



ECE 123 – Emotional Health of Children and their Caregivers

Course Overview

- 2.5 (two point five) Early Care and Education Clock Hours
- Target Audience: Early Childhood Educators

Course Description

This course provides you with a variety of tools to improve the emotional health of the children and families you work with.

Course Facilitator



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Course Outcomes

Training Outcomes

1. Identify key relationships that affect young children's emotional health, especially those with their caregivers.
2. Discuss key research that provides a framework for our discussion, including the work of Vygotsky, Bronfenbrenner, Maslow, and Erikson.
3. Learners will identify six key components of young children's emotional health.
4. Learners will facilitate these components of emotional health.
5. Learners will identify five strategies for promoting self-regulation.
6. Learners will practice identifying these strategies.
7. Learners will consider their interaction styles with children.

Workplace Outcomes

1. Identify several techniques that will help address children's mental health concerns.
2. Identify resources available to you, your coworkers and the families of children you work with.
3. Learners will create additional tools they can use in their workplace to help children with their emotional growth and development.



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4. Learners will make an instructional aide to facilitate self-regulation in the children you work with.
5. Learners will create a plan to use the strategies they have learned in their workplace.

Course at a Glance

	Lesson	Goals / Materials
1	Start Here – Emotional Health of Young Children and Their Caregivers	Course Details Course Handout Check Your Knowledge – Pre-Test
2	Section 1: Introduction to Emotional Health	Why do our children matter? Think Spot – Video Reflection Important Definitions in This Course Who Contributes: The Key Players Great Thinkers on the Importance of Responsive Relationships Temperament Styles Think Spot – Temperament Video Temperament Matches Key Takeaways – Introduction to Emotional Health Check Your Knowledge: Section 1
3	Section 2: Helping Children Become Socially Competent	How do our children feel? Review of Important Definitions Key Components for Emotional Health Component 1: Acknowledge Own Feelings Component 2: Accurately Read Others' Feelings Component 3: Express Strong Feelings Safely Component 4: Regulate Own Behavior Think Spot – Regulate Own Behavior Component 5: Empathy for Others Component 6: Create and Maintain Relationships Let's Make an Activity Toolbox Key Takeaways – What are socially competent children? Check your Knowledge: Section 2
4	Section 3: Strategies for Promoting Children's Self-Regulation	Five Strategies to Promote Self-Regulation Strategy 1 – Model Remaining Calm Strategy 2 – Recognize and Reinforce Staying Calm Strategy 3 – Teach How to Control Anger and Impulse Strategy 4 – Prepare Children for Disappointment Strategy 5 – Involve Families Key Takeaways – Strategies for Promoting Children's Self-Regulation Check Your Knowledge: Section 3



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5	Course Wrap-Up	Completion of course including course evaluation and final quiz.
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Other Resources and Technology Requirements

Technology with ability to view videos and access resources listed.

Policies and Expectations

Special Accommodations:

Students who seek special accommodations due to a disability should contact us upon signing up for the course, or discovering the need for accommodations, and we will work to provide appropriate accommodations in a timely manner.

Credit will be entered into ECE-TRIS within 10 calendar days of successful completion of the training session.

Expectations:

- Take notes and use resources in the course as you complete activities and assignments. Just make sure all work is your own. When using resources to provide answers, put the responses in your own words.
- Do not copy answers from anyone else. If identical responses are found you may be requested to redo work before being assigned credit for the course.
- All course content and assignments must be completed satisfactorily to receive credit for this training session. You may be asked to provide follow up information or complete assignments again to complete the training session.
- Use the information in the course to grow and increase your professional development.

******* Reminder*******

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Section 1: Introduction to Emotional Health

Course Learner Outcomes (fill in the blanks)

1. Participants will identify _____ that shape young children's emotional health.
2. Participants will examine key _____ that provides a framework for considering the emotional health of young children.
3. Participants will identify at least one _____ for the emotional health of their children, and one _____ they have for the course.

Identify a concern you have for the emotional health of one of your children and enter one objective you have for yourself while completing this course.

Why Do Our Children Matter?

(From "Change the First Five Years and You Change Everything" used with permission from The Ounce of Prevention in Chicago, IL. <https://youtu.be/GbSp88PBe9E>)

Positive Interactions

Negative Interactions

Important Definitions in This Course

1. Emotional health: the ability to identify and understand one's _____, to accurately comprehend others' _____, to manage strong emotions and their expression constructively, to regulate one's own behavior, to develop empathy, to establish and sustain _____.
2. Emotional intelligence: recognizing one's gut or basic _____, managing emotions and adapting to circumstances, understanding others' _____, managing _____ and relationships.
3. Caregivers: non-family _____ who are responsible for the care of children.
4. Children: all children, students, clients aged birth through _____ years.



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5. Families: _____ adults who are responsible for the care of children.

Who Contributes? The Key Players

1. Children are our focus, and their _____ is critical for learning; positive social- emotional experiences facilitate learning in all areas of development.
2. Caregivers set the _____ for relationships with children in their care; responsive caregiving supports children's development.
3. Families are the _____ for their children's emotional health; respectful _____ are key to children's emotional development.

The Key Players: What Contributes to Emotional Health?

Lev _____ (1896-1934)

Abraham _____ (1908-1970)

Erik _____ (1902-1994)

Urie _____ (1917-2005)

- Vygotsky's three factors that contribute to our development: _____, _____, and _____;
- Maslow's Hierarchy of _____
- Erikson's 8 _____
- Bronfenbrenner's Ecological _____

Responsive Relationships

Based on the results of many studies, responsive relationships include the following components:

1. Attentive _____
2. Sensitivity to the child's _____
3. _____ appropriately based on the child's signals
4. Communicating _____
5. Offering _____ as needed
6. Modeling regulated or calm _____
7. Giving appropriate _____



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Temperament Styles

1. _____ (flexible): positive mood, positive approach to new situations; as infants, regular sleeping and feeding schedules; in school, learns the rules of new games quickly, participates readily in new activities; 40% of group
2. _____ (feisty): generally negative mood, intense reactions slow to adapt; as infants, often irregular in feeding and sleeping; tears and laughter loud; require a high degree of consistency and tolerance; 10% of group
3. _____ _____ (fearful): low activity level, slow to adapt, somewhat negative mood; 15% of group
4. No single type: had mixtures of traits, 35% of group

Also see: http://www.acamedia.info/sciences/sciliterature/origin_of_personality.htm

Temperament Matches

Studies have shown that _____ temperament styles between adults and children are helpful for children's development. Let's look at this process in our own settings.

Try the IT3 Temperament Tool <http://www.ecmhc.org/temperament/IT3.php?infant>

What did you learn about matching your temperament with that of the child(ren) you serve?

Conclusions

Jot down any thoughts you want to revisit from this section.

Related Websites For More Digging!

- For more information on Boyd et al.'s 2005 NIEER report: Promoting children's social and emotional development through preschool, go to <https://nieer.org/wp-content/uploads/2017/02/report7.pdf>
- For more information on Erikson's stages, go to Dewey, R. (2007). Erikson's Psychosocial Stages, at http://www.psywww.com/intropsych/ch11_personality/eriksons_psychosocial_stages.html
- The Ounce of Prevention Fund, Chicago, IL: <https://www.chafic.org/organizations/ounce-prevention-fund/>



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- Temperament IT3 Tool at the Center for Early Childhood Mental Health Consultation
<http://www.ecmhc.org/temperament/IT3.php?infant>

References

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http://www.psywww.com/intropsych/ch11_personality/eriksons_psychosocial_stages.html
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- National Scientific Council on the Developing Child (2005). *Children's emotional development is built in to the architecture of their brains* (Working Paper II). Retrieved May 11, 2011, <https://developingchild.harvard.edu/resources/childrens-emotional-development-is-built-into-the-architecture-of-their-brains/>
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- Pianta, R. C., Steinberg, M. S., & Rollins, K. B. (1995). The first two years of school: Teacher-child relationships and deflections in children's classroom adjustment. *Development and Psychopathology, 7*, 295-312.
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- Thompson, R.A. (2002). The roots of school readiness in social and emotional development. *Set for Success: Building a strong foundation for school readiness based on the social-emotional development of young children*, 1 (1), 8-29. Kansas City, MO: The Ewing Marion Kauffman Foundation.
- Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press. (Chapters originally written or published between 1930 and 1935)

Section 2: Helping Children Become Socially Competent

Course Learner Outcomes (fill in the blanks)

1. Learners will _____ six key components to young children's emotional health
2. Learners will _____ ways to facilitate these components of emotional health

How Did Your Child Feel?

- The Feeling Book, by Todd Parr
- It's Ok to be Different, by Todd Parr
- The Quilt Story, by Johnson and dePaola
- [Center on the Social and Emotional Foundations for Early Learning \(CSEFEL\)](#)

What feeling(s) from the book you read did you identify in a recent interaction you had with a child?

Key Components for Emotional Health

1. _____ own feelings
2. Accurately read _____
3. Express _____ feelings _____
4. Regulate own _____
5. Have _____ for others
6. Create and maintain _____



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Component 1: Acknowledge Own Feelings

Some ways to teach children to be aware of their feelings:

- Encourage children to _____ a range of feelings.
- Create a safe _____ where feelings are accepted.
- Help children by naming feelings as you see them _____ (“Are you mad? Happy? Frustrated?”).
- Give children _____ to express how they feel (we’ll watch a video for practice).
- Include books that _____ feelings in classrooms and on home visits.

What feelings did you see in these children?

What other ways do you help children become aware of their feelings?

Component 2: Accurately Read Others’ Feelings

Some ways to teach children to accurately read others’ feelings:

- Encourage children to name other’s feelings by being an _____ (“My friend seems excited today”).
- _____ children for commenting on or responding to other children’s feelings (“Thank you for comforting Elena when she was sad”).
- Help children _____ their friends’ feelings (“How do you think Ana feels when she runs away? ”)

Component 3: Express Strong Feelings Safely

Some ways to teach children to express strong feelings safely:

- Create an accepting atmosphere where strong feelings can be expressed _____.
- Be an example of _____ strong feelings safely (“I’m so sad that your granny died”).
- Create _____ where children can go when sad or tired (book areas, quiet corners, tree houses).



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- Create areas inside and outside where children can go when they need to _____ feelings, such as a pounding table, punching bag, or tree stump.

What are some other ways you have or could arrange for safe places to vent strong feelings?

Component 4: Regulate Own Behavior

Some ways to teach children self-regulation:

- Encourage children to pay _____ to how they are feeling ("When your stomach hurts, does that mean you are upset? When you threw the block, were you mad?").
- Give children _____ to use when they are feeling out of control ("My body feels yucky"; or "Tell me: Help").
- _____ children's efforts to gain self-control ("I noticed you left the block area when you couldn't share; I see you slowed down after you fell").

What might you have said or done for Michael before his behavior escalated?

What might you say to Ariana?

How have you helped a child learn to regulate his/her own behavior?

Component 5: Empathy for Others

Some ways to teach children to have empathy:

- Encourage children to _____ to the feelings of others ("I see you helped Toni when she was sad by taking her a Kleenex").
- Encourage children to _____ others' feelings ("Yes, your friend Max is mad").
- _____ children for responding sensitively to their friends or family ("I like the way you waited for your sister to come down the slide").

Practice Teaching Empathy

[Infant/Toddler Training Module 2, Handout 2.10, Strategies to Support Emotional Literacy](#)



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Component 6: Create and Maintain Relationships

Some ways to teach children to create and maintain relationships:

- Encourage children to _____ friends for a variety of activities.
- Create _____ for children to play and travel in small groups.
- Praise children for _____ to play with peers.
- Verbally recognize the _____ that develop during play (“I noticed that Jose and Sara were helping each other on the swings today”).

What is a way that you have helped a child develop do maintain a relationship?

Make and Take an Activity Toolbox!

- [National Center for Pyramid Model Innovations \(NCPMI\)](#)
- [User Guide for Teaching Tools for Young Children](#)
- [Toolbox Tip Cards](#)

Conclusions

Jot down any thoughts you want to revisit from this section.

Related Websites for More Digging

- Center for Early Childhood Mental Health Consultation (CECMHC) <http://www.ecmhc.org/>
- National Center for Pyramid Model Innovations (NCPMI) <https://challengingbehavior.cbcs.usf.edu/>
- Family Education www.familyeducation.com/home/
- The Incredible Years.com at www.incredibleyears.com

References

- Boyd, J., Barnett, W. S., Bodrova, E., Leong, D. J., & Gomby, D. (2005). Promoting children's social and emotional development through preschool. New Brunswick, NJ: NIERR. Retrieved May 21, 2011 <https://nieer.org/wp-content/uploads/2017/02/report7.pdf>
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Educational Support 13301 Bruce B. Downs Tampa, FL 33612)

http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm

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National Scientific Council on the Developing Child (2004). *Children's emotional development is built in to the architecture of their brains* (Working Paper II). Retrieved May 11, 2011

<https://developingchild.harvard.edu/resources/childrens-emotional-development-is-built-into-the-architecture-of-their-brains/>

Parr, T. (2000). *The Feeling Book*. Little, Brown, and Co.

Section 3: Strategies for Promoting Children's Self-Regulation

Course Learner Outcomes (fill in the blanks)

1. Learners will identify five strategies for promoting _____ - _____
2. Learners will practice _____ these strategies
3. Learners will consider their _____ _____ with children

5 Strategies to Promote Self-Regulation

1. Model remaining _____
2. _____ and reinforce staying calm
3. Teach how to control _____ and impulse
4. Prepare children for _____
5. Involve _____

For more information, go to <http://csefel.vanderbilt.edu/modules/module2/handout7.pdf>

Strategy 1: _____ remaining calm

- Throughout daily interactions with children, model calm responses to unexpected events (i.e., during a fire drill, when the toy is broken, when a child is upset).
- Demonstrate taking three deep breaths before responding to events ("That is scary; let's take 3 deep breaths").

Strategy 2: Recognize and reinforce staying _____

- Catch children being good, especially those who need the most practice.
- Point out examples when other adults stay calm ("Look, Ms. Jackie stayed calm when her phone fell in the water").
- Allow children to choose their own reinforcers for remaining calm ("Jack chose a wagon ride since he kept his body calm all morning").
- Keep reinforcement options for calm behavior varied and fun (favorite activities, time with special people, new games).



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Strategy 3: Teach how to control _____ and impulse

- Help children recognize their feelings of frustration and anger (“Do you feel mad?”)
- Teach children to pause momentarily once a strong feeling has been identified (“Take a breath; stop for one moment”)
- Remind children to consider alternative responses to frustration (“How else might you respond? What else could you do now?”)
- Teach the Turtle Technique (Lentini, Vaughn, & Fox, 2005)

Make and Take Turtle Cards!

- [The Turtle Technique Cards](#)
- [Tucker Turtle Takes Time to Tuck and Think](#) scripted story

Strategy 4: Prepare children for _____

- Let children know when the choices are limited for an activity (“Only one child is line leader today; someone else will be leader tomorrow”).
- Alert specific children who have favorite activities or friends who might be unavailable (“Elena, the swings are closed today.”).
- Help children problem-solve strategies for probable disappointments (When we get to the movie, there will be a line to get in; what can we do while we wait?”).

How would you have handled Gabby's disappointment?

Strategy 5: _____ families

- Ask about their child's behavior goals and work on those goals together.
- Share ideas that are effective for safe expression of feelings (Turtle Technique, pounding block, book corner).
- Recognize effective ways that families allow safe expression of feelings.

Conclusions

- Jot down any thoughts you want to revisit from this section.

Related Websites for More Digging

- Center for Early Childhood Mental Health Consultation (CECMHC) <http://www.ecmhc.org/>
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL) http://csefel.vanderbilt.edu/resources/training_infant.html
- Family Education www.familyeducation.com/home/



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- National Center on Pyramid Model Interventions (NCPMI)
<http://www.challengingbehavior.org/>
- The Incredible Years.com at www.incredibleyears.com

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