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| **The Right Stuff****Resources to Help Realize the** **Promise of Each Vermont Child**Colorful star |  |
| **Issue No. 3 November 2016** **Featured Domain of the Vermont Early Learning Standards:**  **Social and Emotional Learning and Development** **Elements of this Domain*** **Emotion and Self-Regulation:** Children express a range of emotions, and regulate their emotional and social responses
* **Self-Awareness:** Children demonstrate awareness of personal characteristics, skills and abilities
* **Relationships with Adults and Peers:** Children develop healthy positive relationships with adults and peers

**How to Play with Babies (birth – 18 months)**For babies, play is not just about toys, it’s about back-and-forth interactions. Anything from singing a song to your baby as you change a diaper to cooing and smiling back and forth with him as he sits in your lap can be fun for him. Try these fun ways to play with a baby. [**https://www.zerotothree.org/resources/1080-how-to-play-with-babies**](https://www.zerotothree.org/resources/1080-how-to-play-with-babies)**Social Games (birth – 18 months)**When infants begin showing interest in their parents and other adults, the time is right to play social games. Social games are back-and-forth, your-turn/my-turn infant-adult play accompanied by short rhymes or songs that engage infants in playful interactions. Some of the results of playing social games with your child are active child participation, lots of playful bouts of back-and-forth communication, and bunches of smiles and laughter. Go to this URL to watch a video, learn about evidence-based practices, discover more resources, and more. [**http://ectacenter.org/~pdfs/decrp/PG\_Int\_SocialGames\_print.pdf**](http://ectacenter.org/~pdfs/decrp/PG_Int_SocialGames_print.pdf)**Let’s Play Together (9-36 months)**A child's social emotional development happens during interactions with adults. These behaviors include an infant smiling in response to a parent's voice or cooing in response to a grandmother rocking him in the chair. Toddlers use social behaviors such as saying “my turn” during a play activity; or laughing and saying "again" during an activity. . Go to this URL to watch a video, learn about evidence-based practices, discover more resources, and more. [**http://ectacenter.org/~pdfs/decrp/PG\_Int\_SocEmCompetence\_parents\_print.pdf**](http://ectacenter.org/~pdfs/decrp/PG_Int_SocEmCompetence_parents_print.pdf)**Providing Feedback (4-5)**Teacher feedback can help children’s learning and encourage effort. This suite of resources (video, tips for teacher, tips for supporting dual language learners, tips for supervisors, helpful resources) offers insights for how to provide feedback to children that supports them. [**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/engage/iss/provide-feedback.html**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/engage/iss/provide-feedback.html)**Peer Interaction (3-5)**Peer interaction is important to children’s learning and development. Children learn new skills by observing and interacting with other children during everyday classroom activities and routines. By paying close attention and responding to what children are doing while playing and interacting with others, adults can support and enhance their interactions. Go to this URL to watch a video, learn about evidence-based practices, discover more resources, and more. [**http://ectacenter.org/~pdfs/decrp/PG\_Int\_PeerInteraction\_print.pdf**](http://ectacenter.org/~pdfs/decrp/PG_Int_PeerInteraction_print.pdf)**Teaching Children to Check Their Own Behavior (3-9)****This web article highlights effective approaches for building self-regulation through interactive modeling.**[**https://www.responsiveclassroom.org/teaching-children-to-check-their-own-behavior/**](https://www.responsiveclassroom.org/teaching-children-to-check-their-own-behavior/)[**Family Routine Based Support Guides**](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool_fam_routine_guide_infants.pdf) **(4-8)**This guide was developed to assist family members and caregivers in building positive interactions with young children as well as in developing supportive plans. It offers insights for how to support positive interactions through the routines of each day.[**http://challengingbehavior.fmhi.usf.edu/do/resources/tools.htm**](http://challengingbehavior.fmhi.usf.edu/do/resources/tools.htm)**Social Emotional Teaching Strategies (3-6)**This evidence-based set of resources offers competencies and strategies for promoting seven social-emotional teaching strategies that range from **building relationships and social interactions with peers to engagement, persistence, and responsible conduct. Strategies for supporting dual language learners and engaging families are included.**[**http://www.tkcalifornia.org/teaching-tools/social-emotional/teaching-strategies/**](http://www.tkcalifornia.org/teaching-tools/social-emotional/teaching-strategies/)**Classroom Routine Support Guide (K - 2nd Grade)**The Classroom Routine Support Guide was developed to assist teachers in problem-solving to support young children who may have challenging behavior. The guide is organized into the routines/activities that would typically occur in an early childhood classrooms. There are four columns that list what a child might be doing, how to prevent the behavior, what to do if behavior occurs and new skills to teach the child. This resource offers evidence-based strategies for interactions that support early elementary children who may need support in the social-emotional domain.[**http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool\_class\_routine\_guide\_early\_ele.pdf**](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool_class_routine_guide_early_ele.pdf)**In Brief: The Science of Neglect (birth - 9)** Extensive research shows significant neglect can cause more harm to a young child’s development than overt physical abuse, including cognitive delays, impairments in executive functioning, and disruptions of the body’s stress response. This video explains why deprivation and lack of interaction are so harmful in the earliest years of life and why effective interventions can pay significant dividends in better long-term outcomes in learning, health, and parenting.[**http://developingchild.harvard.edu/resources/multimedia/videos/inbrief\_series/inbrief\_neglect/**](http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_neglect/)**Want more information about this domain?** Check out the Vermont Early Learning Standards (VELS) online at [**http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards**](http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards) The Social and Emotional Learning and Development section starts on page 30.Cover of VELS**Want more free resources related to this domain?** An annotated collection of free resources related to social and emotional learning and development is available at [**http://fpg.unc.edu/presentations/vels-institute**](http://fpg.unc.edu/presentations/vels-institute)It includes free evidence sources, print materials, videos, websites and more.  |
| **The Right Stuff** is a free, one-way listserv that is distributed monthly. Each issue features a domain of the Vermont Early Learning Standards (VELS) and resources for supporting the learning and development of young children, birth to Grade 3, in that domain. All resources are evidence-based, readily available and free. All or part of **The Right Stuff** may be freely shared or reproduced. Past issues are available at [**http://fpg.unc.edu/presentations/right-stuff**](http://fpg.unc.edu/presentations/right-stuff) **The Right Stuff** is compiled by Camille Catlett. It is supported by a contract from the Vermont Agency of Education. Funding is provided through the Vermont Race to the Top Early Learning Challenge Grant.To receive your copy of The Right Stuff each month, send an email **with no message** to **subscribe-the\_right\_stuff\_listserv@listserv.unc.edu**To suggest resources, please contact Camille Catlett at **camille.catlett@unc.edu** |