**Ideas and Strategies for Incorporating *Foundations*[[1]](#footnote-1)**

**in Social-Emotional Development/Child Guidance**

**Use *Foundations* to build knowledge of the social emotional development of infants and toddlers**

CSEFEL’s Handout 1.10 (Social Emotional Milestones Group Quiz [**http://csefel.vanderbilt.edu/
resources/inftodd/mod1/1.10.pdf**](http://csefel.vanderbilt.edu/resources/inftodd/mod1/1.10.pdf)**)** can easily be modified to create an activity for using *Foundations* to learn about the social-emotional development of infants and toddlers. Use your Windows Snipping Tool to create a version that looks like the one excerpted to the left. Ask students to review the Emotional Social Development section of *Foundations*, looking specifically at the developmental indicators for infants, younger toddlers, and older toddlers (birth – 36 months). Then pair students up to fill in the column on the right, identifying the age at which you might expect to begin to see each indicator of social emotional competence. Debrief the activity together to develop a shared understanding of the developmental continuum. (NOTE: CSEFEL handout 1.9 (Developmental Continuum from Birth – Age 3 ½: Social Emotional Indicators) provides a concise overview of development milestones [**http://csefel.vanderbilt.edu/resources/inftodd/mod1/1.9.pdf**](http://csefel.vanderbilt.edu/resources/inftodd/mod1/1.9.pdf)

**Use *Foundations* to build knowledge of the social-emotional development of younger and older preschoolers**

Develop your own chart like the sample below, drawing from the Emotional Social Development section of *Foundations* and looking specifically at the developmental indicators for younger and older preschoolers (36 – 60+ months). Then pair students up to fill in the middle column, identifying the age at which you might expect to begin to see each indicator of social emotional competence. Ask them to also consider factors that might delay the appearance of each indicator and to list those in the column on the right. Debrief the activity together to develop a shared understanding of the developmental continuum.



1. *Foundations* is the North Carolina resource “that describes children’s development and learning from birth to age five.” Please adjust the activities and assignments to incorporate the use of your state’s early learning guidelines/standards. [**http://ncchildcare.nc.gov/pdf\_forms/NC\_foundations.pdf**](http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf) (page *v*). [↑](#footnote-ref-1)