

Welcome
We are glad you are here!
We will get started in just a minute



**Understanding Emotions and Behavior of
Infants and Toddlers**
Part I: Why Do They Do that?
Infants, Toddlers and Intentionality



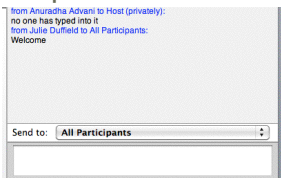
Linda Brault
Project Director
Beginning Together
Map to Inclusion & Belonging
CA CSEFEL Teaching Pyramid
Center for Child & Family
Studies



Welcome
Practice using the chat area

Please type in an introduction with your name and location.

Sent to: All Participants



Time to pause and reflect

Quick Write:

During a quick write feedback, questions and comments are welcomed in the text chat area.



→ Type in the chat area.



Introduction



Linda Brault
Project Director
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Map to Inclusion & Belonging
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Poll



Please choose the category below that best fits your current role:

- Administrator/Director
- Infant/Toddler Teacher
- Trainer/Educator
- College Student
- Other



Why Do They Do That?

Have you ever heard (or said) the following?

He's Doing That On Purpose!
She Just Wants My Attention!
He's Trying to Manipulate Me!
He Knows Better!

Perhaps the child has other reasons...



Behavior Is Always a Hot Topic

Parents want to talk
about it
Infant Care Teachers
want to talk about it

But what behavior are
they wanting to
discuss?



What Is Social-Emotional Development?

The developmentally and
culturally appropriate ability to:

- ❖ Experience, express,
and manage emotions
- ❖ Establish positive and
rewarding relationships
with others

California Infant/Toddler Learning
and Development
Foundations
2009



Behavior Expresses...

What the infant or toddler is experiencing

What it is like to be in that child's body

What it is like to be in that child's world



Behavior = Communication Behavior Has Meaning



Babies communicate through behavior from birth
Behavior continues to communicate a message when a child does not have language

Even when a child has language, behavior still communicates



Intention of Behavior

- Adults often assign intention to behaviors of infants and toddlers, and the intention is typically from an adult perspective
- Understanding the intention from the child's perspective can change the way we react to behavior
- "Getting Attention" is a good place to start



Behavior for Attention

Many adults feel that children are constantly seeking attention

Often they are!



To Understand Attention...



We must start at the beginning...

Humans are dependent on adults for an exceptionally long time compared to other mammals

Newborn brains are less than 30% of adult size

Other mammals have brains at 40% or more size



Why So Dependent At Birth?

"Maybe human newborns are adapted to soaking up all this cultural stuff and maybe being born earlier lets you do this. Maybe being born earlier is better if you're a cultural animal."

Karen Rosenberg, Paleoanthropologist



Social Interaction Plays a Key Role in How Infants Learn

"Babies are very sophisticated language learners who use every clue provided to learn — the sounds they hear, their statistical distribution and the social clues provided by speakers — to crack code. The babies were mesmerized by the sight and sound of the foreign language speakers. You could see their little brains absorbing the information."

Dr. Patricia Kuhl



It's All About Relationships!

Albert Einstein said that children need to know:
Is this a friendly universe?

Young children are totally dependent on adults to meet every basic need they have

They are vulnerable. They are also competent to communicate their needs, if we observe them
Infants and toddlers need to know that adults are on their side, that adults are dependable

Trust and security come first

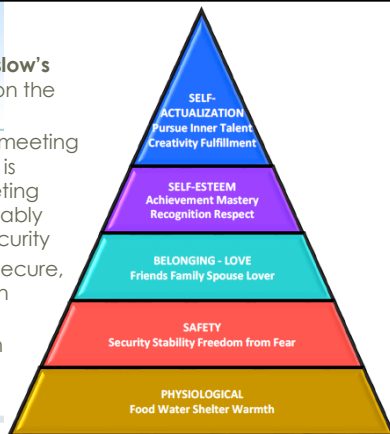


Each section of **Maslow's Hierarchy** builds upon the previous section

For young children, meeting physiological needs is important, and meeting those needs predictably builds safety and security

Once children feel secure, they find connection and belonging

From there they can learn & grow



Continued Learning About the Brain

Early studies showed the importance of contact and connection

With orphanages that provided care but not interaction, the differences were also apparent



The Developing Brain – Essential Needs

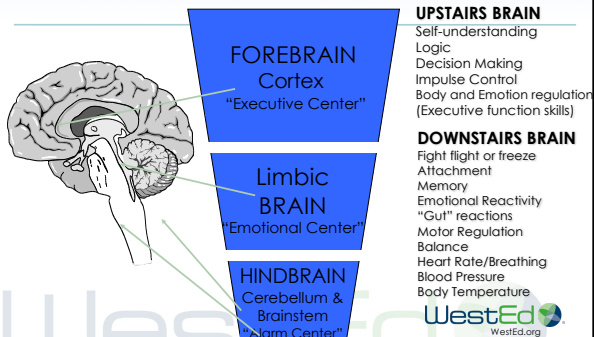
Healthy Relationships - early relationships are vital to brain development because they help wire the brain to trust others, to love, and to feel safe and secure.

Positive Experiences - new brain connections are formed and modified through verbal and physical interactions

Consistent and Secure Environment - the brain develops gradually in response to experience and to the environment



Hierarchy of Brain Development



Getting Your Attention is Their Job!

Adults' time and attention are very important to children
Attention and interaction are how children learn
They are building their brains...making neuronal connections
They need relationships to learn language, develop other skills, and grow



Attention: What Do They Really Want?

Connection

- Quest for security
- Attachment

Interaction

- Social beings
- Building brains

Help

- To do something, get something, initiate play, be successful
- And sometimes: Look At Me!!!



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Scenario 1

Arkira and Luis are playing in the "Dump & Fill" center. Luis begins screeching and looking at the teacher. The teacher notices that Arkira has the big bowl by her side, away from Luis.

Luis wants attention...But attention for what?

- Connection?
- Interaction?
- Help?

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→ Take the Poll

Scenario 2

Michael and Arianna are sitting at the dramatic play table with their teacher, Ms. Mae. Ms. Mae looks over at another area. Michael hits at toy plate and knocks it off table. He reaches for pretend food on teacher's plate. Arianna reaches for the food and Michael quickly gets it. Arianna fusses when Michael and she are both reaching for the pretend food. Right after Michael got the food, he bit it. In a few seconds, he threw it between Arianna and the teacher who was now talking with the children in the other area.

Michael: Attention for what?



Quick Write



What do you think of this new way to understand attention?



→ Type in the chat area.



Intention From A Child's Point Of View

Children are driven by their desires, curiosity, impulses, and needs
They are full of big ideas that they can't yet explain
Their understanding of danger or cause and effect is not yet developed
They do things "on purpose", but the purpose is for their learning or expression, not to annoy the adult
They learn through their interactions with people and the world!



Budding Scientists

What if you thought of behavior as a child's attempt to:

- Explore
- Discover
- Express
- Test
- Research



The following slides are from the Beginning Together Graduate Conference by Janis Keyser, 2006



What Are They Trying To Learn or Accomplish?



Behind every behavior a child does is a good idea or a healthy impulse

From Beginning Together Graduate Conference
Janis Keyser, 2006



Honoring the Child's Intention

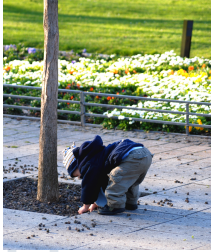
When we can figure out what a child is trying to do or learn we can respond in ways that help children adopt more positive behaviors



From Beginning Together Graduate Conference
Janis Keyser, 2006



Assuming Good Intentions



It is easy to project adult intentions onto children

"Why is he making such a mess in the planter?"

"He is just doing that so I have to pick them all up."

He is thinking "These rocks are fun to touch. They are easy to move. I can move lots of them!"



Scenario 3

Toby is crying on floor. Mother moves out of his sight (from kitchen to laundry room). Toby whimpers and walks to the doorway where mother is standing. He then drops to the ground and starts crying and rolling on ground. Mother silently moves back to the kitchen (out of sight) again. Toby stops crying, walks to the doorway where mother is standing. Drops to the ground, starts crying and rolling back and forth.

This continues back and forth at least seven times.





→ Type in the chat area.

What Might Be His Intention?

This is a case where the first response by the parent is "He's trying to manipulate me. He can stop crying and is only doing it to get what he wants."

But what might he want? And how else would he be able to get it?

Can we imagine this scenario from Toby's perspective?



Resources

A couple of articles are available for downloading. These articles were originally written for parents, and contain helpful information

- Understanding Your Child's Behavior: Reading Your Child's Cues from Birth to 2
- Make the Most of Playtime



Quick Write

Reflect

What is one thing you heard today that you will apply to your work?



→ Type in the chat area.



Thank You!

For more information, email
lbrault@wested.org.



Following this Webinar:

- Evaluation Survey
Your input is very important to us. You will receive an email to complete your webinar evaluation survey.
- This webinar will be archived on:
https://www.pitc.org/pub/pitc_docs/webinars.html



Next Webinar from this Series:

PART II: Understanding Traumatic Stress in Infants and Toddlers

Thursday, March 16, 2017
11:00 am - 12:30 pm PST

