

Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Inventory of Practices: A Crosswalk with NAEYC, DEC, AAP/APHA/NRC National Standards

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This crosswalk is based upon and should be used in concert with Cimino, J., Forrest, L., Smith, B., and Stainback-Tracy, K. (2007). *Evidence-based Competencies for Promoting Social and Emotional Development and Addressing Challenging Behavior in Early Care and Education Settings*. www.vanderbilt.edu/csefel/

INTRODUCTION

(adapted from Cimino, J., Forrest, L., Smith, B., and Stainback-Tracy, K. (2007). *Evidence-based Competencies for Promoting Social and Emotional Development and Addressing Challenging Behavior in Early Care and Education Settings*. www.vanderbilt.edu/csefel/)

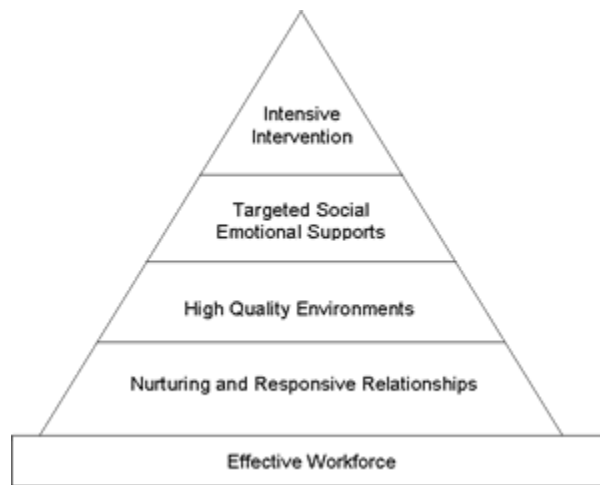
The Need for Personnel Competencies in Social and Emotional Development

Research has established a compelling link between social emotional development and school success (Raver, 2002; Smith, 2006). Social, emotional, and behavioral competence in young children predicts their academic performance in the first grade (Raver & Knitzer, 2002). Social skills that have been identified as essential for school success include: getting along with others, following directions, identifying and regulating one's emotions and behavior, thinking of appropriate solutions to conflict, persisting on tasks, engaging in social conversation and cooperative play, correctly interpreting other's behaviors and emotions, and feeling good about oneself and others (Fox & Smith, 2007).

Early educators play an important role in the social emotional development of young children. In 1999, 64% of mothers with children under six and 60% of mothers of infants were in the work force (Clifford & NTI, 2006). This suggests that a large percentage of young children attend some type of out-of-home care program regularly. Therefore, early care and education providers are in a position to: a) help children develop social emotional competence, b) prevent them from learning challenging behaviors, and c) recognize and respond to children with challenging behaviors. Therefore, identifying competencies that describe the knowledge and skills early care and education providers need to support young children's social and emotional development is critical.

A conceptual model of competences and practices related to promoting social and emotional development was developed by the faculty of the national Center on the Social and Emotional Foundations for Early Learning (CSEFEL) (www.vanderbilt.edu/csefel/). This "Pyramid Model" for promoting children's social emotional development and preventing challenging behavior uses a public health model (Gordon, 1983; Simeonsson, 1991) of including: 1) universal practices that are needed to support *all* children and *promote* children's health development, 2) secondary strategies that are designed to *prevent* problem behaviors for children, and 3) tertiary or intervention strategies to provide *intervention* for young children who have mental health needs or serious and persistent problem behavior (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003). These practices are presented in the Pyramid Model in four levels (see Figure 1). Promotion approaches are the first two levels and include nurturing relationships and responsive caregiving as the foundation for children's development with high quality environments as the context of the development of those relationships. Prevention practices are included in the third level of the pyramid and include targeted strategies and supports for promoting the social emotional competence of children. The fourth level of the pyramid includes individualized interventions that provide treatment to children with persistent challenges.

Figure 1. Promoting Social and Emotional Competence – the Teaching Pyramid Model



CSEFEL developed an *Inventory of Practices for Promoting Children’s Social and Emotional Competence* (May, 2006) which is a compilation of evidence-based practices across all levels of the Pyramid that early care and education professionals need to promote social and emotional competence, prevent challenging behavior and intervene when intensive and individualized supports are needed.

Purpose of this Crosswalk

In the Cimino, Forrest, Smith and Stainback-Tracy (2007) document, three sets of national early childhood standards and the CSEFEL *Inventory of Practices for Promoting Children’s Social and Emotional Competence* were compared. The national standards describe the knowledge and skills that early care and education providers need and the standards to which early childhood programs should perform in order to promote the optimal development of young children within the context of early care and education. These standards documents include: 1) the National Association of the Education of Young Children’s (NAEYC) *Early Childhood Program Standards and Accreditation Criteria*; 2) the Division for Early Childhood of the Council for Exceptional Children’s (DEC) *Recommended Practices in Early Intervention/Early Childhood Special Education*; 3) the American Academy of Pediatrics (AAP), American Public Health Association (APHA), and the National Resource Center for Health and Safety in Child Care and Early Education’s (NRC) *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-Of-Home Child Care Programs, 2nd Edition (CFOC)*. Although social and emotional competencies are included in these sets of standards, none focus specifically on them which is the focus of the *CSEFEL Inventory of Practices*.

The Cimino et al (2007) compilation provides, in one place, the knowledge and skills and/or program standards that impact social and emotional health from these three nationally recognized standards, as well as the *CSEFEL Inventory of Practices* and where they converge. It also demonstrates the relationship of each competency to the professional competencies described in *Preparing Early Childhood Professionals: NAEYC’s Standards for Programs* (2003), which are

the NAEYC standards and accreditation criteria for higher education programs preparing early childhood professionals.

The current paper crosswalks, in summary and abbreviated fashion, the practices in the CSEFEL *Inventory of Practices* with the national standards and is intended to be used in conjunction with the Cimino, et al (2007) document.

Intended Audience

These documents are intended to assist professionals who provide pre-service and in-service training to early care and education providers as well as program supervisory personnel in integrating concepts and skills related to teaching social and emotional skills in their training curriculum. Faculty in community college or university settings may choose to weave the competencies into their existing course material. More in-depth information may be provided in elective courses devoted to promoting social and emotional development and addressing challenging behavior in early care and education settings. Likewise, professionals and entities that provide ongoing training and professional development to early childhood educators may use the competencies to ensure that training related to social and emotional issues is aligned with the evidence-base and national standards. Finally, directors of early care and education programs may use the competencies to ensure that their staff members are well-equipped with the knowledge and skills necessary to promote social and emotional development and address challenging behavior.

For more information on the Pyramid Model for promoting children's social emotional development and preventing challenging behavior and the *CSEFEL Inventory of Practices* and related resources go to www.vanderbilt.edu/csefel/.

CSEFEL Inventory of Practices: A Crosswalk with National Standards

I. Nurturing and Responsive Relationships

CSEFEL Inventory of Practices	NAEYC PSAC	DEC RP	CFOC	NAEYC PECP
<p>1. Develops meaningful relationships with children and families</p> <ul style="list-style-type: none"> <input type="checkbox"/> Greets children on arrival; calls by name <input type="checkbox"/> Communicates with children at eye level <input type="checkbox"/> Verbally interacts with individual children during routines and activities <input type="checkbox"/> Participates in children’s play when appropriate <input type="checkbox"/> Shows respect, consideration, warmth to all children <input type="checkbox"/> Speaks calmly to children <input type="checkbox"/> Uses a variety of strategies for building relationships with all children <input type="checkbox"/> Attends to children in positive ways at times when the children are not engaging in challenging behavior <input type="checkbox"/> Uses a variety of strategies for building relationships with all families <input type="checkbox"/> Creates a classroom that is a place that children and families like to be (i.e., feel comfortable, welcome, and safe) 	<p>Relationship Standard: 1.A.01; 1.A.03; 1.B.01</p> <p>Families Standard: 7.A.01; 7.A.02; 7.A.04</p>	<p>Child-Focused Practices: C11</p> <p>Family-Based Practices: F2, F5, F7, F11-14</p>	<p>Content of Facility Activities: 2.003</p> <p>Helping Families Cope with Separation: 2.004</p> <p>Mutual Responsibility of Parents and Staff: 2.044</p> <p>Parent Visits: 2.046</p>	<p>Promoting Child Development and Learning: 1a, c; 2 b, c</p> <p>Teaching and Learning: 4a</p> <p>Family and Community Relationships: 2 a, b, c</p>

CSEFEL Inventory of Practices	NAEYC PSAC	DEC RP	CFOC	NAEYC PECP
<p>2. Examines personal, family, and cultural views of child’s challenging behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior <input type="checkbox"/> Considers personal beliefs regarding the causes of specific types of unacceptable child behavior <input type="checkbox"/> Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior 		Family Based Practices: F5		<p>Promoting Child Development and Learning: 1b</p> <p>Building Family and Community Relationships: 2b</p>
<p>3. Examines own attitudes toward challenging behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the relationship between children’s social emotional development and challenging behaviors <input type="checkbox"/> Understands that children’s challenging behaviors are conveying some type of message <input type="checkbox"/> Understands there are many things that can be done to prevent challenging behaviors <input type="checkbox"/> Identifies what behaviors “push my buttons” <input type="checkbox"/> Develops strategies for dealing with situations when children’s behaviors “push my buttons” <input type="checkbox"/> Works together with a team to problem solve around issues related to challenging behaviors 				<p>Promoting Child Development and Learning: 1b</p>

II. High Quality Environments

CSEFEL Inventory of Practices	NAEYC PSAC	DEC RP	CFOC	NAEYC PECP
<p>4. Designs the physical environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arranges traffic patterns in classroom so there are no wide open spaces <input type="checkbox"/> Removes obstacles that make it difficult for children with physical disabilities to move around the room <input type="checkbox"/> Clearly defines boundaries in learning centers <input type="checkbox"/> Arranges learning centers to allow room for multiple children <input type="checkbox"/> Provides a variety of materials in all learning centers <input type="checkbox"/> Designs learning centers so that children spend time evenly across centers <input type="checkbox"/> Considers children's interests when deciding what to put in learning centers <input type="checkbox"/> Makes changes and additions to learning centers on a regular basis <input type="checkbox"/> Visually closes learning centers when they are not an option for children to use 	<p>Relationship Standard: 1.B.08; 1.D.03</p> <p>Teaching Standard: 3.A.05</p>	<p>Child-Focused Practices: C1, C2, C3</p>		<p>Teaching and Learning: 4b</p>
<p>5. Develops schedules and routines</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs schedule to include a balance of large group and small group activities <input type="checkbox"/> Designs schedule to minimize the amount of time children spend making transitions between activities <input type="checkbox"/> Implements schedule consistently <input type="checkbox"/> Teaches children about the schedule <input type="checkbox"/> Provides explanations when changes in the schedule are necessary 	<p>Teaching Standard: 3.A.05</p> <p>Relationship Standard: 1.D.03</p>	<p>Child-Focused Practices: C1, C2, C3</p>		<p>Teaching and Learning: 4b</p>

CSEFEL Inventory of Practices	NAEYC PSAC	DEC RP	CFOC	NAEYC PECP
<p>6. Ensures smooth transitions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Structures transitions so children do not have to spend excessive time waiting with nothing to do <input type="checkbox"/> Teaches children the expectations associated with transitions <input type="checkbox"/> Provides warnings to children prior to transitions <input type="checkbox"/> Individualizes the warnings prior to transitions 	<p>Teaching Standard: 3.A.05</p> <p>Relationship Standard: 1.D.03</p>	<p>Child-Focused Practices: C1, C2, C3</p>		<p>Teaching and Learning: 4b</p>
<p>7. Designs activities to promote engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans and conducts large group activities with specific goals in mind for the children <input type="checkbox"/> Varies the topics and activities in the large group from day to day <input type="checkbox"/> Provides opportunities for children to be actively involved in large group activities <input type="checkbox"/> Varies speech and intonation to maintain the children's interests in the large group activity <input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in large group activities <input type="checkbox"/> Plans and conducts small group activities with specific goals in mind for each child <input type="checkbox"/> Plans and conducts fun small group activities <input type="checkbox"/> Uses peers as models during small group activities <input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in small group activities <input type="checkbox"/> Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity <input type="checkbox"/> Uses a variety of ways to teach the expectations of specific activities so that all children understand them 	<p>Teaching Standard: 3.A.05</p>	<p>Child-Focused Practices: C1, C2</p>		<p>Promoting Child Development and Learning: 1c</p>

CSEFEL Inventory of Practices	NAEYC PSAC	DEC RP	CFOC	NAEYC PECP
<p>8. Giving directions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gains child’s attention before giving directions <input type="checkbox"/> Minimizes the number of directions <input type="checkbox"/> Individualizes the way directions are given <input type="checkbox"/> Gives clear directions <input type="checkbox"/> Gives directions that are positive <input type="checkbox"/> Gives children time to respond to directions <input type="checkbox"/> Gives children choices and options when appropriate <input type="checkbox"/> Follows through with positive acknowledgements of children’s behavior 				Teaching and Learning: 4b
<p>9. Establishes and enforces clear rules, limits, and consequences for behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies appropriate classroom rules with children <input type="checkbox"/> Teaches rules in developmentally appropriate ways <input type="checkbox"/> Provides opportunities for children to practice classroom rules <input type="checkbox"/> States rules positively and specifically (avoids words "no" and "don't" as much as possible) <input type="checkbox"/> Keeps rules to manageable number (3-6) <input type="checkbox"/> Frequently reinforces children for appropriate behavior <input type="checkbox"/> Identifies consequences for both following and not following rules <input type="checkbox"/> Makes sure all adults in classroom know rules and consequences <input type="checkbox"/> Enforces rules 	Teaching Standard: 3.B.06			Teaching and Learning: 4b

CSEFEL Inventory of Practices	NAEYC PSAC	DEC RP	CFOC	NAEYC PECP
<p>10. Engages in ongoing monitoring and positive attention</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gives children time and attention when engaging in appropriate behavior <input type="checkbox"/> Monitors adults' interactions with children throughout the day 	Curriculum Standard: 2.B.01			Teaching and Learning: 4b
<p>11. Uses positive feedback and encouragement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses positive feedback and encouragement contingent on appropriate behavior <input type="checkbox"/> Provides descriptive feedback and encouragement <input type="checkbox"/> Conveys enthusiasm while giving positive feedback and encouragement <input type="checkbox"/> Uses positive feedback and encouragement contingent on child's efforts <input type="checkbox"/> Provides nonverbal cues of appreciation <input type="checkbox"/> Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children <input type="checkbox"/> Involves other adults in acknowledging children <input type="checkbox"/> Models positive feedback and encouragement frequently 	Relationship Standard: 1.B.01; 1.B.02	Child-Focused Practices: C16		Teaching and Learning: 4b

III. Targeted Social Emotional Supports

CSEFEL Inventory of Practices	NAEYC PSAC	DEC RP	CFOC	NAEYC PECP
12. Interacts with children to develop their self-esteem <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates active listening with children <input type="checkbox"/> Avoids judgmental statements <input type="checkbox"/> Responds to children's ideas <input type="checkbox"/> Recognizes children's efforts <input type="checkbox"/> Shows empathy and acceptance of children's feelings 	Teaching Standard: 3.B.03 Relationship Standard: 1.B.02; 1.B.05	Child-Focused Practices: C 11		Promoting Child Development and Learning: 1 a, b, c, Teaching and Learning: 4a
13. Shows sensitivity to individual children's needs <ul style="list-style-type: none"> <input type="checkbox"/> Respects and accommodates individual needs, personalities, and characteristics <input type="checkbox"/> Adapts and adjusts accordingly (instruction, curriculum, materials, etc.) <input type="checkbox"/> Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics 	Teaching Standard: 3.B.03 Relationship Standard: 1.B.02; 1.B.05; 1.B.07; 1.B.13	Child-Focused Practices: C 11, C12		Promoting Child Development and Learning: 1 a, b, c, Teaching and Learning: 4a
14. Encourages autonomy <ul style="list-style-type: none"> <input type="checkbox"/> Provides children with opportunities to make choices <input type="checkbox"/> Allows children time to respond and/or complete task independently before offering assistance <input type="checkbox"/> Creates opportunities for decision making, problem solving, and working together <input type="checkbox"/> Teaches children strategies for self-regulating and/or self-monitoring behaviors 	Relationship Standard: 1.F.02		Health Education Topics: 2.061 (subsections c,d only)	Teaching and Learning: 4d

CSEFEL Inventory of Practices	NAEYC PSAC	DEC RP	CFOC	NAEYC PECP
<p>15. Capitalizes on the presence of typically developing peers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes peers as models of desirable social behavior <input type="checkbox"/> Encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.) <input type="checkbox"/> Demonstrates sensitivity to peer preferences and personalities <input type="checkbox"/> Shows an understanding of developmental levels of interactions and play skills 	<p>Curriculum Standard: 2.B.05</p>	<p>Child-Focused Practices: C23</p>		<p>Teaching and Learning: 4d</p>
<p>16. Utilizes effective environmental arrangements to encourage social interactions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Considers peer placement during classroom activities <input type="checkbox"/> Effectively selects, arranges, and utilizes materials that promote interactions (high interest, novel, culturally meaningful) <input type="checkbox"/> Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful) <input type="checkbox"/> Develops interaction opportunities within classroom routines (i.e., table captain, clean-up partner, snack set-up, etc.) 	<p>Relationship Standard: 1.C.02; 1.C.03; 1.C.06; 1.F.02</p>	<p>Child-Focused Practices: C2, C4, C11, C21, C23</p>	<p>Orientation for Care Of Children With Special Health Needs: 1.024</p> <p>Inclusion in All Activities: 7.001</p>	<p>Promoting Child Development and Learning: 1c</p> <p>Teaching and Learning: 4b, 4d</p>

CSEFEL Inventory of Practices	NAEYC PSAC	DEC RP	CFOC	NAEYC PECP
<p>17. Uses prompting and reinforcement of interactions effectively</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides sincere, enthusiastic feedback to promote and maintain social interactions <input type="checkbox"/> Waits until interactions are finished before reinforcing; does not interrupt interactions <input type="checkbox"/> Models phrases children can use to initiate and encourage interactions <input type="checkbox"/> Gives general reminders to "play with your friends" <input type="checkbox"/> Facilitates interactions by supporting and suggesting play ideas <input type="checkbox"/> Ensures that interactions are mostly child-directed not teacher-directed during free play 	<p>Relationship Standard: 1.C.02; 1.C.03; 1.C.06</p> <p>Curriculum Standard: 2.B.01</p>	<p>Child-Focused Practices: C2, C4, C11, C21, C22, C23, C24</p>		<p>Teaching and Learning: 4b, 4d</p>
<p>18. Provides instruction to aid in the development of social skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes social interaction goals on the IEP <input type="checkbox"/> Teaches appropriate social skills through lessons and role-playing opportunities <input type="checkbox"/> Incorporates cooperative games, lessons, stories, and activities that promote altruistic behavior into planning <input type="checkbox"/> Structures activities to encourage and teach sharing <input type="checkbox"/> Structures activities to encourage and teach turn taking <input type="checkbox"/> Structures activities to encourage and teach requesting and distributing items <input type="checkbox"/> Structures activities to encourage and teach working cooperatively 	<p>Relationship Standard: 1.C.02; 1.E.03</p>	<p>Child-Focused Practices: C4, C11</p>		<p>Teaching and Learning: 4b</p>

CSEFEL Inventory of Practices	NAEYC PSAC	DEC RP	CFOC	NAEYC PECP
<p>19. Promotes identification and labeling of emotions in self and others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses photographs, pictures, and posters that portray people in various emotional states <input type="checkbox"/> Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children’s feelings <input type="checkbox"/> Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words <input type="checkbox"/> Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved 	<p>Relationship Standard: 1.C.04; 1.D.04; 1.F.02</p> <p>Curriculum Standard: 2.B.01</p>		<p>Health Education Topics: 2.061 (subsections c,d only)</p>	<p>Teaching and Learning: 4b, 4d</p>
<p>20. Explores the nature of feelings and the appropriate ways they can be expressed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaches that all emotions are okay, but not all expressions are okay <input type="checkbox"/> Labels own emotional states and provides an action statement (e.g., I am feeling frustrated so I better take some deep breaths and calm down) <input type="checkbox"/> Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm 	<p>Relationship Standard: 1.D.04; 1.F.02</p> <p>Curriculum Standard: 2.B.01</p>		<p>Health Education Topics: 2.061 (subsections c,d only)</p>	<p>Teaching and Learning: 4b, 4d</p>

CSEFEL Inventory of Practices	NAEYC PSAC	DEC RP	CFOC	NAEYC PECP
<p>21. Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day</p> <ul style="list-style-type: none"> <input type="checkbox"/> Labels positive feelings <input type="checkbox"/> Labels negative feelings paired with actions to regulate 	<p>Relationship Standard: 1.B.06</p>			<p>Promoting Child Development and Learning: 1 a, b, c</p> <p>Teaching and Learning: 4a</p>
<p>22. Creates a planned approach for problem solving processes within the classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individualizes the planned approach to the appropriate level of the child <input type="checkbox"/> Systematically teaches the problem solving steps: <ul style="list-style-type: none"> a. What is my problem? b. What are some solutions? c. What would happen next? d. Try out the solution. <input type="checkbox"/> "Problematizes" situations throughout the day to allow children opportunities to generate solutions <input type="checkbox"/> Takes time to support children through the problem solving process during heated moments <input type="checkbox"/> Comments on and reinforces children's problem solving efforts 	<p>Relationship Standard: 1.B.06; 1.C.04; 1.F.02</p>		<p>Health Education Topics: 2.061 (subsections c,d only)</p>	<p>Promoting Child Development and Learning: 1 a, b, c</p> <p>Teaching and Learning: 4a, 4b</p>

CSEFEL Inventory of Practices	NAEYC PSAC	DEC RP	CFOC	NAEYC PECP
<p>23. Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helps children recognize cues of emotional escalation <input type="checkbox"/> Helps children identify appropriate choices <input type="checkbox"/> Helps children try solutions until the situation is appropriately resolved <input type="checkbox"/> Displays photographs of children working out situations 	<p>Relationship Standard: 1.B.06; 1.C.04; 1.F.02</p>		<p>Health Education Topics: 2.061 (subsections c,d only)</p>	<p>Promoting Child Development and Learning: 1 a, b, c</p> <p>Teaching and Learning: 4a, 4d</p>

IV. Intensive Interventions

CSEFEL Inventory of Practices	NAEYC PSAC	DEC RP	CFOC	NAEYC PECP
24. Teams with family to develop support plans <ul style="list-style-type: none"> <input type="checkbox"/> Invites family to participate in behavior support process from the beginning <input type="checkbox"/> Accommodates family schedule <input type="checkbox"/> Encourages family to assist in the development of plan <input type="checkbox"/> Ensures that the plan addresses family and child care issues 	Relationship Standard: 1.E.01	Interdisciplinary Models: I 1		Building Family and Community Relationships: 2c Teaching and Learning: 4b
25. Teams use functional assessment <ul style="list-style-type: none"> <input type="checkbox"/> Conducts observations <input type="checkbox"/> Completes interviews <input type="checkbox"/> Develops hypothesis 	Relationship Standard: 1.E.02 Teaching Standard: 3.B.12	Assessment Practices: A22 Child-Focused Practices: C27		Observing, Documenting and Assessing to Support Young Children and Families: 3b
26. Develops and implements behavior support plan <ul style="list-style-type: none"> <input type="checkbox"/> Includes replacement skills <input type="checkbox"/> Includes prevention strategies <input type="checkbox"/> Includes new responses 	Relationship Standard: 1.E.01; 1.E.02; 1.E.03 Teaching Standard: 3.B.12	Child-Focused Practices: C27 Assessment Practices: A22		Observing, Documenting, and Assessing to Support Young Children and Families: 3 b, c Teaching and Learning: 4b

CSEFEL Inventory of Practices	NAEYC PSAC	DEC RP	CFOC	NAEYC PECP
<p>27. Teaches replacement skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Replacement skills are taught throughout the day <input type="checkbox"/> Replacement skills are taught when challenging behavior is not occurring <input type="checkbox"/> Consistently provides positive reinforcement for appropriate behavior 	<p>Relationship Program Standard: 1.E.03; 1.E.04</p> <p>Teaching Standard: 3.B.12</p>	<p>Assessment Practices: A22</p> <p>Child-Focused Practices: C27</p>	<p>Handling Physical Aggression: 2.040</p>	<p>Observing, Documenting and Assessing to Support Young Children and Families: 3b</p> <p>Teaching and Learning: 4b</p>
<p>28. Monitors progress</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measures and monitors changes in challenging behavior <input type="checkbox"/> Measures and monitors acquisition of replacement skills <input type="checkbox"/> Team meets periodically to review child progress, plan implementation, and to develop new support strategies 	<p>Relationship Standard: 1.E.01</p> <p>Assessment of Child Progress Standard: 4.D.08</p>	<p>Child-Focused Practices: C27</p>	<p>Handling Physical Aggression: 2.040</p>	<p>Observing, Documenting and Assessing to Support Young Children and Families: 3b</p> <p>Teaching and Learning: 4b</p>

RESOURCES

Annotated Bibliography

Caring for our children: National health and safety performance standards: Guidelines for out-of-home child care programs. 2nd ed. Elk Grove Village, IL; Washington, DC; Denver, CO: AAP, APHA, NRC; 2002. Online version available at: <http://nrc.uchsc.edu/CFOC/index.html>. American Academy of Pediatrics, American Public Health Association, National Resource Center for Healthy and Safety in Child Care.

CFOC is a cooperative product of the American Academy of Pediatrics (AAP), the American Public Health Association (APHA) and the NRC, under sponsorship of the Maternal and Child Health Bureau (MCHB). *CFOC* is a set of 707 attainable standards and recommendations that are intended for use by health professionals, trainers, regulators, child care providers, academics and researchers, parents, and others who contribute to the well-being of children. These health and safety practices cover the areas of : (1) staffing; (2) program activities for healthy child development; (3) health promotion and protection; (4) nutrition and food service; (5) facilities, supplies, equipment, and transportation; (6) infectious diseases; (7) children with special health care needs; (8) administration; and (9) licensing and community action.

Inventory of practices for promoting children's social and emotional competence (May, 2006). [online] 2006 [cited 2007 Sept 6]. Available from: www.vanderbilt.edu/csefel. Center on the Social and Emotional Foundations for Early Learning (CSEFEL).

CSEFEL is a national technical assistance center funded by the Office of Head Start and the Child Care Bureau, US Department of Health and Human Services. The *Inventory of Practices for Promoting Children's Social Emotional Competence* is designed to be used with the Teaching Pyramid training modules by individuals and/or teams to identify training needs and plan a course of action to address those needs related to four general areas: (a) building positive relationships, (b) classroom preventative practices (c) social emotional teaching strategies, and (d) individualized intensive interventions. The Inventory encourages individual self-reflection, opportunities for teaming between personnel and families, coaches, supervisors, site directors, and other administrators, and promotes effective practices for direct service staff. There are two sections to this tool: the inventory of practices and the action plan. The content of the modules and inventory is consistent with evidence-based practices identified through a thorough review of the literature.

DEC Recommended practices in early intervention/early childhood special education: A comprehensive guide for practical application. Sandall S, Hemmeter M, Smith B, McLean M. (Eds.) (2005). www.dec-sped.org

The Division for Early Childhood, Council for Exceptional Children (DEC) is the professional association for early childhood special educators. The DEC Recommended Practices are based on both scientific evidence and experiential knowledge. They are

available in several DEC publications including this comprehensive guide which contains the Recommended Practices, examples of the practices, practical tips for implementation, strategies for program assessment and improvement, checklists for parents and administrators, and an annotated list of relevant resources.

Early childhood program standards and accreditation criteria: The mark of quality in early childhood education, 2005. National Association for the Education of Young Children (NAEYC), www.naeyc.org

NAEYC is the professional association for early childhood educators that work with children birth through age eight. *Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education* provides a guide for early childhood educators in program improvement, birth through Kindergarten, with the emphasis on promoting child outcomes. The ten Early Childhood program standards with criteria are evidence based and valued centered. An early childhood education program that demonstrates the values in combination with evidence based criteria can receive NAEYC accreditation. A ten member Commission working directly with technical resource teams, receiving input from individuals in various aspects of the field and research based findings from field testing developed the standards and criteria.

Preparing Early Childhood Professionals: NAEYC's Standards for Programs, 2003. National Association for the Education of Young Children.

This resource provides the NAEYC standards and accreditation criteria for higher education programs preparing early childhood professionals in the following areas: Associate, Baccalaureate, Masters, and Doctoral Degree Programs. All levels of standards are aligned with the National Council for Accreditation of recent research on how young children develop and learn. Also included in the text are Council for Exceptional Children/Division for Early Childhood (CEC/DEC) and the National Board for Professional Teaching Standards (NBPTS).

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