Handout 1.2:
Foundations of the CSEFEL Pyramid Model Course Outline, Expectations, and Additional Resources

Welcome! Your full participation in this course is an important part of your learning experience and the success of the group. With this in mind, your attendance to all 6 sessions is required. You are also required to complete and hand in three Structured Field Experience assignments (listed in Sessions 3, 4 & 5) in order to receive credit for the course's 15 hours of participation, and earn 1.5 CEU credits. Please come prepared to each session with your course materials.

Session 1: Introduction to the CSEFEL Pyramid Model (2 hours)

Including but not limited to:

- A description and overview of all of the levels of the Pyramid Model;
- Purpose of the CSEFEL Pyramid Model and CSEFEL materials;
- Importance of social emotional development; and
- Exploration of the role of caregivers in the social emotional development of children birth through five years.

Additional Resources:

- Bowman, B. T., Donovan, M. S., & Burns, M. S. (Eds.). (2001). *Eager to learn: Educating our preschoolers.* Washington, DC: National Academy Press.
- Fox, L., Dunlap, G., Hemmeter, M. L., Joseph, G. E., & Strain, P. S. (2003). The pyramid: A model for supporting social competence and preventing challenging behavior in young children. *Young Children, 58*(4)*,* 48-52.
- Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development.* Washington, DC: National Academy Press.

Session 2: Social and Emotional Development in the Context of Relationships (2 hours)

Including but not limited to:

- A focus on the first level of the Pyramid Model, *Nurturing and Responsive Relationships;*
- Understanding "attachment" within the context of social emotional development—how a child's biology affects and shapes her reactions to significant caregivers and the caregiving environment;
- The importance of building positive relationships with children, families and colleagues;
- Identifying children's behaviors that affect teachers' work; and
- Developing strategies to strengthen positive relationships with children.

Additional Resources:

- Butterfield, P., Martin, C., & Prairie, P. (2003). *Emotional connections: How relationships guide early learning.* Washington, DC: ZERO TO THREE Press. California Department of Education, Child Development Division and Far West Laboratory, Center for Child and Family Studies. (1990). *The program for infant/toddler caregivers.* Sacramento, CA.
- Gopnik, A., Meltzoff, A. & Kuhl, P. (2001). *The Scientist in the Crib: What early learning tells us about the mind.* New York: HarperCollins.
- Lieberman, A. (1993). *The emotional life of the toddler.* New York: Free Press.
- Parlakian, R., & Seibel, N. L. (2002). *Building strong foundations: Practical guidance for promoting the social-emotional development of infants and toddlers.* Washington, DC: ZERO TO THREE Press.
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Session 3: Ways that Children Communicate Their Needs (2 hours)

Examining the skills necessary to make meaning of young children's behavior including but not limited to:

- A focus on the first and second levels of the Pyramid Model, *Nurturing and Responsive*
- *Relationships* and *High Quality Supportive Environments;*
- Observing, Recording and Reflecting;
- Examining the form and function of communicative behavior; and
- Understanding the differences between observation and interpretation.

Session 3: Structured Field Experience (1 hour):

Using the strategies from this session, conduct a 30-minute observation of an infant or child noting briefly what you are observing. Take an additional 30 minutes to reflect on your observations, note your questions, and interpretations, using the *Observation Form* introduced in this session. *This assignment must be handed in to the course trainer in order to receive credit for the Structured Field Experience.*

Additional Resources:

- Cheatham, G. A., & Santos, R. M. (2005). A-B-C's of bridging home and school expectations for children and families of diverse backgrounds. *Young Exceptional Children, 8*(3), 3-11. Day, M., & Parlakian, R. (2004). *How culture shapes social-emotional development: Implications for practice in infant- family programs.* Washington, DC: ZERO TO THREE Press.
- Powers, S. (Ed.). (2007). Reflective Supervision: What Is It and Why Do It?. *Zero to Three, 28* (2). Thomas, A., Chess, S., Birch, H. G., Hertzig, M.E., & Korn, S. (1963). *Behavioral individuality in early childhood.* New York: New York University Press.

Session 4: Designing and Assessing the Environment (2 hours)

Considering how the classroom environment plays an important role in promoting positive behavior including but not limited to:

- A focus on the second level of the Pyramid Model, *High Quality Supportive Environments;*
- Discussion and identification of the elements of the "Classroom Environment" (e.g., classroom rules, schedules, physical design of the space);
- Strategies for using schedules, routines and transitions to create a supportive environment; and
- Using CSEFEL environmental assessment tools.

Session 4: Structured Field Experience (1 hour):

Use one of the CSEFEL assessment tools introduced in the session (*Infant/toddler Environments Planning Document, Inventory of Practices for Promoting Social Emotional Competence: Designing Supportive Environments, or Infant/Toddler Responsive Routines Inventory*) to observe and assess a child care setting. Observe to see if the indicators are present and then summarize the findings in a brief, one-page report that presents the strengths of the environment observed as well as some suggestions for improvement. *This assignment must be handed in to the course trainer in order to receive credit for the Structured Field Experience.*

Additional Resources:

- Kritchevsky, S. Prescott, E. & Walling, L. (1977). *Planning Environments for Young Children: Physical Space.* Washington, DC: NAEYC (out of print but available used).
- Wittmer, D.S. & Petersen, S.H. (2006). *Infant and toddler development and responsive program*

planning: A relationship-based approach. Upper Saddle River, NJ: Merrill Prentice-Hall.

Session 5: Developing Social and Emotional Competence (2 hours)

Using our understanding to develop response including but not limited to:

- A focus on the third level of the Pyramid Model, *Targeted Social Emotional Supports;*
- Identifying teachable moments;
- Using positive attention and praise effectively;
- Planning activities that promote emotional friendship skills and emotional literacy Small group activities for Infant Toddler or Preschool; and
- Giving positive feedback to children and developing strategies to encourage positive behavior.

Session: 5 Structured Field Experience (1 hour):

Choose one of the hands-on activities presented in this session and conduct it with a group of children. Then complete a *Reflection Worksheet* (provided) in order to assess the strengths and challenges of the experience. *This assignment must be handed in to the course trainer in order to receive credit for the Structured Field Experience.*

Additional Resources:

- Joseph, G. E., & Strain, P. S. (2003). Enhancing emotional vocabulary in young children. *Young Exceptional Children 6* (4), 18-26.
- Joseph, G. E., & Strain, P. S. (2003). Helping young children control anger and handle disappointment. *Young Exceptional Children 7*(1), 21-29. Sandall, S. R., & Schwartz, I. S. (2002). *Building blocks for teaching preschoolers with special needs.* Baltimore: Paul H. Brookes.
- Santos, R. M., Cheatham, G. A., & Ostrosky, M. M. (2006). Enseñe me: Practical strategies for supporting the social emotional development of young English language learners. *Language Learner, 1*(3), 5-8.

Session 6: Creating a Plan for a Child Demonstrating Persistent Challenging Behavior (2 hours)

Including but not limited to:

- A focus on the top level of the Pyramid Model, *Intensive Interventions;*
- Utilizing CSEFEL model for planned responses to challenging behaviors, including
- Positive Behavior Support model;
- Modeling reflective practices—developing hypotheses (interpretations) about the reasons for a child's behavior; and
- Developing prevention strategies, team responses to children's challenging behavior, and replacement skill strategies.

Additional Resources:

- Early Head Start National Resource Center, (2006). *Strategies for understanding and managing challenging behavior in young children: What is developmentally appropriate and what is a concern?* Technical Assistance Paper No. 10. Head Start Bureau, Administration for Children and Families, Administration on Children, Youth, and Families, U.S. Department of Health and Human Services. Washington, D.C.
- Fox, L., Dunlap, G., & Buschbacher, P. (2000). Understanding and intervening with young children's problem behavior: A comprehensive approach. In A. M. Wetherby & B. M. Prizant (Eds.), *Communication and language issues in autism and pervasive developmental disorder: A transactional developmental perspective* (pp. 307-332). Baltimore: Paul H. Brookes.

- Fox, L., Dunlap, G., & Powell, D. (2002). Young children with challenging behavior: Issues and considerations for behavior support. *Journal of Positive Behavior Interventions, 4,* 208-217.
- Lucyshyn, J. M., Dunlap, G., & Albin, R. W. (2002). *Families and positive behavior support.* Baltimore: Paul H. Brookes.