


# Handout 4.1: PowerPoint Presentation Slides

**Foundations of the CSEFEL Pyramid Model** **4**



**Session 4:  
Designing and  
Assessing  
Environments**

Massachusetts  
CSEFEL Pyramid Model  
Partnership  
Promoting Social Emotional Competence in Massachusetts' Young Children

Connected Beginnings  
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## Session 4 Agenda

- I. Introduction to Session 4
- II. CSEFEL Pyramid Model
- III. Designing the Physical Environment
- IV. Schedules, Routines and Transitions
- V. Giving Directions and Teaching Classroom Rules
- VI. Wrap Up and Evaluation

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## Session 4 Learning Objectives

- Participants will understand how environments affect children's behavior.
- Participants will be able to design an environment that supports appropriate behavior and social skills.
- Participants will know the criteria for a well designed, responsive infant/toddler environment.
- Participants will be able to articulate the importance of schedule, routines, and transitions in promoting child social engagement and preventing challenging behavior.
- Participants will be able to describe responsive infant/toddler routines that support the social emotional development of each child.

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## CSEFEL Pyramid Model

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## Classroom Arrangement and Design: Traffic Patterns

- Minimize large open spaces
- Minimize obstacles and other hazards
- Consider the needs of children with physical and sensory disabilities

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## Classroom Arrangement and Design: Learning Centers

- Physical Design
  - Clear boundaries
  - Visibility
  - Visual prompts when centers are not an option
  - Adequate number of centers
  - Size and location of centers
  - Number of children in centers
  - Organization of materials
  - Preparation of centers

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## Create Meaningful and Engaging Learning Areas

- Stand in center of the room
  - Is there a clear entry to each center?
  - Is each center inviting?
  - Are there enough materials (3 units of play per child allowed in center)?
  - Is there a system in place for entering and exiting centers?
  - Are centers and materials/shelves labeled?
  - Is there a rotation of materials?
  - Are materials highly engaging?
  - Are the activities relevant to children's needs, interests and lives?



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## Physical Environment:

Discuss these two writing centers.



Strengths?  
Concerns?

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## How Can This Circle Area Be Improved?



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## Responsive Environments

Caregivers are the ones responsible for setting up the physical space, choosing activities and play things and engaging in the interactions that make up the learning experiences for infants and toddlers.

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## A Well Designed Infant-Toddler Environment

- Supports the social emotional needs of infants and toddlers as well as their language, cognitive, and motor development
- Encourages responsive care from adults
- Supports peer relationships
- Is developmentally appropriate
  - Age appropriate
  - Individually appropriate
  - Culturally appropriate

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## Environments *Grossmont College Child Development Center*



Courtesy of Harvest Resources

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**Environments**  
*World Bank Children's Center*



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**Environments**  
*New Hampshire Technical Child Development Center*



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**Environments**  
*World Bank Children's Center*



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# Handout 4.1: PowerPoint Presentation Slides

***Infant and Toddler  
Environments Planning  
Document***

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**How Schedules and Routines  
Support Social Emotional Development**

- They are an important part of each day
- They meet children’s basic needs
- They provide opportunities for learning and development
- They help develop a sense of security and control
- They provide predictability
- They support competence and confidence

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**Schedules and Routines**

- Develop a schedule that promotes child engagement and success.
  - Balance activities:
    - Active and quiet
    - Small group and large group
    - Teacher-directed and child-directed
  - Teach children the schedule.
  - Establish a routine and follow it consistently.
  - When changes are necessary, prepare children ahead of time.

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### Visual Object Schedule

**Change Diaper**      **Wash**      **Breakfast**      **Music**



Use real objects.

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### Photograph Visual Schedule



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 <p>1. Turn on water.</p>	 <p>2. Wet hands.</p>
 <p>3. Get soap.</p>	 <p>4. Rinse hands.</p>

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**Activity:**  
***Using Visual Schedules***

- You announce that it's time for centers and a girl runs to go out the door yelling "No! Play out!"
  - How can you use your visual schedule to teach?
  - What else might you be able to use to teach?

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**Activity**  
***Using Visual Schedules***

- A new little boy arrives in your classroom and he is very scared. When Mommy says bye, he screams, cries, pulls on her leg, and tries to climb up Mommy's body.
  - How can you use your visual schedule to teach?

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**Transitions**

- Plan for transitions
  - Minimize the number of transitions that children have during the day.
  - Minimize the length of time children spend waiting with nothing to do.
  - Prepare children for transitions by providing a warning.
  - Structure the transitions so that children have something to do while they wait.
  - Teach children the expectations related to transitions.
  - Individualize supports and cues.

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### Transition with Visual and Timer



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### Transition with Visual



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### Giving Directions

- Give directions that are positive.
- Give children the opportunity to respond to a direction.
- When appropriate, give the child choices and options for following directions.
- Follow through with positive acknowledgment of children's behavior.

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### General Guidelines about Rules

- Have a few simple classroom rules.
- Involve the children in developing the rules.
- Post the rules visually.
- Teach the rules systematically.
- Reinforce the rules at high rates initially and at lower rates throughout the year.

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### Involving Children in Developing the Rules

- Have children help generate the rules.
- Name the rule and have a child demonstrate the rule.
- Name the rule and have the children identify the visuals that might go on a poster.
- Have children help decorate a rules poster.

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### Video 1.5: Stop/Go Teaching Rules



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### Structured Field Experience #2

- Select **one** of the CSEFEL assessment tools introduced in Session 4
  - *Infant and Toddler Environments Planning Document* (Session 4 Handout 2)
  - *Infant/Toddler Responsive Routines Inventory* (Session 4 Handout 3)
  - *Designing Supportive Environments* (Session 4 Handout 4)
- Observe a child care setting and respond to the items on the assessment tool (30 minutes).
- Write a very brief report (maximum one page) describing the strengths of the environment observed as well as some suggestions for improvement (30 minutes).
- To receive credit you must hand in the completed assessment tool and the report.

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### Major Messages from Session 4

- The environment includes physical space, furniture arrangement, routines, schedules, transitions and the emotional tone of the space.
- The physical design of the environment can promote child engagement and prevent challenging behaviors.
- Schedules and routines are important to help children anticipate what will happen, which makes them feel more secure.
- Because challenging behaviors occur most often during transitions, they need to be planned so that minimal time is spent in them and that children are engaged.
- A few classroom rules that the children help develop should be intentionally taught and reinforced throughout the day.

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