Inventory of Practices for Promoting Infant and Toddlers' Social Emotional Competence
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Purpose of the Inventory: *The Inventory of Practices for Promoting Infants' and Toddlers' Social Emotional Competence* is designed as a reflective series of tools for use by individuals and/or teams to recognize effective practices, identify ongoing professional development needs, and plan a course of action to address those needs related to five target areas:

Foundational Assessment: Program Design and Management

The program design and management section may be most helpful as a reflection tool for administrators and supervisors. It is aligned to the *Effective Workforce* portion of the pyramid and can be helpful in reflecting on policies and program design elements that support infants and toddlers social emotional development. This tool describes critical practices and policies that should be in place in a high-quality program that supports infants, toddlers, and their families. Many of these policies and practices pave the way for providers to be successful in implementing the practices detailed in Tools I-III.

Tool I: Nurturing and Responsive Relationships

The *Nurturing and Responsive Relationships* section is aligned to the base of the pyramid, which indicates where a program should begin in addressing infants' and toddlers' social and emotional development through the important aspects of building relationships with infants and toddlers and their families.

Tool II: Creating High-Quality Supportive Environments

The *Creating High-Quality Supportive Environments* section is also aligned to the base of the pyramid, which indicates where a program would begin addressing infants' and toddlers' social and emotional development through the important aspects of creating environments that support social emotional development.

Tool III: Targeted Social Emotional Supports

The *Targeted Social Emotional Supports* section relates to systematic approaches to promoting, facilitating and teaching social and emotional skills to infants and toddlers. This section is a focus for programs and classrooms that already have the base of the pyramid in place.

Tool IV: Individualized Intensive Interventions

The Intensive Interventions section describes indicators for implementing a program process to effectively implement individualized intensive interventions. This section can be used to stimulate reflection among program administrators, teams, caregivers, and families.

The target areas are aligned with the CSEFEL Pyramid Model. Some of the items, specifically in the sections at the base of the pyramid, address issues that are well-established indicators of high quality programs. Some of these indicators may be addressed in other tools or measures already used within a program (such as the Infant Toddler Environmental Rating Scale). The purpose of this tool is to provide a specific lens to look at social emotional development in infants and toddlers. It can be used strategically in conjunction with other tools within a program. While it is not likely feasible to use the entire set of tools at one time, the set of tools is designed to be used as an ongoing planning and discussion tool by programs. For example, if the program plans to focus on creating supportive environments to support infants' and toddlers' social emotional development, the Creating Supportive Environments section may be used with teachers as a pre and post reflective opportunity to gauge practices and develop plans for key areas for growth. The tools within the inventory encourage individual self-reflection, opportunities for teaming between caregivers, mentor coaches, supervisors, consultants, site directors, and other administrators, and promote effective practices for direct service staff. For each of the tools in the inventory, there is an action plan that can guide reflection, feedback and next steps. While each tool focuses on a different level of the pyramid, it is important to note that some of the ideas and themes are consistent and overlapping throughout several tools.

Use of the Inventory: This tool is best utilized in a manner that encourages reflection and discussion. Each of the five target areas includes *Topics, Practices and Indicators* that promote social emotional competence in infants and toddlers. The Indicators are detailed phrases that enable the user to "dig a little deeper" in identifying practices and observable behaviors that may or may not be present in the caregiving environment. A column entitled *Observations/Evidence* allows the user to write thoughts, suggestions, strengths, and needs concerning the specific *Topics, Practices or Indicators.*

Three following three levels of skill permit users to record their perceived practice level for each Indicator by checking the appropriate box:

Consistently: The caregivers understand this practice and believe they perform the practice frequently, regularly, and consistently throughout the day. *If self-administered:* Caregivers can recall few or no important, naturally occurring opportunities when they failed to demonstrate the practice. *If administered by a colleague:* Caregivers do not appear to miss important, naturally occurring opportunities to demonstrate the practice.

Occasionally: The caregivers understand this practice and believe they perform the practice sometimes but not frequently or consistently throughout the day. *If self-administered:* Caregivers may recall several important, naturally occurring opportunities when they failed to demonstrate the practice. *If administered by a colleague:* Caregivers may miss important, naturally occurring opportunities to demonstrate the practice.

Seldom: The caregivers may not understand the concept or practice and the practice is not performed very often if at all. *If self-administered:* Caregivers may recall many important, naturally occurring opportunities when they failed to demonstrate the practice. *If administered by a colleague:* The caregivers often miss important, naturally occurring opportunities to demonstrate the practice.

Indicators that have an asterisk are those that may best be answered through interview, discussion or document review. When possible, users should plan a time with the caregiver or team to ask questions or look at examples of various tools or policies designed to support infants' and toddlers' social emotional development. Users should meet with caregivers in a quiet area, during a time when the caregiver is not responsible for caring for infants and toddlers. The final column allows the team to decide whether an indicator should be a *Target for Training.* Following each section is a space for writing additional comments. The team or individual may wish to acknowledge particular strengths or delineate specific training requests, professional development opportunities, strengths, or feedback regarding practice in the *Comments* box. A team or individual may choose to assess their perceived skill in one of the five target areas, or select a few indicators within each topic of the five target areas.

Use of the Action Plan: Once users have determined the specific *Practices and Indicators* from the Inventory they want to target for development, a plan for next steps can be developed using the *Action Plan.* In the first column of the *Action Plan,* users should outline priority indicators as targets for development. In the second column, caregivers and support personnel (e.g., trainers, supervisors, consultants, mentor coaches, administrators) should work together to identify the strategies they will each use to help the caregiving team implement the new practices. The third column allows users to identify *Resources and Supports* that will be necessary to successfully complete the activities or strategies listed in the second column. Once the caregiving team has completed their action plan on the selected indicator(s), the team can select other priorities to work on, creating an ongoing process of quality improvement.

Completion Dates: Users may complete the *Inventory and Action Plan* on an ongoing basis as a way of determining their progress toward addressing specific Practices targeted for training and to track changes over time. Portions of the Inventory may be completed repeatedly, as needed, during a program year, or as time and resources permit.

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Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
10. Designs responsive environments that promote social emotional competence	3	2	1	YES	NO	
• Provides an environment that considers circulation patterns *(where children and adults enter/exit; how children navigate the space without obstruction from furniture)*						
• Provides quiet spaces for infants and toddlers, away from active play						
• Arranges classroom so there is protected and safe space for young infants to have tummy time						
• Allows children freedom to move around *(provides safe places for tummy time, pulling up, walking, and climbing)*						
• Removes obstacles that make it difficult for children with disabilities to move around and utilize the room						
• Provides private spaces *(for children to play alone)* and semi-private spaces *(for children to play with one or two friends)*						
• Sets up diapering, feeding, sleeping and play areas to allow quiet, personal contact between caregivers and toddlers						
• Arranges classroom materials so they are orderly and accessible to toddlers and adults and provides duplicates of favorite toys						
• Defines activity areas by creating boundaries						
Provides a variety of play spaces:						
• Spaces for delighting the senses						
• Spaces to interact with caregivers						
• Space for development of large motor movement						
• Space for infants and toddlers to use creative arts materials						
• Space for toys and manipulative items						
• Space for toddlers to build and construct						
• Space for dramatic and pretend play						
• Space for looking at books						
• Outdoor space						
• Considers children's interests and abilities when deciding what materials to put in play spaces *						
• Space is flexible and changes with children's interests and developing skills						
• Continually observes infants and toddlers on a regular basis and makes changes to the environment based on *(written)* observations *						
Ensures that play areas are well-equipped with materials and furniture						
• water supply near art area						
• hand washing sink near sand/water						

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/Evidence
• materials readily available					
• child size toilets in the classroom					
• Provides and encourages the use of gross motor materials in both indoor and outdoor settings *(e.g. double slides, tunnels, and rocking boats that encourage social play)*					
Comments:					
11. Designs responsive routines and schedules that promote social-emotional competence					
• Routines are individualized for each infant and toddler					
• Offers a predictable yet flexible sequence of routines each day					
• Focuses on the order in which things happen rather than the time and allows children to "set the pace"					
• Helps infants and toddlers learn about routines or schedules through verbal cues and pictures *(gives warnings before diaper changes, nose wipes, outside time, eating time, and nap times)*					
• Talks with infants about specific sequence of events; creates for toddlers a visual schedule showing daily routines to see and touch, and posts schedule at eye level					
• Gives clear guidance during routines. *(says what is happening now and next and what's expected)*					
• Invites infants and toddlers to take part in daily routines *(having them help when dressing, providing stepstools to allow toddlers to begin hand washing on their own, passing items at mealtimes)*					
• Provides explanations when necessary changes in the routine take place					
• Ensures that group activities *(if provided)* are short and focused, and that materials and set up is completed ahead of time					
• Reviews past activities with toddlers and notices and acknowledges when a toddler seems to be thinking about an event from the past					
• Works with other caregivers and family members to provide consistent care among adults for each infant and toddler					
• Asks families about the routines at home and works to integrate home routines into the center based routines					
Eating:					
• Welcomes families to eat with their children, and respects the family's culture and decisions around serving, feeding and eating with toddlers when they participate					
• Supports breastfeeding mothers by adapting routines and providing spaces to nurse and pump					

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
• Provides a system for documenting families' wishes on issues related to weaning from breast or bottle and respects families' wishes*						
• Responds to children's non-verbal as well as verbal requests and comments while eating *(respectful of when infants and toddlers signal they are full or want more, does not require children to finish everything)*						
• Holds infants gently for bottle feeding; sits with toddlers for eating and creates opportunities for them to successfully feed themselves *(bowls with small amount of food so spilling makes minimal mess, pieces cut into small serving sizes so eating remains safe even if a child takes too many)*						
• Provides child-sized furniture and equipment to encourage self-help skills *(i.e. high-chairs, tables and chairs that fit infants and toddlers comfortably, serving utensils that are easy to grasp)*						
Diapering and Toileting:						
• Makes the transition to diapering comfortable and predictable for children *(e.g. giving child warning before picking her up)*						
• Makes diapering and toileting a special time for adults to be present with children *(interacting, using first/next words that are comforting, encouraging toddlers to participate in the routine)*						
• Organizes diapering area and supplies to allow for one-on-one interactions between infants/toddlers and caregivers						
• Provides diapering and toileting equipment that encourages self-help skills *(e.g. steps for toddlers to walk up to diapering table; child-sized toilets)*						
Sleeping:						
• Prepares nap area for toddlers when they are becoming tired so they can transition to nap time as they are ready, allows toddlers to wake up when they are ready and has a quiet activity planned for early risers						
• Provides each infant with his own crib, and provides toddlers with cots, sheets, pillows and blankets that are labeled with first name and picture symbol						
• Sings, play lullabies, holds, rocks, carries, and offer infants and toddlers a book, doll or teddy bear while getting ready for nap time						
Comments:						
12. Ensures Smooth Transitions	3	2	1	YES	NO	
• Reduce wait times and "forced transitions" by allowing children to initiate and transition to other activities when they are ready *(when they are hungry for snack they can eat, diapering/toileting when needed not on a group schedule)*						
• Designs schedule to minimize the amount of time toddlers spend making transitions between activities *(for example, asks toddlers to put on their coats one child at a time while the others are still busy rather than lining up a group of kids and doing their coats)*						

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
• Provides multisensory cues prior to transitions *(sings a song, rings a bell, dims the lights, or points to a picture)*						
• Individualizes cues prior to transitions for specific toddlers *(moves close to child, makes eye contact and says "Jonathan, remember when I ring this bell it will be time to get ready to go outside.")*						
• Uses transitional or comfort objects to help toddlers move between activities *(Will everyone take a ball outside? Great!)*						
• Assigns specific jobs to toddlers who have difficulty transitioning *("Jason, will you go get our rope from the shelf so we can get ready to go outside?")*						
• Continues acknowledging and responding to infants when she/he has to provide care for another child *("I can tell you are getting hungry and I will be right over to feed you as soon as I finish changing Jawan's diaper")*						
Comments:						
13. Individualizes plans and curriculum to promote social emotional competence	3	2	1	YES	NO	
• Plans and supports multiple experiences occurring simultaneously among the children in the group *(i.e. a child may be being fed; another sleeping; a few playing; etc.)*						
• Has a written plan, developed with families, for each infant and toddler in care that addresses current strengths, needs and areas of focus or interests and respects and accommodates individual needs, personalities, and characteristics *						
• Encourages infants and toddlers to explore and choose materials that are most interesting to them *(does not overwhelm with too many choices, show enthusiasm for choices, ask questions about what toddlers are playing with)*						
• Provides materials, activities and interactions that are both familiar and new/challenging						
Comments:						
14. Uses age appropriate expectations to guide children's behavior	3	2	1	YES	NO	
• Responds calmly when an infant is overwhelmed or stressed *(swaddles infants; holds infants close; provides a "lovey"; rocks infant, sings to infant, offers infant a different position to be held in; provides a change of scenery; modified the sound or lighting)*						
• Uses simple words or phrases explaining natural consequences such as *("It hurts your friend when you pull his hair" If you want that toy, let's ask if you can use it when he's done.")*						
• Provides opportunities for toddlers to practice classroom expectations *("See the picture of the truck? Please put the truck back right there.")*						

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
• States and models expectations positively and specifically *(avoids words "no" and "don't" as much as possible "Please be gentle with your hands, like this." or "food stays on the table")*						
• Frequently reinforces appropriate behavior *("I think Josiah liked it when you gave him that car." "Sarah looks so happy that you gave her a napkin for snack.")*						
• Uses a problem solving approach to help toddlers begin to solve problems. *("You want the truck and Josh wants the truck, what can we do?")*						
• Reduces opportunities for conflict *(provides more than one of a popular toy, positions self between toddlers before emotions escalate, stays between toddlers who may have been biting or hitting frequently)*						
• Stays close and supports toddlers in difficult encounters with other toddlers and shows positive feelings for both toddlers in a conflict						
• Lets toddlers know through calm approach that conflict is to be expected and that it can be resolved with help						
• Uses situations throughout the day to allow toddlers opportunities to generate solutions, and help toddlers try solutions until the problem is resolved						
• Takes time to support toddlers through the problem solving process during heated moments *(18 months & older)*						
• Systematically teaches the problem solving steps: What is my problem? What are some solutions? What would happen next? Try out the solution. *(24 months & older)*						
• Shares and discusses photographs of toddlers working out situations *(24 months & older)*						
Comments:						
14. Supports families to develop home environments and routines that promote social emotional competence	3	2	1	YES	NO	
• Engages families to support the use of positive social and emotional strategies in the home						
• Communicates with families daily and identifies resources on healthy social emotional development						
• Provides assistance to families on creating healthy home environments and routines *(i.e. helps families solve problems, makes suggestions based on his/her observations of the child)*						

Action Plan

Priority Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities	CSEFEL Resources
			Where to find helpful training information… **Tool I: Nurturing and Responsive Relationships** 4. Provides physical and emotional security for each child – **Module 1 & 2** 5. Develops meaningful relationship with children and families – **Module 1** 6. Assists infants and toddlers in regulating emotions – **Module 2** 7. Applies knowledge of children's individual temperaments to interactions and practice – **Module 1**