



November 4, 2021

Supporting Infants' and Toddlers' Emotional and Behavioral Self-Regulation

Viewer's Guide

This viewer's guide gives you ideas for creating learning environments for all infants and toddlers. The reflection questions and activities will help you think about ways to support children's learning. Helpful resources can be found in the Resources section of this guide.

Head Start Early Learning Outcomes Framework (ELOF)

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

Throughout the season, we'll be referring to the Approaches to Learning domain on the ELOF. Follow the link above to find the interactive ELOF. Here you can click on a domain, then click on sub-domains. Within each sub-domain, you'll find goals. Each goal then outlines the developmental progression of skills for either infants/toddlers or preschoolers. This is an invaluable resource!

		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		



Need to access the ELOF on the go? Check out ELOF2GO, a mobile app that includes the ELOF developmental progressions here: <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>



National Center on
Early Childhood Development, Teaching, and Learning

This training was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

ELOF – Approaches to Learning for Preschool

Infant/Toddler Approaches to Learning Sub-Domains

Emotional and Behavioral Self-Regulation

Cognitive Self-Regulation
(Executive Functioning)

Initiative and Curiosity

Creativity

Goals for Sub-Domain: Emotional and Behavioral Self-Regulation

Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.

Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.

Red Light, Green Light

For this example, use the Green Thoughts column to write down ways you can turn from red light thinking to green light thinking.

You are sitting with two toddlers playing at the sensory table. One grabs a measuring cup from another. They both start screaming and start to hit even when you try to separate them. Then, a third toddler comes over and is pulling on your shoulder, crying.

Red Thoughts	Category	Green Thoughts
This is impossible! I can never just engage with children and be fully present.	Thinking	
I would feel overwhelmed and upset.	Feeling	
I would probably tell the one child to wait and just take the measuring cup away.	Behaving	

Video Observations

Write down strategies you'd like to try that will support young children's emotional regulation.

Supporting Infants' and Toddler's Emotional Regulation

Supporting Infants' and Toddlers' Emotional Regulation



Write down ideas for Identify emotions.

Write down ideas for practice empathy.

Write down ideas for teach regulation skills.

BASICS: Emotional and Behavioral Self-Regulation



B Behavioral expectations in advance



A Attend to and encourage appropriate behavior



S Scaffold with cues and prompts



I Increase engagement



C Create or add challenge



S Specific feedback

Write down ideas for **Behavioral expectations in advance**.

Write down ideas for **Attend to and encourage appropriate behavior**.

Write down ideas for **Scaffold with cues and prompts.**

Write down ideas for **Increase engagement.**

Write down ideas for **Create or add challenge.**

Write down ideas for **Specific feedback.**

Small Changes, Big Impact

Below are two different scenarios for you to think about, one for an infant, one for a young toddler. What are some modifications you can make to support this child's emotional and behavioral regulation? We've given you some prompts to think of different types of modifications you can make.

Infant: Kesia is 9 months old. Each morning when her dad drops her off, she screams and cries and latches to her dad. What are some modifications you can make to support Kesia leaving her dad?

Toddler: Tariq is 18 months old. Recently when he is playing with a toy and another child comes near, Tariq bites the other child. What modifications can you make to support Tariq's ability to regulate his feelings when he feels threatened?

Can you make any modifications to the physical or social environment?

Are there materials you can use to support the child?

Can you simplify the task?

In what ways can a parent or other trusted adult help?

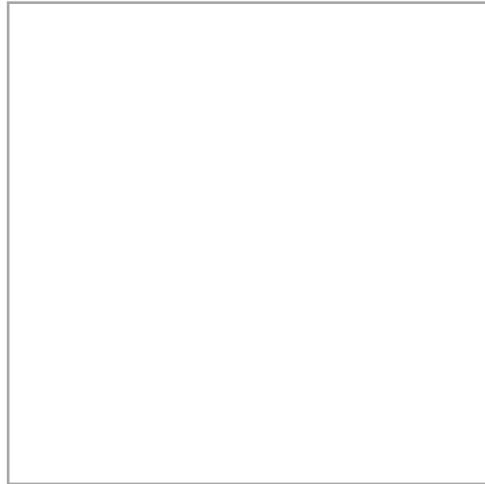
Try it Out!

If you work with a child who has similar challenges, work on a plan with the family and give these modifications a try for a few days. Is the modification decreasing the crying or biting? Or is it just as hard as the first day? If it's working, great! Keep going. After about a week where it's successful, see if you can start to pull back, or fade away the support. If it's not working, try for at least another day or two. If it's still not working, work with a family member to plan for and try another modification.

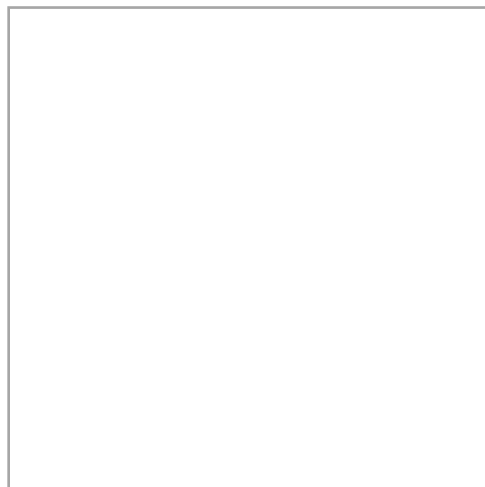
First – Then

On the next page is a cut out of a First-Then template for you to use! Cut this out and paste it to cardboard or laminate it to increase the life of the visual support. Then, add two pieces of Velcro, one in the “First” box, one in the “Then” box. You can use these boxes to stick photos or images of what you are trying to say verbally. If you don't have pictures to stick on, use a dry erase marker on the laminate to draw a picture of what you are saying.

First



Then

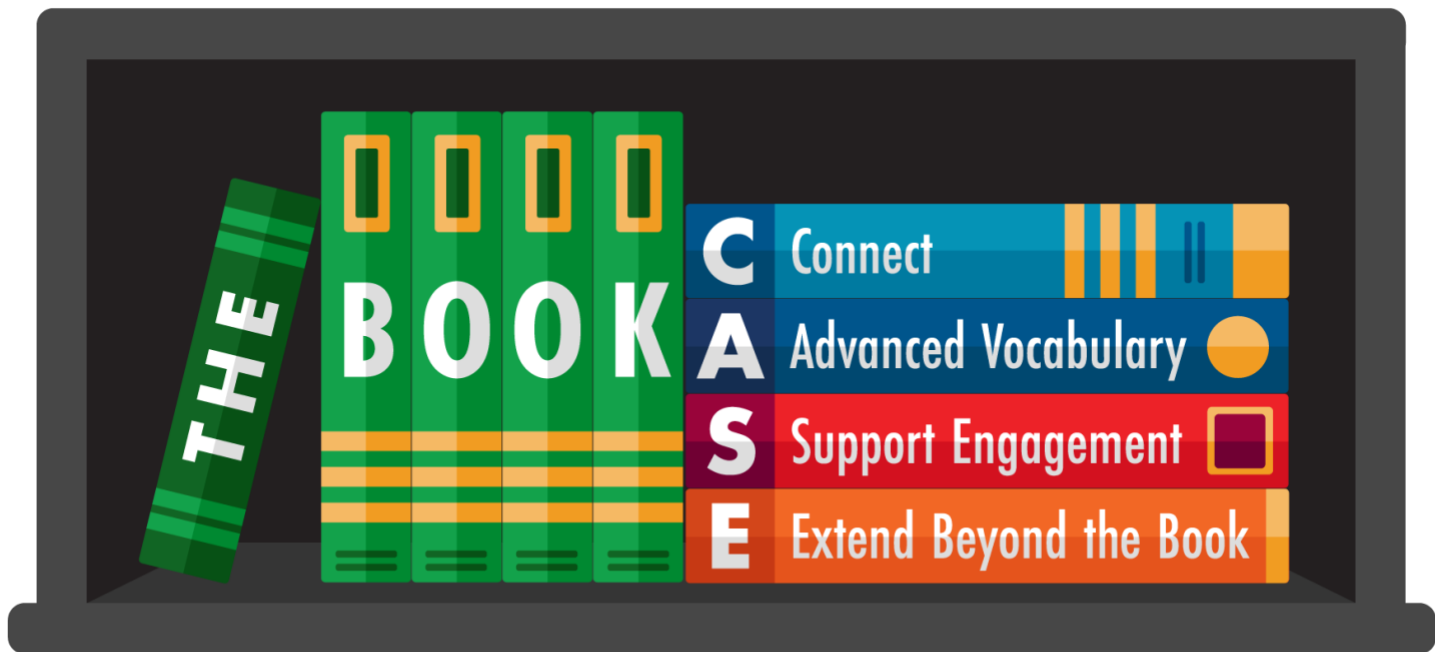


Focus on Equity

Five Questions with Dr. Walter Gilliam – Implicit Bias

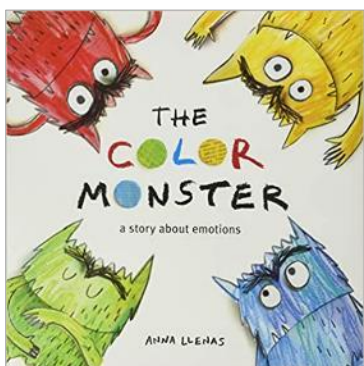
<https://eclkc.ohs.acf.hhs.gov/professional-development/article/five-questions-child-development-experts>

After watching the video, you might have become more aware of some of your own biases. Take a minute to reflect on some of what you learned about yourself and write down changes you will make.



Books are a great way to engage with children. There are books about many things in our world, too. So, matching books with children's interests, what's happening in their families' lives, and activities helps make learning experiences meaningful for children.

Selected Books from the BookCASE



The Color Monster

El Monstruo de colores
Alana Llenas (author)

The Color Monster (shown here in English and Spanish). One day, Color Monster wakes up feeling very confused. His emotions are all over the place; he feels angry, happy, calm, sad, and scared all at once! To help him, a little girl shows him what each feeling means through color. As this adorable monster learns to sort and define his mixed-up emotions, he gains self-awareness and peace as a result. Everyone will enjoy sharing this concept book by Alana Llenas, that taps into both socio-emotional growth and color concepts in a simple, friendly way. (from www.bookshop.org)



Making Faces

Abrams Appleseed (author)

This bold, beautiful board book introduces five essential expressions: happy, sad, angry, surprised, and silly. Each expression is introduced with a large image of a baby's face. Readers are asked to mimic the face, then pick it out from a group of other babies. The very last spread includes all the expressions from the previous pages, and a mirror so readers can watch themselves make any face they please! (from www.bookshop.org)



My Face Book

Star Bright Books (publisher)

Babies love looking at other babies and these charming baby faces—smiling, frowning, laughing, being silly or serious—are sure to captivate and delight toddlers and babies. Children will enjoy looking at this book repeatedly. Self-expression has never been more adorable! It is available in Spanish, Vietnamese, Somali, and more. (from www.bookshop.org)

Exploring the BookCASE with *My Face Book*



Connection to the ELOF

Helping young children to learn diverse feeling words is connected to the emotional regulation ELOF goal. There is a saying—you have to “name it to tame it”—so helping children grow the number of feeling words they know will help children to begin to understand the emotions they are experiencing.

Advanced vocabulary

You can expand infant and toddler emotional vocabularies with all the different feeling words like “serious,” “disgusted,” and “joy.”

Support engagement

You can make funny faces and encourage children to make them too. If you are using this book with young infants, you could gently touch the child's eye, nose, and mouth as you say the word.

Extend beyond the book

Make a group “feeling face book.” Take and print photos of children in your class or family child care making different expressions, write the feeling beneath the photo, then laminate and you have a personal feeling face book that is reflective of your own classroom or child care community! Ask families about how they say and spell feeling words in their home language and add them beneath the photos as well. This would be a great activity to talk about or do with families during a home visit or family night.

Explore the BookCASE on Your Own

The infants in my learning environment love this book:

Make the CASE:

Connect:

Advanced vocabulary:

Support engagement:

Extend:

Explore the BookCASE on Your Own

The toddlers in my learning environment love this book:

Make the CASE:

Connect:

Advanced vocabulary:

Support engagement:

Extend:

Books I would like to add to my learning environment:

Helpful Resources

ECLKC Resources

Head Start Early Learning Outcomes Framework and related resources

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>
(English)

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

Approaches to Learning Effective Practice Guides

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/approaches-learning> (English)

<https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/effective-practice-guides/enfoques-de-aprendizaje>
(Spanish)

News You Can Use: Approaches Toward Learning Part 1 – Foundations of School Readiness (focuses on infant and toddler self-regulation)

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/news-you-can-use-approaches-toward-learning-part-1-foundations-school-readiness#approach-04> (English)

<https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/articulo/hablemos-de-los-enfoques-del-aprendizaje-y-su-relacion-con-la> (Spanish)

Early Essentials Webisode 4: The First Three Years

<https://eclkc.ohs.acf.hhs.gov/video/early-essentials-webisode-4-first-three-years> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/elementos-esenciales-webisodio-4-los-tres-primeros-anos> (transcript in Spanish available)

Head Start Center for Inclusion

Curriculum Modifications for Infants and Toddlers

<https://headstartinclusion.org/training-materials/professional-development-packages/curriculum-modifications-for-infants-and-toddlers/>

FAQs: Suspension and Expulsion in Infant and Toddler Settings

<https://headstartinclusion.org/tip-sheets/faqseries/>

Classroom Visuals and Supports

<https://headstartinclusion.org/tools-and-supports/classroom-visuals-and-supports/>

Mobile Apps

ELOF2GO Mobile App

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

Text4Teachers

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers>

Ready DLL Mobile App

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/ready-dll-mobile-app>

Online Communities

MyPeers

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

- Teacher Time Community
- Head Start Disabilities and Inclusion Network
- Culturally and Linguistically Responsive Practices Community