

Social – Emotional Development

LLP Projekt ECI2.0

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This module includes materials a) how to foster the development of children (age 0-3) in a family-oriented way and how to accompany parents and b) guidelines for professionals



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## WHAT IS SOCIAL-EMOTIONAL DEVELOPMENT?

Social-emotional development covers the behavioural patterns of the child. This area of development starts with the baby's first smile to people around him and then continues on to learning how to express himself, control his emotions and develop appropriate understandings and reactions to social stimulants in the environment. Social and emotional development continues throughout the life time.

## THINGS YOU SHOULD KNOW ABOUT SOCIAL-EMOTIONAL DEVELOPMENT:

Social-emotional development occurs in parallel with other areas of growth such as gross motor development. For healthy social-emotional development, parental behaviour, education and the environment are extremely important. The very first social skill that takes place is the interaction between mother and baby. When babies turn 2.5 to 3 months old, they start to show different reactions, one of which is crying. These are the first social-emotional reactions.

### What is the difference between social and emotional development?

Let's think about two children around 3 to 3.5 years old. They are both holding different crackers in their hands. When they offer the crackers to each other, we can describe this behaviour as sharing. Sharing is a social skill and is also considered to be a sign of emotional development. When an individual feels joy or pain when interacting with himself or the environment, we call this an emotion. When sharing makes children feel joyful, it is a positive sign of social-emotional development. Many social skills create a feeling of joy for individuals when the social skill takes place in an appropriate context and environment. The key to a child's healthy social-emotional development is having quality interactions with parents during infancy and childhood. In this module, you will find activities that you can do to support your baby/child's social-emotional development during the first 3 years of his life.

**AIMS**

SED 1: Your baby turns around.

SED 2: When you touch or talk to your baby, he reacts by making sounds or moving his body.

**ICF-CODE**

d7600

d7600

**YOUR BABY CAN ALREADY**

- Calm down when you cuddle him.
- Show that he is uncomfortable with situations by making sounds.
- Recognize faces he knows best (i.e. parents) for a short while and smile.

**ACTIVITIES THAT YOU CAN DO WITH YOUR BABY**

SED 1: Watch your baby's expressions (e.g. types of crying) and bodily movements and identify if he needs to sleep or be fed or cleaned. This will make him feel secure and loved. While you address these needs, talk to him about what you are doing, touch his body, speak to him with a tender voice and smile. Watch his reactions (i.e. does he make noises, hit his feet on the ground, move his arms etc.)

- If you bottle feed your baby, feed him on your lap.
- Cuddle him, especially when he is happy and comfortable. Give him hugs and let him feel your love (this does not mean that you can't do this when he is uncomfortable)
- Sing him a lullaby or play music.

SED 2: watch your baby when he is comfortable and listen to the sounds that he makes. Talk to him for 1-2 seconds and listen again and wait for him to give a reaction. When he begins to react, (by making sounds, gestures or changes in his facial expression) listen to him again and start talking when he becomes quiet. Repeat this activity often (i.e. when you clean him or feed him or after he has been sleeping).

For example: you might use soft toys, or toys that make sounds and move them around in your baby's sight. By using a tender voice and smiling, you can make him react (i.e. with a smile).

**WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES**

- When interacting with your baby, try to be calm and comfortable.
- Try not to show your baby that you are tired or exhausted or under stress.
- Even if he only has a small reaction, try to interact with him, do not stop or back down.
- Give him a hug, pat his head and talk to him. Respond to his signs and non-verbal demands immediately.

**USEFUL OBJECTS OR CONDITIONS**

When supporting your baby's emotional and social development in the first months, you will only use your smile, your tender voice and your lap.

Your baby needs your love and trust as much as he needs feeding, cleaning and health care.

Daily routines.

Breast or bottle feeding times are the best times for social and emotional development.

**AIMS**

- SED 3: Your baby smiles at sounds that he knows and responds by making a sound.
- SED 4: Your baby takes part in simple games.
- SED 5: Your baby demands that you continue with his favorite activities.
- SED 6: Your baby shows different reactions to different emotional situations.

**ICF-CODE**

- d7105-7601
- d7101-7104
- d7601

**YOUR BABY CAN ALREADY**

- Show feelings of happiness or comfort through the sounds that he makes.
- Specify his demands by making certain sounds.
- Respond to his own name.
- Show his love by giving hugs to his parents.

SED 6: It is important that you observe your baby's reactions when you change your facial expression or you express disagreement. It is also important for your baby to learn to differentiate and give different reactions on different occasions. For example, if he spits, does not like breast feeding, or throws toys when you give them to him, show your disapproval in your facial expression and shake your finger. Don't do this for too long, but show him that you do not like his behavior. The aim here is to teach him to have different reactions to different stimuli. After the 4<sup>th</sup> month, you might not have to show your disagreement so often, maybe only for a split second each day (when necessary).

**ACTIVITIES THAT YOU CAN DO WITH YOUR BABY**

SED 3: Position your baby so that he is facing you (you can do this while you are lying down, while he is on your lap or in a sitting position). Try to get his attention by making different sounds. Wait for him to give you a response while you are making sounds or smiling. Let other family members do this activity and interact with him (grandma, grandpa, sister, brother, close neighbors etc.). When you are interacting with him use a tender voice and smile.

SED 4: Take his favorite toys that make sounds and let him try to reach them or press the part that makes the sound. Make sure you follow a clear pattern of taking turns when you do this activity (first you do the action, and then he does it). Play games such as peak-a-boo with him. Show your baby your appreciation when playing games by smiling and kissing him.

SED 5: While you are playing with your baby or attending to his needs, (for example feeding) stop the activity for 1-2 seconds and wait for him to show you that he wants the activity to continue. Then continue with the activity.

When you stop playing the game Peak-a-boo, your baby might continue to hide his face with his hands. Similarly, when you stop the game of pressing the toy to make a sound, he might continue to look at the toy or try to reach it. All these actions mean that he wants to continue playing. When you see these behaviors, do not stop, but try to continue playing the games.

**WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES**

- Care about what your baby is doing and spend time together with him.
- Make sure that you have physical contact with your baby when you are together.
- Respond to his signs and non-verbal demands immediately.
- Try to understand his life experience by observing what catches his attention, what makes him scared, which situations he is sensitive to, what are his sources of anger, etc.
- Play with the toys that your baby likes.
- Respond to his reflexes, face expressions and mimics as if they are real. meaningful conversation.

**USEFUL OBJECTS OR CONDITIONS:**

A tender voice and a smile.  
Your loving and safe lap.  
Play after feeding, nappy changing and sleeping.  
Soft toys and toys which emit sounds.  
If you do not have any toys, you can tap a spoon against a glass.

**AIMS**

SED 7: Your baby makes eye contact with adults.  
SED 8: Your baby plays by himself for 5-10 minutes.  
SED 9: Your baby copies an adult.  
SED 10: Your baby hands over a toy he is holding when someone asks for it.

**ICF-CODE**

b2158-d7601  
d7600-d7601  
d7600-d7601  
d7600-d7601

**YOUR BABY CAN ALREADY**

- Show a reaction to familiar faces.
- Throw his toys and enjoys it when you pick them up.
- Express a reaction when he does not want something (i.e. by pushing it away with his hand or turning his head).
- Raise his arms, asking you to pick him up or hug him.

**WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES**

- Make sure you are sat in a position where your baby can reach or touch you easily. Touch your baby often so that he can establish contact with you.
- Playing games is the most effective way for you to establish an attachment with your baby. During the daytime, create many short games for him.
- Play as much as you can with your baby, especially when he shows that he is ready for interaction. Think about your role as his play mate during this phase.
- Touch your baby, hold him, hug him and bounce him. When you make contact with him, use physical games like tickling or make him fly etc. make sure you are doing this in a kind manner and do not cause him to be anxious.
- Remember that your baby's first experiences of love and tenderness are through touch and non-verbal signs.
- When your baby is playing by himself or seems busy, carefully enter his world and make the game interactive. When doing this, you may also show him different ways of playing.

**ACTIVITIES THAT YOU CAN DO WITH YOUR BABY**

SED 7: Position your baby so that he is facing you (you can do this while you are lying down, while he is on your lap or in a sitting position). Hold one of his toys that make a sound near to your face and talk to him. Look him in the eye and when he makes eye contact with you; use a higher and enthusiastic tone of voice. Move the toy between your face and his face and try to increase the time that he has eye contact with the toy and with you.

SED 8: Place toys and materials that your baby likes around him so that they get his attention (they must be harmless toys such as a pillow, a colored blanket etc). Observe him when he is playing but make sure that he does not see you. At the beginning, come near him and join in with his play for about 3 minutes, then leave him to play alone for 3 minutes. Each time, extend the activity for 1 more minute. Play with him for 4 minutes and then leave him alone for a maximum of 5 mins. Then join him again. You can increase the time that he spends playing alone, but don't distress your child. When you leave your baby to play alone, make sure you keep a radio on or play songs that your baby likes. Make him feel that you are happy about his ability to play on his own and when you join him in his game, kiss him or hug him.

SED 9: Position your baby so that he is sitting facing you and model some funny faces for him. When he copies your funny faces, hug, kiss and cuddle him. Shake your hands and tell him "come on, now you shake yours". And then kiss, hug and cuddle him again, saying "well done". You can do the same thing for playing peek-a-boo, and other games, such as opening and closing your hands. Choose a time when he is not sleepy for this copying activity.

SED 10: When you are sitting face to face with your baby, ask him for the toy that he is holding. If he gives it to you, respond to him enthusiastically. Even if he needs help giving you the toy, hug him and praise him using a tender voice.

**USEFUL OBJECTS OR CONDITIONS:**

Your smile and tender tone of voice.  
Your loving and trustworthy lap.  
Play after feeding, nappy-changing and sleeping.  
Soft toys and toys which emit sounds.  
Plastic jars filled with lentils, beans, rice etc. (make sure that the lids cannot be opened by your baby)  
Your baby's pillow, blanket, bottle.  
CD player or radio.

AIMS:	ICF-CODE
SED 11: Your baby can greet you or wave his hand when prompted.	d7601
SED 12: Your baby plays together with an adult.	d7601
SED 13: Your baby shows interest for 30-60 seconds in an action or an object when an adult points it out.	d7601

#### YOUR BABY CAN ALREADY

- Play with his toys alone for a while.
- Copy simple facial expressions and hand movements.
- Give away an object that he is holding when someone asks for it.
- Cry when he is away from his mother.
- Look for trust and safety when he is scared or startled (i.e. hides his head behind your shoulders)

#### ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

SED 11: The best opportunity to teach your children how to greet you and say "goodbye" is the time when you are leaving the house. If your baby does not copy you when you wave your hand or when you tap your head with your hands, prompt him verbally by saying, "come on wave your hand" or "bye bye". Decrease your prompting day by day. Later you can use sentences such as "daddy is going to work. What do you say?" or you can make it still more complicated. When your baby shows the appropriate reaction, reward him and if he has difficulty, prompt him again and give him a small clue, for example by moving his hand to his head to say bye.

SED 12: Try to find a time when your baby is playing with his favorite toys or materials and encourage him to play together with you. Take the same toy or material and play the game he is playing, copying him to some extent. In the mean time he will start to copy you too. Later on, transform this copying activity into playing mutual games such as rolling a ball, driving a toy car towards each other, hitting a small ball, or make your baby's animal toys 'speak'.

SED 13: Point out to your baby, objects, toys, books or situations (point with your finger and talk about it, i.e. "look the balloon is flying" or "look, there is a car" etc). Even if your baby only looks at the situation or the object for a short while, continue to talk about it and show him that you are happy that he has given it his attention by smiling at him or touching him.

#### WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- Look into your baby's eyes and interact with him at his level.
- Play short games with him during the daytime.
- It can be useful to try and understand what your baby is feeling by putting yourself in his shoes.
- Try to notice what is interesting him at the same time as it takes his interest. Observe his interests and choices and show that you care about the situations, objects and toys that interest him.
- You can help your baby develop social interaction with you by responding to him immediately when he expresses his needs.
- When your baby is playing by himself or seems busy, carefully enter his world and make the game interactive. When doing this, you may also show him different ways of playing.

#### USEFUL OBJECTS OR CONDITIONS:

Your smile and tender tone of voice.  
Your loving and trustworthy lap.  
Times when you are leaving the home.  
Toys  
Everyday objects

AIMS	ICF-CODE
SED 14: Your baby gets the attention of an adult by pointing out the toys/objects that he wants or chooses.	d160/d350
SED 15: Your baby consciously rejects toys, objects or food that he doesn't want or like.	d240/d350/d710
SED 16: When someone says "NO" to your baby, he doesn't resist or continue making his request.	d160/d710
SED 17: When your baby hears the name of family members, he points at them with his finger.	d335/d710
SED 18: Your baby uses the expressions "mine" or "yours". or shows a reaction to these concepts.	d710

#### YOUR BABY CAN ALREADY

- Wave his hand or greet you when you prompt him.
- Play together with an adult.
- Hold his attention for at least 30-60 seconds alongside an adult.
- Participate in the joy of seeing family members or people that he recognizes (smiles, claps).
- Shake himself or join in with the rhythm when someone sings a song

#### ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

SED 14: Place a couple of toys around your baby, making sure that he cannot reach them easily. If he tries to reach towards one of the toys or points to it, hold the toy, direct your attention to the toy and talk about the toy with your baby. For example, your baby tries to reach or points to a small dog. Focus both his and your attention onto the dog, by saying "woof woof little dog". If your baby doesn't point with his finger but indicates with a look, hold his hand and help him to point his finger at another toy that he likes. Give the toy to him and talk about the toy. For example, if the toy is a bird, bring the toy closer to him and say "tweet, tweet, tweet". Hold his hand and repeat this until he copies you or points to the toy by himself. With this activity he can learn how to ask for something by pointing at it. If a child has difficulty expressing his needs, then he will continue to do it by crying. At this age expressing his needs by pointing would be considered more successful.

SED 15-16: During feeding time, if your baby is rejecting food by shaking his head to both sides or closing his lips, don't insist that he eats it. Your insistence can lead him to demonstrate rejection behavior through other forms of unwanted behavior. For example your baby might spit food that he doesn't want, vomit or hit the plate. If you do not manage your baby's rejections properly, they might turn into problem behaviors. If your baby doesn't want to eat, try to encourage him by initiating a game. Say "there is a plane coming to your mouth" if he still doesn't want to eat, then don't insist. The same situation applies to playing with toys. When you wish to reject your baby's requests, just say NO. Don't shout, or be angry or nervous, otherwise he might copy your behavior.

#### WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- your baby learns how to say "NO" or rejects things that he doesn't want, this will improve his social and emotional development as much as when he learns to say "YES". That is why it is important for him to learn how to say YES or NO at the right time.
- Try not to avoid your baby's needs. It is entirely normal that your baby expects your care and attention. Your baby's social and emotional development will be strengthened by the care you give him.
- Play with your baby face to face. Interact with him at the same height so that he is not forced to raise his head to look at you.
- Look into your baby's eyes when you are playing or interacting with him.
- When your baby starts to discover and understand the world, remember that he has to give meaning to his experience and he might see and understand the world differently to you.
- Remember that while your baby is growing, he will be discovering the world continuously. The world that he understands when he is 3 months old is very different when he is 9 months old. During the early childhood development period, the changes in your baby's thinking and perceiving will lead to different perceptions and experiences of objects and situations. For example, for a 3 month old baby, a doll is just a toy but for a 15 month old baby a doll is something that can be played with and incorporated into games (i.e. he can rock the doll on his lap or feed the doll).
- You can help your baby to develop social interactions with you by responding immediately when he tries to get your attention.
- Many parents use questions to initiate an interaction with their babies (i.e. "do you want this?"). This usually brings an end to interactions. Babies can respond to their parents, but might not be motivated to talk. Interact with your baby by commenting on his behavior, show your satisfaction with his actions and express your or his feelings. You will notice that this will help you to interact with your baby for longer.

If there is a situation which you don't like and when your "No" does not have an impact, try to direct your baby's attention onto something else. For example, if he wants to hold the vase that is on the table and you say NO. After you say NO, direct him to his favorite story book or hold his hands and start singing. If you don't do this and instead get stubborn with him, you may teach him unwanted and inappropriate behaviors. These actions will negatively affect his social and emotional behavior.

SED 17: Around this age, your baby begins to know different family members. You might ask him to point to family members by saying "mummy, daddy, sister" etc, adding more people that he sees often. Ask him "where is your sister?" and wait for a couple of seconds. If he looks at his sister and points at her, give him a reward. If he has difficulty doing this, take his hand, or guide him and help him to identify his sister. If your baby demonstrates slow progress, after you have taught him one family member, go for different one.

SED 18: When you are playing with your baby or eating with him, take a couple of objects that belong to you and a couple of objects that belong to him. Take your object and say "MINE" and give him his object and say "YOURS", thus classifying the objects as yours or his. Continue to do this in every game. When your baby tries to reach his toy, say "YOOUURRS" and let him take it. When he gives you an object that is yours, say "MIINNE" and take it. When he is ready for the second phase, ask him "WHICH ONE IS YOURS?" When he takes his object and says MINE, reward him. If he gives you an object that is yours and says YOURS, reward him again.

#### USEFUL OBJECTS OR CONDITIONS:

Your baby's toys.

Objects such as a cloth, food, plate, spoon, scarf or pillow.

Any kind of activity that involves daily routines, such as feeding, having a bath, face washing etc.

Behavior when you need to say NO, such as when he picks a flower, throws toys (except a ball), pulls your or someone else's hair. This is the best age for him to learn not to do this kind of behavior.



AIMS:	ICF-CODE
SED 19: Your child can socialize by helping with small household tasks when asked to do so by someone.	d760
SED 20: Your child plays parallel games alongside his brothers/sisters or other children of the same age group for 5-10 minutes.	d730
SED 21: Your child takes part in mutual games with another child of the same age group for 2-3 minutes.	d730
SED 22: Your child shares his food or objects with another child when someone prompts him to do so.	d730
SED 23: Your child listens to a short story when told by an adult.	d760

#### YOUR CHILD CAN ALREADY

- Resist cooperation
- Feel jealous when your attention is on other children.
- Listen to a story which is read or told by an adult and can copy the animal sounds that he hears.
- Initiate an interaction with an adult.
- Express that he doesn't want something.
- Claim his own toys.

#### ACTIVITIES THAT YOU CAN DO WITH YOUR CHILD

SED 19: This activity will serve as continuation of an interaction with your child which is started by an adult. For this activity, you need to be carrying out household tasks, such as baking a cake, cleaning the house, laying the table, or putting your child's clothes away in the cupboard. This provides the context for your child to copy you. When he succeeds in copying you, reward him. Tell him that he was a big help; that you are so happy about this and make him feel happy about it. Through this attention, he will gain a sense of self confidence and will feel an emotional connection to you. This will help your child increase his social skills and improve his social interactions in the future.

SED 20: A parallel game is a kind of game where a child continues to play his own game alongside other children who are also playing their own game, with little interaction between them. At this age, you can support your child to play like this for 5-10 minutes. Observe your child's game with his brother/sister or with other peers e.g. in the playground. Occasionally join in with his game and encourage him to play for longer.

SED 21: Watch the children who manage to play in parallel games and try to observe the interactions between them. When you notice that they have some common interests, make them sit together and play e.g. rolling a ball or pushing a car about. At the beginning, join them as an adult and make the game more exciting for them by making noises and acting enthusiastically. At this point, with some adult support; they might be able to play together for 3-5 minutes.

#### WHAT YOU CAN DO TO HELP YOUR CHILD WITH THESE ACTIVITIES

- Carefully watch what your child is doing and spend time together.

- Create small games that you can play together during the day time.

- Learn what kinds of toys you can use for your child at this age (Libraries and web pages are great resources.)

- It might be hard for you to be a play mate for your child because being a parent means that you have many responsibilities and duties. But, your child lives in a world of games and fun, not in a business world. The more you participate in the activities that your child initiates, the more opportunities you will have to join his activities.

- Most children under the developmental age of 15 months will have trouble swapping their toys during play time. They don't understand the rules of giving and taking. For example, your child might not give his toy when you say "shall we swap our toys?" "Come on give me the ball in your hand".

- Watch your child's reactions to your actions while playing (a) with the same object, (b) in the same situation, (c) when you are sat side by side

- If your child has some difficulty with social games, specialists might also show you how to encourage your child to join in with games with his peers.

#### USEFUL OBJECTS OR CONDITIONS:

Your smile and tender tone of voice.

Your loving and trustworthy lap.

Toys

Stories

Daily routines

SED 22: One of the most important components of social interaction is sharing. Children who learn how to share their food and toys will be able to create healthier social and emotional relationships in the future. When you ask your child to give one of his own biscuits to his friend, he might not understand this or might not want to give his biscuit away. You should help him to do this (e.g. take his hand and help him to give). Then make him feel how happy you are that he has done this. When another child offers him something, do not stop him from taking it, but you might say "thank you" and be a role model for your child.

(Prefer to use children that are known to your child for this activity, such as a trusted neighbor's child or your child's cousins, sisters or brothers).

SED 23: In some respects, your child is now growing up. Make sure don't forget that your child will also need a rest from social interactions. Tell your child short stories or read him short storybooks with pictures. These stories should not be longer than 8-10 sentences. Make your child understand the story easily by using animated sounds. Like adults, children will listen to stories which they can understand. You can also make up stories, making use of daily situations. For example, imagine your daughter had 2 tomatoes and a piece of cheese for breakfast for the first time. You can then make this into a story that evening. Encourage her to look in the mirror and show her teeth and cheeks while you tell her, "there was a little girl who had small red tomatoes and a piece of cheese for breakfast so she got very pretty red cheeks and teeth like pearls." This will help you to have an emotional connection with your child before she goes to sleep.

**AIMS:**  
SED 24: Your child helps to tidy up his toys.  
SED 25: Your child asks questions such as “what?” and “why?”  
SED 26: Your child recognizes dangerous situations.  
SED 27: Your child can make choices relating to his toys and clothes.

**ICF-CODE**  
d6608/d7108  
b16810/d710/d3500  
d2402  
d5404

#### YOUR CHILD CAN ALREADY

- Help with small household tasks when asked by someone.
- Play parallel games with sisters/brothers or a child of the same age group.
- Play mutual games for a short while with sisters/brothers or a child of the same age group.
- Share his food with his friend when someone tells him to “GIVE”
- Listen to a short story told by an adult.

#### ACTIVITIES THAT YOU CAN DO WITH YOUR CHILD

SED 24: This skill will improve your child’s interaction with you and his ability to socialize with you at the same time. When your child stops playing with his toys, encourage him to tidy up before you go out shopping or before you go for a walk with him. Don’t force him to do it or lay down severe rules. Take one or more of his favorite toys and offer to put them in their place until he comes back or plays with them again. The toys should have a designated place where they are kept, such as in a basket or a box. Help him to put some toys in their place. Show that you appreciate his work and tell him that the toys will wait for him happily. Allow time for this activity and make it like a game. The time that you spend together should be enjoyable for you both.

SED 25: At this age, we cannot expect a child to ask questions by himself. But this game will help your child to ask questions about things which he is interested in. Children who can ask questions can interact more easily and this skill helps them to socialize with peers. If your child is holding a toy and examines it, don’t miss the opportunity to explain the toy to him, using “why” or “what”. He might not ask “why” or “what” directly, but he will look at you with questioning eyes. Ask him “are you wondering what it is?” and offer short explanations. This will help to improve your joint interest in things that interest him.

SED 26: For your child’s social and emotional development, it is important that he learns to recognize possible dangers in an appropriate way. Your child might not notice the dangers around him at this age. It will not help him to stay away from dangers or the situations that might frighten him. Sometimes you will need to inform your child about possible dangers or scary situations (i.e. a hot pipe, a street with cars....).

#### WHAT YOU CAN DO TO HELP YOUR CHILD WITH THESE ACTIVITIES

- Play face to face with your child. Interact with him at the same height so that he does not have to force himself to hold his head up to see you.
- Look into his eyes while you play or interact with him.
- Answer his questions patiently. When your child starts to discover and understand the world, you should remember that he has to give meaning to his experiences, because he sees and understands the world differently to you.
- Wait for your child to do what he wants to do and choose how he wants to do it. Accept his choices if they are not dangerous to him or someone else.
- in with the activities that your child most enjoys.
- Remember, the more he takes part in common activities, the more opportunities he will have for learning, and this will increase his developmental achievements.
- The way your child communicates and reacts when playing and in social situations reflects how he understands, questions and solves social challenges. Children might show typical development or developmental problems. In both instances, the way that they act or communicate is a reflection of their thinking and their questioning.

#### USEFUL OBJECTS OR CONDITIONS:

- Your smile and tender tone of voice.
- Your loving and trustworthy lap.
- Toys
- Stories
- Daily routines

At the same time, you must be careful about the level of information that you give your child. For example, when your child is trying to run on a stony surface, instead of saying “don’t run or you will fall over” you might explain to him to walk with care on this kind of surface: Walking slowly might be better for him because the surface is not smooth. Even if you explain this to him; he might continue to run and fall over. In that moment, instead of saying “see I told you that you would fall over” you need to give him a hug, stay calm and remind him that the surface is not smooth. Demonstrating consistent behavior during dangerous situations will help your child to recognize dangers and proceed with successful emotional development.

SED 27: It is very normal to have conflict between you and your child at this age. However, children who do not have any opportunities to make choices will have more problems with their parents. To avoid this, it could be useful to create small opportunities where he can have a choice e.g. to choose his food, clothes or toys. If your child can choose his food, he will eat with more appetite. For example, during breakfast, instead of putting all the food on his plate, ask him what he wants to eat and let him choose. This will help him to improve his decision-making skills. Children who can make their own choices will follow a more successful social and emotional development

AIMS:	ICF-CODE
SED 28: Your child recognizes a range of emotional expressions, such as sadness, anger, happiness, fear and confusion.	b152/d7104
SED 29: Your child controls his anger, when he has been told "NO" by an adult.	b1521/d7102
SED 30: Your child behaves appropriately in relation to rules and expectations coming from an adult.	b1522/d7100

#### WHAT YOUR CHILD CAN DO

- Help to tidy up his toys.
- Ask questions such as "what?" and "why?"
- Learn to stay away from dangerous situations when told by someone.

#### ACTIVITIES THAT YOU CAN DO WITH YOUR CHILD

SED 28: Your child's knowledge about happy, angry, sad, scared and confused facial expressions can be found in more detail in the RECEPTIVE LANGUAGE module. At this age, your child can play games involving these expressions. Understanding these expressions will help your child to demonstrate different situation-appropriate reactions. In other words, a child who can express his emotional states appropriately will be more successful in social interactions.

SED 29: Children at this age might not always be able to control their anger. For this reason, you might have conflict with your child on some issues (especially feeding, toilet habits, clothing). These conflicts are quite normal. On the other hand, this is the best age for your child to learn to control his anger e.g. when you or another person says "NO" to him. If he insists to continue with his actions and becomes angry, then tell him clearly, "NO". However, this is not a war in which someone has to win. First of all, try to get his attention onto something else. For this, use his favorite toy or activity. If you cannot manage to do that, don't argue with him. Wait patiently for him to calm down. While you are waiting, don't sit in front of him looking angry. During this waiting period, try to occupy yourself with something else. When he calms down, reward him for calming down. Later on, raise the issue through a story or example and explain to him why you said NO.

SED 30: Children who can delay their gratification or can make changes to their requests will develop better social and emotional skills. Making a choice is the most basic skill that will affect your child's delay of gratification. Consequently, during daily life, if you allow your child to make his own choices, it will be effective for him to delay his gratifications or change his requests.

For example, if he asks for a very expensive toy that you cannot or do not wish to buy immediately. You can give him 2 options in this situation. Either you can buy him a less expensive and less likeable toy immediately, or you can buy the expensive toy that he wants in a couple of days when you go to the shopping mall. If your child goes for the first option, you need to do it immediately actions.

If he chooses the second option, you must thank him and tell him that you are very pleased with his behavior. Make sure that you buy that toy next time go to the shopping mall. Your child will learn to trust you if you demonstrate stable and consistent.

At this period, the child might have difficulty following your rules because he might struggle to make suitable decisions. For him to follow your rules, they need to be suitable for his age, easy to follow and have reasonable expectations of him. Between the age of 30-36 months, you can have rules like tidying toys away, washing his face and hands when he wakes up in the morning or holding your hand when he is out with you on the street. This period is also important for you and your child to spend time together and share experiences. Children who can follow rules will have more successful social interactions in future.

#### WHAT YOU CAN DO TO HELP YOUR CHILD WITH THESE ACTIVITIES

- It might be hard for you to be a play mate for your child because being a parent means that you have many responsibilities and duties. But, your child lives in a world of games and fun, not in a business world. The more you participate in the activities that your child initiates, the more opportunities you will have to join his activities.
- Think of the behavior that tends to make your child smile and be happy. Include these behaviors into activities that your child finds boring, doesn't like, or is bored of doing.
- If you ensure that the rules and expectations that you have for your child are appropriate to his age and developmental ability, your child will be more cooperative with you and will show less negative behavior.
- If you noticed that your child is watching you carefully, ask him "would you like to do it with me?" and by creating a space for him, you can let him do it with you.
- Don't forget that your child's interests can change quickly. One day a thing might interest him and next day it does not.
- Your child's interest in an activity or an object might not be very obvious. If your child is showing his interest in something, but doesn't join in with the activity effectively, this still shows his interest.
- Ask yourself questions to best understand your child's behavior, such as "what does this behavior tell me about my child's interests?" and, "What is my child trying to say by doing this?"

#### USEFUL OBJECTS OR CONDITIONS

Same as developmental age 24-30 months