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## Social-Emotional Development in Infants & Toddlers

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### Main Ideas:



Assessment



Red-Flags



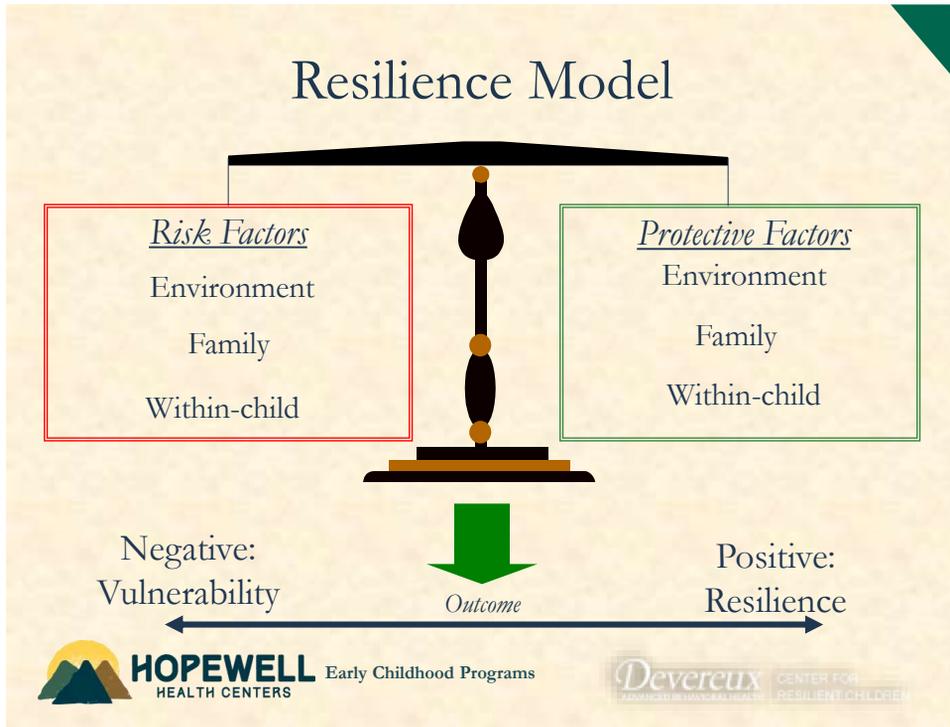
Tools & Strategies



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# Introductions:





## Initiative

The child's ability to use independent thought and action to meet his or her needs.

IN



## DECA-I/T Initiative Items



- Show concerns for other children
- Try to comfort others
- Play make-believe
- Try to clean up after herself/himself
- Show preference for a particular playmate
- React to another child's cry
- Ask to do new things
- Play with other children
- Participate in group activities
- Try to do things for herself/himself
- Follow simple directions

## Example of Initiative



## Self-Regulation

**Toddler** – The child’s ability to actively control arousal and his or her response to it.

**Preschooler** - The child’s ability to respond to many different emotions using words and actions that are appropriate for the different situations he/she encounters.



SR

## DECA-T Self-Regulations Items



- Handle frustration well
- Accept another choice when the first choice was not available
- Adjust to changes in routine
- Calm herself/himself
- Easily follow a daily routine
- Have regular sleeping patterns
- Easily go from one activity to another

## Example of Self-Regulation



## Attachment/Relationships

The child's ability to promote and maintain mutual, positive connections with other children and significant adults.



A/R

## DECA-I/T Attachment/Relationship items



- Accept comfort from a familiar adult
- Act happy when praised
- Make eye contact with others
- Make others aware of her/his needs
- Show interest in her/his surroundings
- Respond to her/his name
- Respond to name when spoken to
- Enjoy being cuddled
- Enjoy interacting with others
- Show affection for familiar adults
- Smile at familiar adults
- Act happy with familiar adult
- Show pleasure when interacting with adults
- Smile back at familiar adults
- Seek comfort from familiar adults
- Express a variety of emotions
- Reach for familiar adult
- Make needs known to a familiar adult

## Watch for Infant Attachment Behavior

**Devereux** ADVANCED BEHAVIORAL HEALTH  
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### Devereux Early Childhood Assessment for Infants (DECA-I)

The DECA for Infants is designed to build these two Within-Child Protective Factors:

**INITIATIVE**  
The infant's ability to use independent thought and action to meet his or her needs.

- Try to do new things
- Imitate actions of others
- Keep trying when unsuccessful
- Show interest in what others are doing
- Adjust his or her energy level to the type of play
- Act happy when praised
- Explore surroundings
- Express his or her dislikes
- Reach for a familiar adult
- Respond to his or her name
- React to another child's cry
- Keep trying to obtain a toy
- Act in a way that makes others show interest
- Easily go from one activity to another
- Seek attention when a familiar adult is with another child
- Enjoy being around other children
- Look to familiar adult when exploring his or her surroundings

**Infants:  
One to 18 Months Old**

**ATTACHMENT/RELATIONSHIPS**  
The mutual, strong, long-lasting relationship between an infant and significant adults such as parents, family members, and teachers.

- Act happy with familiar adults
- Show pleasure when interacting with adults
- Accept comfort from a familiar adult
- Smile at familiar adults
- Act happy



- Review the Infant Attachment/Relationship behaviors from the DECA.
- While watching the next video clip, mark all the A/R behaviors you see from the baby.

## Example of Attachment



What Attachment/Relationship behaviors did you see?

### ATTACHMENT/RELATIONSHIPS

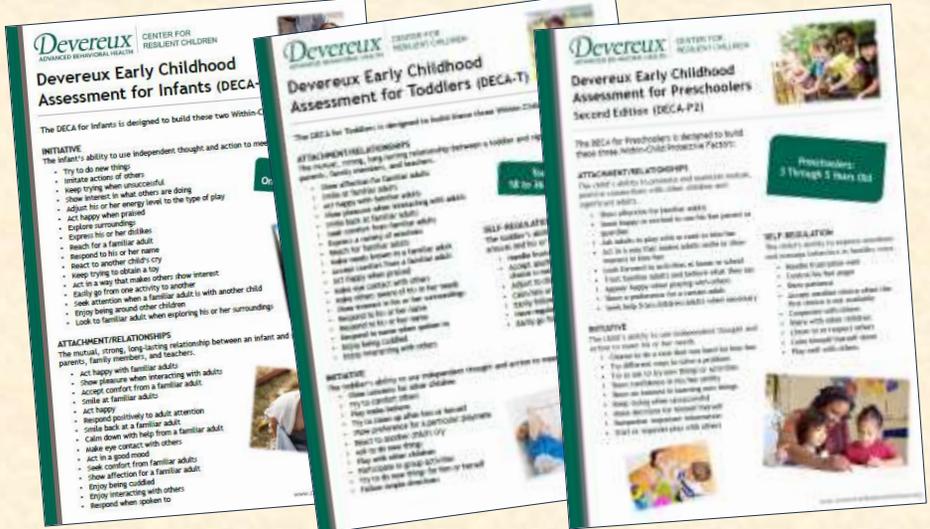
The mutual, strong, long-lasting relationship between an infant and significant adults such as parents, family members, and teachers.

- ★ Act happy with familiar adults
- ★ Show pleasure when interacting with adults
- ★ Accept comfort from a familiar adult
- ★ Smile at familiar adults
- Act happy
- Respond positively to adult attention
- Smile back at a familiar adult
- Calm down with help from a familiar adult
- Make eye contact with others
- Act in a good mood
- Seek comfort from familiar adults
- Show affection for a familiar adult
- Enjoy being cuddled
- Enjoy interacting with others
- Respond when spoken to



[www.CenterForResilientChildren.org](http://www.CenterForResilientChildren.org)

# DECA Definitions and Behaviors



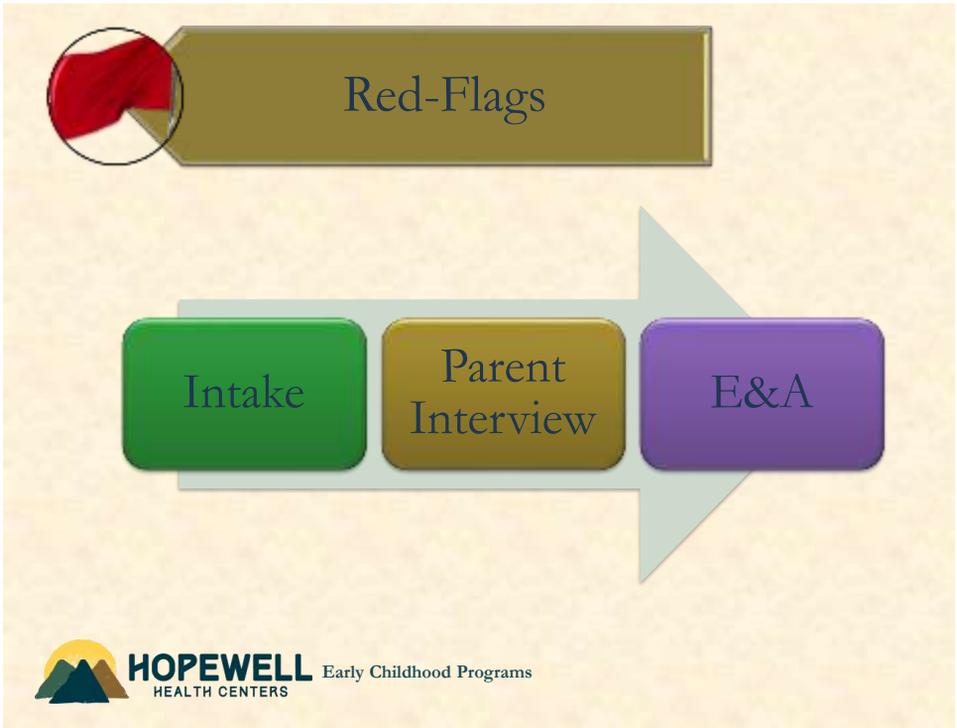
What do all of these behaviors have in common?



# STRENGTH-BASED

The image shows two forms from the DECA (Developmental Early Childhood Assessment) program. The left form is titled "Screening Early Childhood Assessment for Toddlers - Source Form (24 months up to 36 months)" and the right form is titled "Screening Early Childhood Assessment for Toddlers - Source Form (36 months up to 36 months)". Both forms include a header with the DECA logo and instructions. Below the instructions are two sections, "Area 1" and "Area 2", each containing a list of 20 items to be assessed. Each item has a corresponding column for recording the score, with a scale from 0 to 4. The forms are filled out with handwritten data.

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## Tools & Strategies

**Top 10 for Parents**

**Resource App**

**Now & Forever**

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## Tools & Strategies to Support Social-Emotional Health During a Pandemic

**COVID-19 Mental Health Toolkit:**  
Top 10 Tips for Parents & Caregivers during the Coronavirus Pandemic

- 1** **EXPLAIN** what is really for children. Helping your child to think can help manage their worries and anxiety. [Read the 10 Tips](#)
- 2** **ENCOURAGE** children to ask questions and talk about their fears. The parents can use their chance to give age-appropriate Q&A. [Read the 10 Tips](#)
- 3** **TEACH** children prevention strategies such as hand-washing and covering coughs. This reduces the risk of infection and gives children a sense of control, which can reduce anxiety. [Read the 10 Tips](#)
- 4** **ROUTINE** and structure are your friends. Encourage children to create their daily schedule, including activities, hygiene, learning, reading, exercise, and nutrition. [Read the 10 Tips](#)
- 5** **STAY CONNECTED** Help your children maintain and build connections by using video and phone, making calls, and using or learning French and Spanish apps. [Read the 10 Tips](#)
- 6** **SHARED TIME** Play board games, cards, puzzles, and block games. This can help kids learn ways to manage their emotions, build skills in solving these skills that can help them. [Read the 10 Tips](#)
- 7** **USE THE NEWS RESPONSIBLY** Use the top of social media. Share the news with children in a safe way. Read which news sites are appropriate for your children. [Read the 10 Tips](#)
- 8** **SELF CARE** Teach children about self-care. It's all to take care of the self and emotional health. Encourage them to take breaks, make separate schedules, the making a book or a reading a story. [Read the 10 Tips](#)
- 9** **RELIABLE** Children need someone to rely on. Encourage them to rely on their parents and caregivers. Let them know you are there and will help them through it and the family unit. [Read the 10 Tips](#)
- 10** **SHINY PANTS** The parents don't respond to COVID-19. Making shiny pants when you get shiny pants. Encourage to help children in the most difficult of your children and family. [Read the 10 Tips](#)

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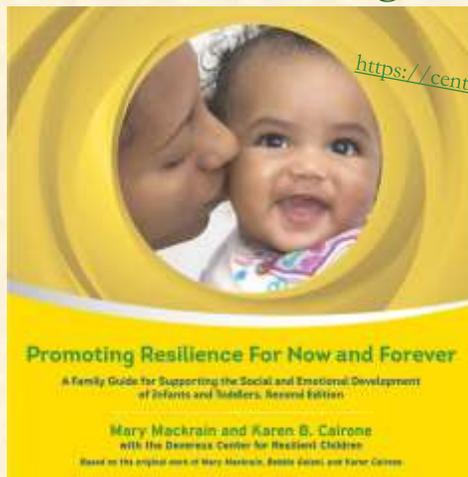
## Tools & Strategies to Support Social-Emotional Health During a Pandemic



New on Google Play  
& coming soon to  
Apple Store!



## Tools & Strategies to Support Social-Emotional Health During a Pandemic



<https://centerforresilientchildren.org/infants/>



## Reflections, Questions, Take-Aways

