

Devereux
ADVANCED BEHAVIORAL HEALTH

CENTER FOR
RESILIENT CHILDREN



e-DECA 2.0

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Screen, Assess, Plan, Strategize

**Toddler Strategies 18-36 months
English**

Suggested Classroom and Home Strategies for: Initiative

Initiative is the child’s ability to use independent thought and action to meet his needs. There are many ways toddlers show us they are developing initiative every day, such as sharing laughter, playing make-believe and asking for help. When looking at a child’s DECA Toddler rating, you may notice that a particular element of initiative needs to be strengthened.

The strategies below are taken from [Conscious Discipline: Building Resilient Classrooms](#), [Easy to Love Difficult to Discipline](#), [Baby Doll Circle Time](#), as well as [Feeling Buddies Curriculum](#).

Feel free to explore those books for more ideas, or, use your own planning resources and strategies guides! These strategies are meant to give families and caregivers a sample of ideas to choose from when planning to intentionally promote the initiative of children within a group and/or home settings. Users should feel free to expand on these strategies, add strategies of their own, or use additional strategies from the above resources.

Classroom Strategy	Home Strategy
(A) Baby Doll Circle Time. :Once children are familiar with I Love You Rituals, encourage them to join in during this activity so that they may act out the rituals with a baby doll.	(A) Baby Doll Circle Time: Once children are familiar with I Love You Rituals, encourage them to join in during this activity so that they may act out the rituals with a baby doll.
(B) Noticing Language: Get down to the child’s eye level and provide feedback on what you see and hear, without judging the behavior. “Kendra, you stacked three blocks on top of each other and then you put the red one on the very top.”	(B) Noticing Language: Get down to your child’s eye level and provide feedback on what you see and hear, without judging the behavior. “Kendra, you pointed to the red shirt and the blue shorts to let me know what you wanted to wear to school.”
(C) Handling Strong Emotions: When toddlers go into upset, notice and describe their actions by saying, “Your eyes went like this (demonstrate). When they look at you, breathe and download your calm state and label the feeling with your best guess, “You seem . You wanted ”	(C) Handling Strong Emotions: When toddlers go into upset, notice and describe their actions by saying, “Your eyes went like this (demonstrate). When they look at you, breathe and download your calm state and label the feeling with your best guess, “You seem . You wanted ”
(D) Transitions: Help toddlers handle transitions by giving them some advanced warning, so they can anticipate that a change is coming up. For example, “We are going to read the book, then change your diaper. First, read book and then change your diaper.”	(D) Transitions: Help toddlers handle transitions by giving them some advanced warning, so they can anticipate that a change is coming up. For example, “We are going to read the book, then change your diaper. First, read book and then change your diaper.”
(E) Encourage Cooperation: Invite toddlers to help pass items to the next person during mealtimes. “Sheri, can you please pass the napkins to Mica?” After they complete the task use encouraging language to celebrate, “You did it! You passed the napkins to Mika! That was helpful!”	(E) Encourage Cooperation: Invite toddlers to help pass items to the next person during mealtimes. “Sheri, can you please pass the napkins to your sister?” After they complete the task use encouraging language to celebrate, “You did it! You passed the napkins to your sister! That was helpful!”
(F) Make Play Suggestions: Create scenarios where toddlers can work together, such as pulling another child in a wagon. Say, “Wow! Look at you! You are pulling your friend in the wagon. That is helpful!”	(F) Make Play Suggestions: Help your child to work together with another child, such as pulling another child in a wagon. Say, “Wow! Look at you! You are pulling your friend in the wagon. That is helpful!”
(G) Play Together: Play games such as “Ring Around the Rosie” and “London Bridge” to help encourage peer interaction. Set aside time everyday to use of the I Love You Rituals. Focus on the eye contact, presence, touch in a playful way.	(G) Play Together: : Play games such as “Ring Around the Rosie” and “London Bridge” to help encourage interaction. Set aside time everyday to use of the I Love You Rituals. Focus on the eye contact, presence, touch in a playful way.
(H) Describe for Them: Use simple and clear	(H) Describe for Them: Use simple and clear

language to describe toddlers' interactions with peers, "Nicolas didn't like it when you took his truck. Put your hand out like this (demonstrate) and say 'My turn' when you want a turn.	language to describe toddlers' interactions with others, "Your brother is smiling; he likes it when you give him a car."
(I) Teach about emotions: Talk about feelings and emotions in storybooks. Ask toddlers to think about what the character is feeling. "Susie can't find her bunny. See her face? Her face is saying, "I feel sad".	(I) Teach about emotions: Talk about feelings and emotions in storybooks. Ask your toddler to think about what the character is feeling. "Susie can't find her bunny. See her face?" Her face is saying, "I feel sad".
(J) Emotion play: Ask children to show what people look like when they feel angry, happy, sad, etc. Let children use mirrors to see their own facial expressions. Utilize the feeling buddies to welcome emotions. "Hello sad, welcome sad. Your face is going like this (demonstrate)." Have them find pictures of people displaying different emotions.	(J) Emotion play: Ask your toddler to show what people look like when they're angry, happy, sad, etc. Practice in front of a mirror together so they can see their own facial expressions. Ask your toddler to find pictures of people displaying different emotions. Have your toddler mimic these emotions.
(K) Label Emotions: Label and explain emotions to toddlers. "Martha, you seem frustrated. The puzzle piece won't fit there. Take a deep breath. You can do this."	(K) Label Emotions: Label and explain emotions to your toddler. "Martha, you seem frustrated. The puzzle piece won't fit there. Take a deep breath. You can do this."
(L) Encourage play: Notice when you see your toddler playing appropriately with another friend. Isabella seems to enjoy playing on the slide with you!"	(L) Encourage play: Notice when you see your toddler playing appropriately with another friend. Isabella seems to enjoy playing on the slide with you!"
(M) Show them how to play: Model the words and actions you want toddlers to use to enhance their social skills. "May I play? I would like to play."	(M) Show them how to play: Model the words and actions you want toddlers to use to enhance their social skills. "May I play? I would like to play."
(N) Talk it out: Help explain behaviors to toddlers during interactions. For example, if one toddler bumps into another while playing outdoors say, "OOPS! You bumped into your friend while playing. Next time walk around your friend. Lets practice now. You did it! You walked around your friend.	(N) Talk it out: : Help explain behaviors to your toddler during interactions. For example, if you bump into another family member while preparing dinner, say, "OOPS! You bumped into your friend while playing. Next time walk around your friend. Lets practice now. You did it! You walked around your friend.
(O) Provide encouragement. When children hold out their toy to show to a friend or an adult, provide encouragement, but do not expect them to hand it over. "Jeremy, you showed Tanika your bear, so she could see it, that was helpful."	(O) Provide encouragement: When your child holds out their toy to show to a friend or an adult, offer encouragement, but do not expect them to hand it over. . "Jeremy, you showed Tanika your bear, so she could see it, that was helpful."
(P) Follow their lead: Understand and respond to a toddler's individual characteristics when designing and carrying out routines. "Judy, stand with me and watch your friends play with the new toy. When you are ready, ask, 'May I play?'"	(P) Follow their lead: Understand and respond to a toddler's individual characteristics when designing and carrying out routines. "Judy, stand with me and watch your friends play with the new toy. When you are ready, ask, 'May I play?'"
(Q) Visualize the day: Create a visual schedule to see and touch showing daily routines, and post this schedule at toddlers' eye level. "Yes, William, first we go outside, then we have a snack, and then it is time to go home." The visual schedule should have pictures and words of each activity with the item.	(Q) Visualize the day: Create a visual schedule your child can see and touch showing daily routines, and post this schedule at their eye level. "Yes, William, first we go outside, then we have a snack, and then it is time to go for a nap." The visual schedule should have pictures and words of each activity with the item.
(R) Comfort items: Help a toddler transition to nap by using a doll or teddy bear. Show the toddler how to hug, rock and cover up the doll for nap time.	(R) Comfort items: Help your toddler transition to nap by using a doll or teddy bear. Show the toddler how to hug, rock and cover up the doll for nap time.
(S) Give choices: Let toddlers choose a special book to read before nap time or have their own	(S) Give choices: Let your toddler choose a special book to read before nap time or have their

stuffed animal or blanket. The choices should be two positive choices. Focus on the end result/outcome. “James, which book would you like to read before naptime? This one or this one? Which one do you choose?”	own stuffed animal or blanket. The choices should be two positive choices. Focus on the end result/outcome. “James, would you like a stuffed animal to sleep with or your blanket? Which one do you choose?”
(T) Prepare for what is next: Prepare toddlers ahead of time for new social experiences. “During our visit to the library we will sing songs and listen to stories.” Use visuals/pictures to help.	(T) Prepare for what is next: Prepare your toddler ahead of time for new social experiences. “During our visit to the library we will sit by other friends and sing songs and listen to stories.” Use visuals/pictures to help.
(U) Keep their attention: Minimize waiting time by including toddlers in transitions. “Tyler hold the paintbrushes while I get out the paper? Then you can paint at the table.” After they do it say, “Tyler you held the paintbrushes while I got out the paper so that we could paint, that was helpful.”	(U) Keep their attention: Minimize waiting time by including your toddler in transitions. “Tyler hold the mail while Mommy opens the door?” After they do it say, “Tyler, you held the mail while Mommy opened the door, that was helpful.”
(V) Discuss it: Talk to toddlers about routines and interactions from yesterday, today, and tomorrow. “Shontaye, you played with that doll yesterday. Remember, you washed her hair?”	(V) Discuss it: Talk to toddlers about routines and interactions from yesterday, today, and tomorrow. “Shontaye, you played with that doll yesterday. Remember, you washed her hair?”
(W) Encourage Involvement: Ask toddlers, using one or two step directions, to help get spoons, napkins, or plates as you prepare for a meal. “Lynelle, get the napkins and put them on the table?” After they do it say, “You got the napkins and put them on the table to help us get ready for snack.” That was helpful.	(W) Encourage Involvement: Ask your toddler, using one or two step directions, to help get spoons, napkins, or plates as you prepare for a meal. “Lynelle, get the napkins and put them on the table?” After they do it say, “You got the napkins and put them on the table to help get ready for dinner.” That was helpful.
(X) Explore the Senses: Engage a toddler in a sensory activity, such as playing with water, silly putty, play dough or finger paint. When engaging toddlers, remember to focus on eye contact, be present, have some sort of touch in a playful situation. This helps to create connections	(X) Explore the Senses: Engage your toddler in play with things he can touch and explore, such as playing with water, silly putty, play dough, or finger paint. When engaging toddlers, remember to focus on eye contact, be present, have some sort of touch in a playful situation. This helps to create connections.
(Y) Ask Questions: Ask toddlers questions about objects they are playing with, such as, “What do you see? What does it feel like?”	(Y) Ask Questions: Ask your toddler questions about objects they are playing with, such as, “What do you see? What does it feel like?”

Suggested Classroom and Home Strategies for: Attachment/Relationships

Attachment/Relationships is the child’s ability to promote and maintain mutual, positive connections with other children and significant adults. These emotional bonds that develop in early childhood can be observed as toddlers go to familiar adults for help, share cuddles, and interact with peers. When looking at a child’s DECA Toddler rating, you may notice that a particular element of attachment/relationships needs to be strengthened

The strategies below are taken from [Conscious Discipline: Building Resilient Classrooms](#), [Easy to Love Difficult to Discipline](#), [Baby Doll Circle Time](#), as well as [Feeling Buddies Curriculum](#).

Feel free to explore those books for more ideas, or, use your own planning resources and strategies guides! These strategies are meant to give families and caregivers a sample of ideas to choose from when planning to intentionally promote the initiative of children within a group and/or home settings. Users should feel free to expand on these strategies, add strategies of their own, or use additional strategies from the above resources.

Classroom Strategy	Home Strategy
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<p>(A) Attunement: Remain present and in a calm state so that you can be aware and responsive to the internal state of the toddler. Attach language to the experience such as, “It was hard to say goodbye to mommy, breathe with me, I’m going to keep you safe until mommy comes back.”</p>	<p>(A) Attunement: Remain present and in a calm state so that you can be aware and responsive to the internal state of the toddler. Attach language to the experience such as, “It was hard to say goodbye to your brother, breathe with me, I’m going to keep you safe until mommy comes back.”</p>
<p>(B) Emotional Regulation:When toddlers experience distress, this will activate their attachment system and go to their attachment figure to seek comfort. A calm adult at this time can offer a felt sense of safety by assuring the child with loving words such as “Breathe with me. You can handle this.” Model how to take deep belly breaths. Inhale through the nose. Exhale through the mouth.</p>	<p>(B) Emotional Regulation:When toddlers experience distress, this will activate their attachment system and go to their attachment figure to seek comfort. A calm adult at this time can offer a felt sense of safety by assuring the child with loving words such as “Breathe with me. You can handle this.” Model how to take deep belly breaths. Inhale through the nose. Exhale through the mouth.</p>
<p>(C) Connecting Rituals:Create intentional opportunities for children to build trusting relationships with caring adults by incorporating rituals that involve eye contact, appropriate touch, a present adult in a playful manner.</p>	<p>(C) Connecting Rituals:Create intentional opportunities for children to build trusting relationships with caring adults by incorporating rituals that involve eye contact, appropriate touch, a present adult in a playful manner.</p>
<p>(D) State the toddler’s positive intentions.: For example, when a child grabs for a toy that is out of reach and begins to cry, say, “You wanted the toy”, say, “help please”.</p>	<p>(D) State the toddler’s positive intentions.:For example, when a child grabs for a toy that is out of reach and begins to cry, say, “You wanted the toy”, say, “help please”.</p>
<p>(E) Create a Personal Storybook: Ask a family to create a community storybook using pictures of their neighborhood. Take time to share the story with a group of children in your care. Discuss helpful acts. Talk about how the people in the community do helpful acts for others in the community.</p>	<p>(E) Create a Family Storybook: Use paper and markers or paint to create a family storybook. Point out and label the strengths of each family member. Discuss helpful acts. Talk about how family members do helpful acts for other family members.</p>
<p>(F) Prepare for Time Apart: Use friends and family pictures from the Friends & Family Board during this activity. Play a game called, “I’m going bye-bye.” Pretend to leave the child and say, “I’m going bye-bye,” then hide yourself from the child. Return to the child’s site and say, “I came back.” Repeat this game in many different ways. Look at the daily schedule to see when mommy said, “bye-bye” and when mommy will come back. Read books about leaving and returning.</p>	<p>(F) Prepare for Time Apart: Use friends and family pictures from the Friends & Family Board during this activity. Play a game called, “I’m going bye-bye.” Pretend to leave the child and say, “I’m going bye-bye,” then hide yourself from the child. Return to the child’s site and say, “I came back.” Repeat this game in many different ways. When preparing for a babysitter or school, look at the daily schedule to see when child is leaving mommy and when they will be returning to mommy again. Take pictures and create a book of drop off and pick up procedures outlining what is going to happen. Example: “Mom will drive you to school and drop you off with the teacher so you will be safe. You will play, eat lunch, take a nap and play more, then Mom will pick you up.” (The focus should be on Mom leaving and returning to pick up, rather than playing, eating and napping.) Read books about leaving and returning.</p>
<p>(G) Create Rituals: Read the same book in the same cozy area with a toddler. “Jose, I am going to read Brown Bear, Brown Bear in the book area. Are you willing to join me?”</p>	<p>(G) Create Rituals: Read the same book in the same cozy area with a toddler. “Jose, I am going to read Brown Bear, Brown Bear in the book area. Are you willing to join me?”</p>
<p>(H) Be Sensitive During Tough Moments: Talk gently with toddlers about using the toilet, but without pressure. Respond positively when accidents do happen. “OOPS! Accidents happen,</p>	<p>(H) Be Sensitive During Tough Moments: Talk gently with your toddler about using the toilet, but without pressure. Respond positively when accidents do happen. “OOPS! Accidents happen,</p>

<p>Katie. Let's go change your wet clothes so you can be comfortable."</p>	<p>Katie. Let's go change your wet clothes so you can be comfortable."</p>
<p>(I) Let Them Know You Hear Them: Repeat sounds and words used by toddlers throughout the day to help reassure them they have been heard and language is important. You said 'book' today. Way to go!"</p>	<p>(I) Let Them Know You Hear Them: Repeat sounds and words used by your toddler throughout the day. This helps reassure them they have been heard and that talking is important. You said Momma today. Way to go!"</p>
<p>(J) Quality Time: Spend time looking at projects the toddler has created. Talk about the pictures and creations. Ask questions about how they made each creation. Notice and describe the picture without judgment language. For example, "You did it! You used many colors in your picture. Tell me all about it!"</p>	<p>(J) Quality Time: Spend time looking at a toddler's baby book or scrapbook. Talk about the pictures, ask questions, and tell stories about fun events. Notice and describe the picture without judgment language. For example, "There you are in the picture! What are you doing in this picture?"</p>
<p>(K) Show Them You Care: Smile at each toddler every day and let them all know how special they are. "Devin, when you giggle, it makes me giggle and smile too."</p>	<p>(K) Show Them You Care: Smile at your toddler every day and let them know how special they are. "Devin, when you giggle, it makes me giggle and smile too."</p>
<p>(L) Show Them You are Interested: Rock in a rocking chair with toddlers while talking about their day or reading a book. "Kathleen, you played with water, paint, and babies today. You did it! Way to go!" Notice and describe without judgment.</p>	<p>(L) Show Them You are Interested: Sit with your toddler while talking about their day or reading a book. "Kathleen, you played with water, paint, and babies today. You did it! Way to go!" Notice and describe without judgment.</p>
<p>(M) Pick Them Up: Consistently respond to or pick up toddlers when they lift their arms. "Jason, you're lifting your arms. You want me to pick you up." If you are unable to pick children up, get on their level for a hug and cuddle.</p>	<p>(M) Pick Them Up: Consistently respond to or pick up your toddler when they lift their arms. "Jason, you're lifting your arms. You want me to pick you up." If you are unable to pick children up, get on their level for a hug and cuddle.</p>
<p>(N) Positive Relationships: Provide opportunities and support to help toddlers develop a close relationship with a caring adult. "Victor, look at the blue ball!" (Point to the ball.) "Now roll the ball to Ms. Laura." (Point to Ms. Laura.)</p>	<p>(N) Positive Relationships: Help your toddler develop a close relationship with you. "Victor, look at the blue ball!" (Point to the ball.) Now roll the ball to me. (Point to yourself.)"</p>
<p>(O) Safe Place: Create a safe, quiet spaces for toddlers to calm themselves, regain energy, and spend time with an adult.</p>	<p>(O) Safe Place: Create a safe, quiet spaces for toddlers to calm themselves, regain energy, and spend time with an adult.</p>
<p>(P) Read it, Read it Again!: Read and retell favorite books to toddlers, and talk about what is happening in the story. Describe pictures and try to personalize ideas and events from the story. "Kristen, the girl, is swimming with her mother. Do you remember when we went swimming?"</p>	<p>(P) Read it, Read it Again!: Read and retell favorite books to toddlers, and talk about what is happening in the story. Describe pictures and try to personalize ideas and events from the story. "Kristen, the girl, is swimming with her mother. Do you remember when we went swimming?"</p>
<p>(Q) Respond to Emotions: Respond to toddlers when they want hugs. "Josh, your face is frowning like this (demonstrate), and I see a tear. You seem sad. Would you like a hug right now?"</p>	<p>(Q) Respond to Emotions: Respond to toddlers when they want hugs. "Josh, your face is frowning like this (demonstrate), and I see a tear. You seem sad. Would you like a hug right now?"</p>
<p>(R) Guide Interactions: Use simple and clear language to describe toddlers' interactions with peers, "Nicholas you seem sad. Did you like it when Josh took your truck? Tell Josh I don't like it when you took my truck. Josh you wanted the Truck say, "turn please".</p>	<p>(R) Guide Interactions: Use simple words to tell your toddler what is happening when he is playing, "Look at Penny's face. She is smiling and laughing because you said a silly word."</p>
<p>(S) Reassure their Safety: Toddlers can become aggressive when they feel frightened. Talk to toddlers about what seems scary. "I know you are afraid. That was a very loud noise. I'll keep you</p>	<p>(S) Reassure their Safety: Toddlers can become aggressive when they feel frightened. Talk to your toddler about what seems scary. "I know you are afraid. That was a very loud noise. I'll keep you</p>

safe.”	safe.”
(T) Support Them Through Tough Times: : Remain calm and supportive during toddlers’ struggles with independence. “Karina, you want to take your animals for a ride in the wagon? The wagon stays on the sidewalk.” Then comment when toddlers follow limits. “Karina, you remembered to keep the wagon on the sidewalk while you walked your animals. You did it! Way to go!”	(T) Support Them Through Tough Times: Remain calm and supportive during toddlers’ struggles with independence. “Karina, you want to take your animals for a ride in the wagon? The wagon stays on the sidewalk.” Then comment when toddlers follow limits. “Karina, you remembered to keep the wagon on the sidewalk while you walked your animals. You did it! Way to go!”
(U) Help Them Solve Problems: Encourage toddlers to show or tell you what they need. “Moriah, take my hand and show me what you want. You wanted your blanket. You showed me, and we solved your problem.”	(U) Help Them Solve Problems: Encourage your toddler to show or tell you what they need. . “Moriah, take my hand and show me what you want. You wanted your blanket. You showed me, and we solved your problem.”

Suggested Classroom and Home Strategies for: Self Regulation

Self-Regulation is the child’s growing ability to express emotions and manage behaviors in healthy ways. Toddlers demonstrate developing self-regulations skills in a variety of ways as they sit next to and laugh with friends, follow a flexible daily routine, cope with frustrating situations and change their energy levels. When looking at a child’s DECA Toddler rating, you may notice that a particular element of self-regulation needs to be strengthened.

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Feel free to explore those books for more ideas, or, use your own planning resources and strategies guides! These strategies are meant to give families and caregivers a sample of ideas to choose from when planning to intentionally promote the initiative of children within a group and/or home settings. Users should feel free to expand on these strategies, add strategies of their own, or use additional strategies from the above resources.

Classroom Strategy	Home Strategy
(A) Reflect Together: Review activities with toddlers. “We had snack, then we went outside.” Refer to the daily visual schedule.	(A) Reflect Together: Review activities with your toddler. “We had naptime, then we went outside.” Refer to the daily visual schedule.
(B) Talk About it: Notice and acknowledge when a toddler seems to be thinking about an event from the past. Josh it seems you are looking for the red truck you played with yesterday.”	(B) Talk About it: Notice and say when your toddler seems to be remembering something. Avery it seems you are looking for the blue ball you played with yesterday.”
(C) Get Organized: Prepare materials and set up activities ahead of time. For example, have paint and brushes ready for art, have bowls and napkins ready for snack, etc.	(C) Get Organized: Prepare materials and set up activities ahead of time. For example, have snacks packed for an outing, have a backpack ready for child care or have your list of to do’s ready before leaving for errands, etc.
(D) Plan Out Your Day: Create a visual schedule of daily routines. Post this schedule at toddlers’ eye level. Let toddlers touch and interact with the schedule. “Yes, William, first we go outside, then we have snack, and then it is time to go home.” Take pictures of the toddler doing the activity and post with schedule.	(D) Plan Out Your Day: Create a poster or dry erase board with your toddler’s daily schedule. Keep the schedule at their eye level and let them see and touch it. “Yes, William, first we go to grandma’s house, then we pick up your brother from school, and then go home.” Take pictures of the toddler doing the activity and post with schedule.
(E) Nap Time Transitions: Help a toddler	(E) Nap Time Transitions: Help a toddler

<p>transition to nap by using a doll or teddy bear. Show the toddler how to hug, rock and cover up the doll for naptime. Refer to the naptime picture on the daily visual schedule.</p>	<p>transition to nap by using a doll or teddy bear. Show the toddler how to hug, rock and cover up the doll for naptime. Refer to the naptime picture on the daily visual schedule.</p>
<p>(F) Be Consistent: Use signals or repeated clapping to help settle a toddler and prepare for a transition. Refer to the next task on the daily visual schedule.</p>	<p>(F) Be Consistent: Use signals such as a simple song to help settle your toddler and prepare for a transition. Refer to the next task on the daily visual schedule.</p>
<p>(G) Greetings and Goodbye Rituals: Create hello and good-bye routines. "Everyone, it is time to go home. Let's sing our good-bye song."</p>	<p>(G) Greetings and Goodbye Rituals: Create hello and good-bye routines. "Joshua, it's time for Daddy to drop you off for child care, lets sing our goodbye song."</p>
<p>(H) Practice Together: During a toddler's nap or bedtime routine, look around the room and say goodnight to stuffed animals, dolls, and other objects as a bedtime/rest time ritual.</p>	<p>(H) Practice Together: During a toddler's nap or bedtime routine, look around the room and say goodnight to stuffed animals, dolls, and other objects as a bedtime/rest time ritual.</p>
<p>(I) Safe Place: Create a safe, quiet space for toddlers to calm themselves, regain energy, and spend time with an adult. The adult models how to take deep belly breaths. Inhale through the nose. Exhale through the mouth. Show them how to smell a flower and blow out a pretend candle (or pinwheel).</p>	<p>(I) Safe Place: Create a safe, quiet space for toddlers to calm themselves, regain energy, and spend time with an adult. The adult models how to take deep belly breaths. Inhale through the nose. Exhale through the mouth.</p>
<p>(J) Talk About What They Do: Notice and describe toddlers' gestures, linking words to their actions. "You're pulling on my pants. You want me to pick you up. Say, 'Up!'"</p>	<p>(J) Talk About What They Do: Notice and describe your toddlers' gestures, linking words to their actions. "You're pulling on my pants. You want me to pick you up. Say, 'Up!'"</p>
<p>(K) Reassure Their Safety: Toddlers can become aggressive when they feel frightened. Talk to toddlers about what seems scary. "You seem scared. That was a very loud noise. I'll keep you safe."</p>	<p>(K) Reassure Their Safety: Toddlers can become aggressive when they feel frightened. Talk to your toddler about what seems scary. "You seem scared. That was a very loud noise. I'll keep you safe."</p>
<p>(L) Talk About Favorite Books: Talk about feelings and emotions in storybooks. Ask toddlers to think about what the character's face is telling us. Ask them to show what they look like when they feel angry, happy, sad, etc.</p>	<p>(L) Talk About Favorite Books: Talk about feelings and emotions in storybooks. Ask toddlers to think about what the character's face is telling us. Ask them to show what they look like when they feel angry, happy, sad, etc.</p>
<p>(M) Help Them Cope: Label and explain emotions to toddlers. "Martha, you seem frustrated. The puzzle piece won't fit there. Breathe with me. You can do this."</p>	<p>(M) Help Them Cope: Label and explain emotions to your toddler. "Martha, you seem frustrated. The puzzle piece won't fit there, turn it around and try. Breathe with me. You can do this."</p>
<p>(N) Support Them Through Tough Times: Remain calm and supportive during toddlers' struggles with independence. "Karina, you want to take your animals for a ride in the wagon? The wagon stays on the sidewalk." Then comment when toddlers follow limits. "Karina, you remembered to keep the wagon on the sidewalk while you walked your animals. You did it! Way to go!"</p>	<p>(N) Support Them Through Tough Times: Remain calm and supportive during toddlers' struggles with independence. "Karina, you want to take your animals for a ride in the wagon? The wagon stays on the sidewalk." Then comment when toddlers follow limits. "Karina, you remembered to keep the wagon on the sidewalk while you walked your animals. You did it! Way to go!"</p>
<p>(O) Be Understanding, Never Harsh: Accept mistakes as part of learning and growing. "OOPS! Paul, your juice spilled. I am going to get some paper towels to help you clean it up."</p>	<p>(O) Be Understanding, Never Harsh: Accept mistakes as part of learning and growing. "OOPS! Paul, your juice spilled. I am going to get some paper towels to help you clean it up."</p>
<p>(P) Explore the Senses: Provide options that are multisensory; for example, finger paint, texture</p>	<p>(P) Explore the Senses: Provide options that allow your toddler to explore how things feel; for</p>

boxes, musical instruments, and sand/water.

example, finger paint, sand play or sudsy water.

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Gael Fernandez has great potential and the ability to be successful in school and life. Children are best supported when families and program staff work together. The space below should be used to document the ideas and comments of family members and program staff to ensure that everyone involved has an opportunity to participate in the protective factor planning process.

Family Input / Additional Goals: Notes

Signature of Family Member: _____ Date: _____
Signature of Teaching Staff: _____ Date: _____
Signature of Curriculum Specialist/Ed. Mgr.: _____ Date: _____
Signature of Licensed Mental Health Professional: _____ Date: _____
Additional Signature: _____ Date: _____
Additional Signature: _____ Date: _____

Progress Follow-up

Signature of Family Member: _____ Date: _____
Signature of Teaching Staff: _____ Date: _____
Signature of Curriculum Specialist/Ed. Mgr.: _____ Date: _____
Signature of Licensed Mental Health Professional: _____ Date: _____
Additional Signature: _____ Date: _____
Additional Signature: _____ Date: _____