Package Three: Supporting Children's Social and Emotional Development Package

Duration 10 hours

Objectives:

- To acquire a knowledge and understanding of strategies to support children's social inclusion in an early learning and care setting.

- To acquire a knowledge and understanding of strategies to support children's emotional development.

- To develop an understanding of behaviour in terms of communication.

- To acquire a knowledge and understanding of a range of strategies to support children's positive behaviour

Summary of Content

The role of positive interactions in contributing to children's overall development will be discussed (Melhuish 2015; Melhuish et al. 2015). The central importance of promoting children's social and emotional development will be explored and strategies to enable children to be involved with, and interact with their peers such as group-play activities; games; free-play; a lunch buddy system suggested (European Agency for Special Needs and Inclusive Education (EASNIE), 2007b). The significance of encouraging children to respect differences in the peer-group will be explored and strategies to promote and develop positive behaviour will be considered (Department of Children and Youth Affairs (DCYA) 2016; LINC Consortium, 2016-2020). Behaviour will be conceptualised in terms of communication and the consequences for adopting this perspective in early learning and care (ELC) settings discussed (Ring 2018). A focus will be maintained on encouraging early years educators to avoid the use of the 'b' word and instead to view behaviour in terms of communication. Prevention of behaviour perceived to be 'challenging' will be discussed in terms of changing the ELC physical environment to accommodate the observed needs of all children [See photograph above from Ring (2010) in relation to creating a well-structured, predictable physical environment]; ensuring a range of attractive and stimulating materials are available and accessible to all children; developing routines and schedules; managing transitions appropriately; using peers to model appropriate social behaviour; directly teaching social and emotional skills in play-based enjoyable and

motivational contexts and understanding sensory processing differences children may have (Brillante 2017; Ayres 2005; Isbell and Isbell 2008). The positive benefits of teaching children how to problem solve, negotiate and resolve conflicts will be considered and case-studies discussed (Brilliante 2017). The importance of developing rules in consultation with the children in a positive format with an associated visual prompt (e.g. 'we are good listeners rather than 'No talking') with children, displaying them prominently with visual cues and allowing children to practice the rules in context will be highlighted. Strategies for the functional analysis of behaviour will also be provided (Alberto and Troutman 2013).

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