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 difficult 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 major role in helping a child with challenging behavior
- Recognize when challenging behaviors might require further intervention

References:

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 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 member to understand?

List the key 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 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?
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**: