



Promoting Social Emotional Competence in Massachusetts' Young Children

Ways that Children Communicate their Needs



Learning Objectives

- Participants will be able to describe how understanding the ways that children communicate their needs relates to building positive relationships (base of the Pyramid Model) and supportive environments (second level of the Pyramid Model).
- Participants will identify communicative behaviors in infants, toddlers and young children.
- Participants will describe what is meant by the form, function, intensity, frequency, and duration of behavior.
- Participants will understand the difference between observations and interpretations of behavior.
- Participants will practice recording observations, making interpretations, and forming questions about children's behavior.

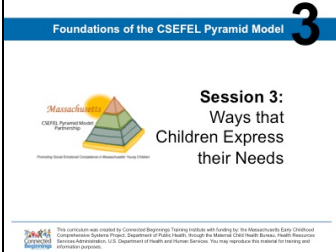
Suggested Agenda

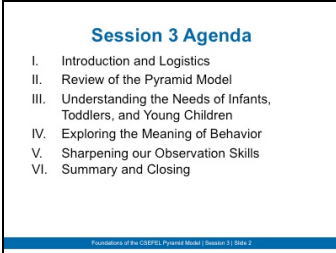
I.	Introduction to Session 3	5 min
II.	Review of the CSEFEL Pyramid Model	5 min
III.	Understanding the Needs of Infants, Toddlers, and Young Children	25 min
IV.	Exploring the Meaning of Behavior	30 min
V.	Sharpening our Observation Skills	40 min
VI.	Structured Field Experience	10 min
VII.	Wrap-Up and Evaluation	5 min
	Total Time	120 Minutes (2 hrs)

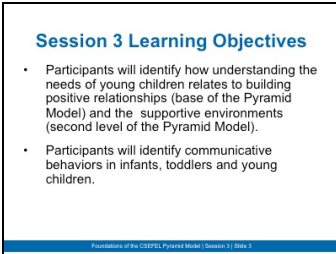
Materials Needed

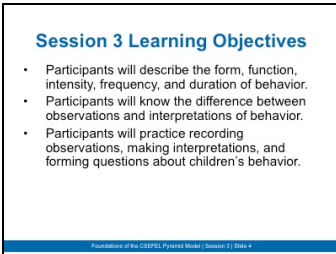
- Session 3 PowerPoint Slides
- Facilitator's Guide
- Flip chart or large paper or white board and markers
- Video Clips
 - 3.1 Observing Michael
 - 3.2 Boy with Truck
- Handouts
 - 3.1 PowerPoint Presentation Slides
 - 3.2 Questions to Ask about the Meaning of Behavior
 - 3.3 Observations, Interpretations, and Questions
 - 3.4 Structured Field Experience #1
 - 3.5 Session 3 Evaluation

Part I: Introduction to Session 3 (5 min)

1. 

2. 

3. 

4. 

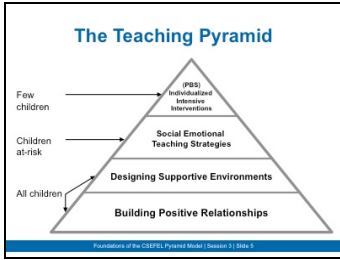
Part II: Review of the Pyramid Model (5 min)

Part I: Introduction to Session 3 (5 min)

- A. Show **Slide 1**. Welcome the group to the third session entitled, *Ways that Children Communicate their Needs*.
- B. Show **Slide 2**. Review the agenda with participants.
- C. Show **Slide 3 & Slide 4**. Review the Learning Objectives with the participants.
- D. Draw participants' attention to the Participant's Materials for Session 3.
- E. Address logistical issues (e.g., breaks, bathrooms, etc.)
- F. Encourage participants to ask questions throughout or describe an alternative way you will be handling questions (e.g. save for specific times during the presentation.)

Part II: Review of the Pyramid Model (5 min)

- A. Show **Slide 5**. Review that Session 2 focused on the importance of relationships, at the base of the Teaching Pyramid. As depicted in the slide positive relationships and the supportive environment are in place to benefit all children.
- B. Point out that in order to build positive relationships and design supportive environments, we must understand the needs of the little ones we serve.



5.

Part III: Understanding the Needs of Infants, Toddlers, and Young Children (25 min)

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

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 6

6.

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

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 7

7.

Infants Communicate in Many Ways

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

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 8

8.

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

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 9

9.

Session 3 is focused on the skills required to understand the needs of infants, toddlers and young children.

Part III: Understanding the Needs of Infants, Toddlers and Young Children (25 min)

- A. Being sensitive to the ways children of all ages communicate is a first step in becoming attuned to their needs.
- B. Show **Slide 6**. Review with participants. One way to frame our thinking about the behavior of infants, toddlers and young children is to think about behavior as being an important form of communication that always has meaning.
- C. Show **Slide 7**. Every communicative behavior can be described by the “form” and “function” of the communication. Review distinctions between form and function from definitions on the slide:
 - a. *Form*: The behavior used to communicate
 - b. *Function*: The reason or purpose for the communicative behavior.
 - c. Invite the group to spend some time thinking about forms of communications observable in early childhood.
- D. Show **Slide 8**, then **Slide 9**. Review with participants the ways that infants and toddlers communicate. Ask if there is anything missing. Point out that these slides list *forms* of behavior – what the child does.

10. **Children Communicate in Many Ways**

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

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 10

11. **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
 - ?

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 11

12. **Expression of Emotion**



- Intensity
- Frequency
- Duration

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 12

- E. Show **Slide 10**. Ask participants what differences might exist in how infants communicate and preschoolers communicate. What are the similarities?
- F. Show **Slide 11**. Review the *functions of communication* (reasons or purpose of communicative behavior) listed on the slide. Ask the group if there are any additional functions of communication that are missing.
- G. Show **Slide 12**. Point out that in addition to observing the form of communication and the interpreted function, other dimensions to consider are the *intensity, frequency* and *duration* of the communicative behavior. Ask participants for their definitions of *intensity, frequency* and *duration* with participants:
- Intensity- strength or power of the behavior
 - Frequency- how often the behavior occurs
 - Duration- how long does the behavior last

Write definitions on the large paper.

- H. Point out that these dimensions often cue us to take note of behavior that might be typical for the child's developmental stage – but it is the intensity, frequency, or duration that can make it confusing, worrisome, or challenging to caregivers.

Examples:

- A 3-year-old refusing lunch one day would be looked at differently than if that child refused lunch several days in a row (frequency).
 - A 4-month-old who usually cries each morning for a period of 5 minutes before falling asleep, cries for an hour and does not settle to sleep (duration).
 - A 2-year-old throws herself down on the floor when she sees a child holding a toy that she wants, but then jumps to her feet screaming, runs to the child with the toy and smacks the child (intensity)
- I. Ask the group to picture an iceberg. (You can draw a wide-based triangle shape on a large piece of paper. Then draw a horizontal line intersecting the triangle near the top.) Ask the group to focus on the “tip of the iceberg,” the part visible above the water.

Point out that the tip represents the communicative behavior we can observe (the form.)

Part IV: Exploring the Meaning of Behavior (30 min)



13.



(Video Clip 3.1)

Questions to Ask About the Meaning of the Behavior

What is the child experiencing?

What is the child's perspective on the situation?

14.

What lies beneath represents what is going on “behind the scenes” within the child: what they are trying to communicate, what needs they are trying to have met (the function).

- J. Point out that through observation and reflecting on the underlying, “behind the scenes” meanings of children’s behavior, we can begin to figure out what children are trying to tell us, the communicative intent of their behavior.

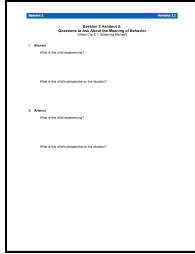
Part IV: Exploring the Meaning of Behavior (30 min)

- A. **Activity:** Show **Slide 13**. Introduce the activity as designed to explore the meaning of behavior.

Explain to the group that they will be watching a short clip from a classroom three times.

Instruct the group to use the first viewing in order to take in as much information as possible.

- B. Show **video clip 3.1** for the first time.
- C. Ask the group for initial impressions of the vignette. Point out the children’s names for the next part of the exercise (The boy across from the teacher is named Michael. The little girl seated to the left of the teacher is Arianna.)
- D. Inform the group that we will now be focusing on each child separately, while asking ourselves some specific questions.
- E. Show **Slide 14**. Review **Handout 3.2: “Questions to Ask About the Meaning of Behavior.”** Review the questions on the slide and handout:
 - What is the child experiencing?
 - What is the child’s perspective on the situation?
- F. Instruct the group to consider these questions while focusing their attention on Michael.
- G. Show **video 3.1** for the second time.
- H. Ask the group to record their responses to the questions about Michael on the handout.



(Handout 3.2)

Part V: Sharpening our Observation Skills (40 min)



15.



(Video Clip 3.2)

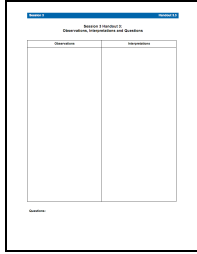
- I. Instruct the group to consider the same questions while focusing this time on Arianna.
- J. Show **video 3.1** for the third time.
- K. Ask the group to record their responses to the questions about Arianna on the handout.
- L. Ask for volunteers to share responses to each of the questions for both children. You may want to record these responses on large paper.
- M. Point out that what was just shared were **observations** (what we saw happen; the *form* of the behavior; the “tip of the iceberg”) and **interpretations** (what we thought might be the *meaning* of the behavior; our hypotheses about the *function* of the behavior, thoughts on what the “base of the iceberg” might be).

Keep in mind that it is important to make observations and interpretations – but we must always be clear about which is which. One reason is that interpretations can vary widely from one individual to another.

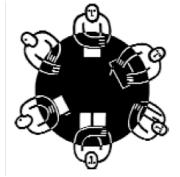
Part V: Sharpening Our Observational Skills (40 min)

- A. **Activity:** Show **Slide 15**. Introduce an activity designed to sharpen our observation skills. Inform the group that we will be viewing a new video clip of some preschoolers in a classroom. This time we will view the video two times.

Ask participants to use the first viewing of the video in order to take in as much as possible.
- B. Show **video 3.2** for the first time.
- C. Ask if someone can share an observation from the clip. This is your opportunity to make sure the session participants understand the difference between an observation and interpretation. Provide guidance as needed.
- D. Ask if someone could share an interpretation of what was seen in the video. Again, provide guidance as needed before moving on to the next part of the activity.



(Handout 3.3)



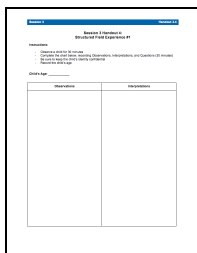
Part VI: Structured Field Experience (10 min)

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

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 16

16.



(Handout 3.4)

- E. Review **Handout 3.3: Observations, Interpretations, and Questions**. Ask the group to use the handout to record their observations, interpretations and questions in response to the next viewing of the video. Use the responses from the first part of the activity as an example of how to use the handout.
- F. Show **video 3.2** for the second time.
- G. Allow participants 3-5 additional minutes after the video to fill out their worksheets as needed.
- H. Split groups into small groups (3-5 individuals each). Ask the small groups to allow each member to share some of his/her observations, interpretations, and questions. Ask the groups to then discuss how these responses were different and similar to one another.
- I. Reconvene the participants into a large group. Ask if there were any surprises in sharing their responses with one another. Ask for examples. Answer any questions the group may have.

Part VI: Structured Field Experience (10 min)

- A. Show **Slide 16**. Draw the group's attention to **Handout 3.4: Structured Field Experience #1**. Review the assignment with the group and remind them that this is the first of three assignments. Make sure the group knows the assignment will be due at the next session and is a requirement of the participation.
- B. Answer questions from the group.

Part VI: Wrap-Up and Evaluation (5 min)

17.

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."

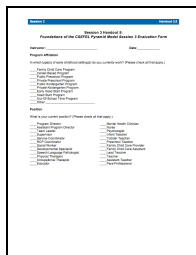
Foundations of the CSEFEL Pyramid Model / Session 3 / Slide 17

18.

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!

Foundations of the CSEFEL Pyramid Model / Session 3 / Slide 18



Part VII: Wrap-Up and Evaluation (5 min)

A. Show **Slide 17**. Review the Major Messages. Show **Slide 18**. Ask participants if they have others to add.


- 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 to better understand young children and their needs.
- Keep in mind that what we observe is only the "tip of the iceberg."
- All behavior is communicated in a *form* and serves a *function*.
- It is important to be aware of and to keep in mind, the differences between our observations, our interpretations, and our questions or hypotheses about children's behavior.
- Careful observation, reflection and making meaning of children's behavior takes practice!

B. Thank participants for their attention and participation.

C. Ask participants to complete the **Handout 3.5: Session 3 Evaluation Form**.

Handout 3.1: PowerPoint Presentation Slides

Foundations of the CSEFEL Pyramid Model **3**



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

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

Connected Beginnings
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

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 2

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.

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 3

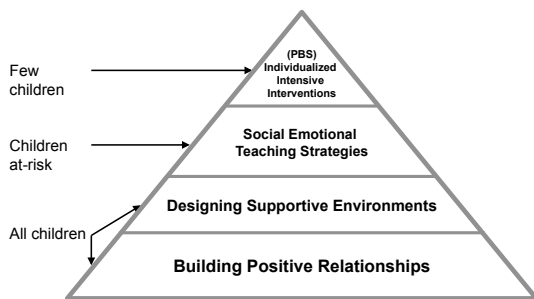
Handout 3.1: PowerPoint Presentation Slides

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.

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 4

The Teaching Pyramid



Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 5

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

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 6

Handout 3.1: PowerPoint Presentation Slides

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

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 7

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

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 8

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

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 9

Handout 3.1: PowerPoint Presentation Slides

Children Communicate in Many Ways

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

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 10

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
 - ?

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 11

Expression of Emotion



istockphoto.com/Rebecca Ellis

- Intensity
- Frequency
- Duration

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 12

Handout 3.1: PowerPoint Presentation Slides



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

What is the child experiencing?

What is the child's perspective on the situation?

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 14



Handout 3.1: PowerPoint Presentation Slides

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

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 16

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."

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 17

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!

Foundations of the CSEFEL Pyramid Model | Session 3 | Slide 18

Handout 3.2:
Questions to Ask About the Meaning of Behavior
(Video Clip 3.1; Observing Michael)

I. Michael

What is this child experiencing?

What is this child's perspective on the situation?

II. Arianna

What is this child experiencing?

What is this child's perspective on the situation?

**Handout 3.3:
Observations, Interpretations and Questions**

Observations	Interpretations

Questions:

Handout 3.4: Structured Field Experience #1

Instructions:

- Observe a child for 30 minutes
- Complete the chart below, recording Observations, Interpretations, and Questions (30 minutes)
- Be sure to keep the child's identity confidential
- Record the child's age

Child's Age: _____

Observations	Interpretations

Observations	Interpretations

Questions:

Handout 3.5: Session 3 Evaluation Form

Instructor: _____

Date: _____

Program Affiliation

In which type(s) of early childhood setting(s) do you currently work? (Please check all that apply.)

- Family Child Care Program
- Center-Based Program
- Public Preschool Program
- Private Preschool Program
- Public Kindergarten Program
- Private Kindergarten Program
- Early Head Start Program
- Head Start Program
- Out-Of-School Time Program
- Other _____

Position

What is your current position? (Please check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Program Director | <input type="checkbox"/> Mental Health Clinician |
| <input type="checkbox"/> Assistant Program Director | <input type="checkbox"/> Nurse |
| <input type="checkbox"/> Team Leader | <input type="checkbox"/> Psychologist |
| <input type="checkbox"/> Supervisor | <input type="checkbox"/> Infant Teacher |
| <input type="checkbox"/> Service Coordinator | <input type="checkbox"/> Toddler Teacher |
| <input type="checkbox"/> RCP Coordinator | <input type="checkbox"/> Preschool Teacher |
| <input type="checkbox"/> Social Worker | <input type="checkbox"/> Family Child Care Provider |
| <input type="checkbox"/> Developmental Specialist | <input type="checkbox"/> Family Child Care Assistant |
| <input type="checkbox"/> Speech Language Pathologist | <input type="checkbox"/> Lead Teacher |
| <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Occupational Therapist | <input type="checkbox"/> Assistant Teacher |
| <input type="checkbox"/> Educator | <input type="checkbox"/> Para-Professional |

Measuring Learning Outcomes

Below are the learning outcomes for this session. Please read each learning outcome below. Then **place an X in the box** that you feel best describes how well the learning outcomes (what you have learned or what will change as a result of your experience in this training session) have been met. **Please choose ONE answer (only put one X) for each learning outcome/row.**

Learning Outcomes	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Session 3				
I am able to describe how understanding the ways that children communicate their needs relates to building positive relationships (base of the Pyramid Model) and supportive environments (second level of the Pyramid Model).				
I am able to identify communicative behaviors in infants, toddlers and young children.				
I can describe what is meant by the form, function, intensity, frequency, and duration of behavior.				
I understand the difference between observations and interpretations of behavior.				
I gained practice in recording observations, making interpretations, and forming questions about children’s behavior.				

Please respond to the following questions regarding this training session:

The best features of this training session were:

Suggestions for improvement:

Other comments and reactions I wish to offer (please use the back of this form for extra space):