

Introduction to Social and Emotional Development Domain for Mobile Infants

Domain Components:

- SE1. Relationships with Others
- SE2. Emotional Expression and Understanding
- SE3. Self-Awareness and Self-Concept

Here are some important things to know about mobile infants and their social and emotional development

- They show preference for familiar adults and form strong emotional bonds (**attachment**) with one or more caregivers.
- They look to particular people for security, comfort and protection and show distress or uneasiness when separated from a special person (**separation anxiety**) or when they encounter strangers (**stranger anxiety**).
- They explore their environment, but still need trusted adults nearby and will regularly check in with them, either visually or physically.
- They begin to engage in **parallel play** (playing next to but not directly involved in another child's play.)
- They express a range of emotions such as joy, sadness, contentment, distress, interest, disgust, surprise, anger, and fear through facial expressions, gestures and sounds.
- They demonstrate interest or concern when others are hurt or in distress.
- They repeat actions that receive attention from others.
- They show a growing awareness of their own physical characteristics. For example, they recognize self in a mirror and in photos and point to eyes, ears or nose when asked. ("Show me your eyes." "Show me your nose.")

By knowing these special things about mobile infants, families and caregivers can better understand how to support the child's social and emotional development.

Here is what happens when families and other caregivers support the mobile infant's social and emotional development:

- They feel safe and secure with parents and other familiar caregivers.
- They become aware of themselves as unique individuals.
- They begin to develop caring and cooperative behavior.



Connecting with Mobile Infants

SE Activity: “Feelings Have Words”

Learning Goal: SE2.1 Experiences, expresses, and regulates a range of emotions

You will need: You and a mobile infant

Before you begin:

- Observe a child’s reactions and behaviors in different situations. Think about what feelings and emotions the child is expressing in each situation.
- Look at the situations listed below. Then look at some things you might say to a child in each situation or one that is similar.

<u>Things that may frighten my child</u>	<u>What might I say or do in this situation</u>
A new teacher in the center stops by your classroom to say hello. A child quickly crawls next to you, clings to your leg, lip quivering as though he is about to cry.	Pick up the child and in a calm voice say, <i>“This is Ms. Jennifer. She’s a new teacher in our center. She’ll be working in the room next to ours.”</i>
A school age child wearing a mask comes in with his mother to bring a mobile infant. One of the children looks at the mask, begins to cry and tries to hide behind a chair.	Go to the child and try to put your arms around her. Ask the school age child to remove the mask. Then say, <i>“See Joann, it’s James’ brother. He had a mask on. That’s what scared you.”</i>

<u>Things that may frustrate my child</u>	<u>What might I say or do in this situation</u>
A child crawl’s under a low table to get a ball and can’t get out. He begins to cry.	Get on the child’s level and say, <i>“I know you’re frustrated because you’re stuck under the table.”</i> Guide the child from under the table by putting your hand on the child’s head while saying, <i>“If you put your head down, you can move out.”</i>

<u>Things that make your child happy/excited</u>	<u>What might I say or do in this situation</u>
Child performs a new skill such as crawling, standing or walking	Clap your hands and say, <i>“You did it! I knew you could”</i>
Child laughing and crawling toward grandparents coming into classroom to pick him up.	<i>“I can see you’re happy to see your grandparents.”</i>



Connecting with Mobile Infants

SE Activity: “Who Is that Stranger?” (Stranger Anxiety)

Learning Goal: SE1.1 Forms trusting relationships with nurturing adults

You will need: You and a mobile infant

Before you begin:

- Observe a child to see if he reacts to someone new by crying or moving closer to you, for example.
- Be prepared for the child’s reaction when he sees someone new.
- Be aware that the mobile infant may look to you for how you react to the new person.

Try this!

- Introduce the mobile infant to the new person. Say, for example, *“Alex, this is Asha’s father. He’s bringing Asha to our room today.”*
 - Comfort the child by remaining close and talking in a soothing voice. Make comments such as *“It’s okay to be afraid, Alex.”*
 - Remind the child that he is safe. Say for example, *“You can sit with me while Asha’s father is here.”*
 - Avoid telling your child *“There’s nothing to be afraid of”* or shaming him for his fears. The fears are real to the child and will gradually disappear.
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Connect with the child’s family!

- Let the family know if their child begins to show a fear of strangers. This will help them be prepared for their child’s reaction when a person the child does not know comes into the home.





CONNECTING WITH MOBILE INFANTS

SE Activity: "Taking Care of Baby"

Learning Goals: SE1.1 Forms trusting relationships with nurturing adults
SE2.2 Interprets and responds to feelings of others

You will need: Soft baby dolls and washable stuffed animals
Pieces of cloth for blankets
Handbags Paper bags with handles Hats Telephones
You and a mobile infant, time to play

Before you begin:

- Collect items listed above and store them in a box

Try this!

- Bring out two soft baby dolls and several pieces of soft cloth. Give a child one of the dolls and a piece of cloth.
- Begin to wrap one of the dolls in a piece of cloth. Talk about your baby "crying because she's cold" and "needing a blanket."
- Observe the child to see if she wraps her doll in a blanket. Make comments such as "You're taking good care of your baby. You're keeping her warm."
- Gradually give the child other items such as hats, bags and telephones.
- Play with the child. Add two telephones and give her one. Talk with her on the telephone. Encourage two children to talk with each other on the phones.
- Observe children to see how they play with the items you have added. Add new items and remove others when children no longer seem interested in them. Observe to see if children begin to play beside each other with the items (**parallel play**.)

Teacher Note: *This experience also supports the child's creativity.*

CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play.





CONNECTING WITH MOBILE INFANTS

SE Activity: "Let's Play Ball Together"

Learning Goals: SE1.1 Forms trusting relationships with nurturing adults
SE1.2 Interacts with peers

You will need: You and a mobile infant, time together
Clean ball, 6 to 12 inches in diameter

Before you begin:

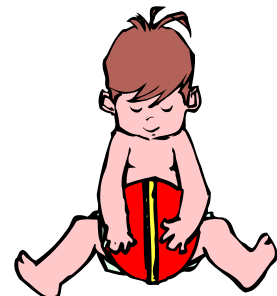
- Select a smooth surface such as a vinyl floor so the ball can roll
- Sit on the floor with a ball in your hand. Say to a child, "Arianna, would you like to play ball with me?"

Try this!

- Talk with the infant about your plans. Say, for example, "*Arianna, let's play ball. We'll roll it back and forth.*"
- Sit facing the child. Allow about one foot between you.
- Let the child explore the ball. Observe what she does with the ball.
- Encourage the child to roll the ball to you. Say, for example, "*Arianna, it's your turn. Roll the ball to me. Then I'll roll it back to you.*"
- Demonstrate by gently rolling the ball to the child.
- Continue the game as long as the child shows interest. If she doesn't show interest, that's okay. Try again another day.
- Invite another child to join the two of you and say "*Eli wants to play with us. I'll roll the ball to you, Arianna, then I'll roll it to Eli.*"
- Play ball outdoors on a warm and sunny day.

Teacher Note: *This game also promotes the child's physical development.*

PH1.3 Demonstrates gross motor manipulative skill





Connecting with Mobile Infants

SE Activity: "Touch and Name Game"

Learning Goal: SE3.1 Shows awareness of self as unique individual

You will need: You and a mobile infant
Time together

Before you begin:

- Observe a mobile infant to see if he is beginning to notice and/or name body parts.

Try this!

- Touch your nose and say to the child, "*I'm touching my nose. Show me Cooper's nose.*"
- Give the child time to respond. Point to the child's nose and say, "*There's Cooper's nose.*"
- Continue with the touch and name game by adding other parts such as ears, mouth and eyes. Then add hands, fingers, feet and toes, for example.
- Play the game only as long as the child remains interested. The child will want to play the game another time.
- Play the game with all of the children in your care.

Play the name game at diaper time!

- Use diapering time to play this game. This is a great time to interact one-on-one with each child.
- Name parts of the child's body such as feet, tummy, nose and ears.
- Continue the name game as you wash the baby's hands.

Play the name game with you and the child in front of a mirror.





Connecting with Mobile Infants

SE Activity: "Mirror, Mirror"

Learning Goal: SE3.1 Shows awareness of self as unique individual

You will need: Full length unbreakable mirror firmly attached to the wall
You and a mobile infant

Try this!

- Invite a mobile infant to stand in front of the mirror next to you.
- Say or chant, "*Mirror, mirror, who do I see? Do I see Isaac standing next to me?*"
- Say or chant, "*Mirror, mirror, who do I see?*" Smile and say, "*Do I see Isaac smiling at me?*" Does he smile?
- Say or chant, "*Mirror, mirror, who do I see?*" Frown and say, "*Do I see Isaac frowning at me?*" Does he frown?
- Say or chant, "*Mirror, mirror, who do I see? Do I see Isaac's brown eyes looking at me?*"
- Say or chant, "*Mirror, mirror, who do I see?*" Clap your hands and say, "*Do I see Isaac clapping his hands next to me?*"
- Invite another child to join the two of you. Stand behind the two children and say or chant, "*Mirror, mirror, who do I see? Do I see Ramon and Isaac standing in front of me?*"
- Add other chants if children seem interested.
- Observe children. Do you see Ramon and Isaac returning to look at themselves in the mirror? Do other children look at themselves in the mirror? If so, join them and repeat the activities you did with Isaac and Ramon.





CONNECTING WITH MOBILE INFANTS

SE Activity: “Who Do You See?” (Family Photos)

Learning Goal: Learning Goal: SE3.1 Shows awareness of self as a unique individual

You will need: You and a mobile infant
Photos of the child, family members and pets
Clear plastic sleeves and a three-ring binder

Before you begin:

- Ask the family of each child in your care to bring in photos of the mobile infant, family member and pets
- Place the photos in clear plastic sleeves, one per child, and place the sleeves in a three-ring binder

Try this!

- Invite a child to look at the page with his photo and photos of his family and pets.
- Let the child look at and touch the pictures. The child may point to family members or pets in the picture.
- Talk with the child about the pictures. Say, for example, “*Look Eli! This is your picture*” or “*Here’s your family*” or “*Look at this picture of your cat.*”
- Clap when the child points to the family picture and say, “*You should be proud that you found your mommy and your daddy.*”
- Show excitement at the child’s accomplishments. Say, for example, “*You did it! You pointed to your cat.*” Know that pointing is a sign that your child is communicating with you and should always be encouraged at this age.

Extend the activity.

- Invite the child to look at another child’s special page, point to that child’s photo and say, “That’s Gavin.” and “That’s Gavin with his mother and sister.” as you point to a family picture

Notice if the child tries to say the names of the people and animals in the pictures.

