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
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
Primary Partners

• National Network thru Primary Partner Associations
  • NAEYC
  • NACCRRA
  • DEC
  • NASMHPD
  • NABE
  • NHSA
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.
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.
CSEFEL
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.
CSEFEL Pyramid Model:
Promoting Social Emotional Competence in Infants and Young Children

- **Intensive Intervention**: Assessment-based intervention that results in individualized behavior support plans.
- **Targeted Social Emotional Supports**: Systematic approaches to teaching social skills can have a preventive and remedial effect.
- **High Quality Supportive Environments**: High-Quality early childhood environments promote positive outcomes for all children.
- **Nurturing and Responsive Relationships**: Supportive responsive relationships are an essential component to promote healthy social emotional development.
- **Effective Workforce**: Systems and policies promote and sustain the use of evidence-based practices.
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
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
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
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
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
CSEFEL - What Works Briefs

Understanding the Impact of Language Differences on Classroom Behavior

Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior
• 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
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.
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
CSEFEL States

Maryland    Colorado
Iowa        Tennessee
Vermont     Hawaii
North Carolina    Nebraska
For more information:

http://www.vanderbilt.edu/csefel

Or

rob.corso@vanderbilt.edu