

CHILD CARE State Capacity Building Center

Infant/Toddler Social-Emotional Development

Directions: Use the space on this page to take notes about how this information relates to your work supporting infants, toddlers, and their families. For additional space to take notes, use the back of this page.

Training Notes



Reflection (Slide 7)

Directions: Imagine you are a toddler. It is your first day in a new child care program.

• What do you notice?

• What do you need to feel safe and be able to explore your new environment?

Infant/Toddler Development (Slide 11)

Directions: Record your responses to the following question.

• What sets infants and toddlers apart from other age groups?



Important Aspects of Infant/Toddler Social-Emotional Development (Slide 14)

Directions: Consider what comes to mind when you hear these terms. Record your thoughts. You will have an opportunity to revisit this a bit later in the session.

• Development of self

• Emotion regulation

Impulse control

• Empathy

Key Social-Emotional Skills Needed for School (Slide 22)

Directions: List some of the key skills you believe are needed for school success.

Next Steps: Pause and Reflect (Slide 34)

Directions: Record your responses to the following questions.

• Describe how relationship-based care supports social-emotional development.

What are two messages that you want caregivers to understand about social-emotional development?

How might you use the Infant/Toddler Environment Rating Scale, Third Edition (ITERS-3) or the Family Child Care Environment Rating Scale, Third Edition (FCCERS-3) with infant/toddler caregivers and family child care providers to support children's social-emotional development?

The State Capacity Building Center (SCBC) works with state and territory leaders and their partners to create innovative early childhood systems and programs that improve results for children and families. The SCBC is funded by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care.

State Capacity Building Center, A Service of the Office of Child Care

9300 Lee Highway Fairfax, VA 22031

Phone: 877-296-2401 Email: CapacityBuildingCenter@ecetta.info

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