children, yourself, others, and in books.
- Encourage children to describe what they are feeling and what others might be feeling.
- Identify your own emotions using a variety of complex emotion words.

Add Your Notes Here

Identify Children’s Emotions

- Acknowledge and identify how a child seems to be feeling as a first response to behavior.
- Tell stories of your own experiences and feelings that relate to the children’s experiences.
- Ask open-ended questions to help children express their feelings more clearly.
- Role play familiar scenarios with children or puppets to help them think about why they and others might have certain feelings about the scenarios.

Add Your Notes Here

Teach Regulation Strategies

- Model and practice coping strategies: deep breaths, count to 10, draw a picture, find a safe and quiet space, go for a jog outside, blow bubbles.
- When you notice strong emotions, encourage the child to choose a strategy.
- With children or puppets, role play scenarios and safe ways to express and act on emotions.
- Use visuals and props to support self-regulation strategies.

Add Your Notes Here

Try It Out

Try out these techniques and activities to promote trusting relationships with preschoolers.

B.A.S.I.C.S.

Behavioral expectations in advance; **A**ttend to and encourage positive behavior; **S**caffold with cues and prompts; **I**ncrease engagement; **C**reate or add challenge; **S**pecific feedback

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Scaffold with cues and prompts

Use emotion words to describe what you notice about preschool children’s emotions and describe your own emotions

- Try using novel words like peaceful, disappointed, or enthusiastic.
- Relaxation Thermometer:** This is a wonderful, engaging tool that can help children connect a color to feeling as a cue to regulate through techniques like breathing to shift their color from red down to blue!

[Learn more about this resource from NCPMI here.](#)

Add Your Notes Here



Increase engagement

Support children with emotional literacy through this hands-on activity.

- Paper Dolls:** An active engagement strategy for teaching children to detect and understand emotions in others.
 - Create “paper dolls” with a variety of feeling faces
 - Provide each child with a “paper doll” and assorted feeling faces, then tell a story featuring the paper doll character.
 - Pause after each event and before using a feeling word, ask the children to consider how their “paper doll” character might be feeling and to change the “paper dolls” facial expression accordingly

Find the [Paper Dolls to Teach Feelings template](#) on the ECLKC Classroom Visuals & Supports page.

Add Your Notes Here

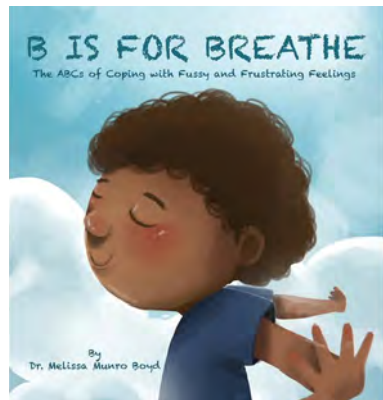
Talk About It

The BookCASE

Check out these books about emotions and self- and co-regulation.

- *You Have Feelings All the Time* by Deborah Farmer Kris (author), Jennifer Zivojn (illustrator)
- *The Color Monster: A Story About Emotions* by Anna Llenas
- *Some Days* by Karen Kaufman Orloff (author), Ziyue Chen (illustrator)

Please note: your local library may have some or all of these books or have suggestions about other books on this topic!



Making the CASE

B is for Breathe: The ABCs of Coping with Fussy and Frustrating Feelings by Dr. Melissa Munro Boyd

Connection - This book is a story (an alphabetized list) of simple activities that a preschool child can do in order to support emotional grounding and centering. It connects to the ELOF Emotional Functioning sub-domain of Social and Emotional Development domain. Goal P-SE 8. Child manages emotions with increasing independence.

Advanced vocabulary - This story uses words like express, self-esteem, clutter, boost, and communicate. It's important to use a rich vocabulary with all ages of children — starting from birth. As you read these words, try giving an example of them or adding in other words that mean the same thing, like share for express and communicate, confidence for self-esteem, mess for clutter, make more for boost.

Support active engagement - Respond to what preschool children point out or name in the pictures, give them more information about the expressions or emotions they are interested in, and follow their lead!

Extend the learning - Try the strategies suggested in the Increase Engagement sections of the BASICS. Work with the children to make a feelings chart with faces showing a range of emotions and post it in your arrival area. Work with children to create emotion cards with pictures of diverse people showing different emotions. Play games, such as those suggested in the BASICS section, so preschoolers can practice recognizing and discussing different emotions.



Pictured above: Dr. Melissa Munro Boyd, author and illustrator of *B is for Breathe: The ABCs of Coping with Fussy and Frustrating Feelings*

Resources

Head Start Early Learning Outcomes Framework
<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five> (English)

<https://eclkc.ohs.acf.hhs.gov/es/marco-interactivo-de-head-start-sobre-los-resultados-del-aprendizaje-temprano-de-los-ninos-desde-el> (Spanish)

Social and Emotional Development Effective Practice Guides
<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/social-emotional-development>

Pyramid Model Overview
<https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html>

Classroom Visuals & Supports
<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/classroom-visuals-supports>

15-minute In-service Suites: Environmental Support
<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/environmental-support>

Supporting Social and Emotional Learning for Children with Disabilities
<https://eclkc.ohs.acf.hhs.gov/video/supporting-social-emotional-learning-children-disabilities>

Children's Books
<https://challengingbehavior.org/implementation/program-wide/books/>

Self-Regulation Skills: Relaxation Thermometer
<https://challengingbehavior.org/document/self-regulation-skills-relaxation-thermometer/>

How to Help Your Child Understand and Label Emotions
https://challengingbehavior.org/docs/backpack/BackpackConnection_emotions_label.pdf

Exploring Feelings with Storytime
<https://challengingbehavior.org/document/explore-feelings-with-storytime/>

Feeling Faces: This is how I feel today!
https://challengingbehavior.org/docs/FeelingFaces_chart_EN-Blank.pdf (English)

https://challengingbehavior.org/docs/FeelingFaces_chart_SP.pdf (Spanish)

Feeling Faces: Cards
https://challengingbehavior.org/docs/FeelingFaces_cards_EN-Blank.pdf

Feeling Faces Playdough Mats
https://challengingbehavior.org/docs/FeelingFaces_mats.pdf

Feelings Sign-in Sheet
https://challengingbehavior.org/docs/FeelingFaces_signin.pdf

Fostering Emotional Literacy in Young Children: Labeling Emotions
<https://eclkc.ohs.acf.hhs.gov/mental-health/article/fostering-emotional-literacy-young-children-labeling-emotions>

Teaching Emotions: Activity Ideas to Share with Families
<https://challengingbehavior.org/docs/activity-ideas-families.pdf>

Parallel Play: Self-regulation and Reframing the "Terrible Twos"
<https://eclkc.ohs.acf.hhs.gov/podcast/self-regulation-reframing-terrible-twos>

Teacher Time Series: Supporting Emotional and Behavioral Self-regulation
Infants and Toddlers: <https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/supporting-infants-toddlers-emotional-behavioral-self-regulation>

Preschool Children: <https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/supporting-preschoolers-emotional-behavioral-self-regulation>

EarlyEdU Alliance Higher Education Learning Module: Emotional Literacy
<https://eclkc.ohs.acf.hhs.gov/video/emotional-literacy>

See your ideas in the next issue!

We'd love to hear about how you're using some of these practices in your learning environment. Please post your ideas in the Teacher Time community on MyPeers!

If you're not already a member of MyPeers, we invite you to join! Check out this ECLKC webpage to find out more about MyPeers: <https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-social-network-early-childhood-professionals>



Add Additional Notes Here

