SOC101: Healthy Social and Emotional Development vs. Challenging Behavior in Young Children
Handout

Welcome to SOC101

This course will focus on healthy social-emotional skills, temperament, and developmentally appropriate behaviors in young children. Challenging behavior warning signs will also be covered.

Course Objectives:

By taking notes on the handout and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course:

- Define social development, emotional development, and temperament as they relate to early childhood development
- Identify the role of developmentally appropriate expectations and behaviors, as well as the importance of individualizing and scaffolding for young children
- Successfully redefine challenging behavior to focus on the positives
- Identify the key commonalities in the definition of challenging behavior and the reasons children use challenging behavior
- Identify how trust and attachment play a significant role in helping a child with challenging behavior
- Recognize when challenging behaviors might require further intervention

References:

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11. National Association for the Education of Young Children. (2021). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, 4th edition*. Washington, DC: NAEYC.
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14. Smith, C. (2017). *Behavioral Challenges in Early Childhood Settings, revised edition.* Redleaf Press.

Additional Resources:

1. Gartrell, D. (2003). *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms.* Cengage Learning.
2. Hyson, M. (2003). *The Emotional Development of Young Children, 2nd edition.* New York: Teachers College Press.
3. Hyson, M. (2008). *Enthusiastic and Engaged Learners: Approaches to Learning in the Early Childhood Classroom.* New York: Teachers College Press.
4. Koralek, D. (1999). *Classroom Strategies to Promote Children's Children's Social and Emotional Development.* Kaplan Press.
5. Risley, T. (1996). "Get a Life! Positive Behavioral Intervention for Challenging Behavior through Life Arrangement and Life Coaching." Retrieved from https://abamanualforparents.weebly.com/uploads/1/7/6/5/17657287/9._get_a_life_risley_1999_disabilities.pdf
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Social and Emotional Development

What occurs in *Social Development* of young children?

What does *Emotional Development* in young children refer to?

Throughout infancy and toddler-hood, children with healthy emotional development will:

As a preschooler, emotional development plays a vital role in:

How do children eventually learn how to get along well with others?

What is Temperament?

List the nine types of temperament in children:

List the three traits of temperament with specific ties to the social and emotional development of a preschooler:

What are Developmentally Appropriate Expectations and Behavior?

When is a child's full potential reached?

What is it vital for teachers and family members to understand?

List the critical developmental factors that contribute to a child's readiness to use various social and emotional skills:

Individualizing is:

How does the classroom teacher use Scaffolding?

What is a Strength-based Approach?

How can a teacher be strength-based?

What are examples of Challenging Behavior?

Challenging behavior keeps a child from:

What are the two main forces at play behind a child's use of challenging behaviors?

Why should teachers try to get to the root of the behavior and figure out why the child might be using this behavior?

What is closely related to a child's resilience and healthy social and emotional growth?

What is the basis of any healthy relationship?

To help identify what behaviors are of particular concern, what various resources might be used?

Attachment-Building Strategies

Early childhood teachers support children when they use planned response in caring ways to meet the needs of the children as a group, as well as the needs of each individual child. Below is a list of Attachment-building strategies compiled from two key resources: The Devereux Early Childhood Assessment Program *Classroom Strategies Guide*, and, *Developmentally Appropriate Practices in Early Childhood Programs*.

Try these strategies to further build strong and nurturing relationships with young children:

Acknowledge: Give a child attention to encourage her to continue what she's doing. *"Carly, you are helping Peter fold his blanket."*

Model: Show the child the expectations by what you say or do. *"I am going to taste this new food. It is exciting to try new things!"*

Facilitate: Provide temporary assistance to help a child progress to the next level. *"To help you be safe, I will hold your hand the first time you try the balance beam."*

Support: Offer as much caring and assistance as needed for each individual child. *"I'm going to keep hugging Michael for awhile until he feels okay to join us again. We all have days that we need extra hugs."*

Scaffold: Set-up challenges that encourage children to use their skills and developmental abilities to gain new ones and provide just enough help for children to move forward. *"I will hold the paper for you while you color, and soon we will have YOU try to hold down the paper."*

Co-construct: Play an equal partner with the child in exploring learning. *"Let's look up the name of that insect together in our class book."*

Demonstrate: Show how to do something, but use this strategy sparingly, as it is best when children can be leaders in their own learning. *"We are going to be cutting carrots for soup, and I need to show you how to use the knife safely."*

Encourage: Comment on persistence and effort rather than just praise and evaluate. *"You are thinking of lots of words to describe the dog in this story, let's keep going!"*

Ask Questions: Provoke children's thinking with open-ended questions that start with "why?" or "how?" *"How do you think we can solve this problem?"*

Give Assistance: Help children work on the edge of their competence. This is similar to scaffolding, but a bit more direct. *"Can you think of a word that rhymes with you name Matt? How about bat… Matt and bat… What else rhymes with Matt and bat?"*

Provide Information: Give children direct labels, information and other facts to help further a child's learning. *"This one that looks like a big mouse with a short tail is called a vole."*

Give Specific Feedback: Share details with the child about what you see and hear. *"The beanbag didn't get all the way to the hoop, James, so you might try throwing it harder."*

Adjust the Activity to Meet a Child's Individual Needs: Provide additional open-ended opportunities for a child who can easily perform a task, and adapt the activity as necessary to help a child who needs additional support. *"Mrs. Greene, I will be working with Alaina during the cooking activity as she has an aptitude for measuring I'd like to explore, and can you please work with Martin to help him with words for ingredients we are using?"*

References:
Copple, C., & S. Bredekamp, eds. 2009. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8.* Washington, DC: NAEYC.

Koralek, D. (1999). *Classroom Strategies to Promote Children's Social and Emotional Development.* North Carolina: Kaplan Company.