

1) Developmental Milestones

- a) Think about one of the children in your care. Use developmental guidelines to observe this child for a few days. Reflect on your observations and plan activities to support this child's developing social emotional skills. If your program doesn't use developmental guidelines, you can use one of these:
- <http://www.zerotothree.org/child-development/early-development/developmental-milestones-from.html>
 - <http://www.cdc.gov/ncbddd/actearly/milestones/>
- b) Which of the following approaches do you think would be the most effective way for you to collaborate with your families to support their children's optimal development? Add additional approaches that worked well in the past or that you would like to try. Choose at least two things you will do to get more involved with families.
- Talk with families about their experiences and observations about their children.
 - Share some of your observations about a developmental strength their child shows.
 - Give families information about developmental milestones and encourage them to share their findings with you.
 - Involve families in setting goals and helping you plan activities to meet those goals.
 - Learn how to use a developmental assessment tool (see links in Additional Resources section) and teach families to share their observations and their experiences using it.

2) Social and Emotional Health

- a) Early childhood teachers are in a unique position to support healthy social emotional development and bring out the best in each child. You interact with children, and often their families, every day. Think of a child you care for whose behavior is challenging. Which of the following approaches do you think would be the most effective way to support this child at this time? Write specific steps you will take for the approaches you think would work and then try them out in your classroom over the next few weeks. Write down what happens, your thoughts about what happened, and the next steps you will take:

- I will help this child feel safe by:
 - I will build trust with this child by:
 - I will build my relationship with this child by:
 - I will help this child enter play settings more successfully by:
 - Other ideas:
- b) Begin collecting a portfolio of personal resources (information, articles, books, websites, and activities) to enhance your work to support healthy social and emotional development in the young children you work with. Add more resources as you go through this video-based professional development. Share the most helpful resources with your colleagues in your early childhood program.

3) Temperament

- a) Think about a child you have known who had a temperament that was difficult for you. Reflect on your own temperament and how that might have made it more difficult for you to work positively with that child. Write down some of the strategies that you used. Add some new strategies that you saw in the video on temperament. These strategies are tools in your toolkit for you to use in your classroom!
- b) Identify the temperament that is most difficult for you:
- ☐ Difficult or Feisty ☐ Easy ☐ Slow to Warm
- Think of a child with that temperament.
 - Identify some of the challenges that his temperament brings to you.
 - Now think of some of the strengths that this temperament brings.
 - In your classroom, develop and implement activities to encourage and celebrate these strengths that you identified.

4) Behavior and Cues

- a) Work with your program leadership to plan a workshop for staff (and families, if possible) to learn more about non-verbal behavior cues and the messages they send.



Addressing Challenging Behaviors: Promoting Social and Emotional Health in Young Children Extension Activities

Module 1: Children's Behaviors, Lesson 1: Child Development

5) Protective Factors and Resilience

- a) Form a task force in your program or community to learn about resilience and devise ways that families, teachers, and community members can support protective factors in children and in themselves.