Promoting Social Emotional Competence

Trainer Guide

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
Infant and Toddler Modules 1 and 2
Promoting Social Emotional Competence

Infant and Toddler Modules 1 and 2

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

Developed by Sheri Osborne and Louise Canfield
VA Infant & Toddler Specialist Network
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Module 1: Social Emotional Development Within the Context of Relationships

Module 2: Responsive Routines, Environments, and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers

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Introduction

This Trainer Guide is a companion to the Promoting Social Emotional Competence Infant and Toddler Modules developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) located at Vanderbilt University, http://csefel.vanderbilt.edu/. The CSEFEL materials reflect evidence-based practices for promoting children's social and emotional development and preventing challenging behaviors. This Trainer Guide is intended for use by trainers as they assist early care providers, through professional development, to improve the social and emotional outcomes of infants and toddlers in their care.

Training Formats: This Trainer Guide is designed to be used in conjunction with the CSEFEL Infant and Toddler Modules 1 and 2. Included are three training options; each option covers 12 hours of training. For each module, there are revised trainer outlines that provide guidance when delivering training in each of the three different option formats:

Option 1. Two, Seven Hour Sessions (includes 1 hour lunch break)
Option 2. Four, Three Hour Sessions
Option 3. Six, Two Hour Sessions

This allows the trainer to select the option format that is most compatible with the needs of the early care training participants. In addition, suggested content, activities, and video clips to be used during training have been streamlined in this Trainer Guide in order to provide a less intense training experience and more time for examples, questions, and reflection.
**Session Outlines:** There is a total of six sessions for each Module. Outlines for each session format contain **Learner Objectives, Suggested Agenda, Materials and Equipment Needed, Trainer Preparation, Trainer Notes, and Content and Slides.** The **Learner Objectives** section identifies the objectives for each session. The **Suggested Agenda** matches the content to be covered to the allocated time. The **Materials and Equipment Needed** identifies equipment necessary for the training such as LCD projector, computer, chart paper, etc.; handouts by number and name; and video clips to be used by number and title. The **Trainer Preparation** section provides information on tasks the trainer will need to complete prior to the training and any items the trainer may need to gather for use during the training. The **Trainer Notes** include ideas, tips, and suggestions for the trainer. The **Content and Slides** section lists suggestions for the slides to be used and content to be covered during the session. Because some slides and corresponding information may have been eliminated due to the allocated time for a session, make sure the instructions in the training script for CSEFEL Modules 1 and 2 are applicable to any revisions made when preparing for the training. In the **Content and Slides** section, the slide numbers in bold and the corresponding content in bold indicate sub headings within the major content areas.

**PowerPoint Preparation:** Once the format e.g. Option 1, 2, or 3 has been selected, a PowerPoint (PPT) presentation will need to be developed so the PPT slides match the respective outline. This will mean eliminating some of the slides and revising others in the “original” PPT CSEFEL presentation you downloaded online. For example, in this **Trainer Guide**, Module 1, Option 3, Two Hour Session 1, has one objective instead of the four on the original CSEFEL PPT presentation. The objective is:

- “Define social emotional development and describe how it unfolds in the context of caregiving relationships.”

Therefore, Slide 3 will need to be revised to include only one objective for Module 1, Option 3, Two Hour Session 1, and Slide 4 will need to be eliminated for Session 1. Please note that objectives 2, 3, and 4 are now covered in other sessions. Some objectives are listed in multiple sessions.

Another example of changes when selecting **Trainer Guide**, Module 1, Option 3, Two Hour Session 1, is that Slide 5 in the “original” PPT CSEFEL presentation you downloaded online will need to be revised to only include agenda items that will be covered during the session. Remaining items will be covered during subsequent sessions.

**Attachments:** There are four attachments in this **Trainer Guide**.
- **Attachment A:** How to Embed Video Clips in PowerPoint 2010 Presentations (Resource)
- **Attachment B:** Session Evaluation Form (Handout)
- **Attachment C:** Adoption of the Pyramid Model (Handout)
- **Attachment D:** Child Care in America Statistics and Research (Handout for Module 2)
Other resources include two publications developed by the Office of Early Childhood Development, Virginia Department of Social Services. Copies of both documents are available at (http://www.dss.virginia.gov/family/cc/professionals_resources.cgi). Virginia’s Competencies for Early Childhood Professionals (2008) is a document designed to articulate skills, knowledge, and best practices for adults who guide the growth and development of young children. An understanding of the standards for competent practice outlined in the publication can be useful to trainers as they plan and provide training using this Trainer Guide for CSEFEL Infant and Toddler Modules 1 and 2. There are four areas of competency that are particularly germane to children’s social and emotional development. These include:

- Understanding Child Growth and Development
  1. Basic Child Development
  2. Typical and Atypical Development
  3. Individual Differences
  4. Influences on Development
  5. Strategic Facilitation of Development
  6. Collaboration

- Partnering with Families and Communities
  1. Knowing and Respecting Families
  2. Communication

- Learning Environment
  1. Overall Learning Environment
  2. Learning Strategies
  3. Curriculum
  4. Schedules, Routines, and Transitions
  5. Physical Environment
  6. Materials and Equipment
  7. Collaboration

- Effective Interactions
  1. Relationships
  2. Interactions with Persons of Various Ages Across the Lifespan
  3. Group Interactions
  4. Communication
  5. Guidance
  6. Family Collaboration

Because the competencies in these areas relate to best practices for adults who are supporting the growth and development of children from birth to kindergarten; infant and toddler professionals, whether they are providing professional development or caring for children, can benefit from advancing their skills and knowledge across all areas.

The Milestones of Child Development (Revised 2013) is a guide to young children’s learning and development and designed to be used by adults to provide optimal learning environments and experiences for young children. Each of six domains, or areas of development, is covered separately
and includes several components which are broken down by age, indicators of what children are learning to do, examples of things the child may be observed doing, and strategies to be used to help/support the child. The Social and Emotional Development domain includes three strands:

1. Relationships with Others
2. Learning About Self (Self-Concept)
3. Emotion Regulation and Self-Regulation

Refer to pages 3 – 6 of the Milestones for details of each of the Social and Emotional Development domain strands.

Because of the interconnectedness of children’s early development across all areas, it is important to also become familiar with strands in other areas that relate to infant and toddler social and emotional development. For example, the Language and Literacy domain strands include indicators and strategies that relate to CSEFEL Module 2 content on Using Books to Build Social Emotional Skills.

One additional resource is the Virginia Association for Infant Mental Health Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health Competency Guidelines (revised 2011) that are based on the principle that all development occurs in the context of relationships. The Competency Guidelines that are found online, http://ecmhva.org, are organized around eight core competency areas that provide a framework for cross-disciplinary training and workforce development and support relationship-based practice promoting infant mental health by strengthening and recognizing professionals’ skills and experience. The eight areas include: theoretical foundations; law, regulation and agency policy: systems expertise; direct service skills; working with others; communicating; thinking; and reflection.

In this Trainer Guide, reference is drawn specifically to two of the Areas of Expertise in these infant mental health competency guidelines:

1. Theoretical Foundations knowledge area for cultural competence, page 2, and
2. Direct Service Skills knowledge area for providing information and assistance to parents, found on page 3.

The intent of the Competency Guidelines is to provide a guide for those working with pregnant women and families with children age birth to three years and for those offering training to them. One of the requirements of the Virginia Association for Infant Mental Health (VAIMH) Endorsement is in the area of training. Those seeking endorsement are required to document in their portfolio for endorsement which infant mental health competencies in the Virginia Association for Infant Mental Health Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health Competency Guidelines are addressed in the training they receive.
The content of the CSEFEL Infant and Toddler Modules 1 and 2 training provide endorsement applicants with training hours toward meeting competencies in the Virginia Association for Infant Mental Health Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health Competency Guidelines. A crosswalk between the CSEFEL Infant and Toddler Modules 1 and 2 training content and the Virginia Association for Infant Mental Health Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health Competency Guidelines is available as a guide for endorsement applicants as they work with their assigned advisor to accurately document the infant mental health competencies in their endorsement portfolio.

Virginia’s Early Childhood Mental Health initiative is focused on the development of a comprehensive system of care for infant and child mental health serving children birth through age eight and their families/caregivers. On their website, http://ecmhva.org, you can find information about this effort including: upcoming training events, information about the Virginia Association for Infant Mental Health Endorsement, as well as publications and other resources.

For additional information on this Trainer Guide, contact Arlene Kasper at the Division of Child Care and Early Childhood Development, Virginia Department of Social Services, 801 East Main Street, Richmond, Virginia 23219-2901 or arlene.kasper@dss.virginia.gov.
Infant and Toddler Modules 1 and 2

Option 1
Seven Hour Sessions
## Module 1

### Module 1, Option 1, Seven Hour Session

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<th>Learner Objectives</th>
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<tr>
<td>Participants will be able to:</td>
<td>I. Setting the Stage 15 minutes</td>
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<tr>
<td>• Define social emotional development and describe how it unfolds in the context of caregiving relationships</td>
<td>II. The Pyramid Model 15 minutes</td>
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<tr>
<td>• Describe how very young children’s behavior and communication are meaningful</td>
<td>III. Understanding Social Emotional Development (What is it and how does it happen?) 60 minutes</td>
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<tr>
<td>• Use a variety of strategies, including self-reflection and observation, to increase their capacity to support social emotional development by forming positive relationships with infants, toddlers and their families</td>
<td>IV. Break 10 minutes</td>
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<td>• Reflect on how culture (perceptions, beliefs, values) influences caregiving, parenting and the social emotional development of infants and toddlers</td>
<td>V. Understanding Behavior – Making Sense of What you See and Hear 80 minutes</td>
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<td>- Careful Observation</td>
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<td>- Ways Children Communicate</td>
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<td>- Knowing Social Emotional Development Milestones</td>
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<td>- Temperament</td>
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<td>- Social Emotional Development and Behavior</td>
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<td>- Social Emotional Development and Values, Beliefs and Assumptions</td>
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<td>VI. Lunch 60 minutes</td>
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<td></td>
<td>VII. Understanding Behavior – Making Sense of What you See and Hear (cont.) 30 minutes</td>
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<td></td>
<td>- Cultural Influences</td>
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<td>VIII. Forming and Sustaining Relationships with Children and Families 90 minutes</td>
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<td></td>
<td>- Context of Relationships</td>
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<td>- Attachment Relationship</td>
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<td>- Building Relationships with Families</td>
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<td>- Understanding Families</td>
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<td>IX. Break 10 minutes</td>
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<td>X. Essential Positive Messages 25 minutes</td>
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<td>XI. Wrap-up, Reflection, Action Planning, Evaluation 25 minutes</td>
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**Total Time** 7 hours
### Module 1, Option 1, Seven Hour Session (cont.)

#### Materials and Equipment Needed

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<td>□ CSEFEL Infant and Toddler Training Module 1</td>
<td>1.2 Overview of CSEFEL Infant and Toddler Training Module Content</td>
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<td>□ LCD projector and computer for displaying PowerPoint slides and videos</td>
<td>1.9 Developmental Continuum of Social and Emotional Indicators</td>
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<td>□ Chart paper, markers, tape</td>
<td>1.12 Temperament Continuum</td>
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<td>□ CSEFEL video clips</td>
<td>1.18 Attachment Relationships</td>
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<td>□ Blank paper</td>
<td>1.20 Working with Families Inventory</td>
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<td>□ Watch or a timer</td>
<td>1.21 Planning for Change</td>
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<td>□ Sticky notes</td>
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**Attachments**

- Attachment B: *Session Evaluation Form*
- Attachment C: *Adoption of the Pyramid Model*

**Video Clips**

- 1.1 Caregivers Supporting Social Emotional Development
- 1.2 Supporting Self-Regulation
- 1.3 What is The Biting Trying to Tell Us?
- 1.6 Learning from Families
- 1.7 Infant Master Conversation
- 1.8 Supporting Attachment
- 1.9 A Parent’s Perspective
Module 1, Option 1, Seven Hour Session (cont.)

Trainer Preparation

☐ Review Module 1, Option 1, Seven Hour Session Trainer’s Outline
☐ Visit the CSEFEL website, http://csefel.vanderbilt.edu/, for additional information
☐ Review CSEFEL Infant and Toddler Training Module 1 trainer script for pages 1.4 – 1.82
☐ Preview video clips 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, and 1.9
☐ Prepare PowerPoint presentation
☐ Make copies of all handouts and attachments for training participants
☐ Gather chart paper and markers for “Parking Lot”
☐ Gather blank paper, timer/watch for Slide 17 Activity: ABCs of Social Emotional Development on page 1.20
☐ Gather chart paper and markers to distribute to small groups of participants for Slide 115 Activity: Essential Positive Messages for Each Child on page 1.78
☐ Optional: Get feedback about the training at the end of the session. Use the evaluation form provided as Attachment B in this Trainer Guide
Module 1
Social Emotional Development within the Context of Relationships

Module 1, Option 1, Seven Hour Session (cont.)

Trainer Notes

Not all handouts, video clips, and slides will be listed in numerical sequence as some have been eliminated to be consistent with time limitations and to better meet the needs of participants. For example, Slides 6, 7, 8, 29, 31, 33, 43, 44, 45, 50, 54, 59, 60, 64, 66, 67, 68, 69, 70, 71, 72, 77, 84, 94, 100, 106, 107, 108, 109, 110, and 111 have been eliminated. Slide 34 has been moved to after slide 39. Revisions to slides are noted in the Content and Slides section that follows.

Optional Activities for this session are not included.

Slide 2: Activity: Getting to Know Each Other. This activity has been modified. Instead of debriefing by asking participants to share a summary of their group’s responses, the trainer can debrief as a large group by asking for a show of hands for the following questions: How many of you have worked with infants and toddlers for less than 5 years? How many for 5 to 10 years? How many for more than 10 years? How many of you work directly with infants and toddlers in a classroom setting? How many of you work directly with infants and toddlers in a family care home setting? How many of you are directors of programs serving infants and toddlers?

Slide 3: Change the objectives on this slide to the following:

- Define social emotional development and describe how it unfolds in the context of caregiving relationships
- Describe how very young children’s behavior and communication are meaningful

Slide 4: Change the objectives on this slide to the following:

- Use a variety of strategies, including self-reflection and observation, to increase their capacity to support social emotional development by forming positive relationships with infants, toddlers, and their families
- Reflect on how culture (perceptions, beliefs, values) influences caregiving, parenting, and the social emotional development of infants and toddlers

Slide 5: After discussing the agenda, reference Handout 1.2 on page 1.8. Inform participants that not all topics listed are covered during this training.

Slides 9, 10, 11: Eliminate Handout 1.3 and 1.4 on pages 1.10 - 1.11 and discussion of “Other key points to highlight...” section on pages 1.12 – 1.14. Refer participants to page 1 of Attachment C: Adoption of the Pyramid Model.

Slide 16: Eliminate Handout 1.7 on page 1.17.

There are two references to reading the content of slides to participants. One is on page 1.17 for Slide 16 and one is on page 1.21 for Slide 18. It is strongly suggested that the trainer highlight or paraphrase the content instead of reading it to participants.
Module 1, Option 1, Seven Hour Session (cont.)

Slide 24: Activity: Group Discussion (formerly Partner Discussion). Instead of asking participants to find a partner and discuss the video clip, begin the activity with a large group discussion of the video clip using the questions provided.

Slide 30: When discussing Slide 30, eliminate reference to Slide 29 Activity: What Things Do you Notice?

When discussing Slide 41 and 42, please reference Virginia’s Milestones of Child Development (Revised 2013) ([http://dss.virginia.gov/family/cc/professionals_resources.cgi](http://dss.virginia.gov/family/cc/professionals_resources.cgi)). See also pages iii-iv of the Introduction section of this Trainer Guide.

During the discussion of Slide 42, refer to Handout 1.9 but do not include the Activity on pages 1.36 and 1.37.

Slide 47: During discussion of the importance of screening, please reference two good screening tools.

- The Ages & Stages Questionnaires®: Social-Emotional (ASQ: SE) is a reliable screening tool for identifying young children at risk for social or emotional difficulties.

- The Ages & Stages Questionnaires®, Third Edition (ASQ-3™) is a family-friendly way to screen children for developmental delays in multiple areas of development.


For Slide 51 on page 1.41, use Handout 1.12 Temperament Continuum instead of Handout 1.13.

When discussing Slide 75 on page 1.54, please reference the Virginia Association for Infant Mental Health Competency Guidelines, Level 1, [http://ecmhva.org](http://ecmhva.org), and highlight the following Theoretical Foundations knowledge area for cultural competence found on page 2:

- Applies understanding of cultural competence to communicate effectively, establish positive relationships with families, and demonstrate respect for the uniqueness of each client family’s culture

See also pages iv-v of the Introduction section of this Trainer Guide.

Slide 79: Limit Activity: Partner Discussion on page 1.57 to a total of 20 minutes.

For Slide 118 on page 1.81, suggest that if training participants are not able to complete Handout 1.21, Planning for Change, in the time allotted they finish completing the form back home.

Following Slide 120 on page 1.82, ask participants to complete the Session Evaluation Form, Attachment B.
Module 1, Option 1, Seven Hour Session (cont.)

Content and Slides

Setting the Stage
- Slide 1: CSEFEL Module 1, Infant and Toddler Social Emotional Development within the Context of Relationships
- Slide 2: Getting to Know Each Other Activity (Note: prior to the training, revise by eliminating bullets 4-6 due to time constraints. See Trainer Notes for this slide)
- Slides 3,4: Learner Objectives (Note: prior to the training, revise the order of the objectives. See Trainer Notes for these slides)
- Slide 5: Agenda (Note: prior to the training, revise to match agenda above. See also Trainer Notes for this slide)

The Pyramid Model
- Slide 9: Understanding the Pyramid Model (See Trainer Notes for this slide)
- Slide 10: The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children (See Trainer Notes for this slide)
- Slide 11: Key Points about the CSEFEL Pyramid Model (See Trainer Notes for this slide)
- Slide 12: The Pyramid Model and the Modules
- Slide 13: Pyramid Model: Where Are We?

Understanding Social Emotional Development
- Slide 14: Understanding Social Emotional Development
- Slide 15: Why Focus on Social Emotional Development?
- Slide 16: CSEFEL Definition of Social Emotional Development (See Trainer Notes for this slide)
- Slide 17: Activity: ABCs of Social Emotional Development
- Slide 18: Key Social Emotional Skills Needed for School (See Trainer Notes for this slide)
- Slide 19: How Can We Get There?
- Slide 20: What Helps Us Get There?
- Slide 21: Video Clip 1.1 Caregivers Supporting Social Emotional Development
- Slide 22: What Strategies Do Caregivers Use To...
- Slide 23: Video Clip 1.2 Supporting Self-Regulation
- Slide 24: Activity: Group Discussion (Note: prior to the training, revise slide title by deleting “Partner” from original slide and adding “Group.” See also Trainer Notes for this slide)
- Slide 25: Strategies for Helping Young Children Self-Regulate
- Slide 26: The Developing Brain – Essential Needs
- Slide 27: Making Every Day Count: Ways to Help Build Brain Connections

Understanding Behavior – Making Sense of What you See and Hear
- Slide 28: Careful Observation
- Slide 30: Sometimes We Miss the Details (See Trainer Notes for this slide)
- Slide 32: Describe What You See In This Picture
Module 1, Option 1, Seven Hour Session (cont.)

Slide 35: Ways Children Communicate
Slide 36: Cues of Young Children
Slide 37: What Cues Do Children Give You?
Slides 38,39: Young Children Communicate in Many Ways
Slide 34: Learning from Families
Slide 40: How Would You Respond to These Young Children?
Slides 41,42: Knowing Social Emotional Development Milestones
(See Trainer Notes for these slides)
Slide 46: Development Presents Opportunities and Challenges
Slide 47: Importance of Social Emotional Screening (See Trainer Notes for this slide)
Slides 48,49: Temperament
Slide 51: Temperament Types (See Trainer Notes for this slide)
Slide 52: Think About:
Slide 53: Temperament Types – Flexible, Fearful, and Feisty
Slides 55,56: Strategies to Develop a “Good Fit”: How to Adjust Your Temperament
Slide 57: Why is Understanding Temperament Important?
Slide 58: Social Emotional Development and Behavior
Slide 61: Video 1.3 What is The Biting Trying to Tell Us?
Slide 62: The Basics of Behavior
Slide 63: Social Emotional Development and Values, Beliefs and Assumptions
Slide 65: Strategies for Responding to Feelings
Slides 73,74: Strategies for Reframing

Understanding Behavior – Making Sense of What you See and Hear (cont.)
Slide 75: Cultural Influences (See Trainer Notes for this slide)
Slide 76: How Culture Influences Caregiver Behavior
Slide 78: Activity: Large Group Discussion
Slide 79: Activity: Partner Discussion (See Trainer Notes for this slide)
Slide 80: Video Clip 1.6 Learning from Families
Slide 81: Strategies for Supporting Cultural Influences

Forming and Sustaining Relationships with Children and Families
Slide 82: Context of Relationship
Slide 83: What are Relationships?
Slides 85-87: Babies’ Biological Readiness for Relationships
Slide 88: Video Clip 1.7 Infant Master Conversation
Slide 89: Activity: What Do Your Relationships Look Like?
Slides 90-93: Strategies to Build a Secure Relationship with a Very Young Child
Module 1, Option 1, Seven Hour Session (cont.)

Slides 95,96: Attachment Relationship
Slide 97: Video Clip 1.8 Supporting Attachment
Slide 98: Activity: Attachment Relationships Infant and Toddler Handout 1.18
Slide 99: Building Relationships with Families
Slide 101: Building Relationships with Families and Supporting the Parent-Child Relationship
Slide 102: Video 1.9 A Parent’s Perspective
Slides 103,104: Strategies to Build Relationships with Families
Slide 105: Understanding Families
Slide 112: Five Things Caregivers Can Do
Slide 113: Activity: Working with Families Inventory Infant and Toddler Handout 1.20

Essential Positive Messages
Slide 114: Essential Positive Messages
Slide 115: Activity: Essential Positive Messages for Each Child

Wrap-up, Reflection, Action Planning, Evaluation
Slide 116: Wrap-up, Reflection, Action Planning, Evaluation (Note: prior to the training, revise slide to match)
Slide 117: Reflection
Slide 118: Activity: Planning for Change Infant and Toddler Handout 1.21 (See Trainer Notes for this slide)
Slides 119,120: Major Messages to Take Home (See Trainer Notes for slide 120)
# Module 2, Option 1, Seven Hour Session

## Learner Objectives

Participants will be able to:

- Discuss why it is important to pay attention to the social and emotional climate of infant and toddler care settings
- Describe the importance of caregiving routines and identify strategies for using them to support social emotional development
- Identify key ways the physical environment can promote social emotional development in infants and toddlers
- Identify and implement targeted strategies to intentionally build social emotional skills in infants and toddlers
- Support families in promoting routines, environments, and targeted strategies that promote social emotional development of infants and toddlers

## Suggested Agenda

| I. Setting the Stage | 40 minutes |
| II. Social Emotional Climate in Infant and Toddler Care Settings | 70 minutes |
| III. Break | 10 minutes |
| IV. High Quality Supportive Environments - Responsive Schedules and Routines | 60 minutes |
| V. Lunch | 60 minutes |
| VI. High Quality Supportive Environments (cont.) - Responsive Environments | 50 minutes |
| VII. Targeted Strategies to Build Social Emotional Skills - Emotional Literacy | 50 minutes |
| VIII. Break | 10 minutes |
| IX. Targeted Strategies to Build Social Emotional Skills (cont.) - Social Skills | 40 minutes |
| X. Wrap-up, Reflection, Action Planning, Evaluation | 30 minutes |

**Total Time**  7 hours
## Module 2

### Responsive Routines, Environments, and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers

### Module 2, Option 1, Seven Hour Session (cont.)

#### Materials and Equipment Needed

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<th>Equipment</th>
<th>Description</th>
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<tr>
<td>□ Agenda</td>
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<td>□ PowerPoint slides</td>
<td></td>
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<tr>
<td>□ CSEFEL Infant and Toddler Training Module 2</td>
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<tr>
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<td>□ Chart paper, markers, tape</td>
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<td>□ Blank paper</td>
<td></td>
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<tr>
<td>□ CSEFEL video clips</td>
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<tr>
<td>□ Children’s books (one per 2-3 participants)</td>
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<td>2.2 Participant PowerPoint Handouts</td>
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<td>2.8 Responsive Routines Inventory</td>
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<td>2.9 Infant and Toddler Environments Planning Document</td>
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<tr>
<td>2.10 Strategies to Support Emotional Literacy - Scenarios and Strategies</td>
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<td>2.11 Using Books to Support Social Emotional Literacy</td>
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<td>2.13 Development of Play Skills for Infants and Toddlers</td>
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<td>2.14 Infant and Toddler Peer Behavior</td>
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<td>2.15 Strategies for Supporting the Development of Friendship Skills in Infants and Toddlers</td>
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<td>2.16 Planning for Change</td>
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<th>Attachments</th>
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<td>Attachment B: Session Evaluation Form</td>
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<td>Attachment C: Adoption of the Pyramid Model</td>
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<td>Attachment D: Child Care in America Statistics and Research</td>
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<table>
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<tr>
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<tr>
<td>2.1 Promoting Social and Emotional Development</td>
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<tr>
<td>2.2 Continuity of Care and Social Emotional Development</td>
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<tr>
<td>2.3 Routines in Routines</td>
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<td>2.4 Responsive Greeting</td>
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<td>2.5 Responsive Environment</td>
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<td>2.6 Adult Supporting Children in Difficult Encounters</td>
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<tr>
<td>2.7 Using Books to Support Emotional Literacy</td>
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<tr>
<td>2.8 Mom Playing with Toddler</td>
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<tr>
<td>2.9 Promoting Friendship Skills</td>
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</tr>
</tbody>
</table>
Module 2, Option 1, Seven Hour Session (cont.)

Trainer Preparation

- Review Module 2, Option 1, Seven Hour Session Trainer’s Outline
- Visit the CSEFEL website, http://csefel.vanderbilt.edu/, for additional information
- Review CSEFEL Infant and Toddler Training Module 2 trainer script for pages 2.4 – 2.56
- Preview video clips 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9
- Prepare PowerPoint presentation
- Make copies of all handouts and attachments for training participants
- Gather chart paper and markers for “Parking Lot”
- Blank paper as needed for Slide 31 Activity: Individual Considerations for Caregiving Routines on page 2.29
- Gather chart paper and markers for Slide 38 Activity: Responsive Environments on page 2.34
- Copy all four pages of Handout 2.10 for use with Slide 52 Activity: Emotional Literacy Scenarios and Strategies on page 2.42. Cut out the handout scenarios and glue them on card stock. Make enough sets of scenarios so that each group of 4-5 participants has a set. Copy the list of the strategies, one copy per participant
- Bring a sampling of children’s books (e.g., approximately one book per 2-3 participants) or ask participants to bring one book with them to the training. The books can be high quality typical books for infants and toddlers or they can be specifically selected as examples of books with social emotional themes. A list of sample books can be found on the CSEFEL website at, http://www.vanderbilt.edu/csefel
- For Slide 55 on page 2.46, copy Handout 2.11, Using Books to Support Emotional Literacy – approximately 1 copy per participant
- Optional: Get feedback about the training at the end of the session. Use the evaluation form provided as Attachment B in this Trainer Guide
Module 2
Responsive Routines, Environments, and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers

Module 2, Option 1, Seven Hour Session (cont.)

Trainer Notes

Not all handouts, video clips, and slides will be listed in numerical sequence as some have been eliminated to be consistent with time limitations and to better meet the needs of participants. For example, Slides 6, 7, 8, 9, 14, 15, and 65 have been eliminated. Revisions to slides are noted in the Content and Slides section that follows.

Optional Activities for this session are not included.

Slide 5: After discussing the agenda, reference Handout 2.1 on page 2.6. Inform participants that not all topics listed are covered during this training.

Slide 10: Refer participants to Attachment C: Adoption of the Pyramid Model, for information on the adoption of the Pyramid Model in Virginia.

When discussing Slide 11 on page 2.11, please reference Virginia’s Milestones of Child Development (Revised 2013) [http://dss.virginia.gov/family/cc/professionals_resources.cgi]. See also pages iii-iv of the Introduction section of this Trainer Guide.


Slide 14 on page 2.13 has been deleted. Handout 2.6 has been replaced with Attachment D, Child Care in America Statistics and Research, located in this Trainer Guide. After the Slide 13 discussion on page 2.13, the trainer should reference Attachment D. The following instructions should now be used for Attachment D: “Ask for six volunteers who will each read one of the bullets on Attachment D to the larger group. Once finished, ask participants for feedback on what they heard. Elicit specific feedback about the time young children spend in child care and the impact of quality care on later child development. Affirm participants’ responsibility for providing quality care.” Continue by sharing the two points listed at the top of page 2.14.

Slide 16: Do not reference the previous activity as it has been eliminated. Begin with the instructions for Slide 16 on page 2.15 that state, “Review the bullet points on Slide 16 with participants.”

Slide 19: Instead of asking participants to look at Handout 2.4 on page 2.19, ask them to look at page 1 of Attachment C: Adoption of the Pyramid Model.

Slide 20: Due to time limitation, delete the discussion on page 2.21.

For the activity using Slides 23-26 on pages 2.23 and 2.24, the following instructions should be used: “Give groups about 10 minutes to complete the activity, then debrief with the whole group. Invite a few participants to share their ideas or strategies.” Then, continue with the remaining instructions as stated.

Slide 29: Due to time limitations, instead of following the instructions at the top of page 2.28, ask for a few participants to share with the large group effective strategies they have used to support children and families during greetings and goodbyes.
Module 2, Option 1, Seven Hour Session (cont.)

Slide 31: The following instructions should now be used instead of the instructions at the top of page 2.30: “After participants have had time to brainstorm individually ask a few participants to share with the large group examples of strategies to modify routines based on a child’s individual temperament \and/or\ culture.”

There is a reference to reading the content of Slides 33-34 on page 2.31 to participants. It is strongly suggested that the trainer highlight or paraphrase the content instead of reading it to participants.

For Slide 52 Activity: Emotional Literacy Scenarios and Strategies on page 2.42, instead of asking small groups to read all the scenarios, ask them to have each group member to select and read just one scenario.

When conducting the activity for Slide 55 on pages 2.46, follow the suggestion on page 2.47 to ask each group to choose and review one book, instead of 2-3.

When discussing Slide 57 on page 2.49, please reference the Virginia Association for Infant Mental Health Competency Guidelines, Level 1, [http://ecmhva.org](http://ecmhva.org), and highlight the following Direct Service Skills knowledge area for providing information and assistance to parents found on page 3:

- Provides information and assistance to parents or caregivers to help them:
  - Understand their role in the social and emotional development of infants/young children
  - Understand what they can do to promote health, language and cognitive development in infancy and early childhood
  - Find pleasure in caring for their infants/young children

See also pages iv-v of the Introduction section of this Trainer Guide.

When discussing Slides 60 and 61 on page 2.51, please reference Virginia’s Milestones of Child Development (Revised 2013) [http://dss.virginia.gov/family/cc/professionals resources.cgi](http://dss.virginia.gov/family/cc/professionals resources.cgi). See also pages iii-iv of the Introduction section of this Trainer Guide.

Slide 64: See Trainer Notes for Slide 65.

Delete Slide 65 Activity on page 2.54. Following the debriefing of the previous Slide 64 Video 2.9 on page 2.54, refer participants to Handouts 2.14 and 2.15, also on page 2.54. The following instructions should now be used for those handouts. “Share with participants that Handout 2.14 provides developmental indicators of infant and toddler peer behavior. Next, briefly review the list of strategies on Handout 2.15. Emphasize that if caregivers put their awareness of social play together with what they have learned about a child’s strengths, temperament, and developmental level, they are better equipped to help guide the child in appropriate social interactions with his or her peers. Share with participants that by using the strategies on Handout 2.15, caregivers are modeling and encouraging developmentally appropriate social interactions.”

Following Slide 69 on page 2.56, replace Handout 2.18 with the Session Evaluation Form, Attachment B.
Module 2, Option 1, Seven Hour Session (cont.)

Content and Slides

**Setting the Stage**
- Slide 1: CSEFEL Module 2, Responsive Routines, Environments, and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers
- Slide 2: Activity: Getting to Know Each Other
- Slides 3,4: Learner Objectives
- Slide 5: Agenda (Note: prior to the training, revise to match agenda above. See also Trainer Notes for Handout 2.1)
- Slide 10: The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children (See Trainer Notes for this slide)
- Slide 11: CSEFEL Definition of Social Emotional Development (See Trainer Notes for this slide)
- Slide 12: Video 2.1 Promoting Social Emotional Development

**Social Emotional Climate in Infant Toddler Care Settings**
- Slide 13: Key Considerations (see Trainer Notes for this slide)
- Slide 14: Child Care in America (This slide has been deleted. See Trainer Notes for this slide)
- Slide 16: Supporting the Social Emotional Needs of Infants and Toddlers (See Trainer Notes for this slide)
- Slide 17: Video 2.2 Continuity of Care and Social Emotional Development
- Slide 18: Strategies to Promote Continuity of Care

**High Quality Supportive Environments**
- Slide 19: High Quality Supportive Environments: Responsive Schedules and Routines (See Trainer Notes for this slide)
- Slide 20: How Schedules and Routines Support Social Emotional Development (See Trainer Notes for this slide)
- Slide 21: Using Routines to Support Social Emotional Development
- Slide 22: Activity: Handout 2.8 Responsive Routines Inventory
- Slide 23: Routines – Eating & Feeding (See Trainer Notes for Slides 23-26)
- Slide 24: Routines – Diapering & Toilet Learning
- Slide 25: Routines – Sleeping/Resting
- Slide 26: Routines – Greeting/Goodbyes
- Slide 27: Video 2.3 Routines in Routines
- Slide 28: Strategies to Support Routines for Infants and Toddlers
- Slide 29: Video 2.4 Responsive Greetings (See Trainer Notes for this slide)
- Slide 30: Strategies to Support Greetings and Goodbyes
- Slide 31: Activity: Individual Considerations for Caregiving Routines (See Trainer Notes for this slide)
# Module 2, Option 1, Seven Hour Session (cont.)

| Slide 32: | High Quality Supportive Environments: 
  Responsive Environments |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Slides 33,34:</td>
<td>Responsive Environments (See Trainer Notes for these slides)</td>
</tr>
<tr>
<td>Slide 35:</td>
<td>Group Discussion</td>
</tr>
<tr>
<td>Slide 36:</td>
<td>Video 2.5 Responsive Environment</td>
</tr>
<tr>
<td>Slide 37:</td>
<td>A Well Designed Infant and Toddler Environment</td>
</tr>
<tr>
<td>Slide 38:</td>
<td>Activity: Responsive Environments</td>
</tr>
<tr>
<td>Slides 39-42:</td>
<td>Environments</td>
</tr>
<tr>
<td>Slide 43:</td>
<td>Environmental Elements to Consider</td>
</tr>
<tr>
<td>Slide 44:</td>
<td>Activity: Infant and Toddler Environments Planning Document Handout 2.9</td>
</tr>
</tbody>
</table>
| Slide 45: | **Targeted Strategies to Build Social Emotional Skills:** 
  Emotional Literacy |
| Slide 46: | The Pyramid Model Promoting Social Emotional Competence in Infants and Young Children |
| Slide 47: | What is Emotional Literacy? |
| Slides 48-51: | Strategies to Develop Emotional Literacy in Infants and Toddlers |
| Slide 52: | Activity: Emotional Literacy Scenarios and Strategies (See Trainer Notes for this slide) |
| Slide 53: | Video Clip 2.6 Adult Supporting Children in Difficult Encounters |
| Slide 54: | Discussion: Large Group |
| Slide 55: | Activity: Using Books to Support Social Emotional Skills (See Trainer Notes for this slide) |
| Slide 56: | Video 2.7 Using Books to Support Emotional Literacy |
| Slide 57: | **Targeted Strategies to Build Social Emotional Skills:** 
  Social Skills (See Trainer Notes for this slide) |
| Slide 58: | Video 2.8 Mom Playing with Toddler |
| Slide 59: | Building Social Skills |
| Slides 60,61: | Development of Play Skills for Infants and Toddlers 
(See Trainer Notes for these slides) |
| Slide 62: | Setting up the Environment for Developing Play and Friendship Skills |
| Slide 63: | Promoting the Development of Friendship Skills |
| Slide 64: | Video 2.9 Promoting Friendship Skills (see Trainer Notes for this slide) |
| Slide 65: | Activity (This slide has been deleted. See Trainer Notes for this slide) |

## Wrap-up, Reflection, Action Planning, Evaluation

| Slide 66: | Wrap-up, Reflection, Action Planning, Evaluation (Note: prior to the training, revise slide to match) |
| Slide 67: | Reflection |
| Slide 68: | Activity: Planning for Change Handout 2.16 |
| Slide 69: | Major Messages to Take Home (See Trainer Notes for this slide) |
Infant and Toddler Modules 1 and 2

Option 2
Three Hour Sessions
## Module 1, Option 2, Three Hour Session 1

<table>
<thead>
<tr>
<th>Learner Objectives</th>
<th>Suggested Agenda</th>
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<tr>
<td>Participants will be able to:</td>
<td>I. Setting the Stage 15 minutes</td>
</tr>
<tr>
<td>- Define social emotional development and describe how it unfolds in the context of caregiving relationships</td>
<td>II. The Pyramid Model 15 minutes</td>
</tr>
<tr>
<td>- Describe how very young children’s behavior and communication are meaningful</td>
<td>III. Understanding Social Emotional Development (What is it and how does it happen?) 55 minutes</td>
</tr>
<tr>
<td>- Use a variety of strategies, including self-reflection and observation, to increase their capacity to support social emotional development by forming positive relationships with infants, toddlers and their families</td>
<td>IV. Break 10 minutes</td>
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<td>V. Understanding Behavior – Making Sense of What you See and Hear 75 minutes</td>
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<tr>
<td></td>
<td>- Careful Observation</td>
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<td>- Ways Children Communicate</td>
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<td>- Knowing Social Emotional Development Milestones</td>
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<td>- Temperament</td>
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<td>- Social Emotional Development and Behavior</td>
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<td>- Social Emotional Development and Values, Beliefs and Assumptions</td>
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<td></td>
<td>VI. Wrap-up, Reflection, Evaluation 10 minutes</td>
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</tbody>
</table>

Total Time 3 hours
Module 1, Option 2, Three Hour Session 1 (cont.)

Materials and Equipment Needed

- Agenda
- PowerPoint slides
- CSEFEL Infant and Toddler Training Module 1
- LCD projector and computer for displaying PowerPoint slides and videos
- Chart paper, markers, tape
- CSEFEL video clips
- Blank paper
- Watch or a timer
- Sticky notes

Handouts
- 1.1 Participant PowerPoint Slides
- 1.2 Overview of CSEFEL Infant and Toddler Modules
- 1.9 Developmental Continuum of Social and Emotional Indicators
- 1.12 Temperament Continuum

Attachments
- Attachment B: Session Evaluation Form
- Attachment C: Adoption of the Pyramid Model

Video Clips
- 1.1 Caregivers Supporting Social Emotional Development
- 1.2 Supporting Self-Regulation
- 1.3 What is The Biting Trying to Tell Us?

Trainer Preparation

- Review Module 1, Option 2, Three Hour Session 1 Trainer’s Outline
- Visit the CSEFEL website, http://csefel.vanderbilt.edu/, for additional information
- Review CSEFEL Infant and Toddler Training Module 1 trainer script for pages 1.4 – 1.53 and 1.81
- Preview video clips 1.1, 1.2, and 1.3
- Prepare PowerPoint presentation
- Make copies of all handouts and attachments for training participants
- Gather chart paper and markers for “Parking Lot”
- Gather blank paper, timer/watch for Slide 17 Activity: ABCs of Social Emotional Development on page 1.20
- Optional: Get feedback about the training at the end of the session. Use the evaluation form provided as Attachment B in this Trainer Guide
Module 1, Option 2, Three Hour Session 1 (cont.)

Trainer Notes

Not all handouts, video clips, and slides will be listed in numerical sequence as some have been eliminated to be consistent with time limitations and to better meet the needs of participants. For example, Slides 6, 7, 8, 29, 31, 33, 43, 44, 45, 50, 54, 59, 60, 64, 66, 67, 68, 69, 70, 71, and 72 have been eliminated. Slide 34 has been moved to after slide 39. Revisions to slides are noted in the Content and Slides section that follows.

Optional Activities for this session are not included.

Slide 2: Activity: Getting to Know Each Other. This activity has been modified. Instead of debriefing by asking participants to share a summary of their group’s responses, the trainer can debrief as a large group by asking for a show of hands for the following questions: How many of you have worked with infants and toddlers for less than 5 years? How many for 5 to 10 years? How many for more than 10 years? How many of you work directly with infants and toddlers in a classroom setting? How many of you work directly with infants and toddlers in a family care home setting? How many of you are directors of programs serving infants and toddlers?

Slides 3 and 4: Revise by deleting the second objective on Slide 3 as it will be covered in another session. Create a new slide to match the objectives listed above. Follow the notes in the CSEFEL trainer’s script on pages 1.5 – 1.7 that apply only to the learner objectives on the revised slide.

Slide 5: After discussing the agenda, reference Handout 1.2 on page 1.8. Inform participants that not all topics listed are covered during this training.

Slides 9, 10, 11: Eliminate Handout 1.4 on page 1.11 and “Other key points to highlight...” information on pages 1.12 – 1.14. Refer participants to page 1 of Attachment C: Adoption of the Pyramid Model.

Slide 16: Eliminate Handout 1.7 on page 1.17.

There are two references to reading the content of slides to participants. One is on page 1.17 for Slide 16, one is on page 1.21 for Slide 18. It is strongly suggested that the trainer highlight or paraphrase the content instead of reading it to participants.

Slide 24: Activity: Group Discussion (formerly Partner Discussion). Instead of asking participants to find a partner and discuss the video clip, begin the activity with a large group discussion of the video clip using the questions provided.

When discussing Slide 30, eliminate reference to Slide 29 Activity: What Things Do You Notice?


During the discussion of Slide 42, refer to Handout 1.9 but do not include the Activity on pages 1.36 and 1.37.
Module 1, Option 2, Three Hour Session 1 (cont.)

Slide 47: During discussion of the importance of screening, please reference two good screening tools.

- The Ages & Stages Questionnaires®: Social-Emotional (ASQ: SE) is a reliable screening tool for identifying young children at risk for social or emotional difficulties.
- The Ages & Stages Questionnaires®, Third Edition (ASQ-3™) is a family-friendly way to screen children for developmental delays in multiple areas of development.

More information on these screening tools can be found at: http://www.brookespublishing.com/resource-center/screening-and-assessment/asq/.

For Slide 51 on page 1.41, use Handout 1.12 Temperament Continuum instead of Handout 1.13. Following Slide 117 on page 1.81, ask participants to complete the Session Evaluation Form, Attachment B.
Module 1: Social Emotional Development within the Context of Relationships

Module 1, Option 2, Three Hour Session 1 (cont.)

Content and Slides

Setting the Stage
Slide 1: CSEFEL Module 1, Infant and Toddler Social Emotional Development within the Context of Relationships
Slide 2: Getting to Know Each Other Activity (Note: prior to the training revise by eliminating bullets 4-6 due to time constraints. See also Trainer Notes for this slide)
Slides 3,4: Learner Objectives (Note: prior to the training, revise this slide. See Trainer’s Notes for these slides)
Slide 5: Agenda (Note: prior to the training, revise to match agenda above. See also Trainer Notes for this slide)

The Pyramid Model
Slide 9: Understanding the Pyramid Model (See Trainer Notes for this slide)
Slide 10: The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children (See Trainer Notes for this slide)
Slide 11: Key Points about the CSEFEL Pyramid Model (See Trainer Notes for this slide)
Slide 12: The Pyramid Model and the Modules
Slide 13: Pyramid Model: Where Are We?

Understanding Social Emotional Development
Slide 14: Understanding Social Emotional Development
Slide 15: Why Focus on Social Emotional Development?
Slide 16: CSEFEL Definition of Social Emotional Development (See Trainer Notes for this slide)
Slide 17: Activity: ABCs of Social Emotional Development
Slide 18: Key Social Emotional Skills Needed for School (See Trainer Notes for this slide)
Slide 19: How Can We Get There?
Slide 20: What Helps Us Get There?
Slide 21: Video Clip 1.1 Caregivers Supporting Social Emotional Development
Slide 22: What Strategies Do Caregivers Use To...
Slide 23: Video Clip 1.2 Supporting Self-Regulation
Slide 24: Activity: Group Discussion (Note: prior to the training, revise slide title by deleting “Partner” from original slide and adding “Group.” See also Trainer’s Notes for this slide)
Slide 25: Strategies for Helping Young Children Self-Regulate
Slide 26: The Developing Brain – Essential Needs
Slide 27: Making Every Day Count: Ways to Help Build Brain Connections
Module 1, Option 2, Three Hour Session 1 (cont.)

Understanding Behavior – Making Sense of What you See and Hear

Slide 28: Careful Observation
Slide 30: Sometimes We Miss the Details (See Trainer Notes for this slide)
Slide 32: Describe What You See In This Picture

Slide 35: Ways Children Communicate
Slide 36: Cues of Young Children
Slide 37: What Cues Do Children Give You?
Slides 38,39: Young Children Communicate in Many Ways
Slide 34: Learning from Families
Slide 40: How Would You Respond to These Young Children?

Slides 41,42: Knowing Social Emotional Development Milestones (See Trainer Notes for these slides)
Slide 46: Development Presents Opportunities and Challenges
Slide 47: Importance of Social Emotional Screening (See Trainer Notes for this slide)

Slides 48,49: Temperament
Slide 51: Temperament Types (See Trainer Notes for this slide)
Slide 52: Think About:
Slide 53: Temperament Types – Flexible, Fearful, and Feisty
Slides 55,56: Strategies to Develop a “Good Fit”: How to Adjust Your Temperament
Slide 57: Why is Understanding Temperament Important?

Slide 58: Social Emotional Development and Behavior
Slide 61: Video 1.3 What is The Biting Trying to Tell Us?
Slide 62: The Basics of Behavior

Slide 63: Social Emotional Development and Values, Beliefs and Assumptions
Slide 65: Strategies for Responding to Feelings
Slides 73,74: Strategies for Reframing

Wrap-up, Reflection, Evaluation

Slide 116: Wrap-up, Reflection, Evaluation (Note: prior to the training, revise slide to match)
Slide 117: Reflection (See Trainer Notes for this slide)
## Module 1, Option 2, Three Hour Session 2

### Learner Objectives

Participants will be able to:

- Reflect on how culture (perceptions, beliefs, values) influences caregiving, parenting and the social emotional development of infants and toddlers
- Use a variety of strategies, including self-reflection and observation, to increase their capacity to support social emotional development by forming positive relationships with infants, toddlers and their families

### Suggested Agenda

<table>
<thead>
<tr>
<th>I. Welcome, Objectives, Agenda</th>
<th>10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Understanding Behavior – Making Sense of What you See and Hear (cont.)&lt;br&gt; - Cultural Influences</td>
<td>30 minutes</td>
</tr>
<tr>
<td>III. Forming and Sustaining Relationships with Children and Families&lt;br&gt; - Context of Relationships&lt;br&gt; - Attachment Relationship&lt;br&gt; - Building Relationships with Families&lt;br&gt; - Understanding Families</td>
<td>90 minutes</td>
</tr>
<tr>
<td>IV. Break</td>
<td>10 minutes</td>
</tr>
<tr>
<td>V. Essential Positive Messages</td>
<td>20 minutes</td>
</tr>
<tr>
<td>VI. Wrap-up, Reflection, Action Planning, Evaluation</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

**Total Time** 3 hours

### Materials and Equipment Needed

- **Agenda**
- **PowerPoint slides**
- **CSEFEL Infant and Toddler Training Module 1**
- **LCD projector and computer for displaying PowerPoint slides and videos**
- **Chart paper, markers, tape**
- **CSEFEL video clips**
- **Blank paper**
- **Watch or a timer**

- **Handouts**
  - 1.18 Attachment Relationships
  - 1.20 Working with Families Inventory
  - 1.21 Planning for change

- **Attachment**
  - Attachment B: *Session Evaluation Form*

- **Video Clips**
  - 1.6 Learning from Families
  - 1.7 Infant Master Conversation
  - 1.8 Supporting Attachment
  - 1.9 A Parent’s Perspective
Module 1, Option 2, Three Hour Session 2 (cont.)

Trainer Preparation

- Review Module 1, Option 2, Three Hour Session 2 Trainer’s Outline
- Visit the CSEFEL website, http://csefel.vanderbilt.edu/, for additional information
- Review CSEFEL Infant and Toddler Training Module 1 trainer script for pages 1.4 – 1.8 and 1.53 – 1.82
- Preview video clips 1.6, 1.7, 1.8, and 1.9
- Prepare PowerPoint presentation
- Gather chart paper and markers for “Parking Lot”
- Make copies of all handouts and Attachment B for training participants
- Gather chart paper and markers to distribute to small groups of participants for Slide 115 Activity: Essential Positive Messages for Each Child on page 1.78
- Optional: Get feedback about the training at the end of the session. Use the evaluation form provided as Attachment B in this Trainer Guide
Module 1, Option 2, Three Hour Session 2 (cont.)

Trainer Notes

Not all handouts, video clips, and slides will be listed in numerical sequence as some have been eliminated to be consistent with time limitations and to better meet the needs of participants. For example, Slides 2, 77, 84, 94, 100, 106, 107, 108, 109, 110, and 111 have been eliminated. Revisions to slides are noted in the Content and Slides section that follows.

Slide 1: Begin with a welcome to the group. If necessary, reintroduce yourself.

Slide 3 or 4: Use either slide 3 or 4 to create a new slide that includes both of the objectives listed above. The extra slide should be deleted. Follow the notes in the CSEFEL trainer’s script on pages 1.5 – 1.7 that apply only to the learner objectives on the revised slide.

Slide 5: After discussing the agenda, do not reference Handout 1.2 on page 1.8.

When discussing Slide 75 on page 1.54, please reference the Virginia Association for Infant Mental Health Competency Guidelines, Level 1, http://ecmhva.org, and highlight the following Theoretical Foundations knowledge area for cultural competence found on page 2:

   Applies understanding of cultural competence to communicate effectively, establish positive relationships with families, and demonstrate respect for the uniqueness of each client family’s culture

See also pages iv-v of the Introduction section of this Trainer Guide.

Slide 79: Limit Activity: Partner Discussion on page 1.57 to a total of 15 minutes.

For Slide 118 on page 1.81, suggest that if training participants are not able to complete Handout 1.21, Planning for Change, in the time allotted they finish completing the form back home.

Following Slide 120 on page 1.82, ask participants to complete the Session Evaluation Form, Attachment B.
Module 1, Option 2, Three Hour Session 2 (cont.)

Content and Slides

Welcome, Objectives, Agenda
- Slide 1: CSEFEL Module 1, Infant and Toddler Social Emotional Development within the Context of Relationships (See Trainer Notes for this slide)
- Slide 3 or 4: Learner Objectives (Note: prior to the training revise slide to match objectives above. See also Trainer Notes for these slides)
- Slide 5: Agenda (Note: prior to the training revise to match agenda above. See also Trainer Notes for this slide)

Understanding Behavior-Making Sense of What you See and Hear
- Slide 75: Cultural Influences (See Trainer Notes for this slide)
- Slide 76: How Culture Influences Caregiver Behavior
- Slide 78: Activity: Large Group Discussion
- Slide 79: Activity: Partner Discussion (See Trainer Notes for this slide)
- Slide 80: Video Clip 1.6 Learning from Families
- Slide 81: Strategies for Supporting Cultural Influences

Forming and Sustaining Relationships with Children and Families
- Slide 82: Context of Relationship
- Slide 83: What are Relationships?
- Slides 85-87: Babies’ Biological Readiness for Relationships
- Slide 88: Video Clip 1.7 Infant Master Conversation
- Slide 89: Activity: What Do Your Relationships Look Like?
- Slides 90-93: Strategies to Build a Secure Relationship with a Very Young Child
- Slides 95,96: Attachment Relationship
- Slide 97: Video Clip 1.8 Supporting Attachment
- Slide 98: Activity: Attachment Relationships Infant and Toddler Handout 1.18
- Slide 99: Building Relationships with Families
- Slide 101: Building Relationships with Families and Supporting the Parent-Child Relationship
- Slide 102: Video 1.9 A Parent’s Perspective
- Slides 103,104: Strategies to Build Relationships with Families
- Slide 105: Understanding Families
- Slide 112: Five Things Caregivers Can Do
- Slide 113: Activity: Working with Families Inventory Infant and Toddler Handout 1.20

Essential Positive Messages
- Slide 114: Essential Positive Messages
- Slide 115: Activity: Essential Positive Messages for Each Child
Module 1, Option 2, Three Hour Session 2 (cont.)

Wrap-up, Reflection, Action Planning, Evaluation

Slide 116: Wrap-up, Reflection, Action Planning, Evaluation (Note: prior to the training, revise slide to match)
Slide 117: Reflection
Slide 118: Activity: Planning for Change Infant and Toddler Handout 1.21 (See Trainer Notes for this slide)
Slide 119,120: Major Messages to Take Home (See Trainer Notes for slide 120)
## Module 2, Option 2, Three Hour Session 1

<table>
<thead>
<tr>
<th>Learner Objectives</th>
<th>Suggested Agenda</th>
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</thead>
<tbody>
<tr>
<td><strong>Participants will be able to:</strong></td>
<td></td>
</tr>
<tr>
<td>• Discuss why it is important to pay attention to the social and emotional climate of infant and toddler care settings</td>
<td>I. Setting the Stage</td>
</tr>
<tr>
<td>• Describe the importance of caregiving routines and identify strategies for using them to support social emotional development</td>
<td>II. Social Emotional Climate in Infant and Toddler Care Settings</td>
</tr>
<tr>
<td></td>
<td>III. Break</td>
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<td>IV. High Quality Supportive Environments</td>
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<td></td>
<td>- Responsive Schedules and Routines</td>
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<td>V. Wrap-up, Reflection, Evaluation</td>
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<td><strong>Total Time</strong></td>
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### Module 2, Option 2, Three Hour Session 1 (cont.)

#### Materials and Equipment Needed

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<thead>
<tr>
<th>□ Agenda</th>
<th>□ Handouts</th>
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<tbody>
<tr>
<td>□ PowerPoint slides</td>
<td>2.1 Overview of CSEFEL Infant and Toddler Training Module Content</td>
</tr>
<tr>
<td>□ CSEFEL Infant and Toddler Training Module 2</td>
<td>2.2 Participant PowerPoint Handouts</td>
</tr>
<tr>
<td>□ LCD projector and computer for displaying PowerPoint slides and videos</td>
<td>2.8 Responsive Routines Inventory</td>
</tr>
<tr>
<td>□ Chart paper, markers, tape</td>
<td>□ Attachments</td>
</tr>
<tr>
<td>□ Blank paper</td>
<td>Attachment B: <em>Session Evaluation Form</em></td>
</tr>
<tr>
<td>□ CSEFEL video clips</td>
<td>Attachment C: <em>Adoption of the Pyramid Model</em></td>
</tr>
<tr>
<td>□ Watch or a timer</td>
<td>Attachment D: <em>Child Care in America Statistics and Research</em></td>
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<td>□ Sticky notes</td>
<td>□ Video Clips</td>
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<tr>
<td></td>
<td>2.1 Promoting Social and Emotional Development</td>
</tr>
<tr>
<td></td>
<td>2.2 Continuity of Care and Social Emotional Development</td>
</tr>
<tr>
<td></td>
<td>2.3 Routines in Routines</td>
</tr>
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<td></td>
<td>2.4 Responsive Greeting</td>
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</table>
Module 2, Option 2, Three Hour Session 1 (cont.)

Trainer Preparation

☐ Review Module 2, Option 2, Three Hour Session 1 Trainer’s Outline
☐ Visit the CSEFEL website, http://csefel.vanderbilt.edu/, for additional information
☐ Review CSEFEL Infant and Toddler Training Module 2 trainer script for pages 2.4 – 2.30 and 2.55
☐ Preview video clips 2.1, 2.2, 2.3, and 2.4
☐ Prepare PowerPoint presentation
☐ Make copies of all handouts and attachments for training participants
☐ Gather chart paper and markers for “Parking Lot”
☐ Blank paper as needed for Slide 31 Activity: Individual Considerations for Caregiving Routines on page 2.29
☐ Optional: Get feedback about the training at the end of the session. Use the evaluation form provided as Attachment B in this Trainer Guide
Module 2, Option 2, Three Hour Session 1 (cont.)

Trainer Notes

Not all handouts, video clips, and slides will be listed in numerical sequence as some have been eliminated to be consistent with time limitations and to better meet the needs of participants. For example, Slides 4, 6, 7, 8, 9, 14, and 15 have been eliminated. Revisions to slides are noted in the Content and Slides section that follows.

Optional Activities for this session are not included.

Slide 3: Due to time limitations, eliminate the activity. Instead, briefly discuss points 1 and 2 on page 2.5 that relate to the two objectives on Slide 3. Ask participants to make comments.

Slide 5: After discussing the agenda, reference Handout 2.1 on page 2.6. Inform participants that not all topics listed are covered during this training.

Slide 10: Refer participants to Attachment C: Adoption of the Pyramid Model, for information on the adoption of the Pyramid Model in Virginia.


Slide 14 on page 2.13 has been deleted. Handout 2.6 has been replaced with Attachment D, Child Care in America Statistics and Research, located in this Trainer Guide. After the Slide 13 discussion on page 2.13, the trainer should reference Attachment D. The following instructions should now be used for Attachment D: “Ask for six volunteers who will each read one of the bullets on Attachment D to the larger group. Once finished, ask participants for feedback on what they heard. Elicit specific feedback about the time young children spend in child care and the impact of quality care on later child development. Affirm participants’ responsibility for providing quality care.” Continue by sharing the two points listed at the top of page 2.14.

Slide 16: Do not reference the previous activity as it has been eliminated. Begin with the instructions for Slide 16 on page 2.15 that state, “Review the bullet points on Slide 16 with participants.”

Slide 19: Instead of asking participants to look at Handout 2.4 on page 2.19, ask them to look at page 1 of Attachment C: Adoption of the Pyramid Model.

Slide 20: Due to time limitation, delete the discussion on page 2.21.

For the activity using Slides 23-26 on pages 2.23 and 2.24, the following instructions should be used: “Give groups about 10 minutes to complete the activity, then debrief with the whole group. Invite a few participants to share their ideas or strategies.” Then, continue with the remaining instructions as stated.
Module 2, Option 2, Three Hour Session 1 (cont.)

Slide 29: Due to time limitations, instead of following the instructions at the top of page 2.28, ask for a few participants to share with the large group effective strategies they have used to support children and families during greetings and goodbyes.

Slide 31: The following instructions should now be used in place of the instructions at the top of page 2.30: “After participants have had time to brainstorm individually ask a few participants to share with the large group examples of strategies to modify routines based on a child’s individual temperament and/or culture.”

Slide 66: Replace the trainer instructions for Slide 66 on page 2.55 with the following: “Remind participants that this training session has focused on the social emotional climate in infant and toddler care settings and the importance of responsive routines and schedules.”

Following Slide 67 on page 2.55, ask participants to complete the Session Evaluation Form, Attachment B.
Module 2, Option 2, Three Hour Session 1 (cont.)

Content and Slides

Setting the Stage
Slide 1: CSEFEL Module 2, Responsive Routines, Environments, and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers
Slide 2: Activity: Getting to Know Each Other
Slide 3: Learner Objectives (See Trainer Notes for this slide)
Slide 5: Agenda (Note: prior to the training, revise to match agenda above. See also Trainer Notes for Handout 2.1)
Slide 10: The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children (See Trainer Notes for this slide)
Slide 11: CSEFEL Definition of Social Emotional Development (See Trainer Notes for this slide)
Slide 12: Video 2.1 Promoting Social Emotional Development

Social Emotional Climate in Infant Toddler Care Settings
Slide 13: Key Considerations (See Trainer Notes for this slide)
Slide 14: Child Care in America (This slide has been deleted. See Trainer Notes for this slide)
Slide 16: Supporting the Social Emotional Needs of Infants and Toddlers (See Trainer Notes for this slide)
Slide 17: Video 2.2 Continuity of Care and Social Emotional Development
Slide 18: Strategies to Promote Continuity of Care

High Quality Supportive Environments
Slide 19: High Quality Supportive Environments: Responsive Schedules and Routines (See Trainer Notes for this slide)
Slide 20: How Schedules and Routines Support Social Emotional Development (See Trainer Notes for this slide)
Slide 21: Using Routines to Support Social Emotional Development
Slide 22: Activity: Handout 2.8 Responsive Routines Inventory
Slide 23: Routines – Eating & Feeding (See Trainer Notes for Slides 23-26)
Slide 24: Routines – Diapering & Toilet Learning
Slide 25: Routines – Sleeping/Resting
Slide 26: Routines – Greeting/Goodbyes
Slide 27: Video 2.3 Routines in Routines
Slide 28: Strategies to Support Routines for Infants and Toddlers
Slide 29: Video 2.4 Responsive Greetings (See Trainer Notes for this slide)
Slide 30: Strategies to Support Greetings and Goodbyes
Slide 31: Activity: Individual Considerations for Caregiving Routines (See Trainer Notes for this slide)
Module 2, Option 2, Three Hour Session 1 (cont.)

Wrap-up, Reflection, Evaluation

Slide 66: Wrap-up, Reflection, Evaluation (Note prior to the training, revise slide to match. See also Trainer Notes for this slide)
Slide 67: Reflection (See Trainer Notes for this slide)
## Module 2
Responsive Routines, Environments, and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers

### Module 2, Option 2, Three Hour Session 2

<table>
<thead>
<tr>
<th>Learner Objectives</th>
<th>Suggested Agenda</th>
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<tbody>
<tr>
<td>Participants will be able to:</td>
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</tr>
<tr>
<td>• Identify key ways the physical environment can promote social emotional development in infants and toddlers</td>
<td>I. Welcome, Objectives, Agenda 10 minutes</td>
</tr>
<tr>
<td>• Identify and implement targeted strategies to intentionally build social emotional skills in infants and toddlers</td>
<td>II. High Quality Supportive Environments 50 minutes</td>
</tr>
<tr>
<td>• Support families in promoting routines, environments, and targeted strategies that promote social emotional development of infants and toddlers</td>
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<tr>
<td></td>
<td>III. Break 10 minutes</td>
</tr>
<tr>
<td></td>
<td>IV. Targeted Strategies to Build Social Emotional Skills 90 minutes</td>
</tr>
<tr>
<td></td>
<td>- Emotional Literacy</td>
</tr>
<tr>
<td></td>
<td>- Social Skills</td>
</tr>
<tr>
<td></td>
<td>V. Wrap-up, Reflection, Action Planning, Evaluation 20 minutes</td>
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<td><strong>Total Time</strong> 3 hours</td>
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## Module 2, Option 2, Three Hour Session 2 (cont.)

### Materials and Equipment Needed

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<th>□ Agenda</th>
<th>□ Handouts</th>
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<tr>
<td>□ PowerPoint slides</td>
<td>2.9 Infant and Toddler Environments Planning Document</td>
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<tr>
<td>□ CSEFEL Infant and Toddler Training Module 2</td>
<td>2.10 Strategies to Support Emotional Literacy - Scenarios and Strategies</td>
</tr>
<tr>
<td>□ LCD projector and computer for displaying PowerPoint slides and videos</td>
<td>2.11 Using Books to Support Social Emotional Literacy</td>
</tr>
<tr>
<td>□ Chart paper, markers, tape</td>
<td>2.13 Development of Play Skills for Infants and Toddlers</td>
</tr>
<tr>
<td>□ CSEFEL video clips</td>
<td>2.14 Infant and Toddler Peer Behavior</td>
</tr>
<tr>
<td>□ Children’s books (one per 2-3 participants)</td>
<td>2.15 Strategies for Supporting the Development of Friendship Skills in Infants and Toddlers</td>
</tr>
<tr>
<td>□ Glue, card stock, scissors</td>
<td>2.16 Planning for Change</td>
</tr>
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<td>□ Watch or a timer</td>
<td>□ Attachment</td>
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<td>□ Sticky notes</td>
<td>Attachment B: Session Evaluation Form</td>
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<table>
<thead>
<tr>
<th>□ Video Clips</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 Responsive Environment</td>
</tr>
<tr>
<td>2.6 Adult Supporting Children in Difficult Encounters</td>
</tr>
<tr>
<td>2.7 Using Books to Support Emotional Literacy</td>
</tr>
<tr>
<td>2.8 Mom Playing with Toddler</td>
</tr>
<tr>
<td>2.9 Promoting Friendship Skills</td>
</tr>
</tbody>
</table>
Module 2, Option 2, Three Hour Session 2 (cont.)

Trainer Preparation

☐ Review Module 2, Option 2, Three Hour Session 2 Trainer’s Outline
☐ Visit the CSEFEL website, http://csefel.vanderbilt.edu/, for additional information
☐ Review CSEFEL Infant and Toddler Training Module 2 trainer script for pages 2.4 – 2.7 and 2.31 – 2.56
☐ Preview video clips 2.5, 2.6, 2.7, 2.8, and 2.9
☐ Prepare PowerPoint presentation
☐ Make copies of all handouts and Attachment B for training participants
☐ Gather chart paper and markers for “Parking Lot”
☐ Gather chart paper and markers for Slide 38 Activity: Responsive Environments on page 2.34
☐ Copy all four pages of Handout 2.10 for use with Slide 52 Activity: Emotional Literacy Scenarios and Strategies on page 2.42. Cut out the handout scenarios and glue them on card stock. Make enough sets of scenarios so that each group of 4-5 participants has a set. Copy the list of the strategies, one copy per participant
☐ Bring a sampling of children’s books (e.g., approximately one book per 2-3 participants) or ask participants to bring one book with them to the training. The books can be high quality typical books for infants and toddlers or they can be specifically selected as examples of books with social emotional themes. A list of sample books can be found on the CSEFEL website at, http://www.vanderbilt.edu/csefel
☐ For Slide 55 on page 2.46, copy Handout 2.11, Using Books to Support Emotional Literacy – approximately 1 copy per participant
☐ Optional: Get feedback about the training at the end of the session. Use the evaluation form provided as Attachment B in this Trainer Guide
Module 2, Option 2, Three Hour Session 2 (cont.)

Trainer Notes

Not all handouts, video clips, and slides will be listed in numerical sequence as some have been eliminated to be consistent with time limitations and to better meet the needs of participants. For example, Slides 2, 3 and 65 have been eliminated. Revisions to slides are noted in the Content and Slides section that follows.

Optional Activities for this session are not included.

Slide 1: Begin with a welcome to the group. If necessary, reintroduce yourself.

Slide 4: Due to time limitations, eliminate the activity. Instead, briefly discuss points 3, 4, and 5 on pages 2.5 and 2.6 that relate to the three objectives on Slide 4. Ask participants to make comments.

Slide 5: Delete the reference to Handout 2.1 on page 2.5.

There is a reference to reading the content of Slides 33-34 on page 2.31 to participants. It is strongly suggested that the trainer highlight or paraphrase the content instead of reading it to participants.

For Slide 52 Activity: Emotional Literacy Scenarios and Strategies on page 2.42, instead of asking small groups to read all the scenarios, ask them to have each group member to select and read just one scenario.

When conducting the activity for Slide 55 on pages 2.46, follow the suggestion on page 2.47 to ask each group to choose and review one book, instead of 2-3.

When discussing Slide 57 on page 2.49, please reference the Virginia Association for Infant Mental Health Competency Guidelines, Level 1, http://ecmhva.org, and highlight the following Direct Service Skills knowledge area for providing information and assistance to parents found on page 3:

Provides information and assistance to parents or caregivers to help them:
  - Understand their role in the social and emotional development of infants/young children
  - Understand what they can do to promote health, language and cognitive development in infancy and early childhood
  - Find pleasure in caring for their infants/young children

See also iv-v of the Introduction section of this Trainer Guide.

When discussing Slides 60 and 61 on page 2.51, please reference Virginia’s Milestones of Child Development (Revised 2013) http://dss.virginia.gov/family/cc/professionals resources.cgi. See also pages iii-iv of the Introduction section of this Trainer Guide.

Slide 64: See Trainer Notes for Slide 65.
Module 2, Option 2, Three Hour Session 2 (cont.)

Delete Slide 65 Activity on page 2.54. Following the debriefing of the previous Slide 64 Video 2.9 on page 2.54, refer participants to Handouts 2.14 and 2.15, also on page 2.54. The following instructions should now be used for those handouts. “Share with participants that Handout 2.14 provides developmental indicators of infant and toddler peer behavior. Next, briefly review the list of strategies on Handout 2.15. Emphasize that if caregivers put their awareness of social play together with what they have learned about a child’s strengths, temperament, and developmental level, they are better equipped to help guide the child in appropriate social interactions with his or her peers. Share with participants that by using the strategies on Handout 2.15, caregivers are modeling and encouraging developmentally appropriate social interactions.”

For Slide 68 on page 2.55, suggest that if training participants are not able to complete Handout 2.16, Planning for Change, in the time allotted they can finish completing the form back home.

Following Slide 69 on page 2.56, replace Handout 2.18 with the Session Evaluation Form, Attachment B.
Module 2
Responsive Routines, Environments, and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers

Module 2, Option 2, Three Hour Session 2 (cont.)

Content and Slides

Welcome, Objectives, Agenda
Slide 1: CSEFEL Module 2, Responsive Routines, Environments, and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers (See Trainer Notes for this slide)
Slide 4: Learner Objectives (See Trainer Notes for this slide)
Slide 5: Agenda (Note: prior to the training, revise to match agenda above. See Trainer Notes for this slide)

High Quality Supportive Environments
Slide 32: High Quality Supportive Environments: Responsive Environments
Slides 33,34: Responsive Environments (See Trainer Notes for these slides)
Slide 35: Group Discussion
Slide 36: Video 2.5 Responsive Environment
Slide 37: A Well Designed Infant and Toddler Environment
Slide 38: Activity: Responsive Environments
Slides 39-42: Environments
Slide 43: Environmental Elements to Consider
Slide 44: Activity: Infant and Toddler Environments Planning Document Handout 2.9
Slide 45: Targeted Strategies to Build Social Emotional Skills: Emotional Literacy
Slide 46: The Pyramid Model Promoting Social Emotional Competence in Infants and Young Children
Slide 47: What is Emotional Literacy?
Slides 48-51: Strategies to Develop Emotional Literacy in Infants and Toddlers
Slide 52: Activity: Emotional Literacy Scenarios and Strategies (See Trainer Notes for this slide)
Slide 53: Video Clip 2.6 Adult Supporting Children in Difficult Encounters
Slide 54: Discussion: Large Group
Slide 55: Activity: Using Books to Support Social Emotional Skills (See Trainer Notes for this slide)
Slide 56: Video 2.7 Using Books to Support Emotional Literacy
Module 2
Responsive Routines, Environments, and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers

Module 2, Option 2, Three Hour Session 2 (cont.)

Slide 57: Targeted Strategies to Build Social Emotional Skills:
  Social Skills (See Trainer Notes for this slide)
Slide 58: Video 2.8 Mom Playing with Toddler
Slide 59: Building Social Skills
Slides 60,61: Development of Play Skills for Infants and Toddlers
  (See Trainer Notes for these slides)
Slide 62: Setting up the Environment for Developing Play and Friendship Skills
Slide 63: Promoting the Development of Friendship Skills
Slide 64: Video 2.9 Promoting Friendship Skills (See Trainer Notes for this slide)
Slide 65: Activity (This slide has been deleted. See Trainer Notes for this slide)

Wrap-up, Reflection, Action Planning, Evaluation
Slide 66: Wrap-up, Reflection, Action Planning, Evaluation (Note: prior to the training, revise slide to match)
Slide 67: Reflection
Slide 68: Activity: Planning for Change Handout 2.16 (See Trainer Notes for this slide)
Slide 69: Major Messages to Take Home (See Trainer Notes for this slide)
Infant and Toddler Modules 1 and 2

Option 3
Two Hour Sessions
Module 1

Social Emotional Development within the Context of Relationships

Module 1, Option 3, Two Hour Session 1

<table>
<thead>
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<th>Learner Objective</th>
<th>Suggested Agenda</th>
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<tbody>
<tr>
<td>Participants will be able to:</td>
<td>I. Setting the Stage 20 minutes</td>
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<tr>
<td>• Define social emotional development and describe how it unfolds in the context of caregiving relationships</td>
<td>II. The Pyramid Model 20 minutes</td>
</tr>
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<td>III. Understanding Social Emotional Development 70 minutes</td>
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<tr>
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<td>(What is it and how does it happen?)</td>
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<td></td>
<td>IV. Wrap-up, Reflection, Evaluation 10 minutes</td>
</tr>
<tr>
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<td><strong>Total Time</strong> 2 hours</td>
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Materials and Equipment Needed

- Agenda
- PowerPoint slides
- CSEFEL Infant and Toddler Training Module 1
- LCD projector and computer for displaying PowerPoint slides and videos
- Chart paper, markers, tape
- CSEFEL video clips
- Watch or a timer
- Sticky notes

- **Handouts**
  1.1 Participant PowerPoint Slides
  1.2 Overview of CSEFEL Infant and Toddler Modules

- **Attachments**
  Attachment B: Session Evaluation Form
  Attachment C: Adoption of the Pyramid Model

- **Video Clips**
  1.1 Caregivers Supporting Social Emotional Development
  1.2 Supporting Self-Regulation
Module 1, Option 3, Two Hour Session 1 (cont.)

Trainer Preparation

- Review Module 1, Option 3, Two Hour Session 1 Trainer’s Outline
- Visit the CSEFEL website, http://csefel.vanderbilt.edu/, for additional information
- Review CSEFEL Infant and Toddler Training Module 1 trainer script for pages 1.4 – 1.29 and 1.81
- Preview video clips 1.1 and 1.2
- Prepare PowerPoint presentation
- Make copies of all handouts and attachments for training participants
- Gather chart paper and markers for “Parking Lot”
- Gather blank paper, timer/watch for Slide 17 Activity: ABCs of Social Emotional Development on page 1.20
- Optional: Get feedback about the training at the end of the session. Use the evaluation form provided as Attachment B in this Trainer Guide
Module 1, Option 3, Two Hour Session 1 (cont.)

Trainer Notes

Not all handouts, video clips, and slides will be listed in numerical sequence as some have been eliminated to be consistent with time limitations and to better meet the needs of participants. For example, Slides 4, 6, 7 and 8 have been eliminated. Revisions to slides are noted in the Content and Slides section that follows.

Optional Activities for this session are not included.

Slide 2: Activity: Getting to Know Each Other. This activity has been modified. Instead of debriefing by asking participants to share a summary of their group’s responses, the trainer can debrief as a large group by asking for a show of hands for the following questions. How many of you have worked with infants and toddlers for less than 5 years? How many for 5 to 10 years? How many for more than 10 years? How many of you work directly with infants and toddlers in a classroom setting? How many of you work directly with infants and toddlers in a family care home setting? How many of you are directors of programs serving infants and toddlers?

Slide 3: Use Slide 3 to create a new slide by deleting the second objective as it will be covered in another session.

Slide 5: After discussing the agenda, reference Handout 1.2 on page 1.8. Inform participants that not all topics listed are covered during this training.

Slides 9, 10, 11: Eliminate Handout 1.4 on page 1.11 and “Other key points to highlight...” information on pages 1.12 – 1.14. Refer participants to page 1 of Attachment C: Adoption of the Pyramid Model.

Slide 16: Eliminate Handout 1.7 on page 1.17.

There are two references to reading the content of slides to participants. One is on page 1.17 for Slide 16 and the other is on page 1.21 for Slide 18. It is strongly suggested that the trainer highlight or paraphrase the content instead of reading it to participants.

Slide 24: Activity: Group Discussion (formerly Partner Discussion). Instead of asking participants to find a partner and discuss the video clip, begin the activity with a large group discussion of the video clip using the questions provided.

Following Slide 117 on page 1.81, ask participants to complete the Session Evaluation Form, Attachment B.
### Module 1, Option 3, Two Hour Session 1 (cont.)

#### Content and Slides

<table>
<thead>
<tr>
<th>Setting the Stage</th>
<th>Slide 1:</th>
<th>CSEFEL Module 1, Infant and Toddler Social Emotional Development within the Context of Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Slide 2:</td>
<td>Getting to Know Each Other Activity (Note: prior to the training, revise by eliminating bullets 4-6 due to time constraints. See also Trainer Notes for this slide)</td>
</tr>
<tr>
<td></td>
<td>Slide 3:</td>
<td>Learner Objectives (Note: prior to the training, delete the second objective as it will be covered in another session)</td>
</tr>
<tr>
<td></td>
<td>Slide 5:</td>
<td>Agenda (Note: prior to the training, revise to match agenda above. See also Trainer Notes for this slide)</td>
</tr>
<tr>
<td>The Pyramid Model</td>
<td>Slide 9:</td>
<td>Understanding the Pyramid Model (See Trainer Notes for this slide)</td>
</tr>
<tr>
<td></td>
<td>Slide 10:</td>
<td>The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children (See Trainer Notes for this slide)</td>
</tr>
<tr>
<td></td>
<td>Slide 11:</td>
<td>Key Points about the CSEFEL Pyramid Model (See Trainer Notes for this slide)</td>
</tr>
<tr>
<td></td>
<td>Slide 12:</td>
<td>The Pyramid Model and the Modules</td>
</tr>
<tr>
<td></td>
<td>Slide 13:</td>
<td>Pyramid Model: Where Are We?</td>
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<tr>
<td>Understanding Social Emotional Development</td>
<td>Slide 14:</td>
<td>Understanding Social Emotional Development</td>
</tr>
<tr>
<td></td>
<td>Slide 15:</td>
<td>Why Focus on Social Emotional Development?</td>
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<td>Slide 16:</td>
<td>CSEFEL Definition of Social Emotional Development (See Trainer Notes for this slide)</td>
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<td></td>
<td>Slide 17:</td>
<td>Activity: ABCs of Social Emotional Development</td>
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<td></td>
<td>Slide 18:</td>
<td>Key Social Emotional Skills Needed for School (See Trainer Notes for this slide)</td>
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<tr>
<td></td>
<td>Slide 19:</td>
<td>How Can We Get There?</td>
</tr>
<tr>
<td></td>
<td>Slide 20:</td>
<td>What Helps Us Get There?</td>
</tr>
<tr>
<td></td>
<td>Slide 21:</td>
<td>Video Clip 1.1 Caregivers Supporting Social Emotional Development</td>
</tr>
<tr>
<td></td>
<td>Slide 22:</td>
<td>What Strategies Do Caregivers Use To...</td>
</tr>
<tr>
<td></td>
<td>Slide 23:</td>
<td>Video Clip 1.2 Supporting Self-Regulation</td>
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<td></td>
<td>Slide 24:</td>
<td>Activity: Group Discussion (Note: prior to the training, revise slide title by deleting “Partner” from original slide and adding “Group.” See also Trainer’s Notes for this slide)</td>
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<tr>
<td></td>
<td>Slide 25:</td>
<td>Strategies for Helping Young Children Self-Regulate</td>
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<td></td>
<td>Slide 26:</td>
<td>The Developing Brain – Essential Needs</td>
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<tr>
<td></td>
<td>Slide 27:</td>
<td>Making Every Day Count: Ways to Help Build Brain Connections</td>
</tr>
</tbody>
</table>

#### Wrap-up, Reflection, Evaluation

| Slide 116: | Wrap-up, Reflection, Evaluation (Note: prior to the training, revise slide to match) |
| Slide 117: | Reflection (See Trainer Notes for this slide) |
## Module 1, Option 3, Two Hour Session 2

### Learner Objectives

Participants will be able to:

- Describe how very young children’s behavior and communication are meaningful

- Use a variety of strategies, including self-reflection and observation, to increase their capacity to support social emotional development by forming positive relationships with infants, toddlers and their families

- Reflect on how culture (perceptions, beliefs, values) influences caregiving, parenting and the social emotional development of infants and toddlers

### Suggested Agenda

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Welcome, Objectives, Agenda</td>
<td>10 minutes</td>
</tr>
<tr>
<td>II.</td>
<td>Understanding Behavior – Making Sense of What you See and Hear</td>
<td>100 minutes</td>
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<tr>
<td></td>
<td>Careful Observation</td>
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<td></td>
<td>Ways Children Communicate</td>
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<td></td>
<td>Knowing Social Emotional Development Milestones</td>
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<td>Temperament</td>
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<tr>
<td></td>
<td>Social Emotional Development and Behavior</td>
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<tr>
<td></td>
<td>Social Emotional Development and Values, Beliefs and Assumptions</td>
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<td></td>
<td>Cultural Influences</td>
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</tr>
<tr>
<td>III.</td>
<td>Wrap-up, Reflection, Evaluation</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

**Total Time**

2 hours
Module 1, Option 3, Two Hour Session 2 (cont.)

Materials and Equipment Needed

- Agenda
- PowerPoint slides
- CSEFEL Infant and Toddler Training Module 1
- LCD projector and computer for displaying PowerPoint slides and videos
- CSEFEL video clip
- Watch or a timer

- Handouts
  1.9 Developmental Continuum of Social and Emotional Indicators
  1.12 Temperament Continuum

- Attachment
  Attachment B: Session Evaluation Form

- Video Clip
  1.3 What is The Biting Trying to Tell Us?
  1.6 Learning from Families

Trainer Preparation

- Review Module 1, Option 3, Two Hour Session 2 Trainer’s Outline
- Visit the CSEFEL website, http://csefel.vanderbilt.edu/, for additional information
- Review CSEFEL Infant and Toddler Training Module 1 trainer script for pages 1.4 – 1.8; 1.29 – 1.59; and 1.81
- Preview video clips 1.3 and 1.6
- Prepare PowerPoint presentation
- Make copies of all handouts and Attachment B for training participants
- Gather chart paper and markers for “Parking Lot”
- Optional: Get feedback about the training at the end of the session. Use the evaluation form provided as Attachment B in this Trainer Guide
Module 1

Social Emotional Development within the Context of Relationships

Module 1, Option 3, Two Hour Session 2 (cont.)

Trainer Notes

Not all handouts, video clips, and slides will be numbered sequentially as some have been eliminated and others have been moved to be consistent with time limitations and to better meet the needs of participants. For example, Slide 34 has been moved to after slide 39. Slides 2, 3, 29, 31, 33, 43, 44, 45, 50, 54, 59, 60, 64, 66, 67, 68, 69, 70, 71, 72, and 77 have been eliminated. Revisions to slides are noted in the Content and Slides section that follows.

Optional Activities for this session are not included.

Slide 1: Begin with a welcome to the group. If necessary, reintroduce yourself.

Slide 4: Revise this slide by adding the third learning objective listed above.

Slide 5: Delete the reference to Handout 2.1 on page 2.6.

Slide 30: When discussing Slide 30, eliminate reference to Slide 29 Activity: What Things Do you Notice?

When discussing Slides 41 and 42, please reference Virginia’s Milestones of Child Development (Revised 2013) ([http://dss.virginia.gov/family/cc/professionals_resources.cgi](http://dss.virginia.gov/family/cc/professionals_resources.cgi)). See also pages iii-iv of the Introduction section of this Trainer Guide.

During the discussion of Slide 42, refer to Handout 1.9 but do not include the Activity on pages 1.36 and 1.37.

Slide 47: During discussion of the importance of screening, please reference two good screening tools.

- The Ages & Stages Questionnaires®: Social-Emotional (ASQ: SE) is a reliable screening tool for identifying young children at risk for social or emotional difficulties.

- The Ages & Stages Questionnaires®, Third Edition (ASQ-3™) is a family-friendly way to screen children for developmental delays in multiple areas of development.


For Slide 51 on page 1.41, use Handout 1.12 Temperament Continuum instead of Handout 1.13.

When discussing Slide 75 on page 1.54, please reference the Virginia Association for Infant Mental Health Competency Guidelines, Level 1, [http://ecmhva.org](http://ecmhva.org), and highlight the following Theoretical Foundations knowledge area for cultural competence found on page 2:

> Applies understanding of cultural competence to communicate effectively, establish positive relationships with families, and demonstrate respect for the uniqueness of each client family’s culture

See also pages iii-iv of the Introduction section of this Trainer Guide.

Slide 79: Limit Activity: Partner Discussion on page 1.57 to a total of 15 minutes.

Following Slide 117 on page 1.81, ask participants to complete Attachment B: Session Evaluation Form.
Module 1, Option 3, Two Hour Session 2 (cont.)

Content and Slides

Welcome, Objectives, Agenda
- Slide 1: CSEFEL Module 1, Infant and Toddler Social Emotional Development within the Context of Relationships (See Trainer Notes for this slide)
- Slide 4: Learner Objectives (Note: prior to the training, revise this slide. See Trainer’s Notes for this slide)
- Slide 5: Agenda (Note: prior to the training, revise to match agenda above. See also Trainer Notes for this slide)

Understanding Behavior – Making Sense of What you See and Hear
- Slide 28: Careful Observation
- Slide 30: Sometimes We Miss the Details (See Trainer Notes for this slide)
- Slide 32: Describe What You See In This Picture
- Slide 35: Ways Children Communicate
- Slide 36: Cues of Young Children
- Slide 37: What Cues Do Children Give You?
- Slides 38,39: Young Children Communicate in Many Ways
- Slide 34: Learning from Families
- Slide 40: How Would You Respond to These Young Children?
- Slides 41,42: Knowing Social Emotional Development Milestones (See Trainer Notes for these slides)
- Slide 46: Development Presents Opportunities and Challenges
- Slide 47: Importance of Social Emotional Screening (See Trainer Notes for this slide)
- Slides 48,49: Temperament
- Slide 51: Temperament Types (See Trainer Notes for this slide)
- Slide 52: Think About:
- Slide 53: Temperament Types – Flexible, Fearful, and Feisty
- Slides 55,56: Strategies to Develop a “Good Fit”: How to Adjust Your Temperament
- Slide 57: Why is Understanding Temperament Important?
- Slide 58: Social Emotional Development and Behavior
- Slide 61: Video 1.3 What is The Biting Trying to Tell Us?
- Slide 62: The Basics of Behavior
- Slide 63: Social Emotional Development and Values, Beliefs and Assumptions
- Slide 65: Strategies for Responding to Feelings
- Slides 73,74: Strategies for Reframing
Module 1, Option 3, Two Hour Session 2 (cont.)

Slide 75: Cultural Influences (See Trainer Notes for this slide)
Slide 76: How Culture Influences Caregiver Behavior
Slide 78: Activity: Large Group Discussion
Slide 79: Activity: Partner Discussion (See Trainer Notes for this slide)
Slide 80: Video Clip 1.6 Learning from Families
Slide 81: Strategies for Supporting Cultural Influences

Wrap-up, Reflection, Evaluation

Slide 116: Wrap-up, Reflection, Evaluation (Note: prior to the training, revise slide title to match)
Slide 117: Reflection (See Trainer Notes for this slide)
### Module 1, Option 3, Two Hour Session 3

#### Learner Objectives

- Reflect on how culture (perceptions, beliefs, values) influences caregiving, parenting and the social emotional development of infants and toddlers
- Use a variety of strategies, including self-reflection and observation, to increase their capacity to support social emotional development by forming positive relationships with infants, toddlers and their families

#### Suggested Agenda

| I. Welcome, Objectives, Agenda | 10 minutes |
| Ii. Forming and Sustaining Relationships with Children and Families | 70 minutes |
| - Context of Relationships | |
| - Attachment Relationship | |
| - Building Relationships with Families | |
| - Understanding Families | |
| III. Essential Positive Messages | 20 minutes |
| IV. Wrap-up, Reflection, Action Planning, Evaluation | 20 minutes |
| **Total Time** | **2 hours** |
Module 1, Option 3, Two Hour Session 3 (cont.)

Materials and Equipment Needed

- □ Agenda
- □ PowerPoint slides
- □ CSEFEL Infant and Toddler Training Module 1
- □ LCD projector and computer for displaying PowerPoint slides and videos
- □ Chart paper, markers, tape
- □ CSEFEL video clips
- □ Watch or a timer

- □ Handouts
  - 1.18 Attachment Relationships
  - 1.20 Working with Families Inventory
  - 1.21 Planning for Change

- □ Attachment
  - Attachment B: Session Evaluation Form

- □ Video Clips
  - 1.7 Infant Master Conversation
  - 1.8 Supporting Attachment
  - 1.9 A Parent’s Perspective

Trainer Preparation

- □ Review Module 1, Option 3, Two Hour Session 3 Trainer’s Outline
- □ Visit the CSEFEL website, http://csefel.vanderbilt.edu/, for additional information
- □ Review CSEFEL Infant and Toddler Training Module 1 trainer script for pages 1.4 – 1.8 and 1.59 – 1.82
- □ Preview video clips 1.7, 1.8, and 1.9
- □ Prepare PowerPoint presentation
- □ Make copies of all handouts and Attachment B for training participants
- □ Gather chart paper and markers for “Parking Lot”
- □ Gather chart paper and markers to distribute to small groups of participants for Slide 115 Activity: Essential Positive Messages for Each Child on page 1.78
- □ Optional: Get feedback about the training at the end of the session. Use the evaluation form provided as Attachment B in this Trainer Guide
Module 1, Option 3, Two Hour Session 3 (cont.)

Trainer Notes

Not all handouts, video clips, and slides will be listed in numerical sequence as some have been eliminated to be consistent with time limitations and to better meet the needs of participants. For example, Slides 2, 84, 94, 100, 106, 107, 108, 109, 110, and 111 have been eliminated. Revisions to slides are noted in the Content and Slides section that follows.

Optional Activities for this session are not included.

Slide 1: Begin with a welcome to the group. If necessary, reintroduce yourself.

Slide 3 or 4: Use either slide 3 or 4 to create a new slide that includes both of the objectives listed above. The extra slide should be deleted. Follow the notes in the CSEFEL trainer’s script on pages 1.5 – 1.7 that apply only to the learner objectives on the revised slide.

Slide 5: After discussing the agenda, do not reference Handout 1.2 on page 1.8.

For Slide 118 on page 1.81, suggest that if training participants are not able to complete Handout 1.21, Planning for Change, in the time allotted they finish completing the form back home.

Following Slide 120 on page 1.82, ask participants to complete the Session Evaluation Form, Attachment B.
Module 1
Social Emotional Development within the Context of Relationships

Module 1, Option 3, Two Hour Session 3 (cont.)

Content and Slides

Welcome, Objectives, Agenda
Slide 1: CSEFEL Module 1, Infant and Toddler Social Emotional Development within the Context of Relationships (See Trainer Notes for this slide)
Slides 3,4: Learner Objectives (Note: prior to the training, revise the order of the objectives. See Trainer Notes for these slides)
Slide 5: Agenda (Note: prior to the training, revise to match agenda above. See also Trainer Notes for this slide)

Forming and Sustaining Relationships with Children and Families
Slide 82: Context of Relationship
Slide 83: What are Relationships?
Slides 85-87: Babies’ Biological Readiness for Relationships
Slide 88: Video Clip 1.7 Infant Master Conversation
Slide 89: Activity: What Do Your Relationships Look Like?
Slides 90-93: Strategies to Build a Secure Relationship with a Very Young Child
Slides 95,96: Attachment Relationship
Slide 97: Video Clip 1.8 Supporting Attachment
Slide 98: Activity: Attachment Relationships Infant and Toddler Handout 1.18
Slide 99: Building Relationships with Families
Slide 101: Building Relationships with Families and Supporting the Parent-Child Relationship
Slide 102: Video 1.9 A Parent’s Perspective
Slides 103,104: Strategies to Build Relationships with Families
Slide 105: Understanding Families
Slide 112: Five Things Caregivers Can Do
Slide 113: Activity: Working with Families Inventory Infant and Toddler Handout 1.20

Essential Positive Messages
Slide 114: Essential Positive Messages
Slide 115: Activity: Essential Positive Messages for Each Child

Wrap-up, Reflection, Action Planning, Evaluation
Slide 116: Wrap-up, Reflection, Action Planning, Evaluation (Note: prior to the training, revise slide to match)
Slide 117: Reflection
Slide 118: Activity: Planning for Change Infant and Toddler Handout 1.21 (See Trainer Notes for this slide)
Slide 119,120: Major Messages to Take Home (See Trainer Notes for slide 120)
## Module 2
Responsive Routines, Environments, and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers

### Module 2, Option 3, Two Hour Session 1

<table>
<thead>
<tr>
<th>Learner Objective</th>
<th>Suggested Agenda</th>
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</thead>
<tbody>
<tr>
<td>Participants will be able to:</td>
<td>I. Setting the Stage 40 minutes</td>
</tr>
<tr>
<td>• Discuss why it is important to pay attention to the social and emotional climate of infant and toddler care settings</td>
<td>II. Social Emotional Climate in Infant and Toddler Care Settings 70 minutes</td>
</tr>
<tr>
<td></td>
<td>III. Wrap-up, Reflection, Evaluation 10 minutes</td>
</tr>
<tr>
<td></td>
<td><strong>Total Time</strong> 2 hours</td>
</tr>
</tbody>
</table>

### Materials and Equipment Needed

- Agenda
- PowerPoint slides
- CSEFEL Infant and Toddler Training Module 2
- LCD projector and computer for displaying PowerPoint slides and videos
- Chart paper, markers, tape
- CSEFEL video clips
- Watch or a timer
- Sticky notes

- **Handouts**
  2.1 Overview of CSEFEL Infant and Toddler Training Module Content
  2.2 Participant PowerPoint Handouts

- **Attachments**
  Attachment B: *Session Evaluation Form*
  Attachment C: *Adoption of the Pyramid Model*
  Attachment D: *Child Care in America Statistics and Research*

- **Video Clips**
  2.1 Promoting Social and Emotional Development
  2.2 Continuity of Care and Social Emotional Development
Module 2, Option 3, Two Hour Session 1 (cont.)

Trainer Preparation

- Review Module 2, Option 3, Two Hour Session 1 Trainer’s Outline
- Visit the CSEFEL website, [http://csefel.vanderbilt.edu/](http://csefel.vanderbilt.edu/), for additional information
- Review CSEFEL Infant and Toddler Training Module 2 trainer script for pages 2.4 – 2.18 and 2.55
- Preview video clips 2.1 and 2.2
- Prepare PowerPoint presentation
- Make copies of all handouts and attachments for training participants
- Gather chart paper and markers for “Parking Lot”
- Optional: Get feedback about the training at the end of the session. Use the evaluation form provided as Attachment B in this Trainer Guide
Module 2 Option 3, Two Hour Session 1 (cont.)

Trainer Notes

Not all handouts, video clips, and slides will be listed in numerical sequence as some have been eliminated to be consistent with time limitations and to better meet the needs of participants. For example, Slides 4, 6, 7, 8, 9, 14, and 15 have been eliminated. Revisions to slides are noted in the Content and Slides section that follows.

Optional Activities for this session are not included.

Slide 5: After discussing the agenda, reference Handout 2.1 on page 2.6. Inform participants that not all topics listed are covered during this training.

Slide 10: Refer participants to Attachment C: Adoption of the Pyramid Model, for information on the adoption of the Pyramid Model in Virginia.

When discussing Slide 11 on page 2.11, please reference Virginia’s Milestones of Child Development (Revised 2013) http://dss.virginia.gov/family/cc/professionals_resources.cgi. See also pages iii-iv of the Introduction section of this Trainer Guide.


Slide 14 on page 2.13 has been deleted. Handout 2.6 has been replaced with Attachment D, Child Care in America Statistics and Research, located in this Trainer Guide. After the Slide 13 discussion on page 2.13, the trainer should reference Attachment D. The following instructions should now be used for Attachment D: “Ask for six volunteers who will each read one of the bullets on Attachment D to the larger group. Once finished, ask participants for feedback on what they heard. Elicit specific feedback about the time young children spend in child care and the impact of quality care on later child development. Affirm participants’ responsibility for providing quality care.” Continue by sharing the two points listed at the top of page 2.14.

Slide 16: Do not reference the previous activity as it has been eliminated. Begin with the instructions for Slide 16 on page 2.15 that state, “Review the bullet points on Slide 16 with participants.”

Optional: Following Slide 67 on page 2.55, ask participants to complete the Session Evaluation Form, Attachment B.
Module 2, Option 3, Two Hour Session 1 (cont.)

Content and Slides

Setting the Stage
- Slide 1: CSEFEL Module 2, Responsive Routines, Environments, and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers
- Slide 2: Activity: Getting to Know Each Other
- Slide 3: Learner Objectives (Note: prior to the training, change slide title to Learner “Objective” and delete the second objective as it will be covered in another session)
- Slide 5: Agenda (Note: prior to the training, revise to match agenda above. See also Trainer Notes for Handout 2.1)
- Slide 10: The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children (See Trainer Notes for this slide)
- Slide 11: CSEFEL Definition of Social Emotional Development (See Trainer Notes for this slide)
- Slide 12: Video 2.1 Promoting Social Emotional Development

Social Emotional Climate in Infant Toddler Care Settings
- Slide 13: Key Considerations (See Trainer Notes for this slide)
- Slide 14: Child Care in America (This slide has been deleted. See Trainer Notes for this slide)
- Slide 16: Supporting the Social Emotional Needs of Infants and Toddlers (See Trainer Notes for this slide)
- Slide 17: Video 2.2 Continuity of Care and Social Emotional Development
- Slide 18: Strategies to Promote Continuity of Care

Wrap-up, Reflection, Evaluation
- Slide 66: Wrap-up, Reflection, Evaluation (Note: prior to the training, revise slide to match)
- Slide 67: Reflection (See Trainer Notes for this slide)
## Module 2, Option 3, Two Hour Session 2

<table>
<thead>
<tr>
<th>Learner Objectives</th>
<th>Suggested Agenda</th>
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<tbody>
<tr>
<td>Participants will be able to:</td>
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<tr>
<td>• Describe the importance of caregiving</td>
<td>I. Welcome, Objectives, Agenda 10 minutes</td>
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<tr>
<td>routines and identify strategies for</td>
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<tr>
<td>using them to support social emotional</td>
<td>II. High Quality Supportive Environments</td>
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<tr>
<td>development</td>
<td>- Responsive Schedules and Routines</td>
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<td>- Responsive Environments</td>
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<td>can promote social emotional development in</td>
<td>III. Wrap-up, Reflection, Evaluation 10</td>
</tr>
<tr>
<td>infants and toddlers</td>
<td>minutes</td>
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<tr>
<td></td>
<td><strong>Total Time</strong> 2 hours</td>
</tr>
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</table>

### Materials and Equipment Needed

- □ Agenda
- □ PowerPoint slides
- □ CSEFEL Infant and Toddler Training Module 2
- □ LCD projector and computer for displaying PowerPoint slides and videos
- □ Chart paper, markers, tape
- □ Blank paper
- □ CSEFEL video clips
- □ Watch or a timer
- □ Sticky notes

- □ Handouts
  - 2.8 Responsive Routines Inventory
  - 2.9 Infant and Toddler Environments Planning Document

- □ Attachments
  - Attachment B: Session Evaluation Form
  - Attachment C: Adoption of the Pyramid Model

- □ Video Clips
  - 2.3 Routines in Routines
  - 2.4 Responsive Greeting
  - 2.5 Responsive Environment
Module 2
Responsive Routines, Environments, and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers

Module 2, Option 3, Two Hour Session 2 (cont.)

Trainer Preparation

☐ Review Module 2, Option 3, Two Hour Session 2 Trainer’s Outline
☐ Visit the CSEFEL website, http://csefel.vanderbilt.edu/, for additional information
☐ Review CSEFEL Infant and Toddler Training Module 2 trainer script for pages 2.4 – 2.7; 2.31 – 2.38; and 2.55
☐ Preview video clips 2.3, 2.4, and 2.5
☐ Prepare PowerPoint presentation
☐ Make copies of all handouts and attachments for training participants
☐ Gather chart paper and markers for “Parking Lot”
☐ Blank paper as needed for Slide 31 Activity: Individual Considerations for Caregiving Routines on page 2.29
☐ Gather chart paper and markers for Slide 38 Activity: Responsive Environments on page 2.34
☐ Optional: Get feedback about the training at the end of the session. Use the evaluation form provided as Attachment B in this Trainer Guide
Module 2, Option 3, Two Hour Session 2 (cont.)

Trainer Notes

Not all handouts, video clips, and slides will be listed in numerical sequence as some have been eliminated to be consistent with time limitations and to better meet the needs of participants. For example, Slides 2, and 3 or 4 have been eliminated. Revisions to slides are noted in the Content and Slides section that follows.

Optional Activities for this session are not included.

Slide 1: Begin with a welcome to the group. If necessary, reintroduce yourself.

Slide 3 or 4: Use either Slide 3 or 4 to create a new slide that includes both of the objectives listed above. The extra slide should be deleted. Due to time limitations, eliminate the activity on page 2.5. Instead, briefly discuss points 2 and 3 on pages 2.5 and 2.6 that relate to the two objectives for this session. Ask participants to make comments.

Slide 5: Delete the reference to Handout 2.1 on page 2.6.

Slide 19: Instead of asking participants to look at Handout 2.4 on page 2.19, ask them to look at page 1 of Attachment C: Adoption of the Pyramid Model.

Slide 20: Due to time limitation, delete the discussion on page 2.21.

For the activity using Slides 23-26 on pages 2.23 and 2.24, the following instructions should be used: “Give groups about 10 minutes to complete the activity, then debrief with the whole group. Invite a few participants to share their ideas or strategies.” Then, continue with the remaining instructions as stated.

Slide 29: Due to time limitations, instead of following the instructions at the top of page 2.28, ask for a few participants to share with the large group effective strategies they have used to support children and families during greetings and goodbyes.

Slide 31: The following instructions should now be used instead of the instructions at the top of page 2.30: “After participants have had time to brainstorm individually, ask a few participants to share with the large group examples of strategies to modify routines based on a child’s individual temperament and/or culture.”

There is a reference to reading the content of Slides 33-34 on page 2.31 to participants. It is strongly suggested that the trainer highlight or paraphrase the content instead of reading it to participants.

Following Slide 67 on page 2.55, ask participants to complete the Session Evaluation Form, Attachment B.
Module 2, Option 3, Two Hour Session 2 (cont.)

Content and Slides

Welcome, Objectives, Agenda
Slide 1: CSEFEL Module 2, Responsive Routines, Environments, and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers (See Trainer Notes for this slide)
Slide 3 or 4: Learner Objectives (Note: prior to the training, revise to match agenda above)
Slide 5: Agenda (Note: prior to the training, revise to match agenda above. See also Trainer Notes for this slide)

High Quality Supportive Environments
Slide 19: High Quality Supportive Environments:
Responsive Schedules and Routines (See Trainer Notes for this slide)
Slide 20: How Schedules and Routines Support Social Emotional Development (See Trainer Notes for this slide)
Slide 21: Using Routines to Support Social Emotional Development
Slide 22: Activity: Handout 2.8 Responsive Routines Inventory
Slide 23: Routines – Eating & Feeding (See Trainer Notes for Slides 23-26)
Slide 24: Routines – Diapering & Toilet Learning
Slide 25: Routines – Sleeping/Resting
Slide 26: Routines – Greeting/Goodbyes
Slide 27: Video 2.3 Routines in Routines
Slide 28: Strategies to Support Routines for Infants and Toddlers
Slide 29: Video 2.4 Responsive Greetings (See Trainer Notes for this slide)
Slide 30: Strategies to Support Greetings and Goodbyes
Slide 31: Activity: Individual Considerations for Caregiving Routines (See Trainer Notes for this slide)

Slide 32: High Quality Supportive Environments:
Responsive Environments
Slides 33,34: Responsive Environments (See Trainer Notes for these slides)
Slide 35: Group Discussion
Slide 36: Video 2.5 Responsive Environment
Slide 37: A Well Designed Infant and Toddler Environment
Slide 38: Activity: Responsive Environments
Slides 39-42: Environments
Slide 43: Environmental Elements to Consider
Slide 44: Activity: Infant and Toddler Environments Planning Document Handout 2.9

Wrap-up, Reflection, Evaluation
Slide 66: Wrap-up, Reflection, Evaluation (Note: prior to the training, revise slide to match)
Slide 67: Reflection (See Trainer Notes for this slide)
## Module 2, Option 3, Two Hour Session 3

<table>
<thead>
<tr>
<th>Learner Objectives</th>
<th>Suggested Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participants will be able to:</strong></td>
<td></td>
</tr>
<tr>
<td>• Identify and implement targeted strategies to intentionally build social emotional skills in infants and toddlers</td>
<td>I. Welcome, Objectives, Agenda 10 minutes</td>
</tr>
</tbody>
</table>
| • Support families in promoting routines, environments, and targeted strategies that promote social emotional development of infants and toddlers | II. Targeted Strategies to Build Social Emotional Skills 90 minutes  
- Emotional Literacy  
- Social Skills |
|  | III. Wrap-up, Reflection, Action Planning, Evaluation 20 minutes |
|  | **Total Time** 2 hours |
### Module 2
Responsive Routines, Environments, and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers

#### Module 2, Option 3, Two Hour Session 3 (cont.)

**Materials and Equipment Needed**

<table>
<thead>
<tr>
<th>□ Agenda</th>
<th>□ Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ PowerPoint slides</td>
<td>2.10 Strategies to Support Emotional Literacy - Scenarios and Strategies</td>
</tr>
<tr>
<td>□ CSEFEL Infant and Toddler Training Module 2</td>
<td>2.11 Using Books to Support Social Emotional Literacy</td>
</tr>
<tr>
<td>□ LCD projector and computer for displaying PowerPoint slides and videos</td>
<td>2.13 Development of Play Skills for Infants and Toddlers</td>
</tr>
<tr>
<td>□ Chart paper, markers, tape</td>
<td>2.14 Infant and Toddler Peer Behavior</td>
</tr>
<tr>
<td>□ CSEFEL video clips</td>
<td>2.15 Strategies for Supporting the Development of Friendship Skills in Infants and Toddlers</td>
</tr>
<tr>
<td>□ Children’s books (one per 2-3 participants)</td>
<td>2.16 Planning for Change</td>
</tr>
<tr>
<td>□ Glue, card stock, scissors</td>
<td>□ Attachment</td>
</tr>
<tr>
<td>□ Watch or a timer</td>
<td>Attachment B: <em>Session Evaluation Form</em></td>
</tr>
<tr>
<td>□ Sticky notes</td>
<td>□ Video Clips</td>
</tr>
<tr>
<td></td>
<td>2.6 Adult Supporting Children in Difficult Encounters</td>
</tr>
<tr>
<td></td>
<td>2.7 Using Books to Support Emotional Literacy</td>
</tr>
<tr>
<td></td>
<td>2.8 Mom Playing with Toddler</td>
</tr>
<tr>
<td></td>
<td>2.9 Promoting Friendship Skills</td>
</tr>
</tbody>
</table>
Module 2, Option 3, Two Hour Session 3 (cont.)

Trainer Preparation

☐ Review Module 2, Option 3, Two Hour Session 3 Trainer’s Outline
☐ Visit the CSEFEL website, http://csefel.vanderbilt.edu/, for additional information
☐ Review CSEFEL Infant and Toddler Training Module 2 trainer script for pages 2.4 – 2.7 and 2.40 – 2.56
☐ Preview video clips 2.6, 2.7, 2.8, and 2.9
☐ Prepare PowerPoint presentation
☐ Make copies of all handouts and Attachment B for training participants
☐ Gather chart paper and markers for “Parking Lot”
☐ Copy all four pages of Handout 2.10 for use with Slide 52 Activity: Emotional Literacy Scenarios and Strategies on page 2.42. Cut out the handout scenarios and glue them on card stock. Make enough sets of scenarios so that each group of 4-5 participants has a set. Copy the list of the strategies, one copy per participant
☐ Bring a sampling of children’s books (e.g., approximately one book per 2-3 participants) or ask participants to bring one book with them to the training. The books can be high quality typical books for infants and toddlers or they can be specifically selected as examples of books with social emotional themes. A list of sample books can be found on the CSEFEL website at, http://www.vanderbilt.edu/csefel
☐ For Slide 55 on page 2.46, copy Handout 2.11, Using Books to Support Emotional Literacy – approximately one copy per participant
☐ Optional: Get feedback about the training at the end of the session. Use the evaluation form provided as Attachment B in this Trainer Guide
Module 2, Option 3, Two Hour Session 3 (cont.)

Trainer Notes

Not all handouts, video clips, and slides will be listed in numerical sequence as some have been eliminated to be consistent with time limitations and to better meet the needs of participants. For example, Slides 2, 3, and 65 have been eliminated. Revisions to slides are noted in the Content and Slides section that follows.

Optional Activities for this session are not included.

Slide 1: Begin with a welcome to the group. If necessary, reintroduce yourself.

Slide 4: Use Slide 4 to create a new slide that includes both of the objectives listed above. Due to time limitations, eliminate the activity on page 2.5. Instead, briefly discuss points 2 and 3 on pages 2.5 and 2.6 that relate to the two objectives for this session. Ask participants to make comments.

Slide 5: Delete the reference to Handout 2.1 on page 2.6.

For Slide 52 Activity: Emotional Literacy Scenarios and Strategies on page 2.42, instead of asking small groups to read all the scenarios, ask them to have each group member to select and read just one scenario.

When conducting the activity for Slide 55 on pages 2.46, follow the suggestion on page 2.47 to ask each group to choose and review one book, instead of 2-3.

When discussing Slide 57 on page 2.49, please reference the Virginia Association for Infant Mental Health Competency Guidelines, Level 1, http://ecmhva.org, and highlight the following Direct Service Skills knowledge area for providing information and assistance to parents found on page 3:

- Provides information and assistance to parents or caregivers to help them:
  - Understand their role in the social and emotional development of infants/young children
  - Understand what they can do to promote health, language and cognitive development in infancy and early childhood
  - Find pleasure in caring for their infants/young children

See also pages iv-v of the Introduction section of this Trainer Guide.

When discussing Slides 60 and 61 on page 2.51, please reference Virginia's Milestones of Child Development (Revised 2013) http://dss.virginia.gov/family/cc/professionals resources.cgi. See also pages iii-iv of the Introduction section of this Trainer Guide.

Slide 64: See Trainer Notes for Slide 65

Delete Slide 65 Activity on page 2.54. Following the debriefing of the previous Slide 64 Video 2.9 on page 2.54, refer participants to Handouts 2.14 and 2.15, also on page 2.54. The following instructions should now be used for those handouts. “Share with participants that Handout 2.14 provides
developmental indicators of infant and toddler peer behavior. Next, briefly review the list of strategies on Handout 2.15. Emphasize that if caregivers put their awareness of social play together with what they have learned about a child’s strengths, temperament, and developmental level, they are better equipped to help guide the child in appropriate social interactions with his or her peers. Share with participants that by using the strategies on Handout 2.15, caregivers are modeling and encouraging developmentally appropriate social interactions.”

Following Slide 69 on page 2.56, replace Handout 2.18 with the Session Evaluation Form, Attachment B.
Module 2, Option 3, Two Hour Session 3 (cont.)

Content and Slides

Welcome, Objectives, Agenda
Slide 1: CSEFEL Module 2, Responsive Routines, Environments, and Targeted Strategies to Support Social Emotional Development in Infants and Toddlers (See Trainer Notes for this slide)
Slide 4: Learner Objectives (Note: prior to the training, revise to match agenda above)
Slide 5: Agenda (Note: prior to the training, revise to match agenda above. See also Trainer Notes for this slide)

Targeted Strategies to Build Social Emotional Skills
Slide 45: Targeted Strategies to Build Social Emotional Skills:
Emotional Literacy
Slide 46: The Pyramid Model Promoting Social Emotional Competence in Infants and Young Children
Slide 47: What is Emotional Literacy?
Slides 48-51: Strategies to Develop Emotional Literacy in Infants and Toddlers
Slide 52: Activity: Emotional Literacy Scenarios and Strategies (See Trainer Notes for this slide)
Slide 53: Video Clip 2.6 Adult Supporting Children in Difficult Encounters
Slide 54: Discussion: Large Group
Slide 55: Activity: Using Books to Support Social Emotional Skills (See Trainer Notes for this slide)
Slide 56: Video 2.7 Using Books to Support Emotional Literacy
Slide 57: Targeted Strategies to Build Social Emotional Skills:
Social Skills (See Trainer Notes for this slide)
Slide 58: Video 2.8 Mom Playing with Toddler
Slide 59: Building Social Skills
Slides 60,61: Development of Play Skills for Infants and Toddlers (See Trainer Notes for these slides)
Slide 62: Setting up the Environment for Developing Play and Friendship Skills
Slide 63: Promoting the Development of Friendship Skills
Slide 64: Video 2.9 Promoting Friendship Skills (See Trainer Notes for this slide)
Slide 65: Activity (This slide has been deleted. See Trainer Notes for this slide)

Wrap-up, Reflection, Action Planning, Evaluation
Slide 66: Wrap-up, Reflection, Action Planning, Evaluation (Note: prior to the training, revise slide to match)
Slide 67: Reflection
Slide 68: Activity: Planning for Change Handout 2.16
Slide 69: Major Messages to Take Home (See Trainer Notes for this slide)
Attachments

Attachment A: How to Embed Video Clips in PowerPoint 2010 Presentations
Attachment B: Session Evaluation Form
Attachment C: Adoption of the Pyramid Model
Attachment D: Child Care in America Statistics and Research
How to Embed Video Clips in PowerPoint 2010 Presentations

Krista Van Hooser
Iowa State University

What is “Embedding”

- Embedding video clips allows you to play video clips during a presentation without exiting the PowerPoint program.
- This will save time and make your training session flow more smoothly.

Two Ways to Embed Video Clips

- One: Into a new PowerPoint slide (example: new presentation you are creating)
- Two: Into a created PowerPoint slide (example: a file downloaded from SkyDrive or other location)

Embedding a Video Clip into a New Slide

- There are 2 methods to embed a video clip into a new slide:
  - Slide Layout Option
  - Insert Option
**Slide Layout Option Instructions**

- **Step 1**: Insert a blank slide.
  - Keyboard Shortcut: ctrl + m or click on the New Slide button on the “Home” tab (see screen shot below).

- **Step 2**: Select Layout
  - “Title & Content” is default layout.
  - You can change the layout by clicking on the Layout button on the “Home” tab (see screen shot below).

- **Step 3**: In the content box, click on the Movie button.

- **Step 4**: An Insert Video box will pop up. Select the video clip you wish to embed from its stored location.
  - Click the insert button.
Slide Layout Option Instructions

- **Step 5: Format Video Clip**
  - On the “Playback” tab of the “Video Tools” bar, select:
    - Start: On Click
    - Check “Play Full Screen” box

- **Step 6: Presentation Playback**
  - When in presentation mode, place mouse pointer over video clip. A playback bar will appear on the screen.
  - Click the “play” triangle.

Slide Layout Option Instructions

- **Step 7: Presentation Playback (continued)**
  - Once the video has completed playback, the screen will go dark.
  - Click with your mouse, pointer, or arrow key to advance to the next slide.

Slide Layout Option Instructions

- **Step 8: Save the file.**
  - Keyboard Shortcut: ctrl+s or click the Save button on the “File” tab (see screenshot below).
**Insert Option Instructions**

- **Step 1:** Insert a blank slide.
  - Keyboard Shortcut: Ctrl + M or click on the New Slide button on the “Home” tab (see screen shot below).

- **Step 2:** Click on “Insert” tab and click down arrow on the Video button.
  - Select the Video from File option.

- **Step 3:** An Insert Video box will pop up. Select the video clip you wish to embed from its stored location.
  - Click the Insert button.

- **Step 4:** Format Video Clip
  - On the “Playback” tab of the “Video Tools” bar, select:
    - **Start:** On Click
    - Check “Play Full Screen” box
Insert Option Instructions

Step 5: Presentation Playback
- When in presentation mode, place mouse pointer over video clip. A playback bar will appear on the screen.
- Click the "play" triangle.

Step 6: Presentation Playback (continued)
- Once the video has completed playback, the screen will go dark.
- Click with your mouse, pointer, or arrow key to advance to the next slide.

Insert Option Instructions

Step 7: Save the file.
- Keyboard Shortcut: ctrl+s or click the Save button on the "File" tab (see screenshot below).

Embedding into a Created PowerPoint

- If you have downloaded a PowerPoint file with video clips from an internet location, you will need to re-embed the clips.
- This does not require that you also download the video clips to your computer.
- If you have moved your PowerPoint file from one location to another (example: from My Documents to your desktop), you may need to re-embed the clips.
Step 1: Open the PowerPoint File
- Select and open the desired PowerPoint file.

Step 2: Find Video Slide
- Scroll down to the slide where the video will be embedded.

Step 3: Locate Video
- Double click on the picture representation of the video clip.
  - A pop up box will appear, asking if you want to located the video clip. Select Yes.

Step 4: Embed Video
- A Edit Link to File box will open.
  - Select the video clip you are linking from its stored location.
  - Click the Link to File button.
Step 5: Save File

- Save the file.
  - Keyboard Shortcut: `ctrl+S` or click the Save button on the "File" tab (see screenshot below).
### CSEFEL Training Session Evaluation

**Trainer's Name(s):**

**Date:**

**Name of Training Session:**

1. Which of the following best describes your knowledge of the topic area before the training?

<table>
<thead>
<tr>
<th>Extensive</th>
<th>Moderate</th>
<th>Limited</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How much do you agree or disagree with each statement?**

<table>
<thead>
<tr>
<th>2. TRAINING OBJECTIVES AND CONTENT:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The objectives of this session were clearly explained</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Overall, the session met its objectives</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The supporting materials were useful in the session</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. The session format provided opportunities for me to practice applying the information</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. THE TRAINER WAS:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Knowledgeable in the topic/area</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Responsive to participants’ questions and needs</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Well-organized</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Able to present the material in an understandable way</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. AS A RESULT OF THIS SESSION:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. My knowledge/skills in this topic/area have increased</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. This session will have a positive impact on my professional work</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. OVERALL:

<table>
<thead>
<tr>
<th></th>
<th>Highly Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Not at all Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking everything into account, which of the following best reflects your level of satisfaction with the session?</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you feel were the most valuable aspects of this session?

What do you feel were the least valuable aspects of this session?

What recommendations do you have for enhancing this session?

What other comments do you have?

Attachment B
The Pyramid Model is a conceptual framework of evidence-based practices that support the social and emotional development of young children & was developed by the Center on the Social Emotional Foundations for Early Learning (CSEFEL).

In the middle of the pyramid, the focus of training is on prevention through targeted strategies to prevent problems. At this level of the pyramid, providers learn and utilize systematic approaches to teaching social skills to help provide additional support to children who may be at risk for social-emotional issues or are beginning to show early signs of a possible problem.

At the top of the pyramid, training is focused on Intervention for those children needing individualized help in their home or childcare setting. At this level of the pyramid, providers learn and utilize techniques for a small number of children that are either diagnosed with a mental health issue or are demonstrating severe behavior or social-emotional issues. At this level, providers learn about assessment based intervention that results in individualized Behavior Support Plans designed to be implemented by the child’s natural caregivers in home and early care and edu-

For more information, visit the CSEFEL website@ www.vanderbilt.edu/csefel/
(CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age five. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

Visit the CSEFEL website at: www.vanderbilt.edu/csefel/

(TACSEI) takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates FREE products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day.

Visit the TACSEI website at: www.challengingbehavior.org

Understanding Temperament in Infants and Toddlers...

An example of the information available at the CSEFEL Website:

A child’s temperament describes the way in which she approaches and reacts to the world. It is her personal “style.”

Temperament influences a child’s behavior and the way she interacts with others. While temperament does not clearly define or predict behavior, understanding a child’s temperament can help providers and families better understand how young children react and relate to the world around them. Information about temperament can also guide parents and caregivers to identify children’s strengths and the supports they need to succeed in their relationships and environments.

The 23rd installment to the CSEFEL What Works Brief series explains why temperament is important, provides some clarifications about temperament, and tells you how you can use what you know about temperament to promote positive social-emotional development and behavior.

A handout called the Temperament Continuum is also provided to help you analyze where your temperament is similar and different to the children you provide services for.

Sooo... What’s available at the CSEFEL Website???

<table>
<thead>
<tr>
<th>Training Modules</th>
<th>Information for Parents</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scripted Stories for Social Situations</td>
<td>Family Tools</td>
<td>Order Materials</td>
</tr>
<tr>
<td>Tools for Building Relationships</td>
<td>What Works Briefs</td>
<td>Links to Other Resources</td>
</tr>
<tr>
<td>Book List</td>
<td>Research Syntheses</td>
<td>Materials in Spanish</td>
</tr>
<tr>
<td>Videos</td>
<td>Decision Making Guidelines</td>
<td>Training Kits</td>
</tr>
<tr>
<td>Practical Strategies</td>
<td>Chat Sessions</td>
<td>Sign-Up for Pyramid Model Newsletter</td>
</tr>
</tbody>
</table>

FREE
Child Care in America
Statistics and Research

- More than 11 million children under age 5 in the United States are in some type of child care arrangement every week.
  Child Care in America, Fact Sheets, 2010

- On average, the children of working mothers spend 36 hours a week in child care. About one-third of these children are in multiple child care arrangements so that parents can meet the demands for child care during traditional and nontraditional working hours.
  Child Care in America, Fact Sheets, 2010

- Children who received high-quality care in the first few years of life scored higher in measures of academic and cognitive achievement when they were 15 years old.
  NICHD Early Child Care Research Network, 2010

- A child’s development of social and emotional skills is related to the closeness of their relationship with the caregiver.
  Hart & Risley, 1995

- 58% of mothers with children under age 1 are in the workforce.
  Child Care in America, Fact Sheets, 2010

- Babies and toddlers in child care need access to warm, responsive, child care providers and safe and stimulating environments that meet the full range of their developmental needs.
  Shonkoff & Phillips, 2000

Attachment D