

#### 1) Developmental Milestones

- a) How could sharing information with families about developmental milestones deepen your relationships with families?
- b) Think about some of the ways that using developmental milestones could improve your relationships with children.
- c) How could using developmental milestones impact the activities you plan and improve outcomes for children?

#### 2) Social and Emotional Health

- a) Why do you think building relationships with children is so important to their well-being and long-term success in school and in life?
- b) Think about a positive relationship you have experienced in your own life. What was it about that relationship with that person that made it so positive and special?
- c) What changes could you make in your early childhood classroom to make it more likely that the children you care for will have more positive relationships with each other, with you, and with the other adults they interact with daily?
- d) How could you invite and encourage a partnership approach with parents and families in support of their goals, hopes, and dreams for their children?

#### 3) Temperament

- a) Identify your own temperament. What is it about your temperament that makes it easy for you to build relationships with others? What is it about your temperament that makes it more challenging for you to be in relationships with others? Are there particular temperaments in children that are easier or more challenging for you?
- b) Create a journal page for each of the three types of temperament. On each page, reflect on and write about the different qualities of each temperament, including the challenges and strengths of each type. Make notes about individual children with the different types of temperaments and develop activities to build from and celebrate their strengths.
- c) How can understanding different temperaments lead to a more positive and respectful classroom community?

#### **4) Behavior and Cues**

- a) What do you think can happen when the behavior cues we send are very different from our words? How could this create problems in a classroom situation?
- b) What can you learn from observing the behavior cues of young children in your classroom? How can you use what you learn from your observations to guide their behavior and increase social and emotional competence?

#### **5) Protective Factors and Resilience**

- a) Think of a time in your life when something unexpected and very difficult happened to you. Were there people who helped you get through this time? How were they able to help you through this time?
- b) How do societal conditions impact the social and emotional health of the children you care for? Think about outdoor and indoor environments, parent/family employment status, access to education, access to health care, access to healthy food, recreation opportunities, technology and media. What protective and risk factors are in the environments that surround the children you care for?
- c) How can you devise intentional teaching strategies to develop stronger protective factors within children? Consider ways to teach children about their strengths, self-regulation techniques, and building friendships.
- d) How do your current classroom environment, room arrangement, and daily schedule impact children's behavior? Are there ways you could make small changes that might better support children's sense of security, positive relationships, and active learning?