

# National ECELC Newsletter

## Social and Emotional Learning



## November is Social-Emotional Learning Month!

Written by: Adaobi Nwoka, MPH

Reviewed by: Kevin Cataldo, MS

### The National ECELC

Welcome to the National Early Care and Education Collaboratives Project (ECELC) Newsletter! We hope this newsletter is helpful as we offer supplemental information to help you prepare for the Learning Sessions and provide technical assistance to early care and education (ECE) providers. Topics within each newsletter will emphasize areas outlined in the *Lets Move!* Child Care goals including healthy eating, physical activity, screen time, and breastfeeding support. We hope you enjoy it!

-The National ECELC Team

### What is Social Emotional Development?

The Urban Child Institute defines social emotional development as the change over time in children's ability to react to and interact with their social environment. Some researchers provide details of different components of emotional maturity, which are described below:

- **Temperament:** the way a young child acts and responds to different situations, caregivers, and strangers
- **Attachment:** the emotional bond between a child and caregiver
- **Social skills or social competence:** the ability to get along with other people
- **Emotion regulation:** the ability of a child to control his or her emotions and reactions to the environment.

Social emotional development helps young children build a loving relationship, sense of comfort, safety, confidence and encouragement. For infants, social development helps them recognize their own bodies and the world around them. For toddlers, it helps them form friendships, communicate emotions, and to deal with challenges. Research has also shown that social skills and emotional development are a very important part of school readiness. For example, one's ability to pay attention, make transitions from one activity to another, and cooperate with others.

## Resources for Providers

**Support your child's social & emotional developments skills by:**

### Birth to 1 year

Provide baby with responsive care by getting to know your baby's likes and dislikes.

Be affectionate and nurturing by giving hugs and kisses.

### 1 to 2 years

Support young toddlers' developing skills by helping them become a confident problem-solver.

Help children learn to resolve conflicts by providing lots of toddler group activities.

### 2 to 3 years

Help your toddler understand her feelings through play. Use language to describe feelings and experiences by helping them put feelings into words.

## SHORT QUIZ!

**Question:** What does a child who is slow-to-warm-up or difficult need?

**Answer:** Keep the home and outside environment as predictable as possible. At the same time, gently expose the child to new experiences. This may help foster the child's social and emotional development in a way that supports the child's unique needs.

### RESOURCES:

[Urban Child Institute](#)

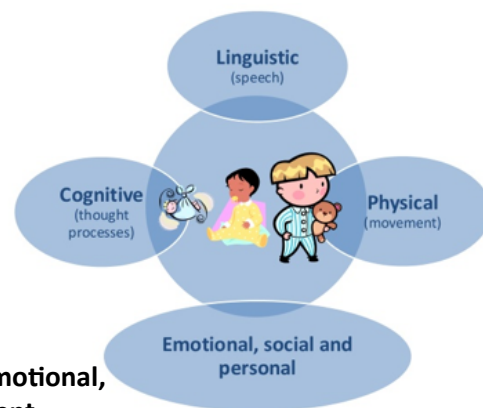
[PBS](#)

[Zero to Three](#)

### Questions?

Please contact your State/Local Project Coordinator or ECELC at Nemours  
[ecelc@nemours.org](mailto:ecelc@nemours.org)

Figure 1, illustrates how all aspects of child development are interconnected. For example, a child's ability to learn new information is influenced by his ability to interact appropriately with others and his ability to control his immediate impulses.



**Figure 1. The interrelated influence of emotional, cognitive, social, and physical development.**

## Social and Emotional Development Milestones

Milestones help parents and providers pinpoint areas of improved development. Below is a list of activities that demonstrate social and emotional growth during each milestone period.

### Birth to 3 months

From the start, babies eagerly explore their world, including themselves and other people. They:

- Begin to suck their own fingers
- Can be comforted by an adult

### 3 to 6 months

Babies are more likely to initiate social interaction. Most tend to:

- Smile or show pleasure in response to a social interaction
- Play peek-a-boo

### 6 to 9 months

Babies show wider emotional range and stronger preferences for familiar people. Most can:

- Express several clearly differentiated emotions
- Distinguish friends from strangers

### 9 to 12 months

Imitation and self-regulation become important. Most will be able to:

- Mimic simple actions
- Show anxiety when separated from primary caregiver

### 1 year to 2 years

Children become more aware of themselves and their ability to make things happen. At this stage, most children:

- Show pride and pleasure at new accomplishments
- Show awareness of their own feelings and those of others, and talk about feelings

### 2 to 3 years

Children begin to explore everything, showing a stronger sense of self and expanded range of self help skills. They begin to:

- Develop notions of themselves as good, bad, attractive, etc.
- Show awareness of their own feelings and feelings of others

### 3 years to 4 years

Children become more interested in other children. They can:

- Initiate or join in play with other children
- Share toys