



SUPPORTING SELF-ESTEEM

Successful Solutions Professional Development LLC

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ECE Virtual Classroom
Online Courses for Early Childhood Educators



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Supporting Self-Esteem

2 clock hours early childhood education

Course Description

Early childhood educators are integral components to a child's life. They are interacting with the children in their care for many hours each day and often witness a child's growth and development in many areas. This is why it is crucial for caregivers to have the tools to support and encourage a child's positive self-esteem and to help them develop a healthy self-concept. This course will discuss the importance of self-esteem, how to recognize low self-esteem, and understand the reasons behind it, as well as how educators can avoid biased expectations and be positive role models.

Washington STARS credit: Child Growth & Development (2 hours)

CDA Content Area: Supporting Children's Social and Emotional Development (2 hours)

CDA Settings

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes

- ✓ Explain the difference between self-esteem and self-concept.
- ✓ Discuss the best practices of supporting a child's developing self-esteem.
- ✓ List four ways to encourage a child's healthy self-esteem.
- ✓ Identify factors that contribute to the development of low self-esteem.
- ✓ Explain how biased expectations affect self-esteem and how caregivers can use that knowledge to support a child's self-esteem.

Course Content

1. Course Agenda
2. Supporting Self-Esteem
3. Building A Child's Self-Esteem
4. Nurture a Child's Self-Concept and Self-Esteem
5. Discussion: Supporting Self-Esteem (1/3)
6. Helping Children to Develop Self-Esteem
7. Low Self-Esteem
8. High Self-Esteem
9. Biased Expectations
10. Helping Children Build Self-Esteem
11. Activities to Promote Self-Esteem



12. Researching DAP Books
13. Developmentally Appropriate Books (2/3)
14. End of Course Quiz (3/3)
15. Course Evaluation Form

Sources

- Centre for Clinical Interventions through North Metropolitan Health Services in Western Australia; accessed via http://www.cci.health.wa.gov.au/resources/infopax.cfm?Info_ID=47
- Stinking Thinking and Expectation Bias by Bernard J Luskin, Ed.D., Nov 16, 2013 in The Media Psychology Effect; accessed via <https://www.psychologytoday.com/blog/the-media-psychology-effect/201311/stinking-thinking-and-expectation-bias>
- Twelve Ways to Build your Child's Self-Esteem by Yaakov Lieder for Chabad.org division of the Chabad- Lubavitch Media Center; accessed via http://www.chabad.org/library/article_cdo/aid/365614/jewish/12-Ways-to-Build-your-Childs-Self-Esteem.htm
- Gillespie, L. G., & Seibel, N. (2006). Self-regulation: A cornerstone of early childhood development. Beyond the journal: Young Children on the web. <http://journal.naeyc.org/btj/200607/Gillespie709BTJ.pdf>

Glossary of Terms

Culture

The sum of attitudes, customs, and beliefs that distinguishes one group of people from another. Culture is transmitted, through language, material objects, ritual, institutions, and art, from one generation to the next.

Egocentric

Thinking only of oneself, without regard for the feelings or desires of others; self-centered.

Emotional development

Relates to the way a child feels about themselves, other individuals, and the environment.

Low self-esteem

Low self-esteem is characterized by a lack of confidence and feeling badly about oneself. People with low self-esteem often feel unlovable, awkward, or incompetent.



Infant

Infant means a child birth through 12 months of age.

Milestones

Developmental milestones are a set of functional skills or age-specific tasks that most children can do at a certain age range. A pediatrician uses milestones to help check how a child is developing.

Parallel play

Parallel play is a form of play in which children play adjacent to each other, but do not try to influence one another's behavior.

Positive role models

A positive role model serves as an example—inspiring children to live meaningful lives. Role models show young people how to live with integrity, optimism, hope, determination, and compassion.

Preschool-age

Preschool age child means a child 3 through five years of age.

Relationship skills

This is the ability to establish and maintain healthy relationships with diverse individuals and groups.

Responsible decision-making

The ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each and evaluating and learning from one's decision are skills that are considered important to effective decision making. Responsible decision making is the ability to make constructive choices that are respectful about personal behavior and social interactions.

Self-awareness

This is the ability to accurately recognize one's emotions, thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-concept

A self-concept is an understanding you have of yourself that's based on your personal experiences, body image, your thoughts, and how you tend to label yourself in various situations.



Self-esteem

Self-esteem reflects an individual's overall subjective emotional evaluation of his or her own worth. It is the decision made by an individual as an attitude towards the self.

Self-management

This is the ability to regulate one's emotions, thoughts and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Self-regulation

Self-regulation includes the ability to comfort oneself and maintain a positive outlook when encountering problems.

Social awareness

This is the ability to take the perspective of diverse backgrounds and cultures, in addition to empathy for others. Social awareness is critical to developing the ability to understand social norms for behavior; as well as to recognize family, school, community resources and supports.

Social competence

Social competence is the ability to interact successfully and in a cooperative manner with adults and peers

Social development

Involves the way a child relates to other people.

Social skills

Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance.

Temperament

Temperament is your basic nature, especially as it is shown in the way that you react to situations or to other people; an individual's character, disposition, and tendencies as revealed in his or her reactions.

Toddler

Toddler means a child twelve months through thirty-six months of age.



Optional Resources for Further Study

- I'm Glad I'm Me: Developing Self-Esteem in Young Children, PBS, <http://www.pbs.org/wholechild/parents/glad.html>
- 12 Ways to Raise a Confident Child, Ask Dr. Sears, <https://www.askdrsears.com/topics/parenting/child-rearing-and-development/12-ways-help-your-child-build-self-confidence>
- 7 Ways to Boost Your Child's Self-Esteem by Amanda Morin for understood.org, <https://www.understood.org/en/friends-feelings/empowering-your-child/self-esteem/7-ways-to-boost-your-childs-self-esteem#slide-1>
- Ten Activities to Improve Students' Self-Concepts by Glori Chaika for Education World, http://www.educationworld.com/a_lesson/lesson/lesson085.shtml
- Self-esteem for children, The Women's and Children's Health Network, <http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=141&id=1702>
- Self-esteem: How to Help Children & Teens Develop a Positive Self-image, Child Development Institute, <http://childdevelopmentinfo.com/child-development/self-esteem/>

Course Author

The learning outcomes for this course have been reviewed and updated by Aurora Tollestrup, BS Ed. This topic has been collaboratively created, organized, and developed by our team of trainers, educators, administrators and specialists. We strive to maintain high quality online training methods while adhering to state standards for adult learning and meeting the needs of our students.

ECE Virtual Classroom Academic Coach

The Virtual Classroom Academic Coach's role is to support the ECE students through the training process. The Virtual Classroom Academic Coach reviews assignment per directions, monitors discussion threads, answers inquiries/emails, monitors student engagement, provides online student support, and regularly collaborates with team members on development. The Virtual Classroom Academic Coach serves as the facilitator and grader, while the Online Educators are the official state approved trainers.



Student Support

The best way to reach us is through live student support chat. Look for the Chat with Us bubble on the bottom left corner of the website.

Website: www.myececlass-social.com

E-mail: info@myececlass.com

Phone: (360) 602-0960

Student Support Hours

Chat & Email Support

Monday - Friday	7 am – 6 pm
Saturday & Sunday	9 am – 6 pm
Holidays (Email Only)	10 am – 4 pm

Phone Support

Monday - Friday	7 am – 6 pm
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Required Assignments

Reading

The text on each page should be read. When you submit the worksheets, discussion boards, and click on the NEXT PAGE button, it will create a record of your progress moving through each page.

Videos

Watch the videos as you encounter them. If you have trouble with the videos playing, this may require that you update flash player on your computer. Optionally, some students find that if they are having difficulties playing the videos on their computer, they can view them on their phone. There is a link above the videos to view them on YouTube directly. You may wish to save the Youtube link for the video to refer to in the future, or in order to use another device for viewing.

Discussion

The discussion questions are a required part of the course. You may either post on the discussion board where you are contributing to the thread with other students. Alternately, you have the option of clicking on the link above the discussion board and submitting your response on a worksheet form. The ECE Virtual Classroom Coach will be tracking your submission of the discussion board assignments as part of meeting the learning outcomes for the course.



Worksheets

Check for Understanding worksheets are provided throughout each course. The worksheets allow opportunities to reflect on the course materials as you are progressing through the training. Watch your email in-box for trainer feedback. You may not receive feedback for every single assignment, depending on how quickly you are moving through the course. Instead, you may receive an email letting you know that your work was done well, with a certificate attached. If you need guidance, the trainer or the academic coach will be sending you emails with feedback with instructions for resubmission. Certificates will not be issued if worksheets are skipped, incomplete, or filled in with inappropriate responses. If you need assistance, we have student support available via Live Student Support Chat 7 days a week (Mon.-Fri. 7 am-8 pm and Sat.-Sun. 9am-6pm PST).

Quizzes

The end of course quizzes are primarily multiple choice and true or false questions, with occasional open-ended questions. 70% or better is required to pass the quiz. You can review the course materials and retake the quiz as many times as needed to pass. Automated emails are sent to you confirming that you have submitted the worksheets and quizzes and provide you with a link to resume at the next page.

Optional Course Items

The items below are offered in each course as options. Optional means that you have the choice to utilize them, or not.

Optional Resources for Further Study

We have included a wealth of resource links for you to explore and further your knowledge about each topic.

The resource links provided in our website are provided solely for your convenience and may assist you in locating other useful information on the Internet. When you click on these links you will leave our website and will be redirected to another website. These websites are not under the control of Successful Solutions Training in Child Development. Successful Solutions Training in Child Development is not responsible for the content of linked third party websites. We are not affiliated with these third parties nor do we endorse or guarantee their products, services, website content, etc. We make no representation or warranty regarding the accuracy of the information contained in the linked websites. We suggest that you always verify the information obtained from linked websites before acting upon this information.

Parking Lot



The Parking Lot is offered as an optional opportunity to interact with the trainer about a question that you may have about the course topic. If you do not have a question, it is not necessary to fill out this form, it is not required. If you choose to submit a question to the trainer, she will respond to you by email. Be sure to watch your email in-box.

You can always leave a message for student support on our Live Chat on the bottom left corner of the website, any time of day or night. If we are not available, we will respond by email as soon as possible.

Certificates

When you submit the evaluation form, that prompts the academic coach to review all of your work. We will evaluate your work to assure that you have met the learning outcomes. Once that assessment is complete, you will receive your certificate by email. [Click Here](#) for a sample certificate. (This certificate is an example. The student certificate may vary slightly). Certificates are prepared 7 days a week between 7 am and 7 pm PST. In most cases, you should receive your certificate by email within a few hours after you submit the evaluation form, or first thing the next morning.

State Training Approval

This training may, or may not, meet annual training requirements in your state. Please provide us with your state, and any State registry ID number on the evaluation form, and if we are able to record your completed training with your state, we will. In some cases, for annual state credit, you will need to submit the certificate to the appropriate registry and they may or may not award annual credit. Providing a State Registry number to us does not guarantee that your state will approve the training for annual continuing education credit.

The following states have *pre-approved* our courses:

- Washington State DEL MERIT Trainer: Kimberlee Turner, MS Ed
- Illinois - Organization Approval Number B102312
- Ohio (Entity OIN # 21084413)
- North Carolina - Organization approval
- Utah - Organization approval for Online Career Ladder Courses
- Vermont - Organization Approval
- Our courses may be accepted many states that do not require pre-approval.



Technical Requirements

- Laptop or PC
- Most students are able to use mobile devices such as tablets to complete courses. However, each device is different, and an individual's skill level with the device may determine their success with using a mobile device.
- Recommended web browser: Google Chrome
 - Microsoft Edge, Safari and Firefox are other acceptable browsers.
 - Internet Explorer is no longer supported by Microsoft, and you may have issues if you use it to take training.
- Operating System
 - Make sure you're using a current operating system (for example, Windows 10).
 - Outdated operating systems may cause technical difficulties.
- Internet Speed
 - Slow internet speed may impact loading time.
- Videos may require Adobe Flash Player.

Adobe Reader is required to open PDF files. Download Adobe Reader can be downloaded free <https://acrobat.adobe.com/us/en/acrobat/pdf-reader.html>

