



***CSEFEL Pyramid Model for
Supporting Social Emotional
Competence in Infants and
Young Children***



OVERVIEW

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



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CSEFEL

- 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

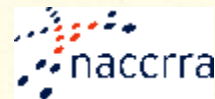


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Primary Partners

- National Network thru Primary Partner Associations

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

The logo for the National Association for the Education of Young Children (NAEYC), featuring the word "naeyc" in a bold, red, lowercase sans-serif font.The logo for the National Association of Child and Community Resource Referral Agencies (NACCRRA), featuring a stylized globe icon composed of colored dots and the word "naccrra" in a lowercase sans-serif font.The logo for the National Association of State Mental Health Program Directors (NASMHPD), featuring the acronym "NASMHPD" in a white sans-serif font inside a blue rounded rectangle with a black border.The logo for the National Head Start Association (NHSA), featuring a stylized icon of three people and the text "National Head Start Association" in a blue sans-serif font.

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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.



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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.



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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.



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



Training Materials

- 3rd Edition of Training Modules
 - Focused on 2 – 5 year olds
 - 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



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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



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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



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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 need



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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



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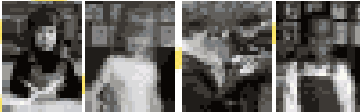
CSEFEL - What Works Briefs

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

Understanding the Impact of Language Differences on Classroom Behavior

Dr. M. Susan A. McCaskey



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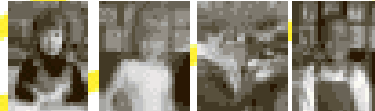
WHAT WORKS BRIEFS

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

Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior

Leah Fox

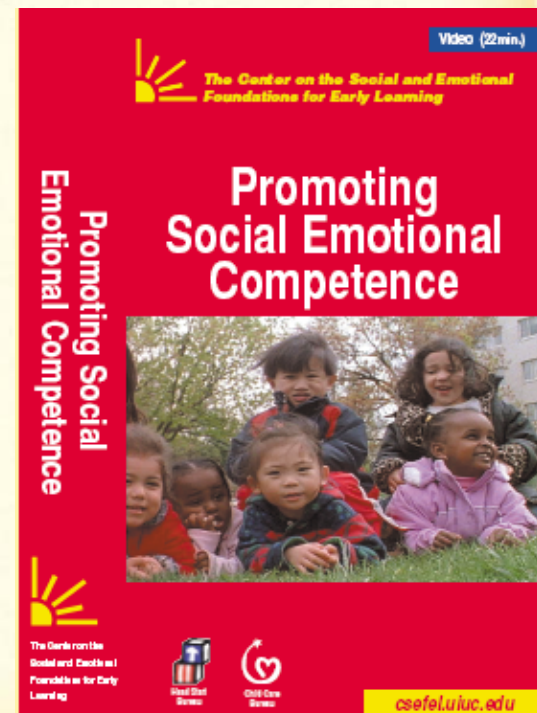


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WHAT WORKS BRIEFS

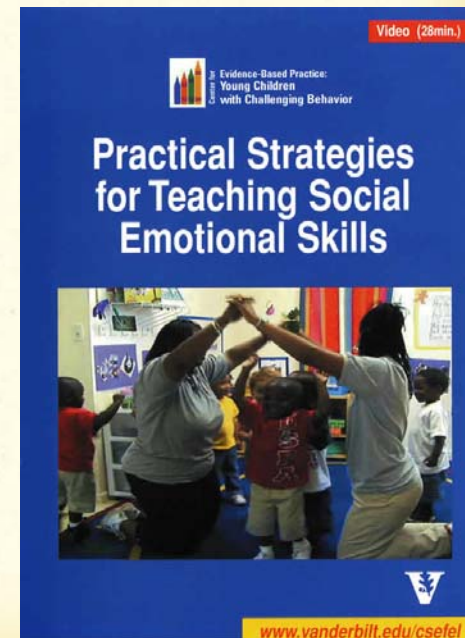
- **Promoting Social Emotional Competence” Video**

- Feature length video
- Overview of Framework
- Facilitator Guide in progress
- English and Spanish
- open captioning



“Practical Strategies for Teaching Social Emotional Skills” ” Video

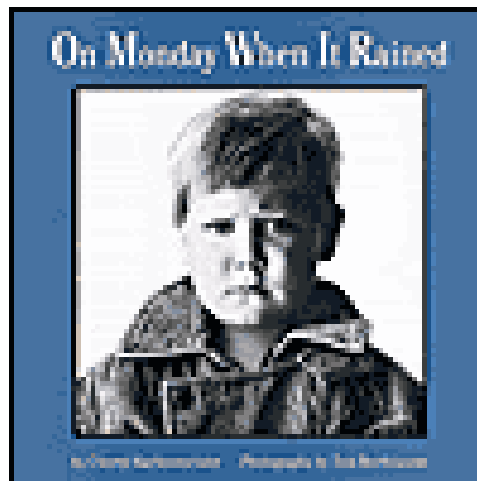
- 28 min. feature length video
- Highlights strategies and approaches that early childhood personnel and families can use to systematically target social emotional supports that build young children’s skills



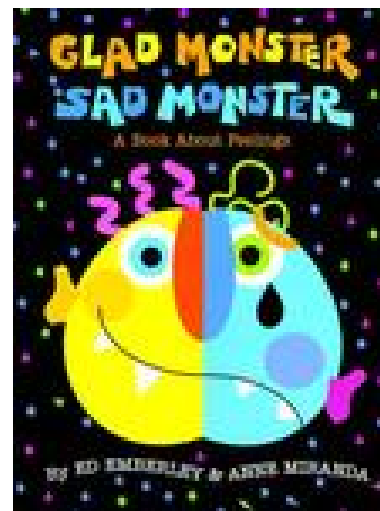
Practical Ideas - Book Nooks

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

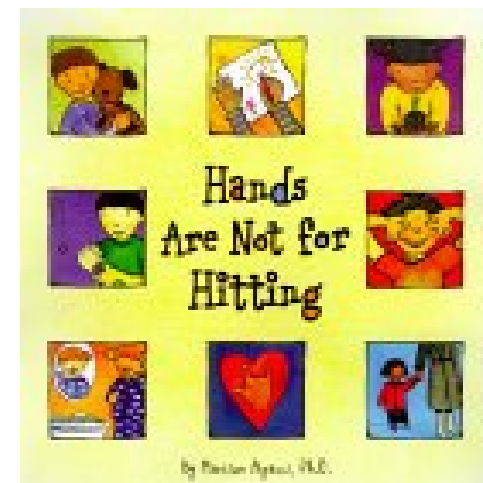
**On Monday
When
it Rained**



**Glad Monster
Sad Monster**

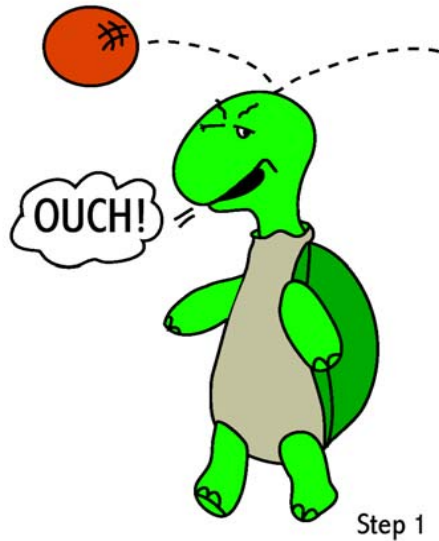


**Hands Are Not
for Hitting**

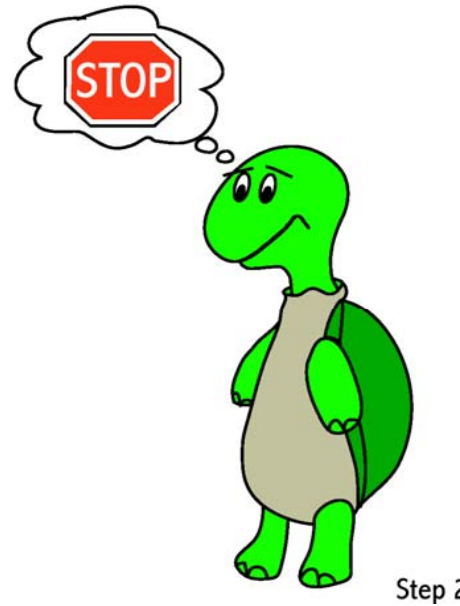


Turtle Technique

Recognize
that you
feel
angry.



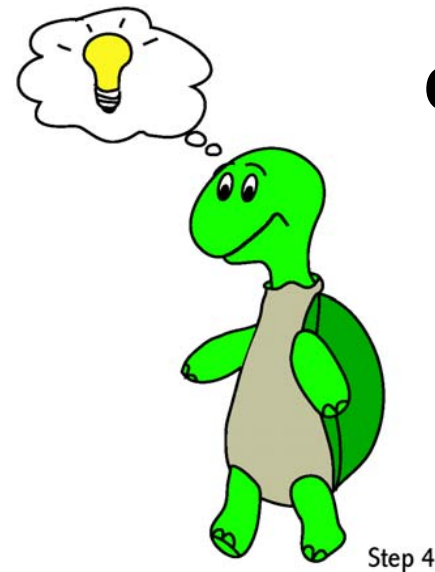
“Think”
Stop.

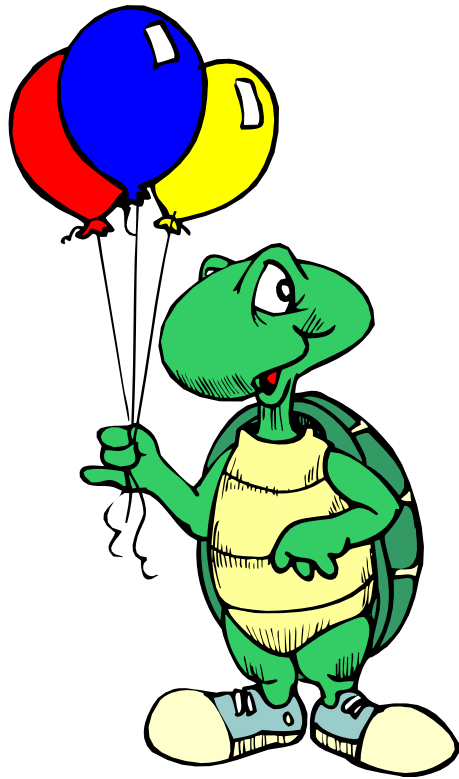


Go into shell.
Take 3
deep
breathes.
And think
calm,
coping
thoughts.



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**

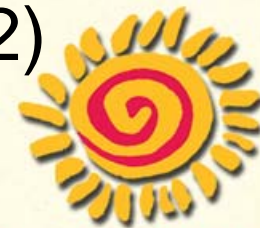


Wait and take turns.



New Materials

- 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



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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.



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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



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CSEFEL States

Maryland

Iowa

Vermont

North Carolina

Colorado

Tennessee

Hawaii

Nebraska



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For more information:

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

Or

rob.corso@vanderbilt.edu



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