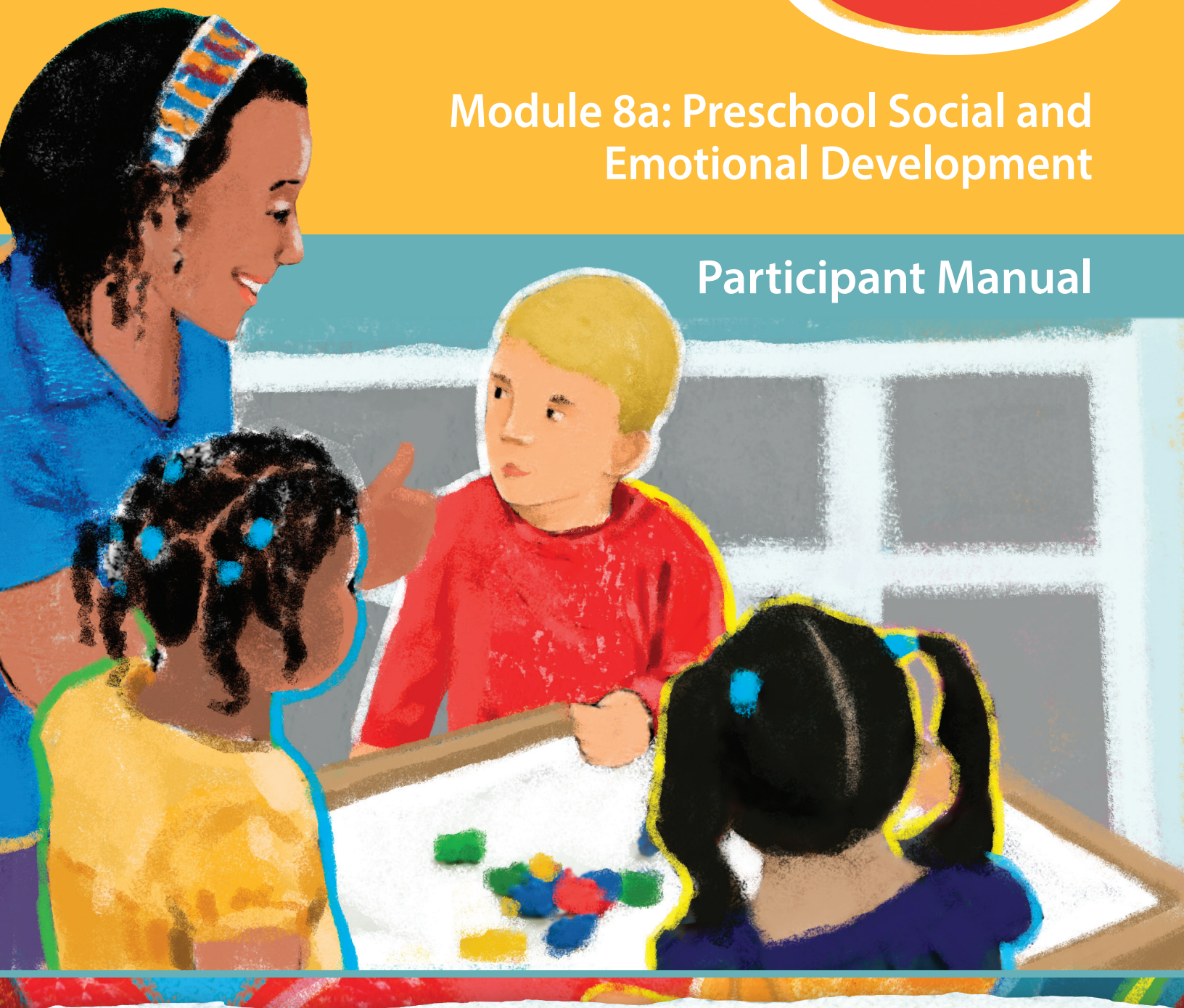


ECE Credential

Level 1

Module 8a: Preschool Social and Emotional Development

Participant Manual



Training brought to you by:



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Illinois Professional Development System

ECE Credential Level 1 Training

Module 8a: Preschool Social and Emotional Development

Participant Manual · Standardized Version

This training is Registry-approved and counts towards DCFS licensed program training hours.

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ECE Credential Level 1 Training *Module 8a: Preschool Social and Emotional Development*

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Learning Objectives

Following this training, participants will be able to:

- Name characteristics of social emotional development in preschool age children
- Identify ways to promote healthy social emotional development with preschool age children
- Describe guidance techniques to use with preschool age children

Self-Reflection

Name or topic of your last module: _____

Reflect upon the last module you attended and answer the following. If this is your first module, you are not required to complete this section.

What new skills have you started practicing or what changes have you made as a result of the training?

What has worked? What hasn't?

What resources did you use from the training?

What other knowledge did you gain as a result of the training?

Part 1: Social Emotional Development and the Preschool Age Child

Social Emotional Development: Defined

Social Development: The thoughts, feelings, and expectations one develops toward _____ and the world.

Emotional Development: The thoughts, feelings, and expectations one develops about _____.

Source: PITC and Kadija Johnston, L.C.S.W

What do you hope your children will be like when they grow up?

What characteristics do you want them to have as an adult?

Social Emotional Characteristics

Notes:

Many of the things we want for our children are taught to them in the context of social relationships. Children are not born socialized. It is the job of the adults in the child's life to help the child learn what is and is not "socially acceptable." This is not an easy task.

Developmental Behaviors

Developmental Benefits:

Atypical Developmental:

Indicators of Healthy Emotional Development

The capacity to:

- trust
- _____
- take pleasure in ourselves and others
- feel _____

Not only are these indicators of healthy development, they are also indicators that children can build healthy attachments with other children and adults.

Source: PITC and Kadija Johnston, L.C.S.W

Continuum of Social Emotional Development

- Attachment: Trust/_____
- Self-awareness: Identity/Self Esteem
- Exploration: _____/Independence

Social emotional development can be seen on a gradual continuum, with more complex skills building on foundational ones.

Attachment is an integral part of infant social emotional development. Infants that are provided with positive and appropriate nurturing opportunities are able to form healthy attachments to adults. Remind parents that infants are able to form many positive attachments, which is healthy and will benefit them throughout life.

Self-awareness also builds upon attachment and a child's ability to trust and feel secure. Many older toddlers and two's begin to explore self-awareness and want to do many tasks themselves (developing independence).

Exploration allows a child to test limits and see what behaviors or actions cause a reaction. Preschoolers enjoy showing a sense of independence in doing tasks such as using the toilet or washing hands themselves.

Five Goals for Children

1. Self esteem and competence
2. Build relationships of _____ trust and respect with adults
3. Build relationships with their peers
4. Consider the _____ of others
5. _____ and apply rules

1. Self-esteem and competence

We want children to have a high self-esteem and feel they are competent in the world. Children form an attitude about themselves based on the reactions of others. How we treat children can foster or diminish their self-esteem and confidence in themselves.

There has been much talk about praise and using praise with children. Praise and encouragement help children build self-esteem when it is used properly. The following are guides when giving feedback to children:

Be specific – “You came when I asked you to come.”

Be sincere – “I appreciate it when you help me clean up.”

Praise the process- “You are trying hard to finish that puzzle. You have four pieces in already.”

Praise the effort not the product – “I can see you put a lot of time into your drawing.”

Encouragement/Praise

Encouragement

- Supportive
- _____
- Nurturing
- Allows independent thought and action

Praise

- Promotes external motivation
- Use _____ and specifically



2. Build relationships of mutual trust and respect with adults

We want children to build relationships of mutual trust and respect with adults. It is important children learn that adults, other than their parents/guardians, can be trusted. You show them this every day by caring for them while their parents/guardians are away.

3. Build relationships with peers

We want children to build relationships with their peers. Encourage them, direct them, and model for them a good relationship.

4. Consider perspective of others

We want children to be able to consider the perspective of others. This is learned through modeling, patience, and spending time talking with children about how others may feel.

5. Be able to negotiate and apply rules

Allow children to negotiate. Children should not be able to negotiate all the rules, but what are some things that are negotiable?

Social emotional development is supported through the child's various experiences. Many of these experiences revolve around play. As children play with their peers, they often are indirectly working on the five goals we just mentioned. Play experiences support social emotional development.

Perspective Taking

Notes:

Helping a Child Who is Afraid to Take Risks

- Show children there is more than one way to do something. There isn't just one right way.
- Encourage students to find multiple ways to solve problems.
- Focus on the process rather than the product.
- Give smaller, simpler tasks or challenges to build up their self-confidence.
- Take breaks and communicate positively.
- Embrace failure and assist the child not to fear it.

As child care providers, we need to create an environment where children are comfortable taking new risks.

Promoting Social Development

- Open-ended questions
- _____
- Value _____ taking and making mistakes

Open-ended questions

Open-ended questions are those that require more than a yes/no response. For example, asking a child, "What should we do now?", after the milk has spilled rather than, "Did you spill the milk?" One encourages thinking and promotes responsibility; the other encourages defiance or lying.

Examples of open-ended questions:

Model

Another way to encourage social emotional development in young children is by being an appropriate model for the children to follow. Demonstrate the kinds of behavior you want the children to have. Model respect. Actions speak much louder than words do.

Value risk taking and making mistakes

A final way to encourage social emotional development in preschoolers is to value risk taking and making mistakes. This is sometimes difficult for us to do as adults and remember, not all cultures value risk taking. In these cases, encouraging competence and confidence through everyday activities may be the way to encourage the child.

Remember, we as adults continue to make mistakes and we hopefully grow from that experience. Children are no different. When a child attempts to do something new, encourage him/her! By doing this we instill confidence and boost self-esteem.

Social Emotional Development and School Readiness

- Communicate effectively
 - With words AND actions
- Listen to and follow instructions
- Respond appropriately to mistakes
- Solve problems
- Develop positive relationships with peers and other adults

Social and emotional development is directly linked to children’s ability to succeed in school. What is it children need to be able to do when they enter school? How can your support of their social emotional development support their school readiness?

Ten Gifts

Notes:



Part 2: Guidance and the Preschool Age Child

A Lens on Behavior

- Becoming familiar with social and emotional developmental milestones, can help you redefine “bad behavior” and see it as normal responses to the environment, routine, and others
- Understand typical responses to situations presented during group care:
 - Taking turns (instead of sharing)
 - Transitions
 - Learning a new skill
 - Learning to self-regulate

Issues and Strategies

When do you struggle with behavioral issues?

- Transitions?
- Free play?
- Group time?

What specific strategies can you use during these times to promote social/emotional development?

Guidance Techniques and Strategies

What are ways you have seen parents/guardians control their child’s behavior?

Positives

Negatives

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Effective Guidance Strategies

Having a good understanding of child development and employing a variety of guidance techniques is the basis for effective guidance. Additionally, having good relationships with the children in your care will greatly assist in guiding them in appropriate ways to behave.

How can we support children with special needs and display positive guidance?

- Focus on Nutrition

- Be consistent with routines and schedules

- Transitions

- Get moving

- Give praise

- Stay calm

Having a good understanding of child development will help you choose the appropriate guidance strategy for a particular child. What works for a one child may not work for another child.

Guidance

Caregiver's role is that of a "guidance professional"

- Build relationships
- Understand each child's _____
- Form an attachment
- Build an _____ classroom

Remember, in order to integrate guidance and discipline into the program, caregivers need to assume the role of "guidance professional". In doing so, they continually seek to build relationships with children and families. They gain a better understanding of the child's temperament and factors in their life that may be a cause of misbehavior. A guidance professional also can critically review routines and expectations and ensure they are developmentally appropriate.

We Teach...

"If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we.....teach?punish?

Video—Teaching Limits With Love

Notes:

What are some points from this video that you will take back to your care setting?

Turning a Negative into a Positive

We saw that not all approaches work with all children. We need to adapt our guidance approaches to the different age levels of children. And, as the adults in the environment, we need to be responsible for some things that may contribute to misbehavior in children. For example, how we speak to children can be a way to positively guide children.

Look at the statements and think of how they can be reworded without the negative tone.

"Don't stand on the couch!"

"Get your stuff off the floor."

"Stop crying. You're old enough to know that you have to wait for your turn."

"Quit running."

"Be quiet!"

Guidance

- Talk to children on their level
- Notice the _____ behaviors
- Help children develop _____ for their emotions
- Help show the connection between the hurtful action and the affected child
- Use _____

- Phrase statements positively such as, “Chairs are for sitting” instead of “Don’t stand on the chair.”
- Focus on the kinds of behavior you wish children to demonstrate.
- Notice when they have demonstrated acts of kindness, helpfulness, or cooperative behavior.
- Help children find words to express their strong emotions instead of hitting, biting, poking, or spitting.
- Help them see the connection between what they did to help or hurt another child and how it affected the other child.
- Use routines.

Understanding Challenging Behaviors

On any given day, there is probably a conflict between the children in your care. It's easy to forget that children aren't born with the social skills needed to get by in life. These are skills they learn. Caring adults help children understand the differences between right and wrong, what is acceptable behavior and what is not. Still, some children have a more difficult time controlling their emotions and behaviors than others do. It is important for you to be aware of factors that may contribute to this difficulty.

Understanding development

Some of children's behaviors occur because of their developmental level. Toddlers will sometimes hit or bite if their toy is taken away. Temper tantrums are characteristic of two year olds. Young children haven't yet learned to behave in "socially acceptable" ways. They develop control of their emotions and feelings by interacting with caring, loving adults. They learn the appropriate social skills needed throughout life by having them modeled for them. Many challenging behaviors go away as children grow and develop.

The more you know about child development and the characteristics common in each stage, the better understanding you will have of children's behaviors.

Risk factors

Causes of challenging behaviors are complex. Research shows there are certain factors that can increase children's risks for developing challenging behaviors.

- Prenatal exposure to drugs, alcohol, lead, smoke, or stress can be detrimental to brain development thus increasing the possibility of behavior challenges.
- Repeated exposure to violence in the home, neighborhood, or from television.
- Poverty and the social conditions surrounding poverty such as insufficient nutrition, chronic stress, or chaotic environment.
- Parenting style or low quality child care where there is harsh, inconsistent discipline, lack of structure, uninvolved adults, and unsupervised groups that are too large may cause children to respond with defiant, aggressive, impulsive behaviors.

Tips and techniques

Children with challenging behaviors may need help controlling their emotions and developing self-control. Setting goals, guiding and modeling will help the children in your care learn appropriate social skills.

- **Positive reinforcement.** Find activities that children do well. Compliment them when they help out. Watch for children who are acting out because they are looking for your attention. If they are, give them positive attention when you can. Catch the children being good.
- **Transitions.** Some children have a very difficult time moving from one activity to another. They may resist the change by acting out. If children are having difficulties with transitions, you may need to provide plenty of warning that an activity or event will be changing.

- **Consequences.** When children misbehave, they should know they have made a choice and accept consequences of their behavior. Limits need to be reasonable and consistent. If children are fighting over a toy, allow time for them to problem solve and come up with a consequence of their actions. This takes time. When children solve their own conflicts they develop positive connections in the brain for future problem solving.

- **Non-negotiable issues.** When safety is a concern, problem solving and consequences are not appropriate. You can't let children hurt themselves, their friends, or items in your care setting. If safety is an issue, attend to the immediate concern. Then, respectfully and calmly, talk with the children about their behavior and why their safety is at risk.

- **Time out.** When children lose control completely, "time away," "cool down," or "a break" is necessary. The goal of "time out" is not to embarrass or punish. The goal is to give children a chance to regain control of their emotions. You can help children recognize when their behaviors are out of control and help them decide when they are ready to function again. The ultimate goal is to help children recognize their emotions and become responsible for them.

- **Intervention.** Some of children's challenging behaviors require a team approach be dealt with effectively. Parents/guardians must become partners in the problem solving and the solution with you. In certain instances, some children may need professional intervention. Remember that you are not qualified to diagnose behaviors you see in the children. If a behavior is so challenging, you need to discuss options with parents/guardians.

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Guidance Scenarios

Directions:

1. Brainstorm appropriate guidance techniques for children. Come up with as many techniques you can think of to prevent the above scenario from happening. Be prepared to share two suggestions with our large group.
2. As a group, discuss a guidance issue that has occurred in your child care setting. Brainstorm appropriate guidance techniques for them. Come up with as many techniques you can think of to help children work through this issue. Be prepared to share two suggestions with the large group.

Scenario 1:

Noah is playing with blocks. He has been working really hard on building a structure. Charlie comes to the block area and knocks down Noah's structure. Noah begins to cry.

Notes:

Scenario 2

When Caitlin arrives at child care center, her daddy holds her hand as they enter and turns to talk with the child care provider. Kendall runs over to Caitlin and pushes her down. Each day upon arrival this happens. It doesn't occur during the day as the children play. Caitlin is now starting to cry when they arrive and sees Kendall.

Notes:

Scenario 3

Jilleshia is riding a tricycle. She jumps off to move a stick off the path. Jason gets on the abandoned trike. Jilleshia comes back and pulls on Jason to get off the trike. Jason starts to cry as the child care provider approaches.

Notes:

Scenario 4

Three children are outside playing a game on the playground. Erika approaches the group and says they aren't playing the game right. Erika tells them her way to play the game. The next day when Erika approaches this group the same thing happens. Erika tells the child care provider the children won't let her play and they are not playing fair.

Notes:

Knowledge to Practice

How do you currently promote social emotional development in your program? List 2 ideas or concepts discussed in this training that will help you focus on promoting social emotional development.

Think of a particular child in your care (past or present) that was a particular challenge behaviorally. Name 2 strategies discussed in this training that you feel would benefit this child. How will (or would) you do things differently?

Competency Checklist

Reflect on your understanding of the following competencies:

- Identify ways to help children develop a positive sense of self
- Recognize examples of behaviors that fit into specific developmental domains
- Describe how emotional development supports social, motor, and language development
- Describe the ways that play contributes to social/emotional development
- Identify cultural traditions that influence the social and emotional development of children
- Describe the importance of recognizing when children are demonstrating behavior that is not typical for their chronological age
- Describe how to use developmental chart for recognizing atypical behavior
- List developmental benefits for children from a specific example of a play situation
- List key elements of an environment that is likely to support emotionally healthy development in young children

Resources

Children's Book List

Being a Friend

- A Rainbow of Friends* by P.K. Hallinan (Ages 4-8)
Best Friends by Charlotte Labaronne (Ages 3-5)
Can You Be a Friend? by Nita Everly (Ages 3-6)
Can You Talk to Your Friends? by Nita Everly (Ages 3-6)
Care Bears Caring Contest by Nancy Parent (Ages 3-6)
Care Bears The Day Nobody Shared by Nancy Parent (Ages 3-6)
Fox Makes Friends by Adam Relf (Ages 3-5)
Gigi and Lulu's Gigantic Fight by Pamela Edwards (Ages 3-7)
Heartprints by P.K. Hallinan (Ages 3-6)
How Do Dinosaurs Play with Their Friends by Jane Yolen and Mark Teague (Ages 3-5)
How to be a Friend by Laurie Krasny Brown and Marc Brown (Ages 4-8)
Hunter's Best Friend at School by Laura Malone Elliot (Ages 4-7)
I'm a Good Friend! by David Parker (Ages 3-5)
I Can Share by Karen Katz (Ages infant-5)
I Can Cooperate! by David Parker (Ages 3-5)
I am Generous! by David Parker (Ages 2-5)
I'm Sorry by Sam McBratney (Ages 4-7)
It's Hard to Share My Teacher by Joan Singleton Prestine (Ages 5-6)
Jamberry by Bruce Degan (Ages 2-5)
Join In and Play by Cheri Meiners (Ages 3-6)
The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear by Don & Audry Wood (Ages 2-5)
Making Friends by Fred Rogers (Ages 3-5)
Making Friends by Janine Amos (Ages 4-8)
Matthew and Tilly by Rebecca C. Jones (Ages 4-8)
Mine! Mine! Mine! By Shelly Becker (Ages 3-5)
Mine! A Backpack Baby Story by Miriam Cohen (Ages infant-2)
My Friend Bear by Jez Alborough (Ages 3-8)
My Friend and I by Lisa John-Clough (Ages 4-8)
One Lonely Sea Horse by Saxton Freymann & Joost Elffers (Ages 4-8)
Perro Grande...Perro Pequeno/Big Dog...Little Dog by P.D. Eastman (Ages 4-8)
The Rainbow Fish by Marcus Pfister (Ages 3-8)
Share and Take Turns by Cheri Meiners (Ages 5-8)
Sharing How Kindness Grows by Fran Shaw (Ages 3-5)
The Selfish Crocodile by Faustin Charles and Michael Terry (Ages 4-7)
Simon and Molly plus Hester by Lisa Jahn-Clough (Ages 5-8)
Sometimes I Share by Carol Nicklaus (Ages 4-6)
Strawberry Shortcake and the Friendship Party by Monique Z. Sephens (Ages 2-5)
Sunshine & Storm by Elisabeth Jones (Ages 3-5)
Talk and Work it Out by Cheri Meiners (Ages 3-6)
That's What a Friend Is by P.K. Hallinan (Ages 3-8)
We Are Best Friends by Aiki (Ages 4-7)



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Accepting Different Kinds of Friends

And Here's to You by David Elliott (Ages 4-8)
Big Al by Andrew Clements (Ages 4-8)
The Brand New Kid by Katie Couric (Ages 3-8)
Chester's Way by Kevin Henkes (Ages 5-7)
Chrysanthemum by Kevin Henkes (Ages 4-8)
Franklin's New Friend by Paulette Bourgeois (Ages 5-8)
Horace and Morris But Mostly Dolores by James Howe (Ages 4-8)
I Accept You as You Are! by David Parker (Ages 3-5)
It's Okay to Be Different by Todd Parr (Ages 3-8)
Margaret and Margarita by Lynn Reiser (Ages 5-8)



General Feelings

ABC Look at Me by Roberta Grobel Intrater (Ages infant-4)
"Baby Faces" books (most are by Roberta Grobel Intrater) (Ages infant-4)
Baby Faces by Margaret Miller (Ages infant-3)
Baby Senses Sight by Dr.S. Beaumont (ages infant -3)
Can You Tell How Someone Feels? (Early Social Behavior Book Series) by Nita Everly (Ages 3-6)
Double Dip Feelings by Barbara Cain (Ages 5-8)
The Feelings Book by Todd Parr (Ages 3-8)
Feeling Happy by Ellen Weiss (Ages infants -3)
Glad Monster, Sad Monster by Ed Emberley & Anne Miranda (Ages infant-5)
The Grouchy Ladybug by Eric Carle (Ages 1-6)
The Pout Pout Fish by Deborah Diesen (Ages 3-5)
The Three Grumpies by Tamra Wight (Ages 4-8)
Happy and Sad, Grouchy and Glad by Constance Allen (Ages 4-7)
How Are You Peeling: Foods with Moods/Vegetal como eres: Alimentos con sentimientos by Saxton Freymann (Ages 5-8)
How Do I Feel? by Norma Simon (Ages 2-7)
How Do I Feel? Como me siento? by Houghton Mifflin (Ages infant-4)
How I Feel Proud by Marcia Leonard (Ages 2-6)
How I Feel Silly by Marcia Leonard (Ages 2-6)
How Kind by Mary Murphy (ages 2-5)
I Am Happy by Steve Light (Ages 3-6)
If You're Happy and You Know it! by Jane Cabrera (Ages 3-6)
Little Teddy Bear's Happy Face Sad Face by Lynn Offerman (a first book about feelings)
Lizzy's Ups and Downs by Jessica Harper (Ages 3-9)
My Many Colored Days by Dr. Seuss (Ages 3-8)
On Monday When It Rained by Cheryl Kachenmeister (Ages 3-8)
Proud of Our Feelings by Lindsay Leghorn (Ages 4-8)
See How I Feel by Julie Aigner-Clark (Ages infant-4)
Sometimes I Feel Like a Storm Cloud by Lezlie Evans (Ages 4-8)
Smudge's Grumpy Day by Miriam Moss (Ages 3-8)
The Way I Feel by Janan Cain (Ages 4-8)
Today I Feel Silly & Other Moods That Make My Day by Jamie Lee (Ages 3-8)
The Way I Feel by Janan Cain (Ages 3-6)



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What Makes Me Happy? by Catherine & Laurence Anholt (Ages 3-6)
What I Look Like When I am Confused/Como me veo cuando estoy confundido
 (Let's Look at Feeling Series) by Joanne Randolph (Ages 5-8)
When I Feel Frustrated by Marcia Leonard (Ages 2-6)
When I Feel Jealous by Marcia Leonard (Ages 2-6) feelings)
Lizzy's Ups and Downs by Jessica Harper (Ages 3-9)
My Many Colored Days by Dr. Seuss (Ages 3-8)
On Monday When It Rained by Cherryl Kachenmeister (Ages 3-8)
Proud of Our Feelings by Lindsay Leghorn (Ages 4-8)
See How I Feel by Julie Aigner-Clark (Ages infant-4)
Sometimes I Feel Like a Storm Cloud by Lezlie Evans (Ages 4-8)
Smudge's Grumpy Day by Miriam Moss (Ages 3-8)
The Way I Feel by Janan Cain (Ages 4-8)
Today I Feel Silly & Other Moods That Make My Day by Jamie Lee (Ages 3-8)
The Way I Feel by Janan Cain (Ages 3-6)
What Makes Me Happy? by Catherine & Laurence Anholt (Ages 3-6)
What I Look Like When I am Confused/Como me veo cuando estoy confundido
 (Let's Look at Feeling Series) by Joanne Randolph (Ages 5-8)
When I Feel Frustrated by Marcia Leonard (Ages 2-6)
When I Feel Jealous by Marcia Leonard (Ages 2-6)

Happy Feelings

Amadeus is Happy by Eli Cantillon (Ages 2-5)
Feeling Happy by Ellen Weiss (ages 2-5)
If You're Happy and You Know it! by David Carter (Ages 2-6)
If You're Happy and You Know It by Scholastic/Taggies book (Ages infant-2)
The Feel Good Book by Todd Parr (Ages 3-6)
Peekaboo Morning by Rachel Isadora (Ages 2-5)
When I Feel Happy by Marcia Leonard (Ages 2-6)
 "What Went Right Today?" by Joan Buzick and Lindy Judd (Ages 3 – 8)

Sad Feelings

Let's Talk About Feeling Sad by Joy Wilt Berry (Ages 3-5)
Franklin's Bad Day by Paulette Bourgeois & Brenda Clark (Ages 5-8)
How I Feel Sad by Marcia Leonard (Ages 2-6)
Hurty Feelings by Helen Lester (Ages 5-8)
Knuffle Bunny by Mo Willems (Ages 3-6)
Sometimes I Feel Awful by Joan Singleton Prestine (Ages 5-8)
The Very Lonely Firefly by Eric Carle (Ages 4-7)
When I'm Feeling Sad by Trace Moroney (Ages 2-5)
When I Feel Sad by Cornelia Maude Spelman (Ages 5-7)



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Angry or Mad Feelings

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst (Ages 4-8)
Andrew's Angry Words by Dorothea Lackner (Ages 4-8)
Bootsie Barker Bites by Barbara Bottner (Ages 4-8)
The Chocolate Covered Cookie Tantrum by Deborah Blementhal (Ages 5-8)
How I Feel Frustrated by Marcia Leonard (Ages 3-8)
How I Feel Angry by Marcia Leonard (Ages 2-6)
Llama Llama Mad at Mama by Anna Dewdney (Ages 2-5)
Sometimes I'm Bombaloo by Rachel Vail (Ages 3-8)
That Makes Me Mad! by Steven Kroll (Ages 4-8)
The Rain Came Down by David Shannon (Ages 4-8)
When I'm Angry by Jane Aaron (Ages 3-7)
When I'm Feeling Angry by Trace Moroney (Ages 2-5)
When I Feel Angry by Cornelia Maude Spelman (Ages 5-7)
When Sophie Gets Angry – Really, Really Angry by Molly Garrett (Ages 3-7)
Lily's Purple Plastic Purse by Kevin Henkes. (Ages 4-8)



Scared or Worried Feelings

Creepy Things are Scaring Me by Jerome and Jarrett Pumphrey (Ages 4-8)
Franklin in The Dark by Paulette Bourgeois & Brenda Clark (Ages 5-8)
How I Feel Scared by Marcia Leonard (Ages 2-6)
I Am Not Going to School Today by Robie H. Harris (Ages 4-8)
No Such Thing by Jackie French Koller (Ages 5-8)
Sam's First Day (In multiple languages) by David Mills & Lizzie Finlay (Ages 3-7)
Sheila Rae, the Brave, by Kevin Henkes (Ages 5-8)
Wemberly Worried by Kevin Henkes (Ages 5-8)
When I'm Feeling Scared by Trace Moroney (Ages 2-5)
When I Feel Scared by Cornelia Maude Spelman (Ages 5-7)



Caring About Others and Empathy

Bear Feels Sick by Karma Wilson and Jane Chapman (Ages 3-5)
Can You Tell How Someone Feels by Nita Everly (ages 3-6)
Understand and Care by Cheri Meiners (Ages 3-6)
When I Care about Others by Cornelia Maude Spelman (Ages 5-7)



Problem Solving

Don't Let the Pigeon Drive the Bus by Mo Willems (Ages 2-7)
Don't Let the Pigeon Stay Up Late! by Mo Willems (Ages 2-7)
I Did It, I'm Sorry by Caralyn Buehner (Ages 5-8)
It Wasn't My Fault by Helen Lester (Ages 4-7)
Talk and Work it Out by Cheri Meiners (Ages 4-8)



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Self Confidence

ABC I like Me by Nancy Carlson (Ages 4-6)
Amazing Grace by Mary Hoffman (Ages 4-8)
Arthur's Nose, by Marc Brown (Ages 3-8)
The Blue Ribbon Day by Katie Couric (Ages 4-8)
Can You Keep Trying by Nita Everly (Ages 3-6)
I Can Do It Myself (A Sesame Street Series) by Emily Perl Kingsley (Ages 2-4)
I'm in Charge of Me!, by David Parker (Ages 3-5)
I am Responsible!, by David Parker (Ages 3-5)
The Little Engine that Could by Watty Piper (Ages 3-7)
Susan Laughs by Jeanne Willis (Ages 4-7)
Too Loud Lilly by Sophia Laguna (Ages 4-7)
Try and Stick With It by Cheri Meiners (Ages 4-8)
26 Big Things Little Hands Can Do by Coleen Paratore (Ages 1-6)
The Very Clumsy Click Beetle by Eric Carle (Ages 3-7)
Whistle for Willie/Sebale a Willie by Erza Jack Keats (Ages 4-7)
You Can Do It, Sam by Amy Hest (Ages 2-6)



Good Behavior Expectations

Can You Listen with Your Eyes? by Nita Everly (Ages 3-6)
Can You Use a Good Voice? by Nita Everly (Ages 3-6)
David Goes to School by David Shannon (Ages 3-8)
David Gets in Trouble by David Shannon (Ages 3-8)
Excuse Me!: A Little Book of Manners by Karen Katz (Ages infant-5)
Feet Are Not for Kicking (available in board book) by Elizabeth Verdick (Ages 2-4)
Hands are Not for Hitting (available in board book) by Martine Agassi (Ages 2-8)
Hands Can by Cheryl Willis Hudson (ages 1-5)
I Tell the Truth! by David Parker (Ages 3-5)
I Show Respect! by David Parker (Ages 3-5)
Know and Follow Rules by Cheri Meiners (Ages 3-6)
Listen and Learn by Cheri Meiners (Ages 3-6)
No Biting by Karen Katz (Ages infant-5)
No David by David Shannon (Ages 3-8)
No Hitting by Karen Katz (Ages infant-5)
Please Play Safe! Penguin's Guide to Playground Safety by Margery Cuyler (Ages 2-5)
26 Big Things Small Hands Can Do by Coleen Paratore (Ages 3-5)
Quiet and Loud by Leslie Patricelli (Ages 1-3)
Words Are Not for Hurting by Elizabeth Verdick (Ages 3-6)



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Family Relationships

Are You My Mother? by P.D. Eastman and Carlos Rivera (Ages infant-5)
Baby Dance by Ann Taylor (Ages infant-4)
Because I Love You So Much by Guido van Genechten (Ages 2-5)
Counting Kisses by Karen Katz (Ages infant-5)
Full, Full, Full of Love by Trish Cooke (Ages 4-6)
Don't Forget I Love You by Mariam Moss (Ages 2-7)
Guess How Much I Love You By Sam McBratney (Ages infant-5)
Guji Guji by Chih-Yuan Chen (Ages 5-8)
How Do I Love You? by P.K. Hallinan (Ages infant-5)
I Love it When You Smile by Sam McBratney (Ages 3-5)
I Love You All Day Long by Francesca Rusackas (Ages 3-5)
I Love You: A Rebus Poem, by Jean Marzollo (Ages 1-6)
I Love You the Purplest, by Barbara M. Joose (Ages 4-8)
I Love You Through and Through by Bernadette Rossetti-Shustak (Ages 1-5)
The Kissing Hand by Audrey Penn (Ages 3-8)
Koala Lou By Mem Fox (Ages 4-7)
Mama, Do You Love Me?/Me quieres, mama? By Barbara Joosse (Ages 3-6)
More, More, More, Said the Baby: Three Love Stories By Vera B. Williams Morrow (Ages infant-3)
No Matter What by Debi Gliori (Ages 2-5)
Owl Babies by Martin Waddell (Ages 3-7)
Please, Baby, Please by Spike Lee (Ages infant-5)
Te Amo Bebe, Little One by Lisa Wheeler (Ages infant-3)
You're All My Favorites by Sam Mc Bratney (Ages 5-7)



Bullying/Teasing

A Weekend with Wendell, by Kevin Henkes (Ages 4-8)
The Berenstain Bears and the Bully by San and Jan Berenstain (Ages 4-7)
Big Bad Bruce by Bill Peet (Ages 4-8)
Chester's Way by Kevin Henkes (Ages 5-7)
Coyote Raid in Cactus Canyon J. Arnosky (Ages 4-8)
Gobbles! By Ezra Jack Kets (Ages 4-8)
Hats by Kevin Luthardt (Ages 3-6)
Hooway for Wodney Wat! by Helen Lester (Ages 5-8)
Hugo and the Bully Frogs by Francesca Simon (Ages 3-7)



Grief and Death

The Fall of Freddie the Leaf by Leo Buscaglia (Ages 5-adult)
Goodbye Mousie by Robert Harris (Ages 3-8)
I Miss You by Pat Thomas (Ages 4-8)
The Next Place by Warren Hanson (Ages 5-adult)
Sad Isn't Bad: Grief Guidebook for Kids Dealing with Loss Series by Michaelene Mundy (Ages 5-8)



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Developmental Ages and Stages Chart

	Infants/Toddlers: Ages birth–36 months	Early Childhood/Preschool: Ages 3–6
Physical/ Motor	<p>Birth to 5½ months:</p> <ul style="list-style-type: none"> • Lift head when lying on tummy • Bring hands to midline • Sit with support • Turn from stomach to back or back to stomach <p>5½ months to 8 months:</p> <ul style="list-style-type: none"> • Sit without support • Roll, scoot, stand holding on to stable object • Transfer objects from hand to hand • Bang objects <p>8 months to 14 months:</p> <ul style="list-style-type: none"> • Pull to stand • Lower self to sit • Walk • Point with finger • Use thumb and pointer finger to pick up objects (pincer grasp) <p>14 months to 24 months:</p> <ul style="list-style-type: none"> • Walk backwards • Throw ball forward • Walk up stairs holding railing • Ride on toy without pedals • Scribble <p>24 months to 36 months:</p> <ul style="list-style-type: none"> • Balance on one foot • Pedal a tricycle • Walk up and down steps alternating feet • Begin to use scissors • Build with blocks 	<p>3 to 4 years:</p> <ul style="list-style-type: none"> • Catch a large ball • Throw with more control • Snip with scissors • Build with blocks • Grip pencil with fingers <p>4 to 5 years:</p> <ul style="list-style-type: none"> • Climb • Hop • Cut with scissors • Copy simple figures • Button and unbutton <p>5 to 6 years:</p> <ul style="list-style-type: none"> • Balance while walking in a straight line • Write own name • Zip and unzip a zipper
Cognitive	<p>Birth to 5½ months:</p> <ul style="list-style-type: none"> • Gaze at, then track faces and objects with high contrast • Find hands and feet • Bat at objects <p>5½ to 8 months:</p> <ul style="list-style-type: none"> • Briefly look at pictures in a book • Put things in mouth • Experiment by throwing, dropping, shaking and banging objects <p>8 months to 14 months:</p> <ul style="list-style-type: none"> • Examine small objects and details • Repeat interesting activities • Remember the location of hidden objects <p>14 months to 24 months:</p> <ul style="list-style-type: none"> • Say “no” often • Imitate adult behaviors and activities • Try to comfort others in distress • Play by self for a short period of time <p>24 months to 36 months:</p> <ul style="list-style-type: none"> • Begin to solve problems more logically • Remember events and places • Match and group objects that are alike 	<p>3 to 4 years:</p> <ul style="list-style-type: none"> • Notice how things are alike and different • Recite numbers • Predict effects of one’s actions <p>4 to 5 years:</p> <ul style="list-style-type: none"> • Tell the sequence of events in a story • Try different actions to solve a problem • Organize collections of objects into groups • Say full name an address <p>5 to 6 years:</p> <ul style="list-style-type: none"> • Aware of rules and manners • Practice recognizing numerals 1 through 10 • Use logical thinking when playing games • Enjoy following familiar routines and predicting what will happen next

<p>Language</p>	<p>Birth to 5½ months:</p> <ul style="list-style-type: none"> • Turn head to find a sound • Make vowel sounds like eee, aah, ooo • Take turns making sounds with parents and care providers • Enjoy practicing sounds <p>5½ months to 8 months:</p> <ul style="list-style-type: none"> • Associate some sounds with objects and people • Say single syllables like ba, pa, ma • Repeat sounds like “bababa” <p>8 months to 14 months:</p> <ul style="list-style-type: none"> • Respond to simple requests • Understand “no” • Point and gestures to communicate • May say few words including “mama” and “dada” specifically <p>14 months to 24 months:</p> <ul style="list-style-type: none"> • Follow a one step direction such as, “Pick up your shoes” • Say about 50 words • Imitate adult inflections • Name some pictures • Point to at least six body parts <p>24 months to 36 months:</p> <ul style="list-style-type: none"> • Understand actions and events in simple story books • Use multi-word sentences • Ask and answer simple questions • Listen closely to conversations 	<p>3 to 4 years:</p> <ul style="list-style-type: none"> • Use three and four word sentences • Follow more difficult directions • Make up silly words • Ask “why”, how questions • Repeat songs and rhymes • Recognize familiar words and signs <p>4 to 5 years:</p> <ul style="list-style-type: none"> • Use longer, more complex sentences • Retell familiar stories and predicts story endings • Use language to expand and extend play <p>5 to 6 years:</p> <ul style="list-style-type: none"> • Describe a sequence of events • Negotiate rules • May have trouble pronouncing their r, v, l, th, j, and z sounds
<p>Social-Emotional</p>	<p>Birth to 5½ months:</p> <ul style="list-style-type: none"> • Make eye contact • Can be comforted by parent or care provider • Comfort self in some way • Respond to familiar faces <p>5½ to 8 months:</p> <ul style="list-style-type: none"> • Show separation anxiety • Enjoy simple games like “peek-a-boo” <p>8 to 14 months:</p> <ul style="list-style-type: none"> • Know the difference between familiar people and strangers • Play simple, imitative games like “pat-a- cake” • Initiate interactions with familiar people <p>14 months to 24 months:</p> <ul style="list-style-type: none"> • Say “no” often • Imitate adult behaviors and activities • Try to comfort others in distress • Play by self for a short period of time <p>24 months to 36 months:</p> <ul style="list-style-type: none"> • Begin to express feelings in socially acceptable way • Have fears • Begin to understand and follow simple rules • Desire routines 	<p>3 to 4 years:</p> <ul style="list-style-type: none"> • Use negative words such as “don’t” and “won’t” • Test limits that are set • Learn to share and take turns • Have difficulty distinguishing real from make-believe <p>4 to 5 years:</p> <ul style="list-style-type: none"> • Like to socialize with peers • Enjoy situations away from home • Change moods quickly • Change the rules to benefit self <p>5 to 6 years:</p> <ul style="list-style-type: none"> • Understand acceptable/ unacceptable behavior • Show pride and confidence in own accomplishments • Show interest in fairness and making rules • Have preferences in special friends

	School Age Ages 5–7	School Age Ages 7–12
Physical	<ul style="list-style-type: none"> • Better at running or jumping but awkward at smaller movements like writing • Enjoy structured games like Simon Says and Duck, Duck, Goose • Losing teeth • Need lots of physical activity and free play • Tend to be in a hurry and rush things 	<ul style="list-style-type: none"> • Rapidly growing bodies • Enjoy group games like soccer or kick ball • Many girls and some boys experience the beginning of puberty • May suddenly be better coordinated • Restless—Can't sit for long period
Cognitive	<ul style="list-style-type: none"> • Not ready to understand big ideas like "fairness". • Don't think logically (if it is windy and the trees are shaking, then the trees are causing it to be windy) • Almost never see things from another person's view • Curious about things • More aware of similarities and differences 	<ul style="list-style-type: none"> • Enjoy board games, computer games, and puzzles • Like to learn through discovery • Beginning to see the "bigger world" including ideas like fairness and justice • Good at solving problems • Can concentrate for long periods
Language	<ul style="list-style-type: none"> • Literal—when you say, "Happy as a clam", they may picture a clam dancing and laughing • Think out loud—will say "I'm going on the swings" before they actually do it • Invented spelling such as "I luv to et iscrem" for I love to eat ice cream" • Love jokes and riddles 	<ul style="list-style-type: none"> • Show interest in the meaning of words • Can create stories with beginning, middle and end • Can listen well • Reading to learn instead of learning to read • Appreciate humor—"gets" jokes
Social-Emotional	<ul style="list-style-type: none"> • Learning about being a friend • Prefer to play with those of the same gender • Need verbal permission from adults—"May I...?" • Don't like taking risks or making mistakes • Sensitive and can react strongly to criticism 	<ul style="list-style-type: none"> • Understand the feelings of others • Enjoy group activities and cooperative work, especially with those of the same gender • Developing a sense of right and wrong—very sensitive to fairness issues • Moodiness

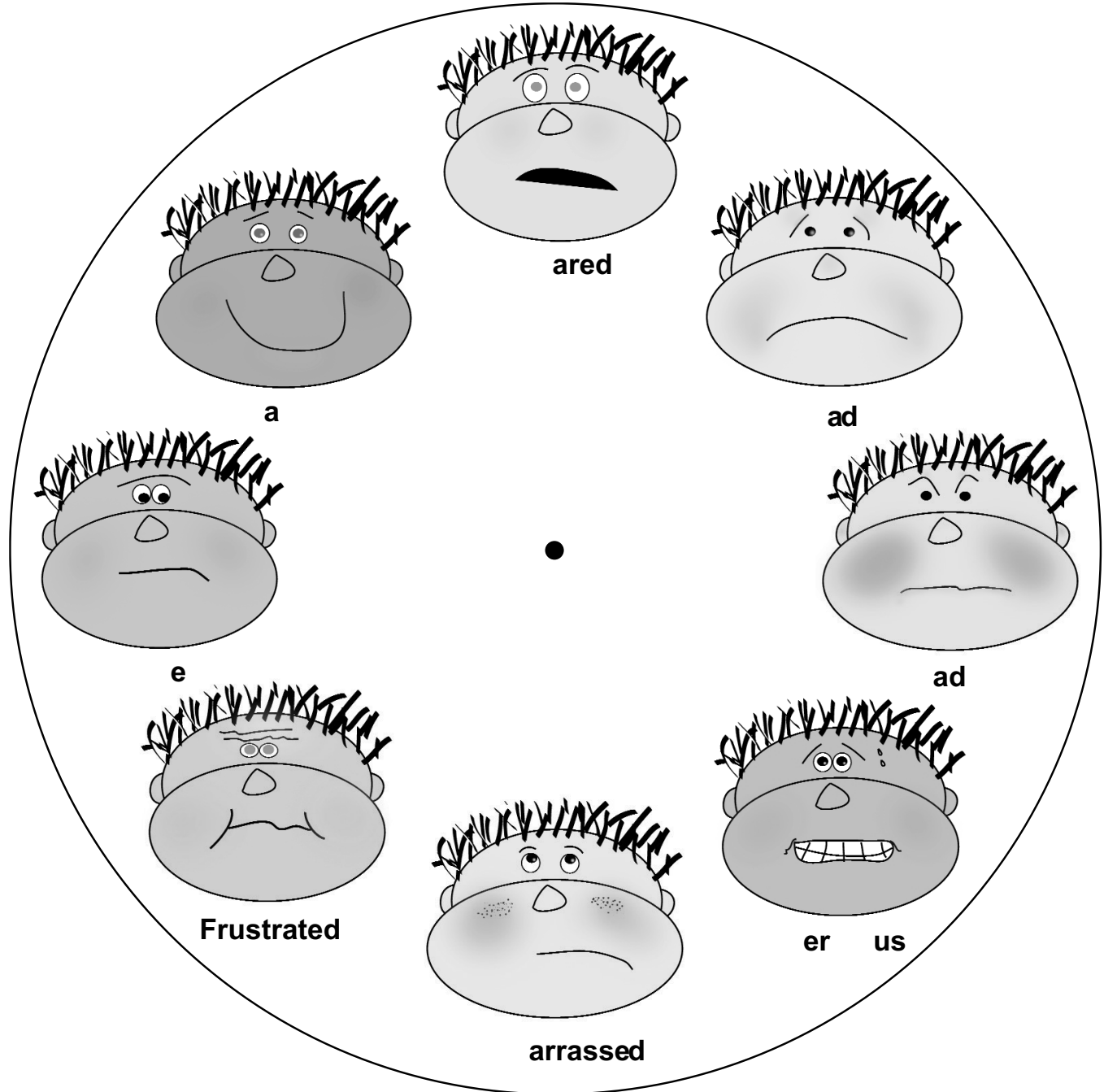
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Feelings Wheel



Promoting Social and Emotional Learning in Preschool

Early childhood teachers can have a strong impact on children's social and emotional development.

Michelle DeMeulenaere

Social/emotional learning (SEL) focuses on helping children gain knowledge about feelings and getting along with others (Marion, 2011). SEL is the process in which children are able to acknowledge and recognize the emotions of others, develop empathy, make good decisions, establish friendships, and handle challenges and situations effectively. Children with social and emotional challenges may exhibit difficulty connecting with teachers and classmates, develop internalizing behavior problems, or use of physical aggression to convey their needs (Campos, Mumme, & Saarni, 1998). Early childhood teachers have a strong impact on guiding children's social and emotional development by creating a safe and supportive environment, focusing on the child's feelings, helping children develop language, and discussing the topics of how children develop SEL.

Creating a Safe and Supportive Early Childhood Environment

Preschool children flourish in a positive, trusting building environment (Day & Kunz, 2009). A positive, trusting environment includes:

- a daily schedule
- an orderly classroom arrangement
- respect between both teacher and students, and
- clear open communication between the student, parent, and teacher.

It is a safe place where children are protected from the elements and easily supervised, and it's where important activities of the day take place such as eating, sleeping, washing hands, and going to the bathroom. It is an environment for young children to learn and explore through developmentally appropriate hands-on activities.

A suitable daily schedule for an early childhood classroom should include a balance between active and quiet activities, as well as a balance between teacher initiated and child-initiated activities. There should be expanded periods of the day for interacting with their peers. It is through this balance of scheduled activities that a child will begin to correlate the concept of continuity, time, and clear expectations of the teacher.

Include a balance of active and quiet activities in the daily schedule.

The physical aspect of an early childhood classroom allows for active learning where children interact with each other and make choices. Classrooms for young children are clean, in good repair, and provide child-size equipment for comfort and safety. Adequate lighting and/or natural lighting are important components as well. Early childhood classrooms ideally are arranged with clear paths, labeled centers, a management system, and areas for both quiet and active play. Such classrooms allow children to move freely throughout the space without interrupting another child's play.

The stability and security of the teacher student relationship directly influences social and emotional learning. Effective teachers encourage children to participate in classroom activities, listen to what children say and expand upon their language, building vocabulary and knowledge. Since children think concretely rather than in abstract terms, they understand and learn when



Photo courtesy of Fannie Battle Day Home for Children, Inc., Nashville, TN

Activities that require collaboration help support social-emotional learning.

they take part in hands-on learning experiences and can actively participate in the lessons (Copple & Bredekamp, 2009). Teachers who provide stability and security plan activities that have a purpose and challenge the children. Teachers also encourage children to respect each other and their surroundings.

Student-teacher relationships foster a sense of well being in children, and a belief that they are safe and worthy (Hyson, 2004). Daily positive and caring communication about and with the child helps build the child's sense of self-worth. Open communication should also occur daily be-

tween the parents and the teachers. Communication with a parent may consist of a daily conversation, phone call, or a note home. An open dialogue with parents provides the child the consistency and support needed for the transition from home to school.

**Keep an open
dialogue with
parents.**

Focus on Feelings

Early childhood is an important period in the social and emotional development of young children. At this age, children are learning about feelings and emotions and how to express and recognize those feelings. As children learn to distinguish between positive and negative feelings, they are also learning to regulate those feelings (Izard, King, Mostow, & Trentacosta, 2004).

It is through repeated experiences and exposure to SEL that children can learn techniques to manage their emotions and get along better with their peers. SEL helps children recognize emotions first in themselves and then in others so that they can develop empathy. An early childhood environment in which the children express healthy emotions, regulate them, and understand the emotion of self and others, creates a successful school experience (Bassett, Denham, & Zinsser, 2012).

The Development of Social and Emotional Learning

Children observe and model the emotions of other people in their environment. Adult emotions give children information about which situations evoke certain emotions. Children learn from observing the adult behavior that accompanies the emotion (Bassett et al., 2012). Peer groups also teach children how to express feelings. Children learn how to use language and express their feelings by interacting with adults and peers. Children have a much easier time learning to talk about emotions if they have good language development (Marion, 2011). Young children often do not understand their feelings so they look to the adult and



Adults can promote social/emotional learning by helping children to respect each other.

A quality early childhood classroom should be designed for both active and quiet activities.



Photos by Elisabeth Nichols

others to help them understand and express their emotions.

Caregivers focus on the language and skills of emotions by demonstrating to children the knowledge and the words behind the emotion. Emotions are complex and often require a strong vocabulary. Caregivers can help children express their feelings when they are not sure of the exact words. It is important as adults that we help children understand that they have feelings and that feelings are important. Young children use their emotions to facilitate learning.

Brain development, memory, and language are developmental fac-

tors contributing to a young child's inability to understand and control their emotions (Marion, 2011). As caregivers, we guide children in managing their emotions and feelings. Interactions with adults and peers provide children opportunities for brain development that affect self-regulation, analysis, and management of emotions.

Conclusion

Early childhood providers influence children's social and emotional development by providing a safe environment in which the children feel comfortable expressing their feelings. Early childhood environments with

a developmentally appropriate physical environment foster the development of a child's feelings by helping the children develop language. Social emotional learning occurs in classrooms where teachers provide ample opportunities for play and interactions. The quality of interactions with adults and peers in the early childhood classroom allows children to develop self-regulation, empathy, and friendship. Early childhood teachers should be encouraged to create safe and comfortable environments to increase social emotional learning.

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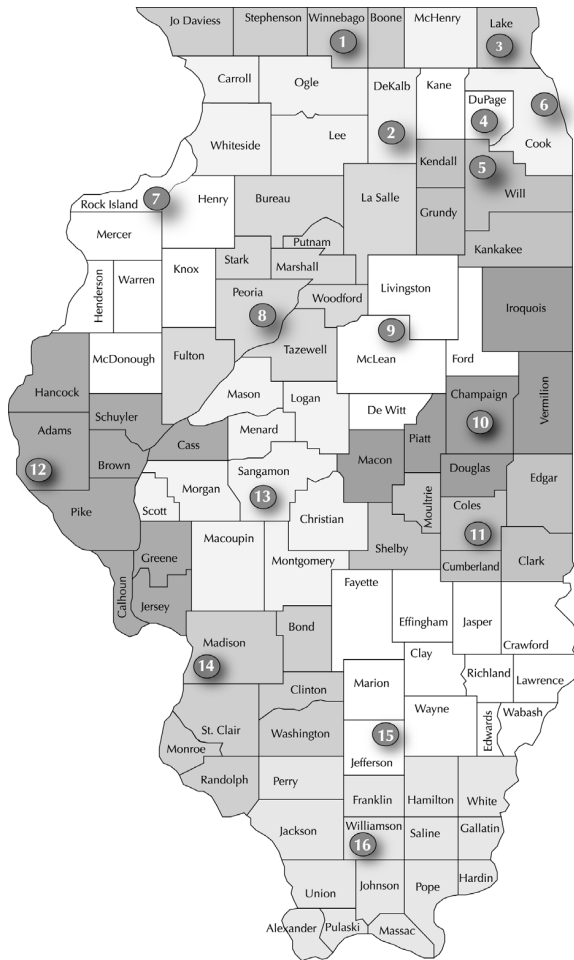
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About the Author

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Illinois Child Care Resource and Referral (CCR&R) Agencies Service Delivery Area (SDA)



SDA 1
YWCA
Child Care Solutions
(Rockford)
888-225-7072
www.ywca.org/Rockford

SDA 2
4-C: Community Coordinated
Child Care
(DeKalb)
800-848-8727
&
(McHenry)
866-347-2277
www.four-c.org

SDA 3
YWCA Lake County CCR&R
(Gurnee)
877-675-7992
www.ywcalakecounty.org

SDA 4
YWCA CCR&R
(Addison)
630-790-6600
www.ywcachicago.org

SDA 5
Joliet CCR&R
(Joliet)
800-552-5526
www.childcarehelp.com

SDA 6
Illinois Action for Children
(Chicago)
312-823-1100
www.actforchildren.org

SDA 7
Child Care Resource & Referral
of Midwestern Illinois
(Moline)
866-370-4556
www.childcareillinois.org

SDA 8
SAL Child Care Connection
(Peoria)
800-421-4371
www.salchildcareconnection.org

SDA 9
CCR&R
(Bloomington)
800-437-8256
www.ccrn.com

SDA 10
Child Care Resource Service
University of Illinois
(Urbana)
800-325-5516
ccrs.illinois.edu

SDA 11
CCR&R
Eastern Illinois University
(Charleston)
800-545-7439
www.eiu.edu/~ccrr/home/index.php

SDA 12
West Central Child
Care Connection
(Quincy)
800-782-7318
www.wcccc.com

SDA 13
Community Connection Point
(Springfield)
800-676-2805
www.CCPoint.org

SDA 14
Children's Home + Aid
(Granite City)
800-467-9200
www.childrenshomeandaid.org

SDA 15
Project CHILD
(Mt. Vernon)
800-362-7257
www.rlc.edu/projectchild

SDA 16
CCR&R
John Logan College
(Carterville)
800-548-5563
www.jalc.edu/ccrr

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Services your local CCR&R provides:

- Free and low cost trainings and professional development
- Grant opportunities for quality enhancements
- Professional development funds to cover expenses related to trainings and conferences
- Mental health consultants, infant toddler specialists and quality specialists to answer your questions
- National Accreditation support
- Free referrals of child care programs to families searching for child care.
- Financial assistance for families to help pay for child care.

And more...

Helpful Websites: Module 8a

Bullying Hurts Everyone

<http://illinoisearlylearning.org/tipsheets/bullying.htm>

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

<http://csefel.vanderbilt.edu/>

Children's Social Competence Checklist

<http://illinoisearlylearning.org/tipsheets/checklist.htm>

Conscious Discipline

<http://consciousdiscipline.com/>

Coping with Children's Concerns: A Guide for Grown-Ups

www.bornlearning.org

FAQ: What Is the Best Way to Assess Young Children's Social Competence?

<http://illinoisearlylearning.org/faqs/socialcomp.htm>

FAQ: What Do I Need to Know about Social and Emotional Development in Young Children?

<http://illinoisearlylearning.org/faqs/socemotdev.htm>

FAQ: What Is the Role of Teachers in Young Children's Mental Health?

<http://illinoisearlylearning.org/faqs/mentalhealth.htm>

Helping Children Develop "Impulse Control"

<http://illinoisearlylearning.org/tipsheets/impulsecontrol.htm>

Helping the Often-Angry Child

<http://illinoisearlylearning.org/tipsheets/angry.htm>

Kids Who Care

<http://illinoisearlylearning.org/tipsheets/kidscare.htm>

Music for Social and Emotional Development:

www.growing-sound.com

NECTEC: Articulation and facilitating transition to kindergarten

<http://www.nectac.org/topics/transtok/transtok.asp>

(*Spanish version available on link)

General Links

Early Childhood News

www.earlychildhoodnews.com

ExceleRate Illinois homepage

www.excelerateillinois.com

Gateways i-Learning System - for online trainings

<http://courses.inccrra.org>

Gateways to Opportunity: Illinois Professional Development System

www.ilgateways.com

Head Start Early Childhood Learning & Knowledge Center (ECLKC)

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc>

Illinois Department of Children and Family Services Child Care Licensing Standards

www.illinois.gov/dcf/aboutus/notices/Documents/Rules_407.pdf

Illinois Early Learning Project

www.illinoisearlylearning.org

National Association for the Education of Young Children (NAEYC)

www.naeyc.org

National Association for Family Child Care (NAFCC)

www.nafcc.org

Statewide Training Calendar

www.ilgateways.com/en/statewide-online-training-calendar