

Social Emotional Development



How Does This Fit With Resilience-Building?

Review of the State of Oregon's Effort to Incentivize Social Emotional Development and KG Readiness

State of Oregon Health System Reform 2012

- Development of CCO's
- Increased accountability through incentives for quality
- Quality metrics with financial rewards
- Current workgroup aimed to drive health system improvements and investments upstream.
- Recommendation from the workgroup: **Focus on children's physical, oral, developmental and social-emotional health with a goal of increasing kindergarten readiness.**

Social Emotional Development

Definition:

Social-emotional development is a child's ability to understand the feelings of others, control their own feelings and behaviors and get along with peers.



Components of Social Emotional Development

Age 0-5

1. Attachment

- Attachment: the ongoing, emotional relationship the child builds over time with a familiar adult through nurturing interactions.
- Attunement: responding to a child's physical and emotional needs.

Goal: Developing trust in *caregivers*.

Resilience Equivalent: *Connection*



Components of Social Emotional Development

Age 0-5

2. Initiative

- Initiative is the child's ability to use independent thought and action to meet his or her needs.

Goal: Developing Trust in *oneself*.

Resilience Equivalence: Competence, Confidence



Components of Social Emotional Development

Age 0-5

3. Self-Regulation

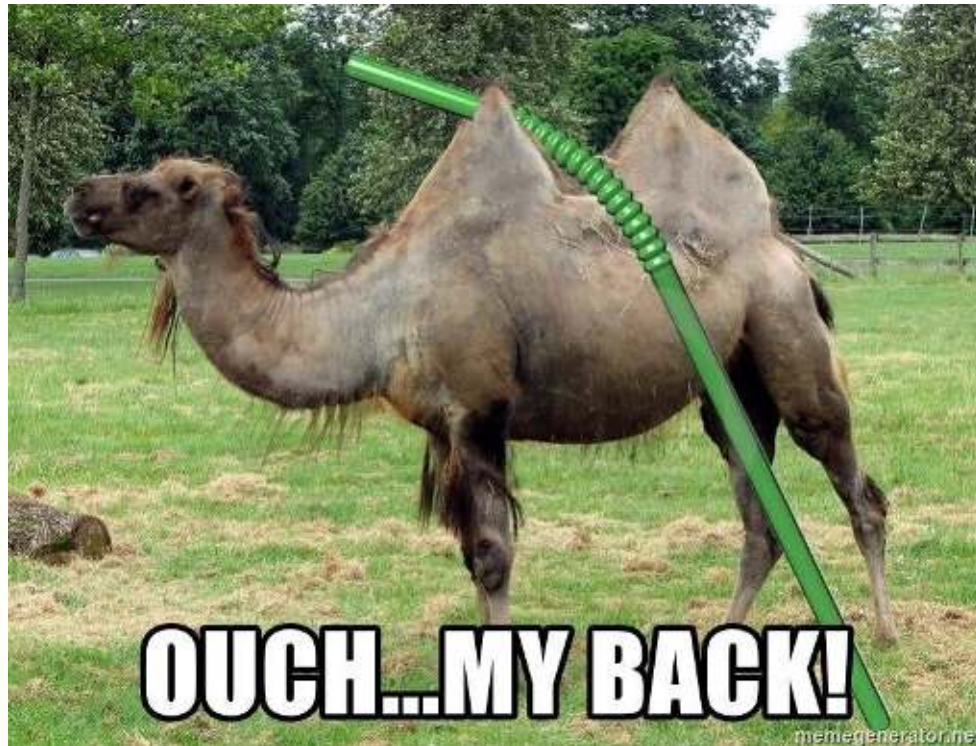
- The child's ability to gain control of their body and their emotions.
- The ability to use positive behaviors to get their needs met.
- Handling frustration or change most of the time
- To relate well, get along with others, and ask for help.

Goal: Developing Trust in *relationships*

Resilience Equivalence: Coping, Control



Anticipatory Guidance



So . . . How Do We Do This?

Resilience-Building

Social Emotional Development





“Look how well you handled that. You are strong!”

In-Office Interventions

Resilience-Building

Social Emotional Development



Conversation Starter #1

“Do you know what Resilience is?”

Define it:

- The ability to face a challenge,
- Meet that challenge, and
- Become stronger in the process

Explain the benefits of resilience:

- Resilience builds optimism
- Improves meaningful relationships
- Improves problem-solving
- Reduces anxiety and depression
- Improves school performance



Conversation Starter #2

“What Are Your Strengths?”



- Help parents to identify their own strengths
- Help parents to see their child's strengths
- **How do we help people to find their strengths?**
 - **Ask them.** What do they think they are good at?
 - **Observe them.** Name their strengths.
 - **Grow them.** Give them opportunities to expand their strengths and build new ones.

Conversation Starter #3

“Who is on your team?”

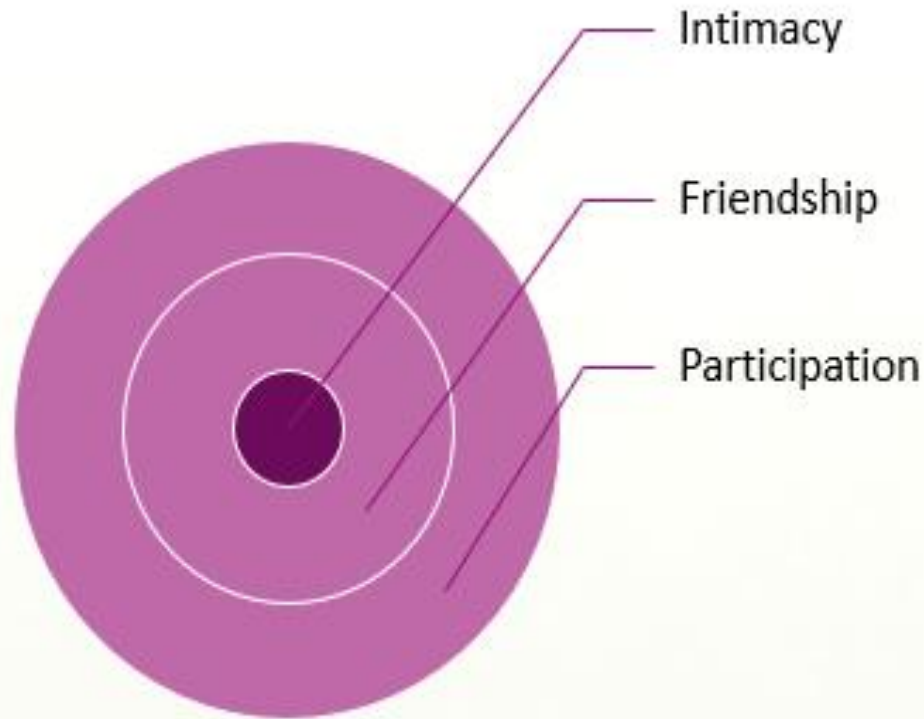
What are the environmental factors that build resilience?

- Strong parental figure or supportive adult
 - Family member
 - Teacher
 - Community Worker
- A reliable group of friends: Connection
 - “Everyone needs a posse”
- Strong cultural identity and ethnic pride



Building Connection

Circle of Support



(adapted with permission from Amy Stoeber PhD and Kim Davis IIDC)

I. Activities that Build Attachment and Connection:

1. Mirroring

2. Attunement

- “Tune In” to your baby's emotions and respond to them.
- Smile with them, laugh, soothe and reassure them.
- Respond to their cues
- Teach it. Demonstrate it.

➤ Builds Connection



Be Intentional.

Be Repetitive.

Label What You Are Doing

I. Activities that Build Attachment and Connection:

3. Developmental Tennis

- Serve and return: take turns
- A fun way to stimulate attachment and attunement
- Great for older siblings
 - Builds connection, confidence (for parents)



I. Activities that Build Attachment and Connection:

4. Physical Touch

- Massage
- Bathing
- Moisturizing
 - Builds connection, coping

BENEFITS OF INFANT MASSAGE

- Relaxes baby
- Relieves discomfort from constipation, gas, and colic
- Normalizes muscle tone and improves blood circulation
- Helps baby sleep better
- Stimulates brain development
- Improves sensory awareness



BRIGHT FUTURES FOR YOUR CHILD: How to Promote Early Brain & Child Development



AGE	Explore your Child's Environment	Build Relationships	Cultivate Development	Develop Parenting Confidence
1 week	Be available to meet your child's needs. It is okay to nurse/feed your baby on demand. Babies should always sleep on their back with airways not blocked.	Talk to your baby. Smile at them. Show them your calmness and gentleness, even when they are upset. Cherish the wakeful times.	Vision is emerging. They can see from 12 inches well. Get up close to your baby and make eye contact. Caress their skin and massage their arms and legs.	You are the most important person in your baby's life. Take care of yourself: rest when you can, eat well, and build a support network.
2-4 weeks	Your baby's vision is expanding to arm's distance. They will see you more clearly, regard your face, and will soon smile in response to you (around 4-8 weeks).	Talk to, sing to, and caress your baby. They will give you back this love with a smile. Remember, crying is normal and will increase some in these weeks. Feed, change, bundle, and rock your baby. Be gentle and calm during these times.	Take advantage of the times when your baby is quiet and alert. They will enjoy looking at you and hearing your voice. It is comforting to them. Let them grab your fingers. Let them sit upright, but give them some neck support.	Your baby will be soothed by your quiet and calm voice. This is a good time to try to build some consistency in schedule. You won't always be able to control this, but give it a try. You are giving them safety and security.
2 months	Keep your baby's airway free of blankets, sleepers, cushions, etc. Keep the car seat on the floor so as not to tip. Babies can sometimes roll over, so be careful not to leave them in an unsafe place.	Smile early and often. Respond when they smile at you. You will soon hear cooing and early language. Talk back to them. Crying in the evenings is not unusual, even when you have tried feeding, changing, bundling, and rocking.	Vision will be improving, and they will soon see across the room. Neck control is improving—let them be upright so they can see more. Place on tummy to encourage neck and shoulder development. "Batting practice" with mobiles allows them to see the cause and effect of their hands and arms.	By meeting your baby's needs, you are building their confidence and feeling of security. If you have questions or concerns, let us help! Take care of yourself: rest, spend time with other family members, and exercise. It is okay to see if your baby can sleep longer hours, but it's too early to let them cry it out at night.
4 months	Every baby has a temperament or style. Some are active and feisty, some are more laidback. Each baby has their own way of living their life, and as their parent, you will know them best. Embrace who they are and help them on their journey.	Have fun—babies love to smile, coo, and look out across the room. If they are fussy, it might be that they want more attention (this is normal).	Rolling over will happen soon—keep them safe! Please don't swaddle at this time. Your baby is learning how to use their hands and arms—encourage this! Give them objects to hold, and encourage them to reach for things. Your baby will enjoy social contact with other people. Take them out and let them experience this.	Work on regular bedtime and nap routines. Try to have it be a quiet, predictable environment each time your baby goes down to sleep. Babies can go 8 hours without eating at this age (though they might not know this!).

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AGE	Explore your Child's Environment	Build Relationships	Cultivate Development	Develop Parenting Confidence
6 months	Your baby is getting ready to explore their environment—now is the time to childproof (cupboards, drawers, outlets, plants, sharp corners...)! Get rid of blankets, pillows, and bumper pads in the crib to prevent airway obstruction.	Have fun with feeding—this is a social time with your baby! Enjoy it with them as they figure it out. Finger feeding can be encouraged as they get closer to 9 months, but start with soft foods that melt in the mouth (puffs, crackers, Cheerios, etc.).	Your child is likely rolling over, learning to sit alone, and will be starting to move with pre-crawling, crawling, and pulling to a stand. Give them safe times to do this and get down on the floor with them. Encourage them with big smiles as they pass each milestone!	This is a fun social time for you and your baby. Read books and sing to them. Give them comfort when they start to get shy around others. Remember, you are the most important person in the world to them. Show them your love!
9 months	Childproofing needs to be checked again as your baby acquires new skills. Give them regular time and safe space to explore these new skills.	Your baby may start to notice and fear strangers. Smile to reassure them. Let them know that you are there for them. This is very normal.	Your baby may show you strong emotions: frustration, anger, or fear. Acknowledge them and know that this is normal. Some babies will be very obvious in letting you know their needs, others are more subtle. Learn your baby's cues and needs, and understand their style of communication.	Spend time with other parents and share your experiences. Comparison is inevitable, but remember that every baby is on their own journey. You know your baby best, and are the best judge of what your baby needs.
12 months	We don't think that babies have a need for screen time. What they need most is "face time" with people—especially you. Spend dedicated time with your baby down on the floor, playing with them. Talk with them in the car. As they become more talented in their skills, new risks will emerge. Climbing, falling, choking, and running away are all risks that babies and toddlers will provide to their parents. Be prepared!	Your baby is developing independence at this age, but they still need to know that you are there for their security. Encourage them to explore. Keep them safe from harm, but let them learn from their experiences, too. Never sneak away. Give your baby clear cues before separating from them. Help them to know that their environment is safe.	This next year is a year of language development. It will first come as receptive language: understanding words. Then eventually, they will learn to communicate through their own words: expressive language. When your child points to an object, label it verbally for them. Ask them questions ("Where is...?"). It is fine to teach them some simple sign language to help them with their communication. Their sense of humor is developing. Enjoy this. Laugh at their antics.	As your child explores, there will be opportunities for them to engage in challenging behaviors. This is natural and normal. Praise their behavior when they have positive behavior. Redirect them when they have negative behavior. As they explore, your child will alternate between being bold and brave to being shy and cautious. Praise them in their successes, and console them when they need encouragement. Let them know that it is good to keep trying.

I. Activities that Build Attachment and Connection:

1. Talk To Your Toddler

- Build their vocabulary
- Describe their activity
- Be a “Play by Play” commentator
- Encourage them verbally: Label their strengths!
 - Builds Competence and Confidence

2. Practice Attunement

- Answer their requests
- Label emotions
- Comfort them
- Put the cell phone down!
 - Builds Connection



***Be Intentional.
Be Repetitive.
Label What You Are Doing.***

II. Activities that Build Initiative, Confidence and Competence:

1. Give them choices

- Which book to read
- Which food to eat
 - Builds Confidence and Control

2. Respond when they ask you to play

- Play when you can
- Even if it is just verbal engagement, reward their effort
 - Builds connection and competence



Age 1-2

II. Activities that Build Initiative, Confidence and Competence:

3. Encourage your child to help with “chores”*

- Builds competence
- Builds confidence
- Builds contribution



* Even though it slows us down

***Be Intentional.
Be Repetitive.
Label What You Are Doing.***

II. Activities that Build Initiative, Confidence and Competence:

4. “Looping”

- Similar to Circle of Security
- Encourage them to explore
- Celebrate when they succeed, console and restore them when they fail.
- Can be done from across the room
 - Builds Competence and Confidence
 - Teaches Attunement
 - Builds Connection



II. Activities that Build Initiative, Confidence and Competence:

5. Encourage: “Give Courage To”

Be the “Believing Mirror”

- *“You have what it takes!”*
- *“You are strong!”*
- *“You can do this!”*

Provider → Parent → Child



II. Activities that Build Initiative, Confidence and Competence:

1. Explore Outside the Home

- Give your child stimulating environments to explore - going outdoors in a park, walking in a mall, going to the zoo.
- Practice new experiences.
 - Builds Confidence



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2. Encourage play time with other children.

- Give them opportunities to interact with others, get along, be a leader, be a follower
- Give verbal encouragement for safe exploration.
 - Builds Initiative and Competence



II. Activities that Build Initiative, Confidence and Competence:

1. Sit and play with your child.

- Pretend play is emerging.
- Encourage creative play, art, music, dance which stimulate the part of the brain important for problem-solving – which is important for resilience.
- Give them the opportunity to lead the play and you follow. Let them explore their imagination.
 - Build Initiative and Confidence



2. Create times for meaningful conversation.

- Your child's language skills are growing at this age.
- Encourage them to think about things, to figure out how something works, why someone behaves in a certain way, etc.
- Help them learn to self-advocate
 - Builds Competence



II. Activities that Build Initiative, Confidence and Competence:

3. “Special Time”

- 10 minutes, 1 on 1,
- Parent and child, no interruptions
- Just listen
- The child is in charge of the activity or subject matter.
 - Builds Competence, Confidence and Control



III. Activities that Build Self-Regulation, Coping and Control:

1. Parents demonstrate emotions and self-control

- Parent is role model:
 - Demonstrates their feelings: excitement, worry, anger, frustration, joy.
 - Demonstrates patience, then encourages their child to show patience. Accept mistakes and admit when they make a mistake.
 - Parent builds verbal skills
 - Label what your child is feeling age 1-3 year
 - Encourage flexibility. Notify child of possible change in schedule.
- Builds Coping and Control



Be Intentional.
Be Repetitive.
Label What You Are Doing.

III. Activities that Build Self-Regulation, Coping and Control:

2. Allow Failure

What is failure?

- When we don't meet our expectations.

For Parents:

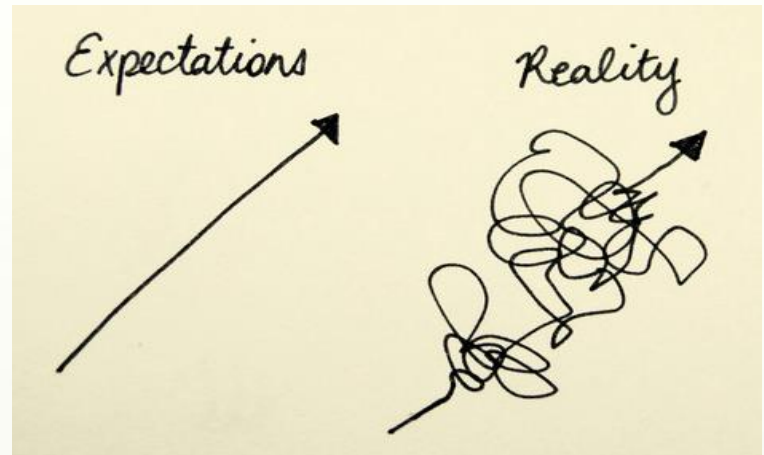
- Difficulty carrying out their responsibilities
- Losing patience
- When kids misbehave

For Kids:

- Unable to conquer a skills
- Struggles with relationships: sibs, peers,
- Losing in a game

Lessons to learn:

- Patience and persistence
- Emphasize the word "YET".
- Remind them of their strengths
 - Builds Coping and Control



III. Activities that Build Self-Regulation, Coping and Control:

Teach Communication and Negotiation

- Three steps to use words to get what you want:
 1. Use your words with respect
 2. Use your words persuasively: Why do you want it?
 3. Respect the answer.
- Be a good role model for being respectful, listening to requests, and reward them when they negotiate well.
- Teach self-control when they don't get what they want.

➤ Builds Control



Review:

Resilience-Building Interventions

Intervention	Promotive*	Protective*
Strength Building	x	x
Circle of Support	x	x
Brain Integration, Managing Emotions	x	x
Board Games, De-Escalation	x	x
Attachment, Mirror, Developmental Tennis	x	
Choices, “Looping”, “Chores”	x	
Play, Conversations, “Special Time”, Communication/Negotiation	x	
Allow “Failure”	x	x

*Promotive Factors: Factors that help build resilience across all levels of risk
Protective Factors: Play a special role in the context of high adversity or risk