


Handout 3.1: PowerPoint Presentation Slides

Foundations of the CSEFEL Pyramid Model **3**



**Session 3:
Ways that
Children Express
their Needs**

Promoting Social Emotional Competence in Massachusetts' Young Children

This curriculum was created by Connected Beginnings Training Institute with funding by the Massachusetts Early Childhood Comprehensive Systems Project, Department of Public Health, through the Maternal Child Health Bureau, Health Resources Services Administration, U.S. Department of Health and Human Services. You may reproduce this material for training and information purposes.

Session 3 Agenda

- I. Introduction and Logistics
- II. Review of the Pyramid Model
- III. Understanding the Needs of Infants, Toddlers, and Young Children
- IV. Exploring the Meaning of Behavior
- V. Sharpening our Observation Skills
- VI. Summary and Closing

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Session 3 Learning Objectives

- Participants will identify how understanding the needs of young children relates to building positive relationships (base of the Pyramid Model) and the supportive environments (second level of the Pyramid Model).
- Participants will identify communicative behaviors in infants, toddlers and young children.

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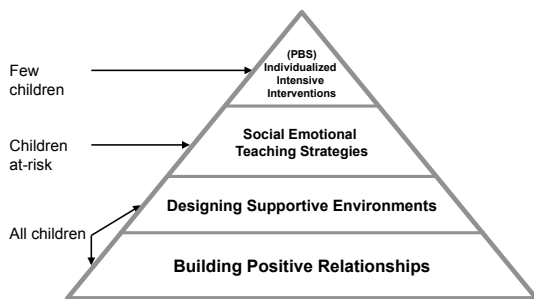
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Session 3 Learning Objectives

- Participants will describe the form, function, intensity, frequency, and duration of behavior.
- Participants will know the difference between observations and interpretations of behavior.
- Participants will practice recording observations, making interpretations, and forming questions about children's behavior.

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The Teaching Pyramid



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Communication Expresses...



- What the child is experiencing
- What it is like to be in that child's body
- What it is like to be in that child's world

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Dimensions of Communication

- Every communicative behavior can be described by the *form* and *function*.
 - *Form*: The behavior used to communicate
 - *Function*: The reason or purpose of the communicative behavior

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Infants Communicate in Many Ways

- Gaze aversion (looking away)
- Yawning
- Expressions
 - Pushing out of the lips
 - Wrinkling the brow
 - Lip grimace; lip compression
 - Smiling
 - Tongue show
 - Brow raising
 - Dull look
- Vocalization
 - Giggling
 - Crying
 - Squealing

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Infants Communicate in Many Ways

- Movements
 - Pulling away
 - Joining of hands
 - Arching back, stiffening
 - Clinging posture
 - Lowering the head
 - Hand to eye
 - Hand to ear
 - Hand to mouth
 - Hand to stomach
 - Reaching for caregiver

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Children Communicate in Many Ways

- Forms of communication
 - Words
 - Sentences
 - Eye gaze
 - Pulling adult
 - Crying
 - Biting
 - Tantrums
 - ?

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Children Communicate a Variety of Messages

- Functions of communication
 - Request object, activity, person
 - Escape demands
 - Escape activity
 - Escape a person
 - Request help
 - Request social interaction
 - Comment
 - Request information
 - Request sensory stimulation
 - Escape sensory stimulation
 - ?

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Expression of Emotion



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- Intensity
- Frequency
- Duration

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**Questions to Ask About
the Meaning of the Behavior**

What is the child experiencing?

What is the child's perspective on the situation?

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Structured Field Experience #1 : *Observation Assignment*

- Observe a child for 30 minutes
- Complete *Session 3 Handout 3: Observations, Interpretations, and Questions* (30 minutes)
- Be sure to keep the child's identity confidential
- Record the child's age

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Major Messages from Session 3

- Being observant and sensitive to the ways young children communicate contributes to creating nurturing and responsive relationships (the base of the Pyramid Model) and high quality supportive environments (the second level of the Pyramid Model).
- Regularly reflecting on the meaning of behavior helps us better understand young children and their needs.
- Keep in mind that what we observe is only "the tip of the iceberg."

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Major Messages from Session 3

- All behavior is communicated in a form and serves a function.
- It is important to be aware of our observations, our interpretations, and our questions concerning behavior.
- This type of careful observation and reflection takes practice!

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