

The background features a dark blue gradient with faint, light blue circular patterns and a scale on the left side. The scale has markings from 140 to 260 in increments of 10. There are also several circular diagrams with arrows, some solid and some dashed, scattered across the background.

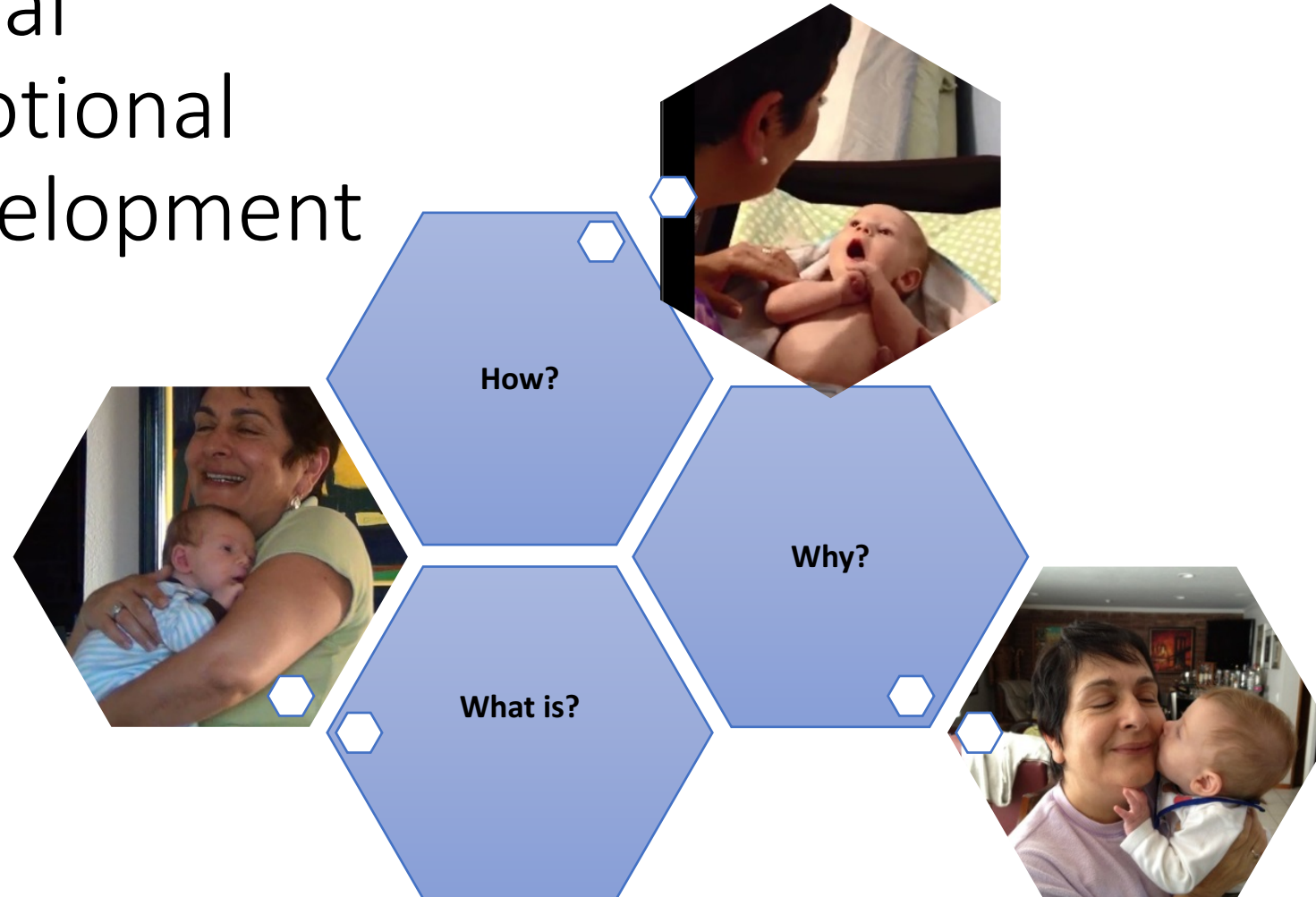
# **SOCIAL EMOTIONAL DEVELOPMENT AND RESPONSIVE CAREGIVING BIRTH TO 3 YEARS OLD**

**DR. SHULAMIT NATAN RITBLATT**

# During the presentation, attendees will:

- Learn about the importance of early experiences and the importance of caregiver-child goodness of fit.
- Be introduced to examples of adult/child interactions that can support reflective care and enhance the development of a social and emotional foundation.

# Social Emotional Development



- The young child's perception of the world around is based on the "mirror" the adult provides him/her with.

# Looking Glass self

(Cooley 1902 and Mead 1934)



# peaPod 4- I SEE ME IN YOU



I see me in you when I look in your eyes  
 I see myself in your laughs  
 and your smiles  
 When I smell your scent,  
 I know you are near  
 to take care of me and love me so dear

I see, oh, I see myself in you  
 I see myself in the things that you do  
 When I hear your voice,  
 I start to calm down  
 Knowing I am safe with you around

Mommy, oh Mommy, I see me in you  
 in the way that you talk, and have me  
 coo

I see myself in your constant care  
 in the way that you love me,  
 whisper in my ear

I see, oh I see myself in you  
 When you hold me tight  
 and tell me I'm alright

When you change my diaper  
 and I feel so clean  
 I feel so loved and you make me beam

Daddy, oh Daddy, I see me in you  
 in the way that you feed  
 me and hold me too  
 I see myself in your everyday care  
 Pick me up from my crib;  
 lift me in the air.

I see, oh I see myself in you  
 I see myself in the things that you do.  
 When you rock me to sleep  
 and sing me a song  
 I feel and sense your gentle touch.

I see, oh, I see myself in you  
 I see myself in the things that you do  
 When I hear your voice,  
 I start to calm down  
 Knowing I'm safe with you around (x 3)





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Three Core Concepts in Early Development

# 1 Experiences Build Brain Architecture

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD

Center on the Developing Child  HARVARD UNIVERSITY

# Early Brain Development



- Nurturing, responsive, and individualized interactions from birth build healthy brain structure.
- Healthy brain architecture is the necessary foundation required for optimal future learning, behavior and health.

# Building a Foundation

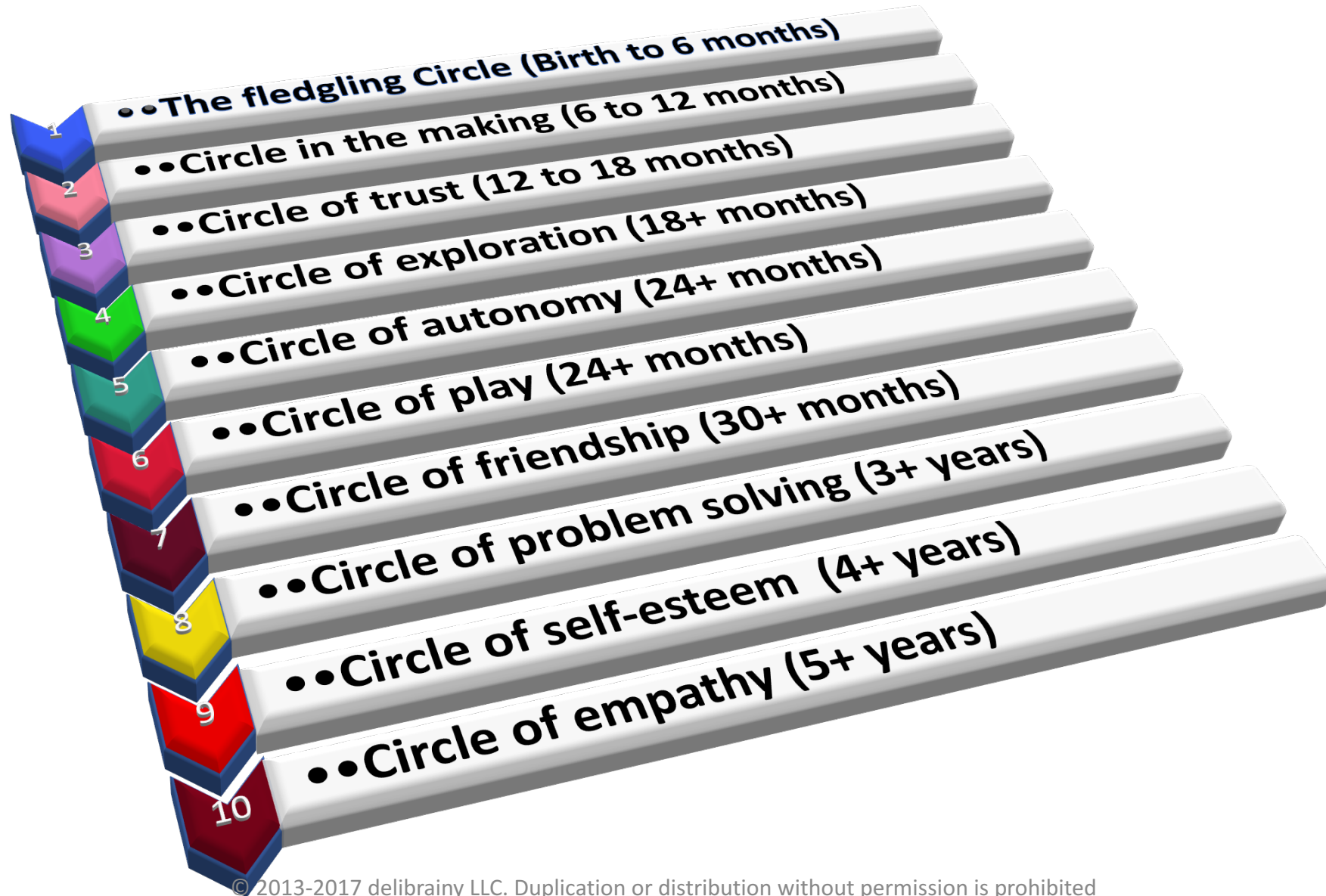
- Through **nurturing and responsive interactions** with adults, infants & toddlers develop emotional connections which *creates a foundation for emotional literacy & beginning empathy.*

# Building a Foundation

- By **creating consistent and caring relationships** in the early years, adults *lay the groundwork* for the development of emotional literacy and empathy.

# **SELR™ Developmental Steps (Birth to 6 years)**

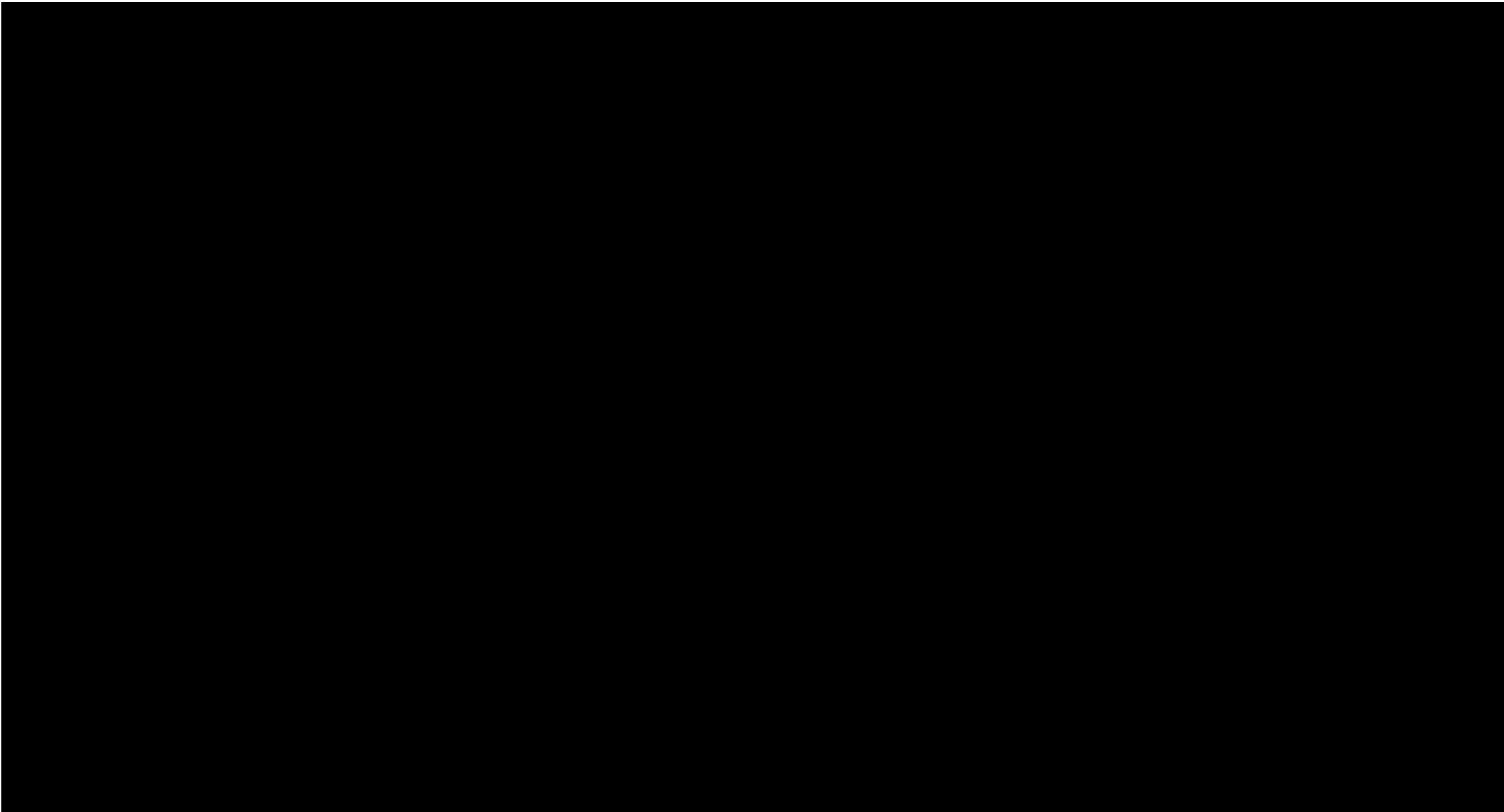
*Developed by Dr. Ritblatt (2014)*



# The Fledgling Circle (birth - 6 months)

1









# peaPod 1 - MY TINY LITTLE ONE



When you were inside me,  
kicking around,  
i was thinking of you  
wondering what you'd be like.  
i used to touch my big belly  
and promise you:  
That i will protect you from all harm!

Now when i look at you my tiny one,  
i wonder how you will turn out  
How will i keep you from harm?

i will work so hard to be the  
best parent that i can be!  
i will learn to meet all your needs;  
i will my sweet little one!

i think of you while i'm  
rocking you to sleep;  
i'm getting to know you and  
all of your likes and dislikes.

You're so tiny!  
As you sleep softly in your crib,  
While i listen to your steady breaths,  
i know you are safe.

i can see you  
Enjoying the wonders of  
life as you're growing!  
i hope to learn more from you  
And what you need from me.

Sometimes i lay  
and wonder how  
things will turn out,  
i want to see you grow  
everyday and to care for you!



# Mind-Mindedness

- Meins (2001), has reported that maternal mind-mindedness, which describes mothers tendencies to impute mental and psychological states to their infant, is associated with sensitive responding and predicts attachment security in 1-year-olds.

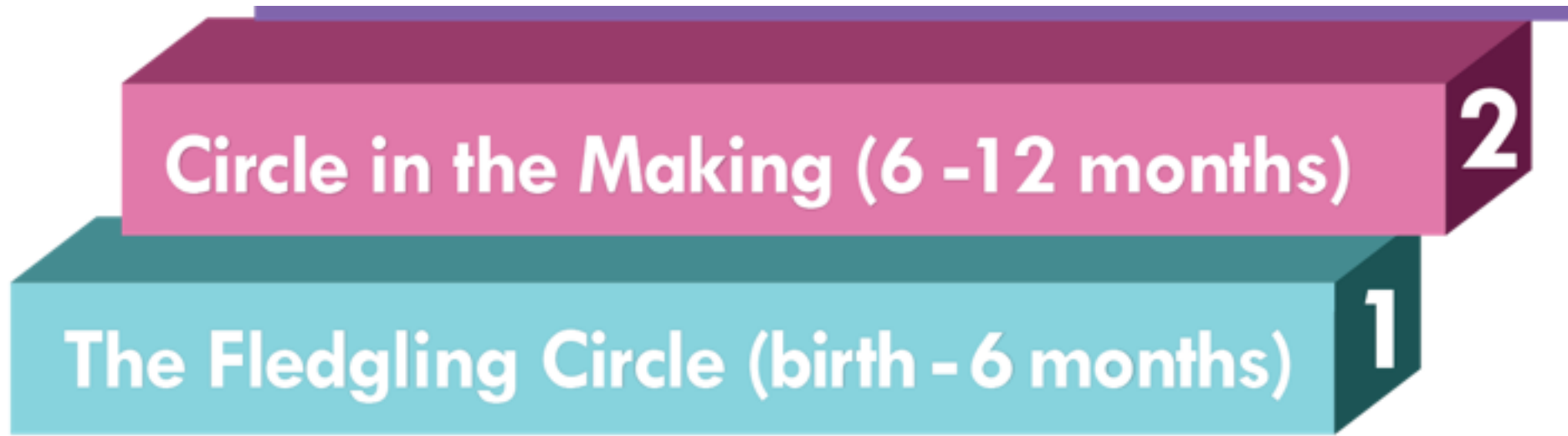
- Caregivers' personal representations of the care they received as young children influence the sensitivity of care they provide to their own offspring.
- It is one of the most important contributors to the security of attachment in the child.



# Shared Pleasure In Early Mother-Infant Interaction-Serve and Return

- From birth, infants are ready, willing and able to interact
- Parent attunement to their child allows them to tend to their needs as well as share emotions.











*“A crying baby’s behavior serves a function!”*

Plato

- Learning to interact with the young child in a responsive and sensitive way that enhances the development of the social emotional foundation is critical to brain development.

# peaPod 1 - I LIKE TO BE A COPYCAT



**(Talk) When I am young and little,  
I learn by imitating what you do. Like a copycat!  
I imitate your gestures; I make the sounds you  
make; I even copy your facial expressions!**

**I like to watch what you do,  
and then copy you.  
I like to watch what you do,  
and then copy you.**

**It's fun looking up to you,  
when I hear you, I coo.  
It's fun looking up to you,  
when I hear you, I coo.**

**I'm a copycat.  
You are my role model.  
I learn so much!  
When I follow in your footsteps.**

**(Talk) See! I look up to you!  
So I copy what you do!**

**When you make faces at me,  
I make faces at you.  
Stick out your tongue,  
and you'll see I will stick out mine too.**

**Make sure to look in my eyes,  
when you're talking to me.  
Make sure to look in my eyes,  
when you're being silly!**

**I'm a copycat.  
You are my role model!**

**When I watch you,  
I learn just how to grow up  
I'll mirror you, grow up, I'll mirror you.**

**(Talk): Make sure you set a  
good example for me. I am going to  
copy everything you do!**

**When you smile and I see  
that you are happy, I smile.  
When you frown and I see that you are sad,  
I will frown.**

**I like watching your movements  
and the things that you do.  
I imitate your movements, like how  
you hold a spoon!**

**I'm a copycat.  
You are my role model!  
I learn so much,  
When I follow in your footsteps.**

**I watch how you express emotions,  
and deal with frustration.  
I watch how you express emotions,  
and deal with frustration.**

**You are my guide, teaching me how to behave.  
You are my guide, teaching me how to behave.**

**I'm a copycat.  
You are my role model.**

**(Talk) You're my role model!**



# Mirror Neurons

- The neuron "**mirrors**" the behavior of the other, as though the observer were itself acting.
- The mirror neuron system also appears to allow us to decode (receive and interpret) facial expressions. Whether we are observing a specific expression or making it ourselves (a frown of disgust, for example) the same regions of our brain become activated. And the better we are at interpreting facial expressions, the more active our mirror neuron system.

# Mirror Neurons

- Human infant data using eye-tracking measures suggest that the mirror neuron system develops before 12 months of age, and that this system may help human infants understand other people's actions.



# Shared Pleasure In Early Mother-Infant Interaction

It is hypothesized that: experience of repair from a non-synchronized state to synchrony, is highly rewarding to the infant and fosters healthy psychological development!









# Origins of Attachment Security

## Sensitivity

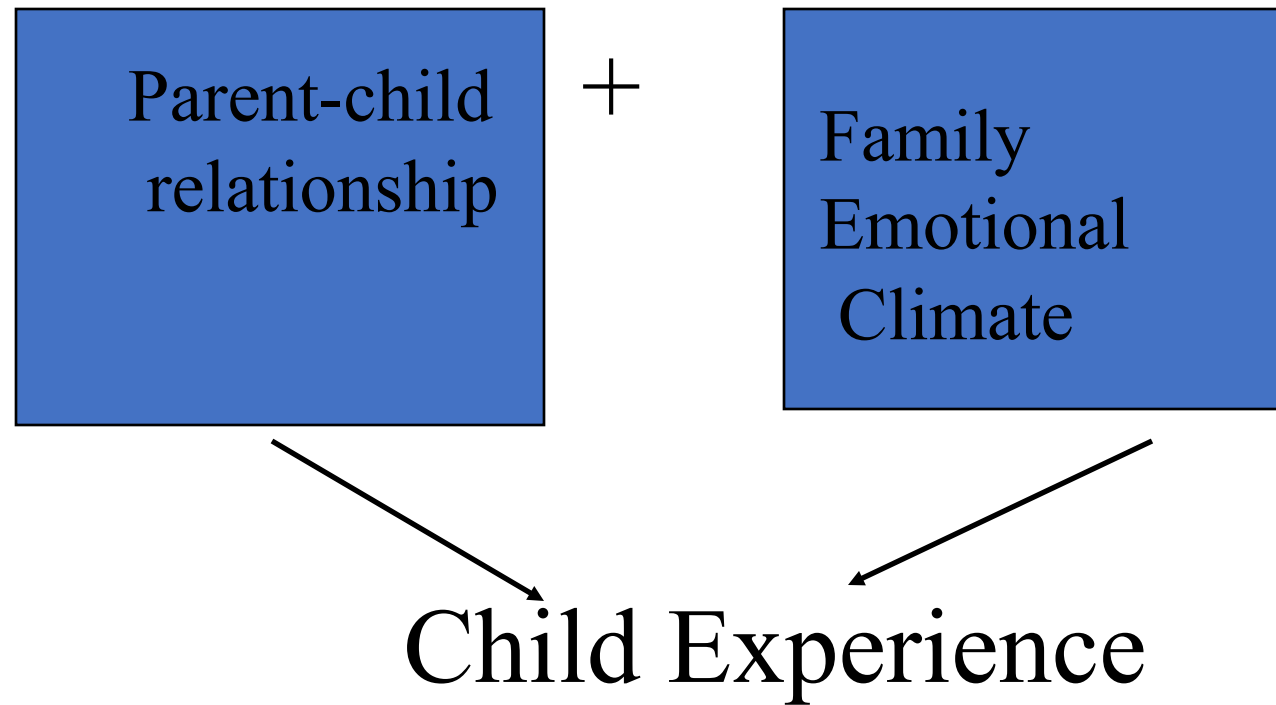
- The Caregiver's sensitivity to the infant is the core contributor to the development of secure attachment

# Sensitivity

- Quality of adult caregiving
- Careful scaffolding of shared activities
- Fostering conceptual growth in the child
- Constructing environment fostering adaptive behavior
- Attention to infant's signals
- Responsiveness
- Respect for the child
- Warmth, cooperation, synchrony



# Security



- A child attachment behavior is activated especially by pain, fatigue, and fear.
- It is biologically based and functions as protective mechanism from predators.

# peaPod 3- I DO NOT LIKE STRANGERS



**I like to be with  
 People that I love,  
 Who are there for me,  
 Who take care of me.  
 Each and everyday,  
 Please don't go away.  
 When a stranger comes my way,  
 Hold me tight.**

**When I'm small and young,  
 I need you by my side.  
 I don't like it when  
 Strangers pick me up.  
 So please stay by me,  
 Building trust with me,  
 So I can figure out  
 Who are these adults.**

**When a guest picks me up,  
 My body gets so stiff,  
 And I don't feel calm,  
 When this stranger smiles, and  
 Takes me away from you,  
 I search and find your face,  
 It tells me I am safe  
 Whenever you're around I know  
 I'm secure.**

**I don't like it when  
 Strangers pick me up.  
 Especially when,  
 You are not around.  
 Stay with me so I  
 Can explore the world,  
 So I can learn to trust others,  
 Without fear!**





# Motivational Systems

- *Attachment system* has an external goal of physical closeness with the caregiver. The child is motivated to behave in ways that will make him/her feel more secure.

# Phases in the Development of Attachment (Bowlby)

- *Pre-attachment* (birth-first few weeks of life). Infants display a repertoire of reflex behaviors such as crying, rooting, and smiling and tend to elicit care-giving. (No direct signals to any particular adult)
- *Attachment-in-the-Making* (2-7 months). The infant gradually develops a preference for familiar caregivers as indicated by vocalizing and smiling more in their presence.

# Phases in the Development of Attachment (Bowlby)

- *Clear-Cut Attachment* (8 months-2 years). First, infants become increasingly aware that their primary care-givers continue to exist when they cannot be seen (object permanence). Second, as infants begin to crawl, then creep, then walk, they become able to control their proximity to caregivers. Infants show variety degrees of Separation anxiety to departure of the primary caregivers.

# Phases in the Development of Attachment (Bowlby)

- *Goal-Corrected Partnership* (18 months and beyond). The attachment relationship begins to reflect the toddler's rapidly increasing cognitive, linguistic, and social skills. The child's internal working model of the attachment relationship begins to include some awareness of the independent goals.



- Infants who are temperamentally fussy may have a more difficult time detecting a caregiver's responsiveness to their cries than infants who are temperamentally calmer.

Changes in sensitivity of care are associated with changes in attachment security

- Mom returns to work
- Onset of non maternal care
- Birth of a new sibling

# Patterns of Attachment

The Strange Situation (Ainsworth 1978) yielded main patterns of attachment:

- Securely Attached
- Avoidant Attachment
- Ambivalent (Resistant) Attachment
- Disorganized-disoriented (Main & Solomon, 1986, 1990).





## Bretherton (1990, 1991)

- Internal Working models: A system of hierarchically organized representational systems that involve different levels of generalizability and are relevant to various broader belief systems.

Attachment based interventions can increase caregiver warmth, responsiveness, and sensitivity, as well as promote the development of secure attachment relationships, all of which serve as protective factors in the context of internalizing and externalizing problems.





# Motivational Systems

- *Exploratory system* is linked to curiosity and mastery motivation. This system motivates the human infant to explore the physical environment. The attachment and exploratory systems activate and deactivate in response to opposite cues.











# peaPod 2- I AM ME

Call my name and say it softly  
 Look at me when you do  
 Repeat and say it many times  
 please!  
 So i can relate it to me.

Call my name and make me wonder  
 Are you calling me?  
 i like the sound of your tender voice  
 When you say it repeatedly.

After a few months, i'm learning  
 When you say my name,  
 i know that it's me whose name  
 you're calling!  
 i'm learning that i am me now!



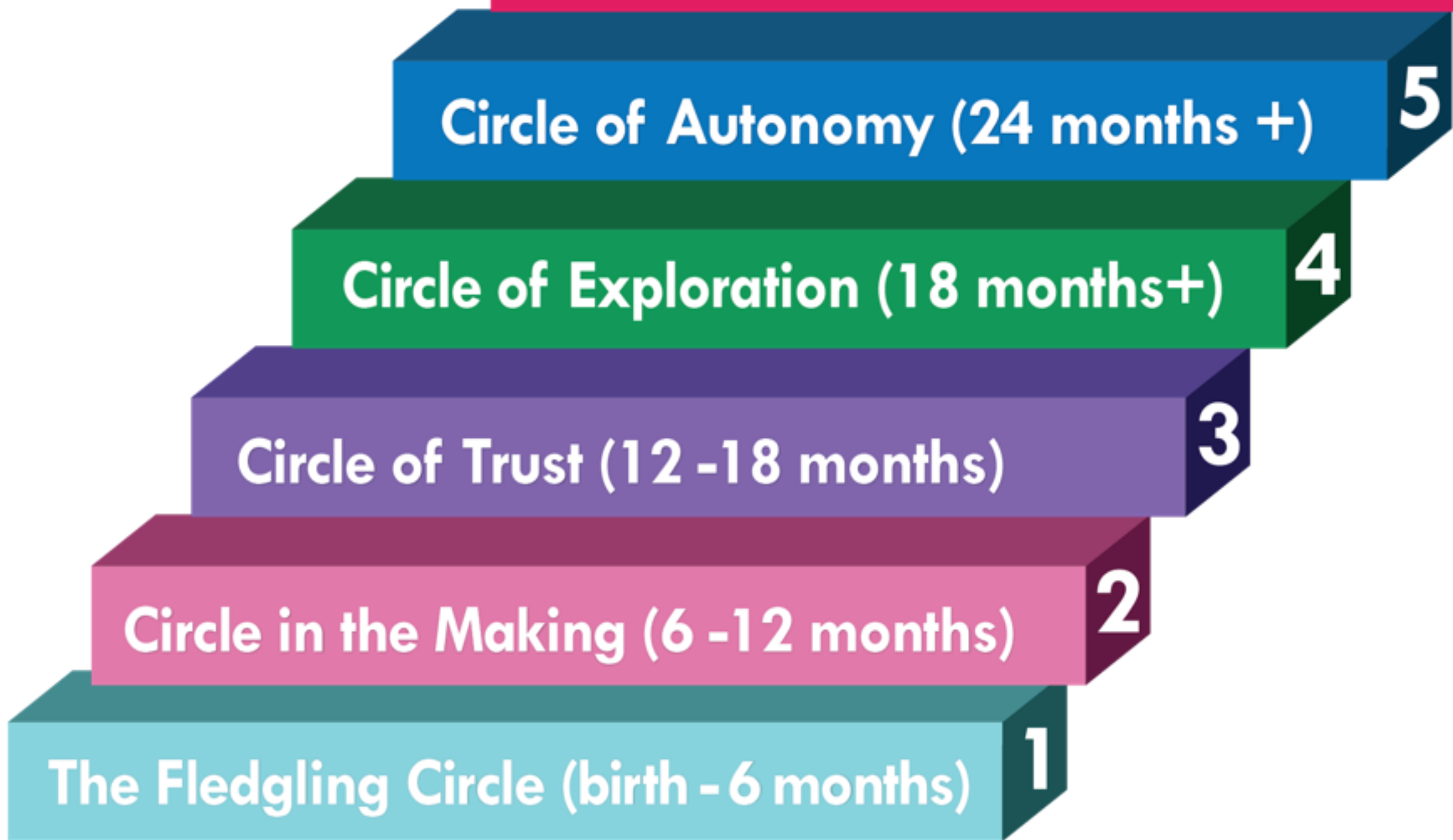
it's fun to look in the mirror  
 And wonder who do i see?  
 At first, i thought someone else was  
 inside there,  
 And i tried to get their attention!

Finally i learn that it's my reflection  
 And when i point at it,  
 i know that it is me who is pointing  
 and smiling  
 i'm learning that i am me!

i am me!  
 i am me!



# The Rouge Test: Self-Recognition



# Motivational Systems

- *Affiliate System* is tied to the construct of sociability and describes the young child's motivation to engage socially with others.
- *Fear/Wariness System* describes the human infant's monitoring of and responses to social and nonsocial fearful cues. This system is closely linked to the attachment system through shared activators, as fear is a major activator of the attachment system.







# The NO NO Song

Until I learn to say yes, I say no- no no no, no no no!

I do not want to pick up the toy from the floor!  
No no no, Mama!

I want to do things in my own way- so I say no to get my way.

I don't want to sleep so I say no – no no no, no no no!

I want to stay awake so I say no - no no no, no no no!

I am young and I want to gain control, do what I want!

When I don't want to share my, my piece of cake – I say no! (Talk) I don't want to do that!

And stomp my feet to emphasize the NO! NO!  
NO! No no no! No no no!

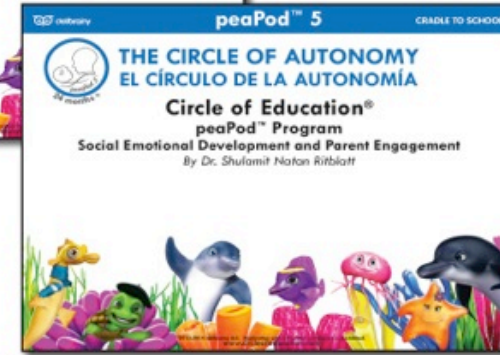
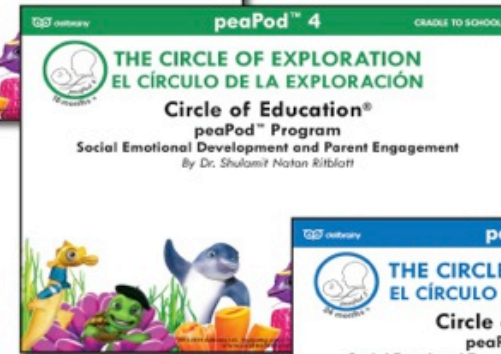
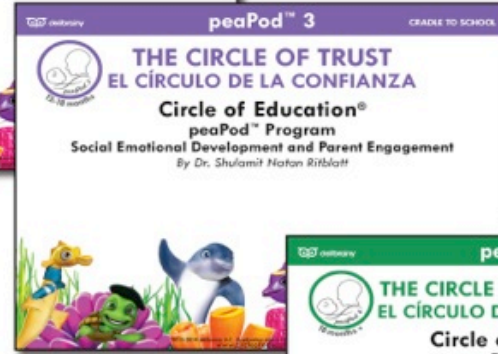
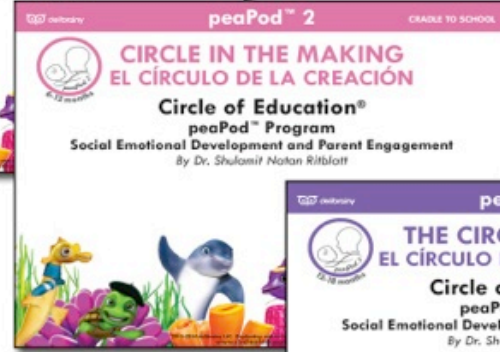
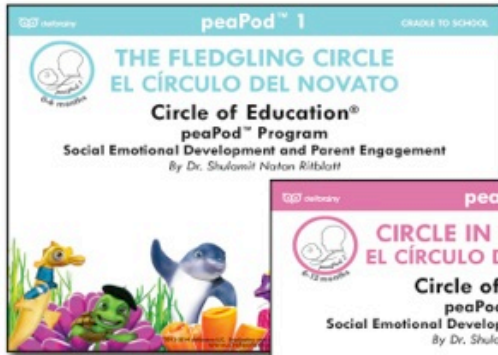
If I think that I, that I can do, do things alone, I say no!  
I start to get so very mad and so upset when you say  
No! (No!)

Now that I am growing up and learning to do things myself,  
I want to do things by myself!  
And say: No! No! When you don't understand

When I don't want to kiss grandma, (No!)  
Or change my clothes to my PJs-  
I say no! I don't like to follow the rules,  
And I say no!

No is the word I use for now, until I learn to say yes!  
(Yes!)





# 5 peaPod™ s

Social Emotional Development  
Birth - 3



## Developmental Steps

The Fledgling Circle 0-6  
Circle in the Making 6-12  
Circle of Trust (12-18)  
Circle of Exploration 18+  
Circle of Autonomy 24+

## Key Components

- Research-based
- Built on 5 developmental steps
- Reflective Circle
- Suggested dialogue & activity instructions
- Designed & developed for educators & Parents
- Early Literacy
- Developed in English and Spanish
- Integrates 80 bilingual songs
- Part of the Circle of Education® program
- SELR (Social Emotional Learning Readiness) steps of development

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# peaPod 5- I CAN DO IT BY MYSELF



i can do it by myself, Yes i can!  
 i can do it by myself, Yes i can!  
 i can make my parents proud,  
 i can smile and laugh real loud  
 i can do it by myself, Yes i can!

i can turn from side to  
 side and learn to sit  
 i can hold on tight and  
 stand on my two feet  
 i can crawl and i can walk  
 i can listen and learn to talk

i can do it by myself, yes i can!

i can tell you what i need using my cry  
 i can wave hello and i can wave bye-bye  
 i can feed myself with a spoon  
 i can sing my favorite tune!

i can do it by myself, yes i can!

i can reach out for a toy, oh yes i can!  
 i can put in it my mouth or on the ground  
 i can climb and i can play  
 i can sit and i can lay

i can do it by myself, yes i can!

i can build a tower,  
 and i can open a box  
 i can take my shoes off,  
 and then take off my socks  
 i can make my parents proud,  
 i can smile and laugh real loud  
 i can do it by myself, Yes i can!

(Talk) i can do it by myself, Yes i can!



# peaPod 3- THE BOO BOO SONG

**TALK:** This is a little story about our friend Dolfi. He got hurt one day. And we want to make sure he will be all better; Are you ready to hear about Dolfi?

Dolfi the dolphin  
was swimming around  
having fun with some friends, little Dolfi  
Oops! He bumped into something  
Now he can't swim 'cause it hurts  
Oh little Dolfi  
We must get you care, let me clean out and  
kiss your little booboo.  
I'll put ice on it so the pain goes away, and if  
it still hurts we'll call the doctor

Ay ay ay ay  
Dolfi got a booboo  
You got a huge bump on  
the top of your head  
Now it's swollen and painful and red

Ay ay ay ay  
Let's kiss it and make it all better  
We'll use a Band-Aid so it heals up real fast  
We'll make sure that the pain doesn't last



**TALK:** Now it's time to hear about our friend Ami. He woke up one day feeling sick. What can we do to help Ami?

Ami the turtle  
Woke up today  
With a sore little throat and a headache  
Maybe Ami needs some warm chicken soup!  
Or maybe some hugs and some kisses  
And soon if Ami doesn't start feeling better  
We'll have to go see the doctor  
He can give Ami some medicine to take  
To help Ami feel so much better

Ay ay ay ay  
Poor little Ami  
You woke up today feeling icky and sick  
You are grumpy and don't want to play

Ay ay ay ay  
Poor little Ami  
Let's drink lots of liquids and just lay in bed  
Tomorrow you'll wake up all better



## PEAPOD 3:11- WHEN I AM SICK

In this activity, you will listen and sing to the “The Boo Boo Song” while using finger puppets. Together, you will read the story “Corduroy Goes to the Doctor” by Don Freeman.



<b>STEP:</b> Circle of Trust Age: 12-18 months	<b>SONG:</b> The Boo Boo Song	<b>GOALS: To Learn, Encourage and Support:</b> <ul style="list-style-type: none"> <li>• Bonding and attachment</li> <li>• Eye-hand coordination</li> <li>• Fine motor development</li> <li>• Communication and language development</li> <li>• Development of early literacy</li> <li>• Sense of self-worth in the infant</li> </ul>
<b>IMPORTANCE OF ACTIVITY</b> In doing this activity, you will encourage your baby to imitate you and follow your lead when listening to the song about getting hurt and being sick. Your baby will enjoy using finger puppets and be engaged in the story about being sick. Interacting with the baby-- using finger puppets, singing a song and reading a story-- strengthens your relationship and helps build the foundation for literacy and social emotional development.		
<b>KEY DEVELOPMENTAL FACTS</b> Infants read the emotional expression of others and respond with the same expression.	<b>MATERIALS</b> <ul style="list-style-type: none"> <li>• Song</li> <li>• Book “Corduroy Goes to the Doctor” by Don Freeman</li> <li>• Finger puppets (or draw faces on the tip of the fingers with a pen/marker)</li> </ul>	
<b>SUGGESTED DIALOGUE</b> <ul style="list-style-type: none"> <li>• You see these puppets. These are finger puppets.</li> <li>• Your fingers are so tiny! You probably can put one on two fingers.</li> <li>• I can also draw on my finger two eyes, a nose and a mouth.</li> <li>• When we are hurt and sick we feel sad. Our mouth is not smiling!</li> <li>• The puppets would like to listen to and sing the “Boo Boo Song” with us.</li> </ul>		
<b>INSTRUCTIONS</b> <ol style="list-style-type: none"> <li>1. Sit on a blanket on the floor with your baby, facing each other.</li> <li>2. Introduce the finger puppets and see if your infant is interested in putting one on their finger. If you do not have finger puppets, take a pen/marker and draw on your/their finger(s).</li> <li>3. Listen to the “Boo Boo Song” while gesturing to the music, waving and pointing with your finger puppets. Sing along to the “ay ay ay ay” parts of the song.</li> <li>4. See the baby’s reaction (Is the baby smiling/giggling? Is the baby following you? Is the baby babbling?).</li> <li>5. Read the book “Corduroy Goes to the Doctor” by Don Freeman to the baby. Use your animated voice by fluctuating the volume and tone of your voice to engage your baby in the book.</li> <li>6. Watch the baby’s reaction (Are they curious? Is the baby following you? Does the baby reach their hands to touch and grab the book?).</li> <li>7. Point out the pictures to engage the baby and stop every time to give the baby time to absorb the experience.</li> <li>8. Use the suggested dialogue to talk to your baby and discuss what happened to Corduroy the bear in the story. Talking, singing, using finger puppets, and reading to your baby are early literacy activities, which lay the foundation to social emotional, cognitive, and language development.</li> <li>9. Play the song again and repeat the “ay ay ay ay” parts when you both are using the finger puppets. It is important for your infant to develop their awareness of others’ feelings.</li> </ol>		