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.

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.

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 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

**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.

**California’s CSEFEL: Collaborative on Supporting Early Childhood Social-Emotional Foundations in Early Learning**

- Map to Inclusive Child Care WestEd
- Team Co-Leaders
  - California Department of Education (CDE) Child Development Division
  - CSEFEL: Special Education Division, Assessment, Evaluation & Support
- Team Members
  - Department of Developmental Services, Early Start State Services, Interagency Coordinating Council
  - First 5 California Commission
  - California Department of Mental Health
  - Head Start Collaboration Office
  - California Child Care Resource & Referral Network
  - California Early Childhood Comprehensive System, Maternal, Child, Adolescent, Health
  - Center for Excellence in Child Development, The Center for Human Services UCD-Education
  - Statewide Co-Offered Ed. MIEHS Project
  - WestEd Center for Child & Family Studies
  - Children’s Bureau Services Division, California Department of Social Services
  - Child Development & Early Childcare California Community Colleges
  - Child Care Licensing Division, California Department of Social Services
  - Child Development & Early Childcare California Community Colleges
  - Head Start State-Based Training & Technical Assistance Office for CA

**CA CSEFEL**

- Vision
- Fact Sheet
- Collaborative Leadership Team at the state level
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.

Preschool Documents

△ Preschool Learning & Development Foundations and Curriculum Frameworks come in 3 Volumes:
  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.

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.

CA CSEFEL Terms

△ Conceptual Framework
△ Fidelity
△ Trainer
△ Coach
△ Implementation Sites
△ Mentor Sites
Agenda
1. Opening Activity: Community Resources
2. The CSEFEL Conceptual Framework
3. Levels of the Pyramid
4. Next Steps
5. Evaluation

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!

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

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

Three Levels of Need

1-10%
Children w/Persistent Challenges
Focused Interventions

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

All Children
Universal Interventions

Teaching Pyramid

Intensive Individualized Interventions
Targeted Social Emotional Supports
High Quality Supportive Environments
Nurturing and Responsive Relationships
Effective Work Force

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

- Supportive, responsive relationships among adults and children are necessary for promoting social emotional development
- High quality environments promote positive outcomes for all young children
- Systematic approaches have preventive and remedial effects on social emotional development
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

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

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

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”

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)

High Quality Supportive Environments

Many aspects to consider:
△ Physical Environment
△ Schedules & Routines
△ Transitions
△ Large/Small Group Activities
△ Expectations for Behavior
△ Monitoring & Positive Attention
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?

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)

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
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**

1. **Recognize**
   - That you feel angry.

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

3. **“Think”**
   - Stop.

4. **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.

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

Finding the Function

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ian is playing with a toy train. Thuy reaches for the train and says “Please.” Ian turns away and says “No.”</td>
<td>Thuy hits Ian and grabs the train.</td>
<td>Ian begins crying and walks away. Thuy begins playing with the train.</td>
</tr>
</tbody>
</table>

Possible Function: Get Toy

Finding the Function

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Joey is asked to come to circle. Teacher provides physical prompt to move him to group.</td>
<td>Joey resists, cries, and hits teacher.</td>
<td>Teacher moves away from Joey and allows Joey to select a different activity.</td>
</tr>
</tbody>
</table>

Possible Function: Avoid circle

Possible Function: Continue existing activity

Avoid adult prompt
Behavior Support Plan

<table>
<thead>
<tr>
<th>Antecedent (What Happens Before)</th>
<th>Behavior</th>
<th>Maintaining Consequence (What Happens After)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Group play: centers and outside play</td>
<td>• Verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction</td>
<td>• Peers give up toys/items&lt;br&gt;• Peers leave area&lt;br&gt;• Adults intervene with negative attention</td>
</tr>
</tbody>
</table>

Preventions<br>New Skills<br>New Responses

| Pre-teach skills via social story | Asking to play<br>Everyone can play with the toys<br>Flexibility, accepting other’s ideas/space<br>Asking for teacher’s help | Immediately respond to his requests for help<br>Intervene to prevent harm by providing attention/support to child who is attacked<br>Provide feedback at end of each day for achieving goals |

Reflecting on the Framework

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 which 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

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?

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