



BEHIND THE BEHAVIOR

PROFESSIONAL DEVELOPMENT FOR DAYCARE & PRESCHOOL TEAMS

Child Behavior, Psychology & Development | Ages 0–6

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CHILD DEVELOPMENT

OVERVIEW

Behavior is language.

Once you understand what is behind behavior, everything changes.

In early childhood settings, teachers are not simply managing a room. They are helping build the earliest foundations of attachment, autonomy, emotional regulation, social confidence, executive functioning, language, and learning.

The Kairos Bridge professional development experience translates child psychology and developmental science into the moments teachers navigate every day: separation tears, biting, hitting, tantrums, transitions, sharing, toileting, impulsivity, sensory overload, peer conflict, attention, independence, and the constant question of what a young child can reasonably do at each stage.

The goal is not to give teachers more techniques to remember. It is to give them a developmental lens they can carry into the classroom so they can recognize what a behavior may be communicating, respond in ways that support growth, and create environments where both children and teachers can thrive.

SOCIAL

Belonging
Attachment
Relationships

EMOTIONAL

Awareness
Regulation
Resilience

COGNITIVE

Language
Play & Learning
Executive function

Development is integrated & behavior is the
evidence we see of it!



AGE-SPECIFIC DEVELOPMENTAL LENS



Stage	Core Developmental	Behavior Clues	Developmentally Responsive Support
Infancy <i>0-1 year</i>	Trust attachment, sensory integration, early communication, co-regulation	Separation distress, crying, irregular regulation, stranger anxiety, intense dependence on caregiver cues	Responsive care, predictable routines, warm voice/touch, attunement, sensory support, safe exploration
Toddlerhood <i>1-3 years</i>	Autonomy language growth, motor independence, early impulse control, emotional expression	“No,” grabbing, biting, hitting, running, tantrums, difficulty sharing, rapid shifts in emotion	Simple limits, two acceptable choices, repetition, co-regulation, movement, modeling, protected autonomy
Early Childhood <i>3-6 years</i>	Initiative imaginative play, peer skills, perspective-taking, early executive function, growing self-regulation	Bossiness, tattling, exclusion, impulsivity, big reactions, negotiation, rule-testing, difficulty with transitions	Clear routines, coached problem-solving, emotion language, play-based learning, visual supports, repair, scaffolded independence



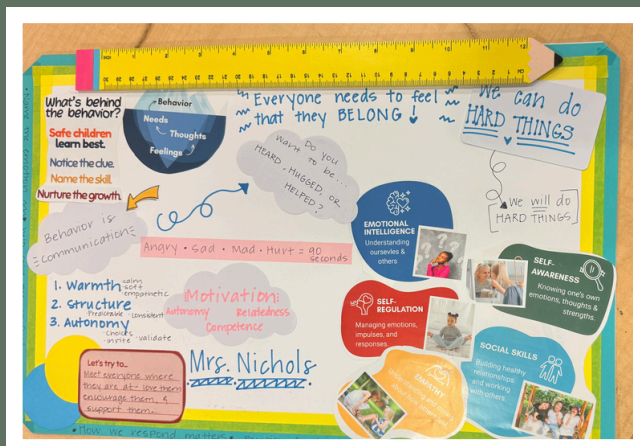
Let us bring you the science of development
so you can focus on the art of nurturing!

PROFESSIONAL DEVELOPMENT PATHWAYS



	OPTION 1	OPTION 2
Experience	Teacher Vision Board Workshop	Early Childhood Development Symposium
Length	2 hours	4.5 hours
Best For	A high-impact staff development experience that helps teachers build a vision for their classrooms through the lens of child development.	Teams ready for a deeper, practical exploration of child psychology and development from infancy through age 6
Format	Interactive workshop with teaching, guided reflection and vision board creation	Deep-dive instruction + case examples + reflection + practical application + team integration
Primary Outcome	Teachers leave with a clearer understanding of the child psychology behind the behavior and a visual anchor for the classroom culture they want to create	Teachers are able to connect common behaviors among children 0-6 years old to developmental needs and choose responses that support healthy social, emotional, and cognitive growth

The fun & interactive way to learn how child psychology & development show up in your classroom!



VISION BOARD WORKSHOP

OPTION 1



Child Development + Teacher Dynamics + Classroom Vision Board

Step out of the classroom's urgency and reconnect with the developmental purpose behind your work. Teachers explore the social, emotional, and cognitive development of children ages 0–6, consider how temperament and adult-child dynamics shape the classroom experience, and translate those insights into a personalized vision for how they want children to feel, grow, and be supported in their care.

Workshop Flow • 2 hours • Interactive

- **Welcome & Reframe:** From “managing behavior” to understanding development in action.
- **How Young Children Grow:** A practical overview of social, emotional, and cognitive development from infancy through preschool.
- **The Child in Front of You:** Temperament, regulation, developmental readiness, and why the same environment affects children differently.
- **The Teacher in the Room:** How adult tone, expectations, warmth, structure, stress, and responses become part of the child’s developmental environment.
- **Notice It • Name It • Nurture It:** A simple framework for observing behavior, identifying what may be underneath it, and responding in ways that build skill and safety.
- **Create the Vision:** Guided classroom vision board activity that turns developmental understanding into an intentional picture of classroom culture, relationships, and teacher posture.

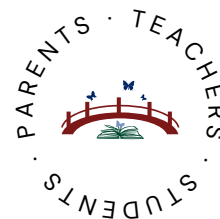
Teachers Will Leave With

- A clearer understanding of what is developmentally typical from birth through age six.
- A stronger ability to distinguish skill gaps, dysregulation, developmental immaturity, and temperament from intentional misbehavior.
- Practical language for responding to common early childhood challenges without losing warmth or structure.
- Greater awareness of how their own stress, expectations, and temperament can interact with a child’s behavior.
- A personalized classroom vision board that serves as a tangible anchor for the environment and relationships they want to create.



HALF-DAY SYMPOSIUM

OPTION 2



Behind the Behavior: The Developing Child from Birth to 6 years

Discover the developmental “why” beneath the behaviors early childhood educators encounter most, from infancy through toddlerhood and the preschool years.

The emphasis throughout is practical: What does healthy development look like at this age? What can this child reasonably do yet? What might this behavior be communicating? And what can the teacher do next that both holds the boundary and supports the developing skill?

Symposium Topics

1. **The Developing Child – Birth to Six:** The major developmental tasks of infancy, toddlerhood, and early childhood, through the lens of aligning expectations.
2. **Social Development – From Attachment to Cooperation:** Secure relationships, separation, social referencing, autonomy, parallel play, sharing, peer conflict, empathy, belonging, and repair.
3. **Emotional Development – From Co-Regulation to Self-Regulation:** Why young children borrow adult regulation; big feelings, frustration tolerance, sensory and nervous-system overload, emotional language, and the gradual development of self-control.
4. **Cognitive Development – The Brain Behind the Behavior:** Attention, working memory, impulse inhibition, cognitive flexibility, language, planning, cause-and-effect thinking, play, and why “knowing the rule” is not the same as being able to follow it.
5. **Temperament & Teacher Dynamics:** How individual differences shape activity level, intensity, adaptability, persistence, sociability, and response to structure — plus how the adult’s own temperament and stress response enter the interaction.
6. **Notice It · Name It · Nurture It framework:** observe the pattern, identify the developmental need or lagging skill, then respond with warmth, structure, and autonomy support for skill-building.
7. **Behind the Behavior – Case Studies:** Examine typical behaviors exhibited by children from infancy through age six and how to developmentally support the need behind it.
8. **Building the Environment:** Translating developmental science into routines, transitions, classroom language, boundaries, emotional safety, independence, and a culture that supports both children and staff.



WHAT MAKES THIS TRAINING DIFFERENT



It is not a list of behavior-management tricks. It is a way of seeing children differently. The training is built around the reality that young children are still developing the very systems adults often expect them to use on command: regulation, inhibition, flexibility, communication, perspective-taking, patience, and problem-solving.

- Developmentally grounded: expectations match what children ages 0–6 are actually building.
- Whole-child: social, emotional, cognitive, relational, temperament, and nervous-system factors are integrated rather than taught in isolation.
- Teacher-centered too: adult stress, posture, expectations, and interaction patterns are treated as meaningful parts of the classroom system.
- Immediately practical: every concept is translated into recognizable classroom behavior and usable teacher responses.
- Built for shared language: teams leave with Notice It · Name It · Nurture It as a simple framework they can use together after the training ends.

We teach you the custom framework rooted in child psychology, development, and behavior so you can immediately apply it to everyday moments with kids:

Notice It · Name It · Nurture It



We simplify the science of child psychology so you can use it in the classroom today!

FORMAT & CUSTOMIZATION



Both options are delivered in person and can be customized to reflect the center's age groups, staff roles, classroom challenges, and professional development goals. Pre-session questionnaires are sent to invite teams to share real-life experiences, which will be anonymized for use during the sessions. Case examples and application exercises can be tailored to infant, toddler, preschool, or mixed-age teams.

Recommended group format: whole-staff professional development with opportunities for reflection, discussion, and application. The 2-hour option includes the guided vision board experience; the 4.5-hour symposium prioritizes deeper teaching and practice.

Professional Development Investment

Program	What's Included	Investment
Vision Board Workshop <i>2-hour interactive overview of development</i>	• Developmental Overview • 2 hours of facilitated learning • Guided Reflection • Vision Board Crafting Supplies	\$35 per participant <i>(Rate customization and discounting are available for centers that purchase and provide their own craft supplies)</i>
Half-Day Symposium <i>4.5-hour Session on Behavior-Based Child Psychology & Development</i>	• Pre-session baseline assessment • 4.5 hours of facilitated learning • Deep-dive developmental training • Case-based application • Team-framework & take-home resources	\$55 per participant <i>(Group discounts available for teams of 20 or more)</i>



Why Partner with The Kairos Bridge

Our Expertise

- Rooted in research: Every offering draws on established child development theory, including the work of Bronfenbrenner, Piaget, Vygotsky, Erikson, Siegel, and Porges, translated into accessible, actionable content for educators
- Practitioner-led: Dr. Bethany brings dual expertise as a Pharm.D. and M.S. Psychology (Child Development), along with research and lived experience as a mom and bonus-mom
- Community-centered: Our workshops create space for connection, not just information, so educators and school teams leave feeling seen and equipped
- Flexible partnership: We collaborate with organizations to shape content, format, and delivery to fit their community's needs

What Teachers Say

“This isn't like other teacher development programs. This is different! It brings information to life in ways I can use in my classroom today!” – **Ms. Lyons**

“This is the best teacher PD I've seen in a long time. It was actually useful stuff that helped me understand the kiddos in my room better.” – **Ms. Price**