



Center on the Social and Emotional Foundation for Early Learning

The Pyramid Model: Promoting Social Emotional Competence for ALL Young Children

<http://www.vanderbilt.edu/csefel>



naeyc





Center on the Social and Emotional Foundation for Early Learning

Agenda

- Background on CSEFEL
- A description of the CSEFEL Pyramid Model
- Share “lessons learned/promising practices” from other states



CSEFEL brings together the expertise of faculty from the following institutions:

- Vanderbilt University (Hemmeter & Corso)
- University of Illinois at Urbana-Champaign (Ostrosky, Yates, & Santos)
- University of Colorado at Denver and Health Sciences Center (Smith & Strain)
- University of South Florida (Fox & Dunlap)
- ZERO TO THREE (Eggbeer & Mann)
- Georgetown University Center for Child and Human Development (Kaufmann)



Primary Partners

- National Network thru Primary Partner Associations

- NAEYC
- NACCRRA
- DEC
- NASMHPD
- NABE
- NHSA

naeyc

naccrra



NASMHPD



National Head Start Association



CSEFEL

- National Center focused on promoting the social emotional development and school readiness of young children birth to age 5.
- Jointly funded by the Office of Head Start and the Child Care Bureau, under the auspices of the Administration on Children, Youth and Families at the U.S. Department of Health and Human Services.



CSEFEL

- Analyze and synthesize the research on the social emotional development of low-income children and translate the findings into materials that are practical and accessible.
- Engage in intensive T/TA to selected states, territories and/or tribal partners to foster professional development that sustains the use of effective practices at the local level.
- Disseminate evidence-based practices and materials via an interactive website.



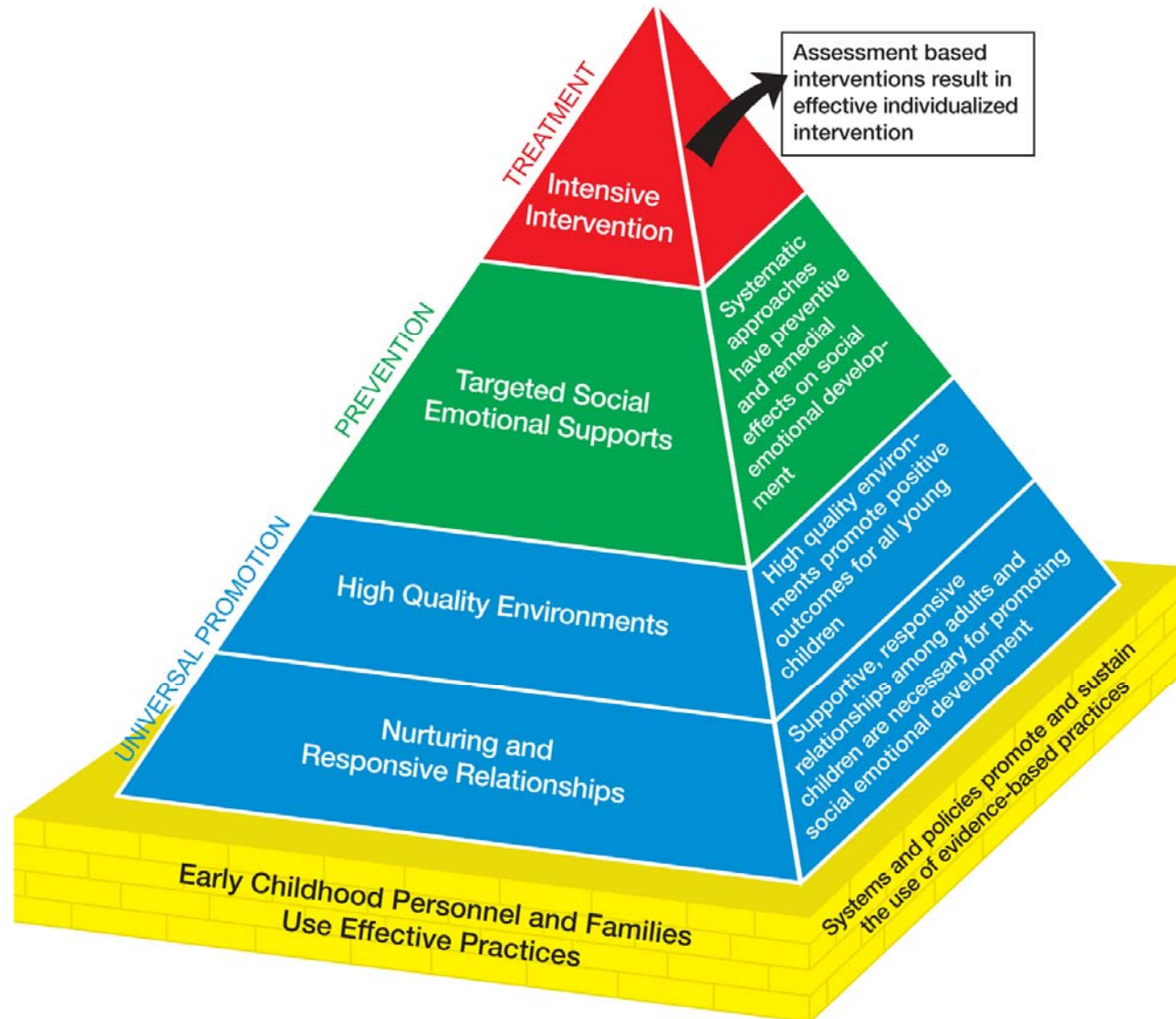
CSEFEL

Guiding Principles/Values

- Supporting young children's social and emotional development to **prevent** challenging behaviors;
- **Individualizing interventions** to meet children's and families' unique interests, strengths, and needs;
- Promoting **skill building with enough intensity** to affect change;
- **Implementing strategies in the context** of naturally occurring routines and environments;
- Ensuring fidelity of use through a **systematic change process**; and
- **Modifying strategies** to meet the cultural and linguistic diversity of families and children.



The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children



Training Modules

- 3rd Edition of Training Modules
 - Focused on 2 – 5 year olds; adding b-3 content
 - Expanded activities, scripts, handouts
 - More case examples
 - New videoclips with guidance for presenters
 - More diverse examples
 - Information on program wide implementation
 - Available in English & Spanish



Training Modules

- Suggested Agenda
- List of Materials Needed, including Video Clips
- Trainer Scripts
- Trainer PowerPoint Slides
- Participant Handouts



Module 1: Promoting Children's Success: Building Relationship and Creating Supportive Environment

Topics included in this module:

- Building positive relationships with children and families
- Designing environments, schedules, and routines
- Establishing rules
- Implementing activities that promote child engagement
- Modifying and adapting materials and activities to meet the individual needs of all children, including those with disabilities
- Providing encouragement and descriptive praise to children



Module 2: Social Emotional Teaching Strategies

Topics included in this module:

- Identifying teachable moments
- Facilitating the development of friendship skills
- Teaching problem solving
- Teaching children to recognize and express emotions
- Teaching anger management



Modules 3a & b:

Individualized Intensive Intervention

Topics included in this module:

- Identifying the function of challenging behavior
- Identifying behaviors and social skills to target for intervention
- Developing a plan for supporting social-emotional development and preventing challenging behavior
- Using a team approach to addressing challenging behavior and social emotional need



Training Module 4: Leadership Strategies

Topics included in this module:


- Identifying challenges and barriers to implementing effective practices
- Identifying strategies for addressing barriers and challenges
- Developing program policies and staff development plans that promote the use of effective practices
- Identifying steps to collaborative planning for programs and systems that support all young children's social-emotional development and addressing challenging behaviors as needed



CSEFEL - What Works Briefs

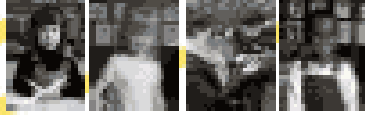
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Project funded by the Child Care and Head Start Bureau in the U.S. Department of Health and Human Services



Understanding the Impact of Language Differences on Classroom Behavior

J. M. Susan M. Cassidy




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WHAT WORKS BRIEFS

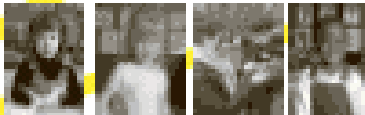
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Project funded by the Child Care and Head Start Bureau in the U.S. Department of Health and Human Services



Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior

Lisa Fox

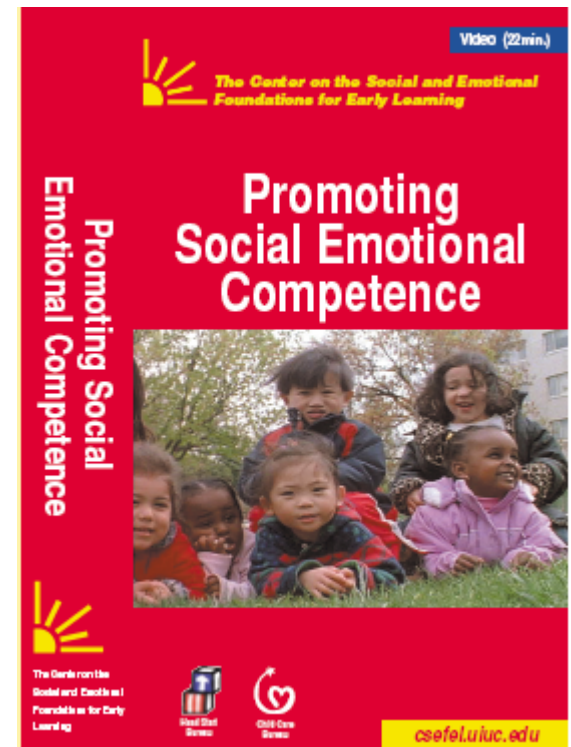


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WHAT WORKS BRIEFS



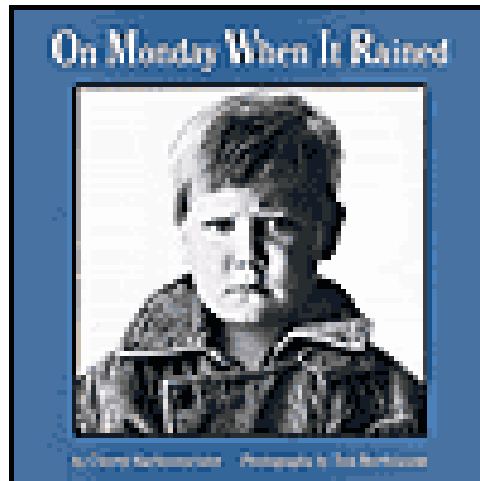
- “Promoting Social Emotional Competence” Video
 - Feature length video
 - Overview of Framework
 - Facilitator Guide in progress
 - English and Spanish open captioning



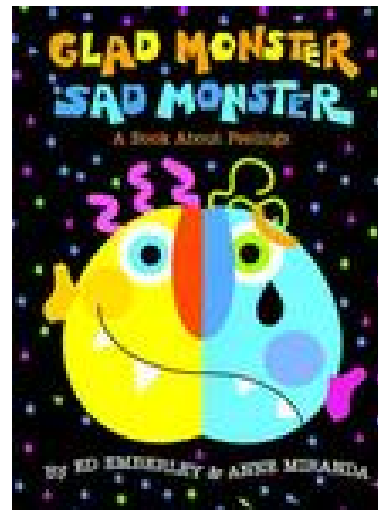
Practical Ideas - Book Nooks

<http://www.vanderbilt.edu/csefel/practical-ideas.html>

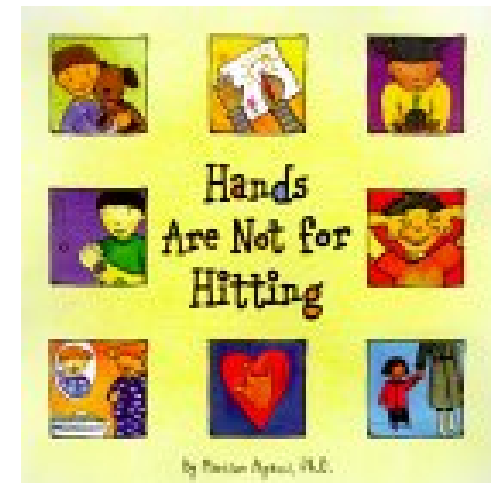
On Monday When it Rained



Glad Monster Sad Monster

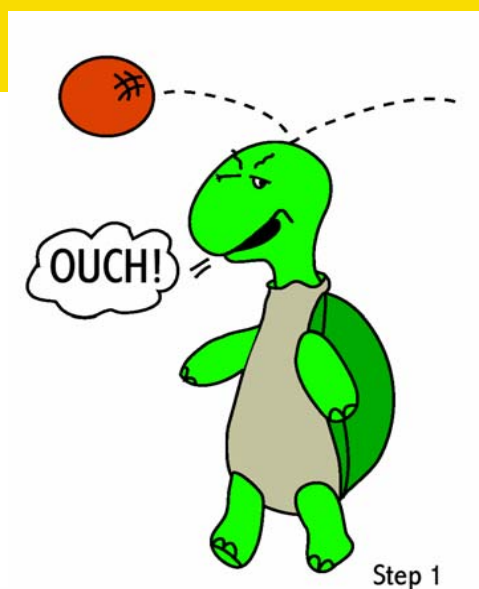


Hands Are Not for Hitting

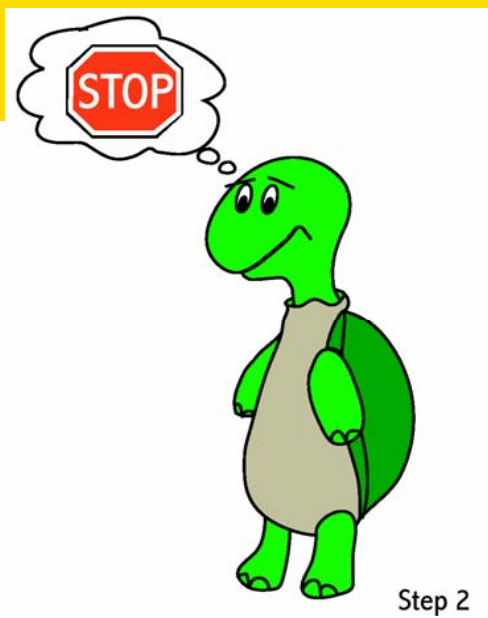


Turtle Technique

Recognize that you feel angry.



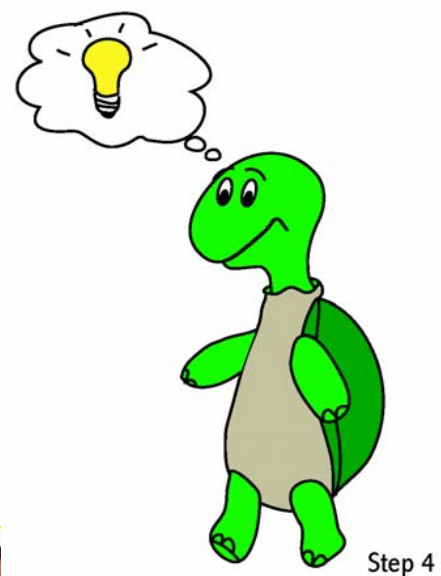
“Think”
Stop.

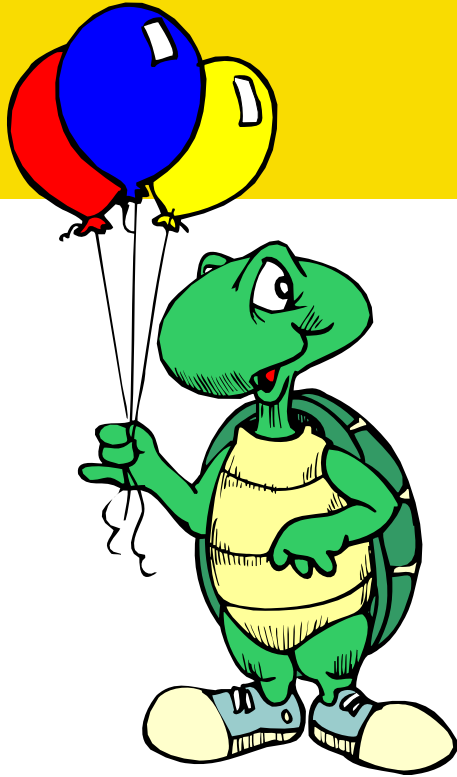


Go into shell.
Take 3 deep breathes.
And think calm, coping thoughts.



Come out of shell when calm and thinking of a solution.





Tucker Turtle Takes Time to Tuck and Think

**A scripted story to assist with
teaching the “Turtle Technique”**

By Rochelle Lentini

March 2005



The Solution Kit

**Get a
Teacher**



Wait and take turns.



Outcomes-Driven T/TA to States

- (a) Identify collaborative networks in select states
- (b) Work with the networks to promote high quality PD systems that will sustain the use of effective practices at the local level, and
- (c) Provide intensive T/TA within this network system.



3 Phases of T/TA to States

Phase I: Intensive TA to Partnership Networks

- Identify cadre of trainers
- Identify local demonstration sites

Phase II: Develop Plan for Progress Monitoring, Evaluation, Sustainability and Mentoring

Phase III: Provision of Supports for Sustainability



3 States With Whom

We Are Currently Collaborating:

Colorado

Maryland

Iowa



New Materials – Coming in 2007

- Research Syntheses
 - Infant mental health
 - Effects of Maternal Depression
 - Implementing and sustaining practices
- New What Works Briefs
- What Works Briefs Training Kits
- Expanded Training Modules (birth – 2)
- Decision-making Guidelines
- Tools for Families

