



UNIVERSITY OF OREGON

College of Education

Project SELECT: Development of an Activity-Based Social Emotional Curriculum for Infants & Toddlers

Misti Waddell, M.S., Jantina Clifford, Ph.D., Lois Pribble, Ph.D., and Jane Squires, Ph.D.

Early Intervention Program, College of Education, University of Oregon

INTRODUCTION

Young children's social emotional skills are a predictor for later school and life outcomes (Bornstein, Hahn, & Haynes, 2010; Denham & Brown, 2010; Huffman, Mehlinger, & Kerivan). Addressing social emotional concerns early in a child's life can help prevent later problems (Shepard & Dickstein, 2009).

Research indicates that relationship-focused interventions are an effective way to support young children's social emotional development (Egeland & Bosquet, Kelly et al., 2008; Popp & Wilcox, 2012; Warren, Brady, Sterling, Fleming, & Marquis, 2010). Within the field of early intervention there is a need for curricula that help facilitate relationship-focused interventions.

This poster describes how the Social Emotional Learning in Early Childhood for Infants and Toddlers (SELECT) curriculum has been developed to help foster strong relationships between children and their caregivers in order to support social emotional development. The SELECT Curriculum includes strategies that can be embedded within routine activities using a "serve and return" model of intervention. Activity-based intervention is used to embed goals in everyday activities and routines.

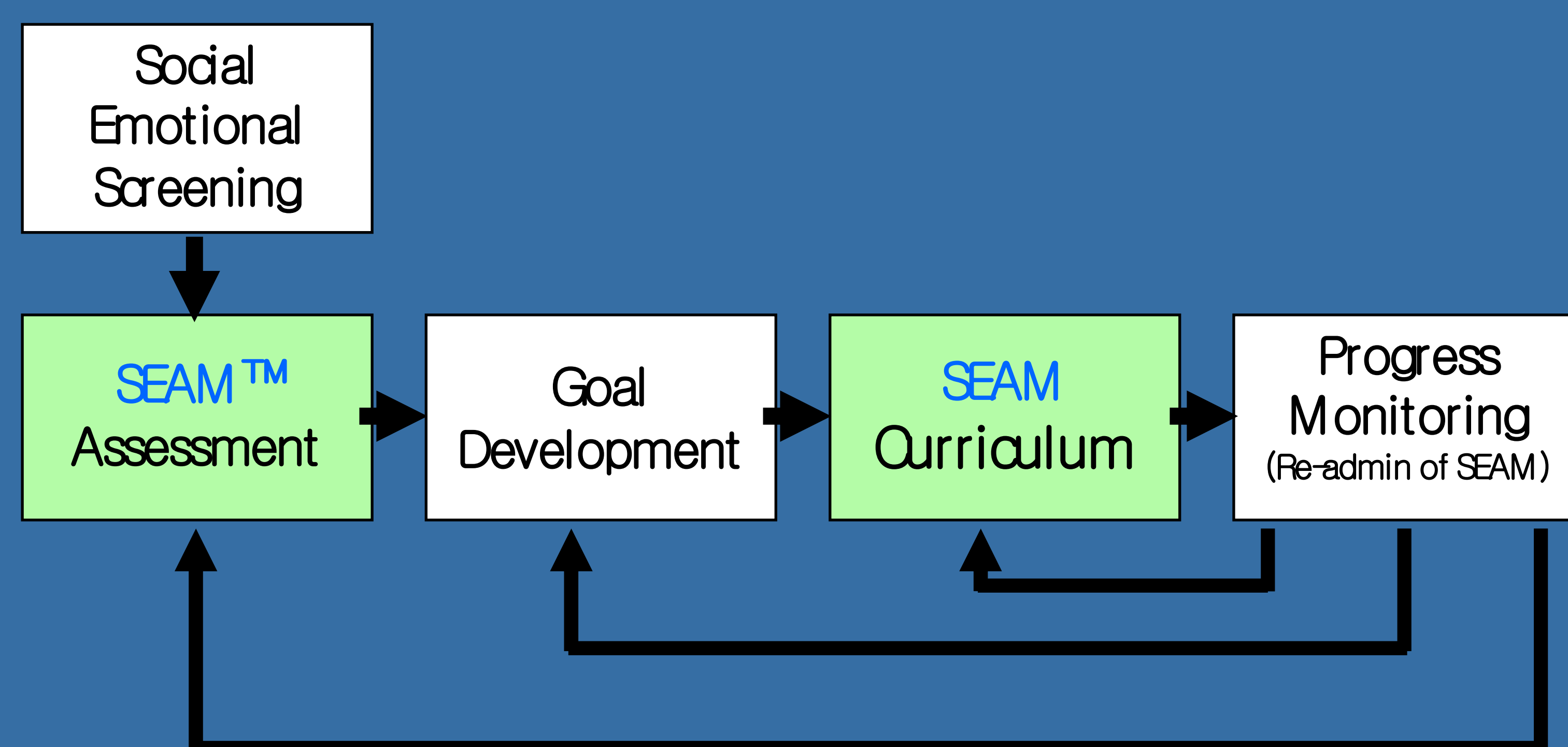
For more information:
Misti Waddell, M.S. waddem@uoregon.edu
Jantina Clifford, Ph.D. jantina@uoregon.edu
Jane Squires, Ph.D. jsquires@uoregon.edu

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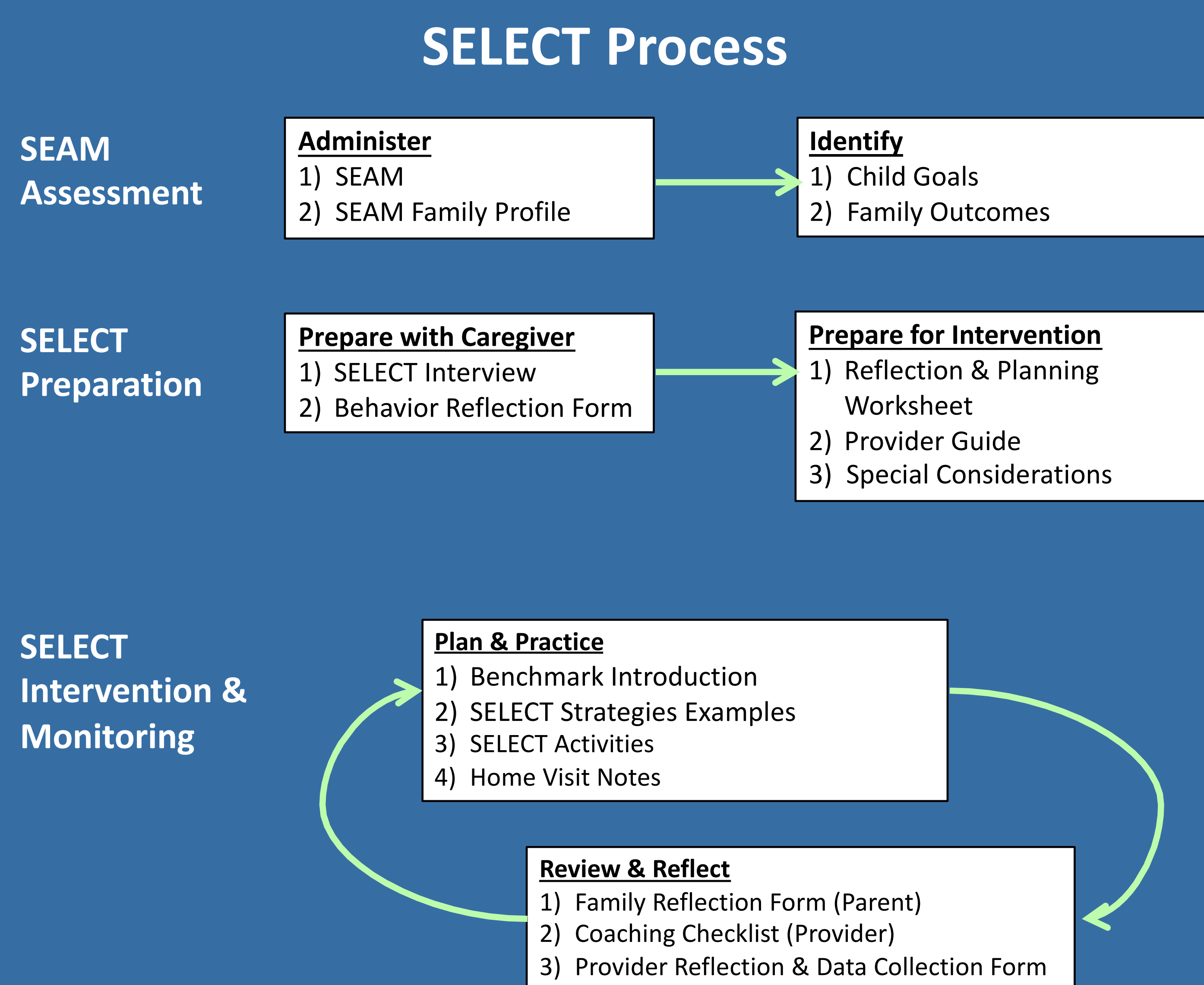
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LINKED SYSTEM

The linked system begins with the use of a curriculum-based assessment (SEAM) to identify current skill levels and develop goals. Assessment results link with curricular components (SEAM Curriculum) to provide a continuum of support in assessment, intervention, and progress monitoring.



SELECT PROCESS & COMPONENTS



PRACTITIONER COMPONENTS	
SELECT Interview	Gathers information from the caregiver about their daily activities with their child. Assists provider in building a relationship with the caregiver by gaining information about how things are going from the parent's perspective.
Reflection & Planning Worksheet	Guides the focus of intervention by providing a framework to summarize and reflect on child and family information gathered from the SEAM, SEAM Family Profile, and SELECT Interview.
Provider Guide	Accompanies each of the 10 Benchmarks from the SEAM. Includes resources, strategies, and suggestions that the provider can use to coach the caregiver in supporting their child's social-emotional development.
Coaching Checklist	Checklist of the coaching process that guides provider in assisting caregiver to embed SELECT strategies into routine activities.
Behavior Reflection Form*	Serves as a family friendly version of a functional behavior assessment to define the behavior, identify when and where it occurs, and how the caregiver responds. Used if caregiver identifies a challenging behavior they would like to change.
Strategies for Special Consideration*	Includes tips & strategies for addressing the needs of children with the following concerns: feeding, motor, hearing, vision, medically fragile, and communication disorders.

*These components are optional and are to be used when appropriate for an individual child

CAREGIVER COMPONENTS	
Benchmark Introduction	Overview of importance of SEAM Benchmark/Skills, provides general strategies and considerations. Reviewed with caregivers during the home visit.
SELECT Activities	3-5 activities for each Benchmark provide ideas for how to embed SELECT strategies in daily routines. Activities follow the SELECT teaching sequence: (1) try a strategy, (2) watch & wait for child's response, and (3) respond to child.
Home Visit Notes	Used to document routines and strategies identified during the home visit. Left with caregivers to reference between home visits.
Family Reflection Form	Caregivers document what they tried in between home visits and how intervention efforts are going with the child.

SELECT STRATEGIES & PLANNING

Strategies

Quick Look Toddler Strategies				
Benchmark 1: Toddler Participates in Healthy Interaction				
TARGET	1.1 Lets you know if they need help, attention or comfort.	1.2 Initiates and responds to affection.	1.3 Talks and plays with people who they know well.	1.4 Initiates and responds when you communicate with them.
TRY SOMETHING	Key Strategies <ul style="list-style-type: none"> • Ask & Wait • Offer and Wait • Pause the Action • Piece by Piece • Show Child How 	Key Strategies <ul style="list-style-type: none"> • Ask & Wait • Pretend Play • Show Child How 	Key Strategies <ul style="list-style-type: none"> • Ask & Wait • Copy Child • Make it a Game • Out of Reach • Pause the Action 	Key Strategies <ul style="list-style-type: none"> • Ask & Wait • Call on Child • Copy Child • Show Child How • Simple Choices
	Supporting Strategies <ul style="list-style-type: none"> • Call on Child • Help Child See • Say More 	Supporting Strategies <ul style="list-style-type: none"> • Exaggerate • Gentle Touch • Help Child See 	Supporting Strategies <ul style="list-style-type: none"> • Child's Favorites • Follow Child's Lead 	Supporting Strategies <ul style="list-style-type: none"> • Help Child See • Keep it Simple • Say More
RESPOND (Examples)	WATCH AND WAIT FOR CHILD'S RESPONSE			
	☺ Comment back to child		Expand on what child says	
	Give child what they ask for		Acknowledge child's response	
☹ Try again		Give child more support		Try another strategy

Planning

"Try, Watch & Wait, Respond" Planning Sheet		
Child's Name: <u>Rico</u> Provider's name: <u>Lucy</u>		
Today's date: <u>Sept 24, 2018</u> Next visit date: <u>Oct 1, 2018</u>		
Target Benchmark Skill: <u>7.1: Toddler points to self in picture</u>		
Try a Strategy	Watch & Wait for Child's Response	Respond to Your Child
Insert SELECT Strategy	☺ Target skill.	☺ How to respond when child does target skill
	☹ Other possible responses.	☹ How to respond if child does not do target skill
SELECT Strategy: SIMPLE CHOICES Show your child two pictures (one of him, and one of another person) and ask "Which one is you?" or look in the mirror with your child, point to each of your images and ask "Which one is you?"	☺ Target Skill: Child looks at the pictures or mirror images and points to himself. ☹ Other Response: Child doesn't look at the picture, doesn't point at any picture, or points to wrong image.	☺ Reinforce your child's response, tell them "You're right, that's you!" ☹ Offer more support: <ul style="list-style-type: none"> • Gesture towards photos/mirror and repeat question ("Which one is you?") • Point to your child's image and tell them. "There you are!"

SELECT COACHING PROCESS

Focused on helping families identify & implement strategies to address child's social emotional goals. Emphasis is placed on the back & forth interactions between caregivers & children.

GENERAL COACHING PROCESS

- Guided Practice:** Individualize level of support based on skill, activity, and caregiver.
- 1) Complete **Try, Watch & Wait, Respond Table** using chosen SELECT Strategies:
 - Try** a strategy
 - Insert SELECT Strategy
 - Watch & Wait** for child's response
 - Include 2 (or more) possible responses:
 - SEAM skill you want child to do
 - Other possible response(s) (e.g., child doesn't respond, runs away, cries)
 - Respond** to child:
 - Include two responses:
 - How caregiver will respond if child does SEAM skill
 - How caregiver will respond if child does not do SEAM skill
 - 2) Encourage caregiver to try the strategy as you provide side-by-side verbal support **OR** Provide model first and then give caregiver a turn to try strategy with their child.
 - 3) Observe caregiver/child interactions and provide ongoing feedback.
 - Provide supportive feedback about what is going well:
 - "You are using a really calm voice to reassure her."
 - As needed, engage caregiver in problem solving:
 - "Is there a position you think might work better for him?"
 - Provide constructive feedback/ideas/suggestions:
 - "I'm not sure he heard you. Can you try getting face-to-face with him?"