



Essential CSEFEL: Supporting Social Emotional Competence in Infants and Young Children

Linda Brault
Map to Inclusive Child Care
WestEd Center for Child & Family Studies

Welcome!


- △ You are invited to sit at a table with others in your community from different agencies
- △ Please complete the Opening Activity: Community Resources (behind agenda)
- △ Introduce yourself as you complete the activity together
- △ Listen for the chimes



Center on the Social and Emotional Foundations for Early Learning

Materials For You!


- △ Folder:
 - California Materials
 - Evaluation
 - National Materials
- △ Make the Materials Useful to You
 - Take notes (Paper provided or use the handouts)
 - Mark for later review (use the post-it notes)
 - PowerPoint™ will be posted later on the Map website (www.CAinclusiveChildCare.org)



Center on the Social and Emotional Foundations for Early Learning

Bright Ideas

- ☀ Look at your “Next Steps” form
- ☀ Throughout the day, make notes about your bright ideas: Anything that can apply or integrate into your own work or help the community
 - Community Resources
 - Training of Trainer for CSEFEL
 - CSEFEL Materials
- ☀ We will be referring back to these at the end of the day



Center on the Social and Emotional Foundations for Early Learning

Center on the Social and Emotional Foundations in Early Learning

△ National Center

- Vanderbilt University
- University of Illinois
- University of South Florida
- University of Colorado at Denver and Health Sciences Center
- Georgetown University Center for Child and Human Development
- ZERO TO THREE




Center on the Social and Emotional Foundations for Early Learning

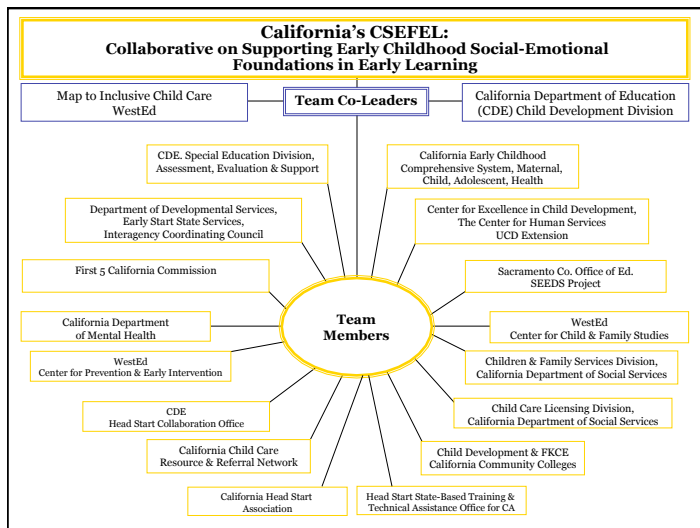
National CSEFEL

△ 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.



Center on the Social and Emotional Foundations for Early Learning





CA CSEFEL

△ Vision

△ Fact Sheet

△ Collaborative Leadership Team at the state level

Center on the Social and Emotional Foundations for Early Learning

Compliments CA Documents

- △ As part of the California Department of Education's Early Learning & Development System, there are documents being produced to guide teachers of young children
- △ Foundations, Curriculum Frameworks, Program Guidelines, Assessment through the Desired Results measure, and Professional Development are all part of the Early Learning & Development System
- △ Infant Toddler Learning & Development Foundations and Curriculum Framework
 - Social Emotional Development is the first domain, followed by Language, Cognitive, and Perceptual & Motor Development



Center on the Social and Emotional Foundations for Early Learning

Preschool Documents

- △ Preschool Learning & Development Foundations and Curriculum Frameworks come in 3 Volumes
 1. Social-Emotional again is first, followed by Language & Literacy, English-Language Development, and Mathematics
 2. Visual & Performing Arts, Physical Development, and Health will be in the second volume
 3. Science and History/Social Science make up the final foundations in the third volume
- △ Foundations and Curriculum Framework for Volumes 2 and 3 will be released together



Center on the Social and Emotional Foundations for Early Learning

CSEFEL Links to Products

- △ Each curriculum framework includes *teaching strategies, interactions with children and families, and setting up of environments* and provides an overall approach for **teachers** to support children's learning through environments and experiences that are:
 - developmentally appropriate,
 - reflective of thoughtful observation and intentional planning,
 - individually and culturally meaningful, and
 - inclusive of children with disabilities or other special needs.



Center on the Social and Emotional Foundations for Early Learning

CA CSEFEL Terms

- △ Conceptual Framework
- △ Fidelity
- △ Trainer
- △ Coach
- △ Implementation Sites
- △ Mentor Sites



Center on the Social and Emotional Foundations for Early Learning

Agenda


1. Opening Activity: Community Resources
2. The CSEFEL Conceptual Framework
3. Levels of the Pyramid
4. Next Steps
5. Evaluation




Center on the Social and Emotional Foundations for Early Learning

Issues & Evidence


- △ Read/skim assigned document (6 minutes)
- △ Pick 3 highlights to share with table partners
- △ Share for 60 seconds each
- △ Count off by 4s at table
- △ Listen for chimes!



Center on the Social and Emotional Foundations for Early Learning

Readings

1. Facts about Young Children with Challenging Behavior
2. Linking Social Development and Behavior to School Readiness
3. Program Practices for Promoting the Social Development of Young Children & Addressing Challenging Behavior
4. Supporting Infants and Toddlers with Challenging Behavior

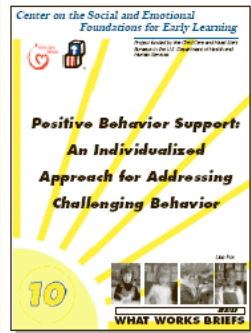


Center on the Social and Emotional Foundations for Early Learning

Material on Websites

Center on the Social & Emotional Foundations for Early Learning
www.vanderbilt.edu/csefel/


Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)
www.challengingbehavior.org



Families are Central

- △ Throughout the material, families are included
- △ “Positive Solutions for Families” is a set of materials to use with families of young children
- △ There are six total sessions that can be done in two series of three
- △ The materials are in English and Spanish

Positive Solutions for Families




The Center on the Social and Emotional Foundations for Early Learning

Three Levels of Need

1-10%
Children w/Persistent Challenges
Focused Interventions

5-15%
Children at-Risk
Group Intervention & Support

All Children
Universal Interventions



Center on the Social and Emotional Foundations for Early Learning

Teaching Pyramid

Children with persistent challenges

Children at-risk

All children

Intensive Individualized Interventions

Targeted Social Emotional Supports

High Quality Supportive Environments


Nurturing and Responsive Relationships

Effective Work Force

Positive Behavior Support


Social Skills Curricula

High quality Early Education



The Center on the Social and Emotional Foundations for Early Learning

CSEFEL Pyramid Model: Promoting Social Emotional Competence in Infants & Young Children




Systems and policies promote and sustain the use of evidence-based practices

Module 4: Leadership Strategies for an Effective Work Force

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



Center on the Social and Emotional Foundations for Early Learning

How Does Your Community Support an Effective Work Force?

- △ Look back on the opening activity, your community resources
- △ How do these agencies support an effective work force?
- △ Who else is building your work force?
- △ Share at your table
- △ Listen for the chimes



Center on the Social and Emotional Foundations for Early Learning

What is Healthy Social Emotional Development?

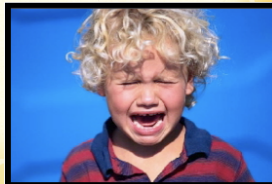
△ The developmentally and culturally appropriate ability to:

- Manage Emotions
- Relate to Adults
- Relate to Peers
- Feel Good About Self



What Do Children Do When They Don't Develop These Skills?

- △ When children do not have healthy social and emotional skills, they often exhibit challenging behaviors
- △ We must focus on TEACHING the skills!



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 expectations
- 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, acknowledgement, and descriptive praise to children



Center on the Social and Emotional Foundations for Early Learning

Emotional Deposits


- △ Please think of a time when someone unexpectedly complimented you on something you had done...it could be a spouse, a child, a neighbor, a co-worker
- △ How did you feel when you received the compliment?
- △ When you receive a compliment, are recognized for what you have done, or have fun with someone, you are getting “emotional deposits”



Center on the Social and Emotional Foundations for Early Learning

Building Relationships

- △ Emotional deposits help build relationships
 - Think about how you like to get your deposits
 - What about people around you? (adults and children)
- △ Children (and most adults) don’t care how much you know until they know how much you care
- △ Write down all of the ways you can make deposits with those around you and share ideas with your table
- △ How can you make deposits across agencies? (look back at your resources)



Center on the Social and Emotional Foundations for Early Learning

High Quality Supportive Environments

Many aspects to consider:

- △ Physical Environment
- △ Schedules & Routines
- △ Transitions
- △ Large/Small Group Activities
- △ Expectations for Behavior
- △ Monitoring & Positive Attention



Center on the Social and Emotional Foundations for Early Learning

Environmental Hot Spots

- △ Make a sketch of your office space, classroom space, or wherever you do most of your work
- △ Think about what areas of the environment interfere with your productivity...get in the way of what you are trying to accomplish. Mark those as “hot spots”
- △ Are there areas that support your productivity? How can you learn from these areas and address your hot spots?



Center on the Social and Emotional Foundations for Early Learning

Expectations

- △ Most rules can be grouped and result in a small number of expectations
 1. Be Friendly & Kind
 2. Be Safe and Healthy
 3. Be Respectful
- △ Clarify with examples
 - Invite a colleague to join you (1) as you eat a healthy lunch (2), and please, return on time! (3)



Center on the Social and Emotional Foundations for Early Learning

Video Time!

- △ “Promoting Social Emotional Competence” Video
 - Feature length video
 - Overview of framework
 - Facilitator guide in progress
 - English and Spanish
 - Open captioning



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



Center on the Social and Emotional Foundations for Early Learning


Quick Write

- △ Write a list of feeling words that you would most want to teach to children under age 5.
- △ Write as many as you can
- △ You have 30 seconds



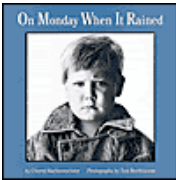
Emotional Literacy

The ability to identify, understand, and express emotions in a healthy way.

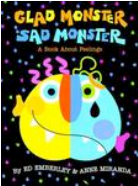


Practical Ideas - Book Nooks

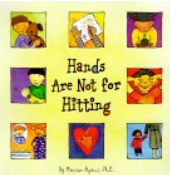
On Monday When it Rained




Glad Monster Sad Monster



Hands Are Not for Hitting





Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching the "Turtle Technique"
By Rochelle Lentini
March 2005

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.

The Solution Kit

Get a Teacher

Wait and take turns.

“Practical Strategies for Teaching Social Emotional Skills” Video

- 28 min. feature length video
- Highlights strategies and approaches that early childhood personnel and families can use to systematically target social emotional supports that build young children’s skills

Module 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 needs

Behavior Communicates


- △ Behavior communicates a message when a child does not have language
- △ Behavior may be used instead of language by a child who has limited social skills or has learned that challenging behavior will result in meeting his or her needs




Center on the Social and Emotional Foundations for Early Learning

Challenging Behavior Works!

- △ Children engage in challenging behavior because “it works” for them.
- △ Challenging behavior meets the **function** for the child
 - gaining access to something or someone (i.e., obtain/request) or
 - avoiding something or someone (i.e., escape/protest/avoid)
- △ Handouts on Assessing Function & Positive Behavior Support



Center on the Social and Emotional Foundations for Early Learning

Finding the Function

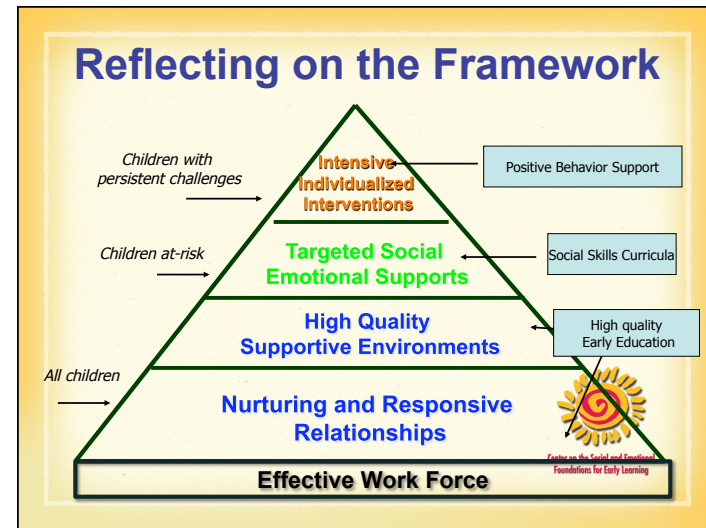
What Happened Just Before? (Antecedent)	What Behavior(s) Occurred?	What Happened Just After? (Maintaining Consequence)
<p><i>Ian is playing with a toy train. Thuy reaches for the train and says “Please.” Ian turns away and says “No.”</i></p>	<p><i>Thuy hits Ian and grabs the train.</i></p>	<p><i>Ian begins crying and walks away. Thuy begins playing with the train.</i></p>
	<p>Possible Function:</p> <p><i>Get Toy</i></p>	

Finding the Function

What Happened Just Before? (Antecedent)	What Behavior(s) Occurred?	What Happened Just After? (Maintaining Consequence)
<p><i>Joey is asked to come to circle. Teacher provides physical prompt to move him to group.</i></p>	<p><i>Joey resists, cries, and hits teacher.</i></p>	<p><i>Teacher moves away from Joey and allows Joey to select a different activity.</i></p>
	<p>Possible Function:</p> <p><i>Avoid circle</i></p> <p><i>Continue existing activity</i></p> <p><i>Avoid adult prompt</i></p>	

Behavior Support Plan

Antecedent (What Happens Before)	Behavior	Maintaining Consequence (What Happens After)
<ul style="list-style-type: none"> Group play: centers and outside play 	<ul style="list-style-type: none"> Verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;"> Function: obtain toy/play </div>	<ul style="list-style-type: none"> Peers give up toys/ items Peers leave area Adults intervene with negative attention
Preventions	New Skills	New Responses
<ul style="list-style-type: none"> Pre-teach skills via social story Use visual cards to help him remember lessons when in difficult situation Self-monitoring form to work on social goals 	<ul style="list-style-type: none"> Asking to play Everyone can play with the toys Flexibility, accepting other's ideas/space Asking for teacher's help 	<ul style="list-style-type: none"> Immediately respond to his requests for help Intervene to prevent harm by providing attention/support to child who is attacked Provide feedback at end of each day for achieving goals



CA CSEFEL Roll-out

- △ Training of Trainers ToT event
 - Four days of intensive training on the Pyramid Model (two days of training at a time)
 - There will be a cost to attend will cover lodging, meals, and meeting space
- △ Coach Training
 - A subset of those trained will be selected as coaches & stay one extra day after each ToT
- △ Faculty Institute
 - For higher education



Implementation Sites

- △ There will be an invitation to apply to be an Implementation Site in the spring
 - Qualifications will be outlined and will include a commitment to training, implementation, and coaching as well as data collection for the National Center
- △ Mentor Sites
 - The sites already trained by the National Center will begin working with the state leadership team in the spring on coaching and data collection



Next Steps from Bright Ideas


- ☀ Look back on your “Next Steps” notes
- ☀ What items can apply or integrate into your own work or help the community better support young children with challenging behaviors and their families?
- ☀ Select those ideas that might best be accomplished with your larger group for the Community Plan
- ☀ We want you to focus now on what next steps might be appropriate to take in your community



Center on the Social and Emotional Foundations for Early Learning

Community Next Steps

- ☀ As a group, designate a recorder (legible writing a must) who will record your ideas on NCR paper
 - Community Resources
 - How will you research the gaps?
 - How might you engage agencies who aren't here?
 - Training of Trainer for CSEFEL
 - Who are the trainers in your community?
 - How can they be supported to attend the training of trainers and share those skills in your community?
 - CSEFEL Materials
 - How do you want to access and use the materials?
 - What else does your community want to do?



Center on the Social and Emotional Foundations for Early Learning

Accessing Information

- △ Good info on the National CSEFEL website
- △ California CSEFEL page on the Map to Inclusive Child Care website
- △ Visit for more info www.CAinclusiveChildCare.org and click CSEFEL on the menu



Thank You!

For more information:
National CSEFEL website
<http://www.vanderbilt.edu/csefel>

Map to Inclusive Child Care
<http://www.cainclusivechildcare.org>







Center on the Social and Emotional Foundations for Early Learning