

Where can I find additional information?

The training modules and many other resources are available at <http://www.vanderbilt.edu/csefel/index.html>, the Web site for The Center on Social and Emotional Foundations for Early Learning (CSEFEL). There is a myriad of resources for implementing **early childhood positive behavioral and intervention support** strategies in early childhood settings such as training modules to use with staff and parents, literacy extensions, briefs, additional resources, and materials available for purchase. The Web site also highlights research findings, effective practices, and policies.

For implementation in Nebraska, visit the Nebraska Early Childhood Training Center at <http://ectc.nde.ne.gov/partnerships/ecmh/pbs.htm>. The site is regularly updated adding resources, program narratives, and implementation information. Use the *Promoting Social and Emotional Development for Young Children: Self Assessment of Program Practices* to guide your readiness work. Once completed, inquire about an external trainer and coach when ready to implement. For costs and further information, contact Martha Nash. Martha is a training coordinator at the Early Childhood Training Center in Omaha and can be reached at 402-557-6892 or martha.nash@nebraska.gov.

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Early Childhood *FRIENDS*

Using the Teaching Pyramid to Support Social and Emotional Development



An Early Childhood Positive Behavioral and Intervention Support Approach

Vision

All young children in Nebraska will have access to services that lead to meeting their social, emotional, and behavioral needs.

FRIENDS (Fostering Relationships and Emotional [health] to Nurture Developmental Success) promotes using the framework of the Teaching Pyramid to support young children's social and emotional development in Nebraska early childhood settings.

What is the Teaching Pyramid?

While many approaches and methods have been used in various early childhood settings to address young children's behavior, the Teaching Pyramid is researched based for supporting social competence and preventing challenging behavior in young children. [National Association for the Education of



Young Children, *Young Children*, July 2003]. The model approaches **challenging behaviors** in young children through a comprehensive and systematic process. The Pyramid framework includes the following strata, beginning at the base with effective workforce and moving upward: 1) an effective early childhood workforce; 2) positive relationships with children, families, and colleagues; 3) classroom preventive practices; 4) social and emotional teaching strategies; and 5) intensive individualized interventions. The pyramid is inclusive of early childhood **positive behavioral intervention and support strategies** (PBiS).

For whom is the Teaching Pyramid intended?

The strategies of the Teaching Pyramid can be used by any early childhood care and education program. The strategies are appropriate for children **birth to five**. For maximum benefit, the entire staff should be committed to implementing the program-wide strategies. Ideally, a leadership team would be established, a self assessment conducted, and an implementation plan created including training and strategies for including parents in the overall plan.

What is the *Promoting Social and Emotional Development in Young Children: A Self-Assessment of Program Practices?*

The self-assessment tool is a forerunner to the implementation of the Teaching Pyramid. The self-assessment has three sections and is based on the Teaching Pyramid. It is designed to help early childhood programs self-assess their current practices and policies in supporting social and emotional development in young children. Programs should work through each section as a team, first reflecting on current practices, and then prioritizing items identified as needing further development.

The self-assessment is available on a CD and can be requested from the Early Childhood Training Center or downloaded from the Web site <http://ectc.nde.ne.gov/partnerships/ecmh/pbs.htm>.

