Note to Learner: Early Impact Virginia encourages you to complete the training and activities with the support of your supervisor. The notes below will guide you in preparing to take the training, following up with your supervisor after the training, supporting transfer of learning into daily practice, and extending learning through individual supervision.

Ongoing: View the Professional Development Program and each EIV training module as an investment in skills and knowledge to help improve home visitor effectiveness.

Before the training:
- Learner and supervisor review course objectives and home visitor competencies
- Learner sets personal learning goals
- Learner completes pre-training activities, as required

During the training, the learner:
- Completes activities
- Reflects on own response
- Identifies questions and concerns
- Completes post-training evaluation

After the training:
- Learner:
  - Completes pre- and post-training activities, as required, and shares them with supervisor
  - Develops an action plan for applying skills and knowledge in daily practice
  - Meets with supervisor to:
    - Review pre- and post-training activities
    - Discuss reflections, questions, and concerns
    - Review action plan for applying skills and knowledge in daily practice
    - Assess personal learning goals, transfer of learning, and action plan over time

This 90-minute online module, offered by the Virginia Early Intervention Learning Center, introduces social emotional development, also known as infant mental health, for children birth to age five. Topics covered in this module include social emotional development, evidence-based research including a framework for infant child mental health, and reflection on the impact of experiences, family, and culture on healthy social emotional development.
Virginia Home Visitor Competencies Addressed:

1.1.b. Describes the importance of early parent/caregiver-child relationships and consistent, responsive interactions in building relationships that promote health, development and learning.
1.1.c. Understands and explains to parents how infants’ and toddlers’ relationships with a small number of consistent, responsive care providers contributes to health and development.
1.1.d. Supports parents to build a healthy relationship with their child.
1.2.c. Understands how culture affects parenting styles and techniques.
1.2.d. Describes the importance of adjusting parenting style to each child’s changing and unique needs.
1.2.e. Describes the importance of consistent, sensitive, and nurturing parenting practices that promote positive infant mental health and optimal child development.
2.1.a. Recognizes and understands milestones of typical development in motor, social-emotional, cognitive, and language and communication skills.
2.1.b. Recognizes the signs and symptoms of atypical child development in motor, social-emotional, cognitive, and language and communication skills.
2.1.c. Helps parents understand and support their children in reaching developmental milestones.
2.1.e. Helps parents of special needs children understand that their children may have different needs than a child with typical development.
2.2.a. Provides resources, teaching, and modeling to help parents learn how to promote their child’s social-emotional confidence.
2.3.a. Explains how various factors such as parents’ mental and physical health, poverty, child abuse and neglect, culture, the mother’s prenatal care and experiences, and early exposure affects the child’s development, well-being and brain development.
2.3.c. Applies knowledge of child development and the multiple factors that influence development to observe, understand, and help expectant parents and families with infants and young children.
3.4.a. Understands and communicates the ways in which stressors impact family members and affect the ability to parent.
4.7.a. Recognizes the importance of early detection and intervention services for infants and toddlers.
The Social Emotional Development of Young Children
Learning Guide for Ongoing Professional Development

Before the Training

Rate Your Knowledge (Scale of 0 to 5, 0 = no knowledge, 5 = significant knowledge)

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Before the Training</th>
<th>After the Training</th>
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<tbody>
<tr>
<td>Identify roles that providers play in young children’s social emotional development.</td>
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<td>Recognize typical social emotional skill development for infants, toddlers and preschool aged children.</td>
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<td>Recognize that social emotional development occurs in the context of family, culture, and community.</td>
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<td>Understand research related to social emotional development.</td>
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<td>Identify successful skills that lead to healthy social emotional development.</td>
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<td>Identify the correlation between unhealthy social emotional development and future academic success.</td>
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<td>Become familiar with the Pyramid Framework.</td>
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<td>Identify the tiers on the Pyramid Framework.</td>
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<td>Examine our own emotions and responses to children’s difficult behavior.</td>
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<td>Review our childhood experiences and relationships with adults.</td>
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<td>Recognize that our prior experiences can affect our interactions with children.</td>
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<td>Define family within the context of culture.</td>
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<td>Describe family-centered practices.</td>
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<td>Identify factors that create challenges for families.</td>
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My personal learning goals for this training are:
1. ________________________________________________________________________________
2. ________________________________________________________________________________
3. ________________________________________________________________________________
Reflections on what I learned:

Questions and concerns I identified:

**Action Plan:** (Each learner’s plan will be unique. To get you started, some ideas are listed below.)

As a result of this training, I will...

- Complete the “What Can You Do?” chart discussed in the training. Work with my supervisor to fill in gaps and find more strategies.
- Print the milestones chart from the training and review social emotional developmental milestones for young children.
- Share the milestones chart with the families I work with.
- Provide information and strategies to parents who have developmental concerns about their child.
- Identify Family-Centered Practices I use and practices I would like to use.
- Develop a support plan I can use with families to help them parent a child with behavioral issues.

**My Action Plan**

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<tr>
<th>Action</th>
<th>Target Date</th>
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