


Handout 1.1: PowerPoint Presentation Slides

Foundations of the CSEFEL Pyramid Model **1**



**Session 1:
Overview of the
Pyramid**

Connected Beginnings Training Institute
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Session 1 Agenda

- I. Welcome and Introduction
- II. The CSEFEL Pyramid Model
- III. Introduction to Infant and Early Childhood Social Emotional Development
- IV. Supporting Social Emotional Growth
- V. Wrap-Up and Conclusion

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The Foundations of the CSEFEL Pyramid Model Outline

- Session 1: Introduction to the Pyramid Model
- Session 2: Social and Emotional Development in the Context of Relationships
- Session 3: Ways that Children Communicate their Needs
- Session 4: Designing and Assessing the Environment
- Session 5: Developing Social and Emotional Competence
- Session 6: Creating a Plan for a Child Demonstrating Persistent Challenging Behavior

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Course Expectations

- In order to receive credit for 15 hours of course participation and earn 1.5 CEU credits, you are required to:
 - Attend all 6 sessions (2 hours each)
 - Complete and hand in three Structured Field Experience assignments, listed in Sessions 3, 4 & 5 (1 hour each)
 - Come to each session prepared with your course materials.

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Session 1 Learning Objectives

- Participants will understand the course outline and expectations.
- Participants will know the four levels of the Pyramid Model.
- Participants will understand the elements of early childhood social emotional development.

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CSEFEL Definition of Social Emotional Development

- The term social emotional development refers to the developing capacity of the child from birth through five years of age to form close and secure adult and peer relationships; experience, regulate, and express emotions in socially and culturally appropriate ways; and explore the environment and learn - all in the context of family, community, and culture.
- Caregivers promote healthy development by working to support social emotional wellness in all young children, and make every effort to prevent the occurrence or escalation of social emotional problems in children at-risk, identifying and working to remediate problems that surface, and, when necessary, referring children and their families to appropriate services.

(Adapted from ZERO TO THREE, 2001)

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CSEFEL Pyramid Model

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The Teaching Pyramid

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Early Social Emotional Development

- Early mental health or early social emotional wellness is the developing capacity of the child from birth to 3 to: experience, regulate, and express emotions; form close and secure interpersonal relationships; and explore the environment and learn—all in the context of family, community, and cultural expectations for young children.
- Developing capacity is a reminder of the extraordinarily rapid pace of growth and change in the first 3 years of life.
- Infants and toddlers depend heavily on adults to help them experience, regulate, and express emotions.
- Through close, nurturing interpersonal relationships with parents and other caregivers, infants and toddlers learn what people expect of them and what they can expect of other people.

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Early Social Emotional Development

- The drive to explore and master one's environment is inborn in humans. Infants' and toddlers' active participation in their own learning and development is an important aspect of their mental health.
- The context of family and community is where infants and toddlers learn to share and communicate their feelings and experience with significant caregivers and other children. They develop a sense of themselves as competent, effective, and valued individual.
- Culture influences every aspect of human development, including how infant mental health is understood, adults' goals and expectations for young children's development, and the child rearing practices used by parents and caregivers.

(ZERO TO THREE, 2001)

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Three Major Elements of Social Emotional Wellness in Infancy

- Forming close and secure relationships
- Experiencing, expressing, and regulating emotions
- Exploring the environment and learning

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Key Social Emotional Skills Children Need as They Enter School

- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems

What do children do when they don't have each of these skills?

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What Do Children Do When They Don't Have Each of These Skills?

- When children do not have these skills, they often exhibit challenging behaviors
- We must focus on TEACHING the skills!

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Activity

- Essential Positive Messages for Each Child

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Major Messages from Session 1

- The Pyramid Model describes an approach to promoting social emotional competence in early childhood.
- Each level of the Pyramid represents ways we can contribute to the social development of infants, toddlers, and preschoolers.
- Social emotional development is a lifelong process.
- Three major elements of social emotional wellness are
 - Forming close and secure relationships
 - Experiencing, expressing and regulating emotion
 - Exploring the environment and learning

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