

# Social-Emotional Development and Supporting Interventions in the Home

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## Together We Will...

- Identify why positive social-emotional child outcomes are important for *all* children
- Analyze key constructs related to social-emotional development and learning, particularly from birth to age 3
- Evaluate how select assessment instruments "operationalize" key social-emotional constructs from birth to age 3 and strengths and limitations of existing assessments for informing decisions about social-emotional supports
- Evaluate an approach to early intervention home visiting (EPIC) designed to support caregivers to implement social-emotional practices with their children, which is aligned with the universal and targeted levels of the *Pyramid Model*
- Describe caregiver practices that support early social-emotional development and learning
- Discuss how early intervention leaders and providers can effectively support implementation of EPIC with a focus on coaching social-emotional practices

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## Reflect on the Keynote Address...

- What was familiar or comfortable?
- What aspects were new or unique?
- What new ideas did you take away?
- Questions or parts you are unsure about?



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# What do we mean by social-emotional development and learning and why is it important?

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## Let's Think About It... Building the Foundation for Social-Emotional Learning

- Social-emotional "development"
  - Develop social-emotional competence through observations and experiences, including interactions with others
- Early [nurturing and responsive] relationships create a positive trajectory for future social-emotional learning
- Adverse experiences can negatively affect trajectories
- Born "wired" to learn, but learn through experiences and observations, including interactions with others

Social-emotional learning



(Collaborative for Academic, Social, and Emotional Learning, 2013)

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## When I Hear the Words Social-Emotional...



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Why focus on social-emotional outcomes?



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**Kelsey Cooks Nuggets**



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**Why social-emotional in Part C?  
Three Child Outcomes**

1. Positive social-emotional skills (including social relationships)
2. Acquisition and use of knowledge and skills [including early language/communication (and literacy for preschool)]
3. Use of appropriate behaviors to meet their needs



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## Assessment: Social-Emotional

Birth to age 3

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### Why is social-emotional assessment challenging?

- What child brings to relationship or interaction (e.g., "temperament")
- What observations and experiences child has had to date
- Complex construct changing rapidly during the first 3 years of life
- Perspective of "development" versus learning
- Few instruments or direct behavior observation measures with adequate psychometric integrity, particularly for birth to 3

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### What are options for "Screening"?

- "Formal" screening measures  
(e.g., ASQ, ASQ-SE, TABS 11 to 71mo, BITSEA 12 to 36 mo)
  
- "Informal" screening

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### Recommended Social-Emotional Screening Questions that could be part of Making First Contact

- Does your child enjoy playing simple back-and-forth games such as peek-a-boo with you or other family members?
- Is your child able to calm himself or herself easily when unhappy or upset?
- Does your child follow simple directions or requests during familiar routines and activities?
- Does your child use simple words, sounds, or gestures you understand to let you know when he or she needs or wants something?
- (Ask this question only for children age 24 months and older) Does your child share or play together with siblings or other children?




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### Example Assessment Instruments

- Comprehensive – include social-emotional
  - Norm-referenced (e.g., Battelle Developmental Inventory, Vineland)
    - Direct child assessment
    - Parent/caregiver report
  - Curriculum-linked (e.g., AEPS)
- Targeted
  - Norm-referenced
    - Parent/caregiver report (e.g., ITSEA, SEAM)
  - Curriculum-based measures
    - Individual Growth and Development Indicators (Early Social Indicator)
  - Judgement-based (e.g. Child Outcome Summary- Process)

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### Table Discussions

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**FG**  
**RBI**

H324C020B1  
Florida State University (J. Wark)

**EPIC**  
Embedded Practices and Interventions with Caregivers

R324A13012  
Florida State University (J. Wark, PI),  
University of Florida (P. Snyder, Co-PI),  
University of Illinois Chicago (C. Sabatelli, Co-PI)

**ies** INSTITUTE of EDUCATION SCIENCES  
Institute of Education Sciences National Center for Special Education Research

**Embedded Instruction for Early Learning Tools for Teachers**

R324A07008, R324A5008  
University of Florida (P. Snyder, R. J. Algra, Co-PI, M. Kahan, Co-PI, B. Reichow, Investigator),  
Vanderbilt University (M. Hemmeter, Co-PI)

**Pyramid Model**

R324A07212, R324A12078  
Vanderbilt University (M. Hemmeter, PI),  
University of Florida (P. Snyder, Co-PI, J. Algra, Co-PI),  
University of South Florida (L. Fox, Co-PI)

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## Defining Our Terms

**Competency:**

- A statement about what coaches or providers know and are able to do (i.e., their knowledge and skills).

**Practice:**

- Observable actions or behaviors that demonstrate competencies.

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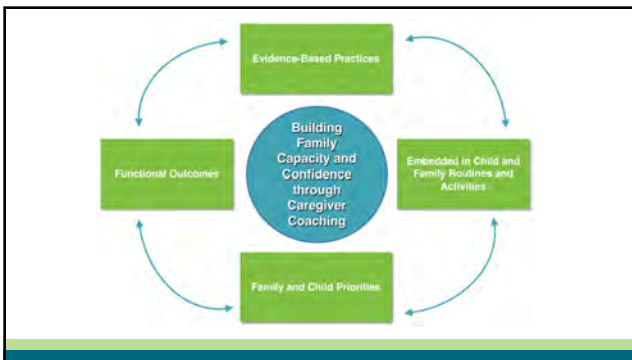
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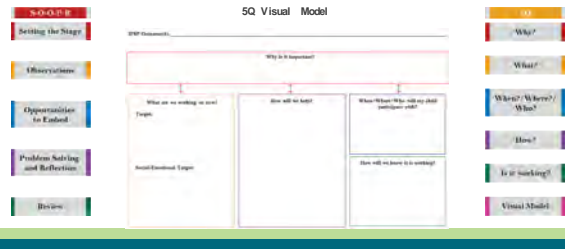
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## What makes it EPIC?

2 components: S-O-O-P-R (Coaching) and 5Q




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## What Is the S-O-O-P-R & 5Q Provider Home Visiting Checklist?

- Observable, measurable, meaningful, and learnable practices
- Appropriate for all disciplines and allows for individualization for families and children
- Guide for competency development
- Feasible as a measurement of fidelity of implementation

Indicator	Yes	No	Not	Not	Not
1. Shares information related to social-emotional development and family interests - connects social-emotional learning targets to functional outcomes and IFSP priorities to increase caregiver knowledge and resources					
2. Provides general and specific feedback on caregiver and child behaviors and interactions - teaches and encourages caregiver to participate (This indicator is repeated multiple times throughout session using both general and specific feedback for child and caregiver)					
3. Problem solves when, where, and how to embed social-emotional targets and strategies in addition to other child and family IFSP outcomes - supports caregiver in the decision making					

Adapted from EmbeddedPracticesandIntervention with Creators (EPIC) IES Research Project Number: R324A0012

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A closer look at a few examples of provider home visiting practices...

Indicator	Yes	No	Not	Not	Not
3. Shares information related to social-emotional development and family interests - connects social-emotional learning targets to functional outcomes and IFSP priorities to increase caregiver knowledge and resources					
7. Provides general and specific feedback on caregiver and child behaviors and interactions - teaches and encourages caregiver to participate (This indicator is repeated multiple times throughout session using both general and specific feedback for child and caregiver)					
9. Problem solves when, where, and how to embed social-emotional targets and strategies in addition to other child and family IFSP outcomes - supports caregiver in the decision making					

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### A Quick View of Each Q

<b>Q1</b> The child and family engage, interact, and explore in a socially	<b>Q2</b> The child and family engage in a range of playful responses (the child, being)	<b>Q3</b> Strategies (the caregiver) of use with the child (in support) playing and	<b>Q4</b> The child and family engage in a range of playful responses (the child, being)	<b>Q5</b> The child and family engage in a range of playful responses (the child, being)
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Adapted from Embedded Practices and Interventions with Caregivers (EPIC) (ES&M Research Project Number: R34AG001)

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### Caregiving Routine Examples

<b>Mealtime</b>	<ul style="list-style-type: none"> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> </ul>
<b>Diapering</b>	<ul style="list-style-type: none"> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> </ul>
<b>Bedtime</b>	<ul style="list-style-type: none"> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> </ul>

The examples are not an exhaustive or preferred list of routines or activities within routines. Family and child preferences, interests and priorities should guide the selection of routines and activities.

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### Play Routine Examples

<b>Reading</b>	<ul style="list-style-type: none"> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> </ul>
<b>Block Play</b>	<ul style="list-style-type: none"> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> </ul>
<b>Toy Play</b>	<ul style="list-style-type: none"> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> <li>Engaging in conversation</li> </ul>

The examples are not an exhaustive or preferred list of routines or activities within routines. Family and child preferences, interests and priorities should guide the selection of routines and activities.

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### Chores/Community Routine Examples

Activity	Description
Meal Prep	Get food from grocery store Wash and chop food Prep dinner table
Household	Wash dishes Vacuuming Mopping
Laundry	Wash and dry clothes Fold and put away Put in hamper
General Clean	Washing and vacuuming floor Dusting high top areas Washing windows
Personal Appearance	Washing and brushing hair Brushing teeth Washing face
Self-Maintenance	Get haircut Wash and condition hair



\*The examples are not an exhaustive or preferred list of routines or activities within routine. Family and child preferences, interests and priorities should guide the selection of routines and activities.

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### Pre-Academic/Literacy Routine Examples

Activity	Description
Reading/Book	Reading and learning activities Singing songs
Language/Literacy/Number	Using objects to learn with counting and color games
Writing/Spelling	Using objects to learn with writing and coloring



\*The examples are not an exhaustive or preferred list of routines or activities within routine. Family and child preferences, interests and priorities should guide the selection of routines and activities.

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### Caregiver Social-Emotional Practices



Adapted from Embedded Instruction for Early Learning (ES Research Project No. R3241507)

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## Social, Emotional, and Communication Practices Aligned with the Pyramid Model

<b>High Quality Environments</b>
1. Position or arrange the instruction partner and materials to encourage the child to interact and communicate (for example, sit on the floor eye to eye, place preferred toys or high level of reach, give similar picture of person at the child's eye level)
<b>Nurturing and Responsive Relationships</b>
2. Encourage and respond to the child's communication and interaction attempts by modeling, imitating, using "wait time," and/or expanding on what the child says or does
<b>Targeted Strategies to Support Interaction and Communication</b>
1. Comment on a child's behavior and facial expressions using child-friendly words (for example, happy, sad, mad) and ask the child questions about his or her feelings
2. Help the child learn new words, phrases, or gestures by providing the child with extra cues. Give the child a cue by providing with a minimally invasive prompt first that allows the child to respond and increasing the clarity of the prompt until the child demonstrates the word, phrase, or gesture
<b>Intensive Social-Emotional Strategies and Supports (for other children)</b>
3. Develop and implement an individualized, written plan for a child who has difficulty with behavioral skills, routines, activities, or attention. The plan should include strategies caregivers can use to prevent and respond to the behavior and teach the child replacement skills

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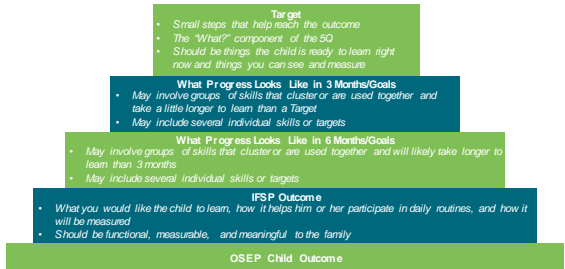
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## Getting from Child Outcomes to Child Targets



Adapted from Embedded Instruction for Early Learning/IES Research Project No. R324A15071

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## Getting from Child Outcomes to Child Targets



Adapted from Embedded Instruction for Early Learning/IES Research Project No. R324A15071

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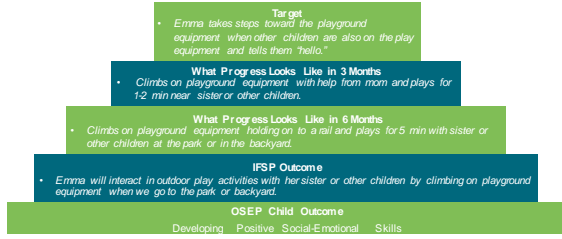
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### Getting from Child Outcomes to Child Targets



Adapted from Embedded Instruction for Early Learning (IES Research Project No. R324A1507)

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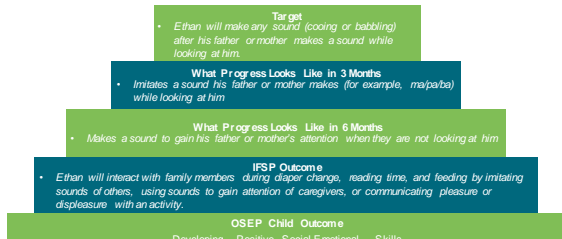
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### Getting from Child Outcomes to Child Targets



Adapted from Embedded Instruction for Early Learning (IES Research Project No. R324A1507)

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### Practice with Alex and Mom




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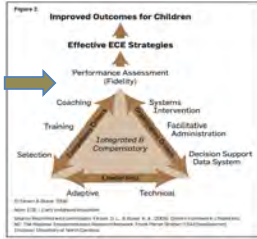
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### Active Implementation Framework

Professional Development Competency "Driver"




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### Key Attributes of Effective Coaches

- Relational (e.g., empathy, respect, trust, presence, and availability)
- Communication (e.g., questioning, reformulating, encouraging reflection, providing feedback, "confronting")
- Facilitate implementation and results (e.g., establishing an action plan, assessing and supporting implementation, identifying facilitators and obstacles)

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### Coaching Caregivers to Embed Social-Emotional Outcomes




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## Home Visit Checklist

Provider's Name or Phone: \_\_\_\_\_  
 Family's Location for Data in the Home Visit Session: \_\_\_\_\_

Make the Session	Yes	No	Not Tracked	Notes
1. Gather updates on child and family - listens and encourages caregiver reflection				
2. Gather updates on intervention implementation since last visit - listens, encourages caregiver reflection and sets up problem solving as needed.				
3. Shares information related to social-emotional and child development and family interests - connects social-emotional and child learning targets to functional outcomes and IFSP priorities to increase caregiver knowledge and resources.				
4. Clarifies session targets, strategies, and routines - jointly facilitates caregiver participation and decision making in the discussion of <ul style="list-style-type: none"> <li>social-emotional practices.</li> <li>other practices to support learning targets.</li> </ul>				

### Setting the Stage

- Gathers updates on child and family- listens and encourages caregiver reflection
- Gathers updates on intervention implementation since last visit - listens, encourages caregiver reflection and sets up problem solving as needed.
- Shares information related to social-emotional and child development and family interests - connects social-emotional and child learning targets to functional outcomes and IFSP priorities to increase caregiver knowledge and resources.
- Clarifies session targets, strategies, and routines - jointly facilitates caregiver participation and decision making in the discussion of
  - social-emotional practices.
  - other practices to support learning targets.

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## Information Sharing is Key to Building Capacity

- Information is power
- "Why" is the priority important to parent?
- Connect to IFSP
- Support parent learning
- Connect updates to outcomes




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## Home Visit Checklist: Observation and Opportunities to Embed

- Observes caregiver-child interaction in routines prior to using any specific coaching strategies - provides feedback and builds on dyad strengths
- Uses coaching strategies matched to caregiver and child behaviors as caregiver embeds intervention in routine - scaffolds and repeats to build competence and confidence builds on dyad strengths
- Provides general and specific feedback on caregiver and child behaviors and interactions - teaches and encourages caregiver to participate

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### Feedback That Builds Caregiver Capacity

- Secure relationship - provide a safe and supportive environment
- Individualize
- Be **specific** with concrete examples
- Review key points of your observations and then verify caregiver's perceptions
- Encourage caregiver reflection
- Use a variety of formats
- Be positive but don't be afraid to be honest

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### Home Visit Checklist- Problem Solving/Reflection and Review

8. Problem solves with the caregiver about appropriate **social-emotional** and appropriate other intervention strategies to embed – coaches caregiver on evidence-based interventions for identified targets and routines.
9. Problem solves when, where, and who to embed **social-emotional** and other targets and strategies that support caregiver in the decision making.
10. Asks questions and makes comments to promote caregiver reflection and review of a routine or the session - identifies what works for the caregiver and child.
11. Helps caregiver to identify which **social and emotional** and other intervention practices worked for the caregiver and child during the routine or session - engages caregiver in discussion of **social-emotional** practices.
12. Encourages the caregiver to describe what it will look like when the intervention is working - specifies measurable targets, strategies, and routines for the existing visual model plan or the updated plan.
13. Engages caregiver to lead development of a "best plan of action" for embedding intervention in multiple routines and activities throughout the day – facilitates caregiver leadership and decision making in embedding **social and emotional** and other practices.

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### Reflection

- Reflection – process begins with supporting caregivers to share their ideas, insights, successes and impressions
- Intentional
- Purposeful
- Systematic
- Integrated




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### Let's watch Tyree washing his hands

- What did we learn about the routine?
- What do you think the targets are?
- What did you learn about the child's participation?
- How about the caregiver's use of strategies?



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### Let's watch Tyree again

- What are the targets for the routine? How do you know?
- What are the "How" strategies the caregiver is using?
- How will she know it is working?
- What do you think the coach worked on with the caregiver?



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### As a leader, why would you use a checklist?



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### As a provider, when do you use the checklist?

- As a guide for planning your session
- During the home or center visit to stay on track (Bring 'em with you!)
- As documentation of activities
- To share and compare with your coach & team members
- To determine professional goals



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### Using Technology to Support Coaching



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### Summary



- All children and caregivers benefit from SE information and supports
- EI Providers are uniquely situated to provide this content within their interventions
- Coaching caregivers increases their confidence and capacity to engage their children in meaningful learning activities

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