

Observing Social Emotional Development

As you watch the videos included in this activity, notice where children fall on the social-emotional milestones you read about in this lesson. Then describe what you see adults doing. This handout will guide you through watching the video and will provide responses for each clip. As you watch the videos, answer the questions that follow. Then see suggested responses on page 2.

| | What social or emotional behaviors do you notice the child or children doing? | How does the adult respond? | How does the adult's behavior promote social-emotional development? |
|-------------------------|---|-----------------------------|---|
| Infant Interactions | | | |
| Toddler Interactions | | | |
| Preschool Interactions | | | |
| School-Age Interactions | (In this case, describe what you think happened immediately before the clip) | | |
| Staff interactions | (In this case, what interactions do you see between the adults?) | Not applicable. | |

Suggested Responses

| | What social or emotional behaviors do you notice the child or children doing? | How does the adult respond? | How does the adult's behavior promote social emotional development? |
|----------------------|--|---|---|
| Infant Interactions | <i>The infant is sitting on the adult's lap. She is being fed by the adult. She looks up toward the adult's face. She moves her arms and her body to show excitement.</i> | <i>Adult mirrors the child's body language. The adult talks to the child continuously and describes the child's emotions ("excited").</i> | <i>She labels emotions and she is showing that adults are responsive. She is building a solid relationship.</i> |
| Toddler Interactions | <i>A child falls. Other children come to check on her and make sure she is OK (show concern for hurt friend). They play near each other with the same toys and sometimes seem to copy each other's falling behavior.</i> | <i>Encourages and recognizes making sure friends are OK and helping friends.</i> | <i>The adult maintains a social climate on the playground. She reinforces the children's compassion.</i> |

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| <p>Preschool Interactions</p> | <p><i>A child is visibly upset. She tells the adult that another child pushed her from playground equipment and she didn't like it.</i></p> | <p><i>The adult asks whether the girl told the other children that she didn't like it. She offers to go with the girl to talk to the children.</i></p> | <p><i>The adult is recognizing the child's emotion. She is helping identify the source of the emotion and helping the child find ways to respond. She is building connections between peers while also helping an individual child recognize and deal with emotions.</i></p> |
| <p>School-Age Interactions</p> | <p>(In this case, describe what you think happened immediately before the clip) <i>Two boys had some sort of disagreement and there was name-calling. Both boys are upset and are sitting at the table with an adult.</i></p> | <p><i>The adult makes sure each boy was heard. She refers the boys to the program's guidelines and emphasizes respect.</i></p> | <p><i>The adult is teaching the boys it is important to be respectful and that it is important to talk about problems when they arise.</i></p> |
| <p>Staff interactions</p> | <p>(In this case, what interactions do you see between the adults?) <i>Warm body language between two adults in the hallway.</i></p> | <p>Not applicable.</p> | <p><i>The staff members are building a strong community in the program. They recognize each other's feelings, are warm with one another, and talk with one another regularly.</i></p> |