



Promoting Social Emotional Competence in Massachusetts' Young Children

Overview of the CSEFEL Pyramid Model



This curriculum was created by Connected Beginnings Training Institute with funding by: the Massachusetts Early Childhood Comprehensive Systems Project, Department of Public Health, through the Maternal Child Health Bureau, Health Resources Services Administration, U.S. Department of Health and Human Services. You may reproduce this material for training and information purposes.

Learning Objectives

- Participants will demonstrate that they have read and understand the course outline and expectations.
- Participants will relate that they have a basic understanding of the four levels of the Pyramid Model.
- Participants will recognize the three major elements of social emotional wellness:
 1. Forming close and secure relationships
 2. Experiencing, expressing and regulating emotion
 3. Exploring the environment and learning

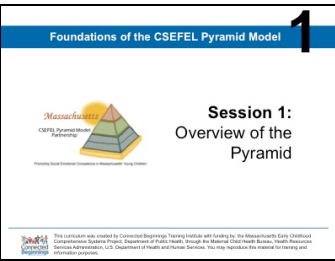
Suggested Agenda

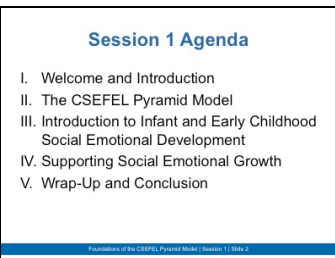
I.	Welcome and Introduction	30 min
II.	The CSEFEL Pyramid Model	40 min
III.	Introduction to Infant and Early Childhood Social Emotional Development	10 min
IV.	Supporting Social Emotional Growth	30 min
V.	Wrap-Up and Conclusion	10 min
	Total Time	120 minutes

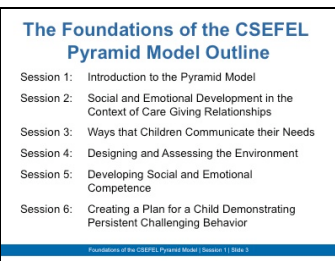
Materials Needed

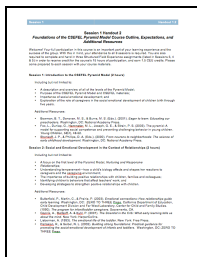
- Session 1 PowerPoint Slides
- Facilitator's Guide
- Flip chart or large paper or white board and markers
- Video Clips
 - 1.1 Promoting Social Emotional Competence
- Handouts
 - 1.1 PowerPoint Presentation Slides
 - 1.2 Foundations of the CSEFEL Pyramid Model Course Outline, Expectations, and Additional Resources
 - 1.3 CSEFEL Definition of Social Emotional Development
 - 1.4 The CSEFEL Pyramid Model
 - 1.5 Promoting Social Emotional Competence Video Worksheet
 - 1.6 Essential Positive Messages Worksheet
 - 1.7 Session Evaluation

Part I: Welcome and Introduction (30 min)

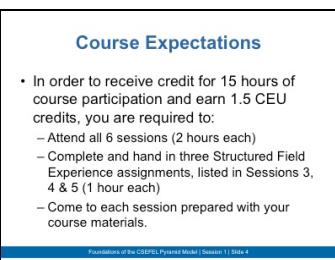
1. 

2. 

3. 



(Handout 1.2)

4. 

Part I: Welcome and Introduction (30 min)

- A. Show **Slide 1**. Welcome the group to Session 1 of the Foundations of the CSEFEL Pyramid Model Course.
- B. Introduce yourself to the group. Provide a brief overview of who you are, where you are from, and information about your background that is relevant to this training event.

Have participants at each table introduce themselves to each other and then report back to the whole group what roles the participants at their tables represent (e.g., teachers, teacher assistants, home visitors, family child care providers, administrators.) Or use another introductory strategy depending on the size of the group and the time available.

- C. Show **Slide 2**. Review the Agenda for Session 1.
- D. Show **Slide 3**. Draw the group’s attention to **Handout 1.2: Course Outline and Expectations**. Read through the title and purpose of each session. Make sure the group knows the date, time, and location of each session meeting.

- E. Show **Slide 4**. Review the expectations, pointing out the importance of six session participation and completion of three additional hours of Structured Field Experiences, which will be assigned in Sessions 3, 4, & 5. Completion of the Structured Field Experiences will require assignments that must be handed in to the Trainer.

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.

5.

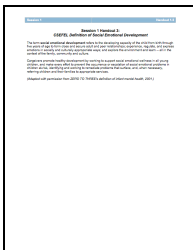
Part II: The CSEFEL Pyramid Model (40 min)

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)

6.



(Handout 1.3)

- F. Point out that Session 1 is focused on an Overview of the Pyramid Model. Show **Slide 5** and review the Learning Objectives for Session 1.
- G. Distribute the Participant Materials. Let participants know that they will need to bring their Participant Binders to each session of the course.
- H. Address logistical issues (e.g., breaks, bathrooms, refreshments.)
- I. Encourage participants to ask questions throughout or describe an alternative way you will be handling questions (e.g., save for specific times during the presentation.)

Part II. The CSEFEL Pyramid Model (40 min)

- A. Show **Slide 6** and draw the group’s attention to **Handout 1.3: 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 the 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.

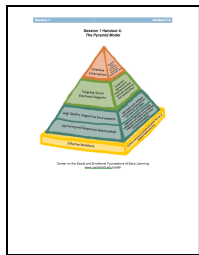
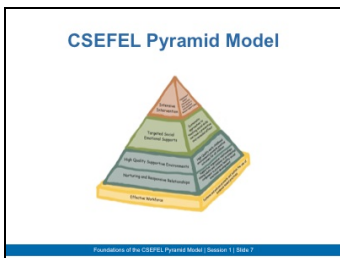
(Adapted with permission from ZERO TO THREE's definition of infant mental health, 2001.)

Ask participants to read through the first paragraph and then the second paragraph. Point out that what is described in these paragraphs boils down to this—healthy social emotional development grows from **relationships between children and their caregivers**. Social emotional development begins at birth and continues throughout life. It provides a foundation for meaningful relationships and learning. When children experience difficulty in acquiring social emotional skills, they are at increased risk emotionally, developmentally, and academically.

Point out that this course intends to introduce materials developed by the Center for Social Emotional Foundations of Early Learning (CSEFEL), which are designed to promote social emotional development as well as social skills. The Pyramid Model has been developed as an approach in working with infants, toddlers, and preschoolers. This course has been developed to provide an overview that includes development from infancy through pre-kindergarten, with the goal that early childhood professionals will benefit from understanding this approach across the age-span.

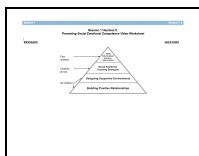
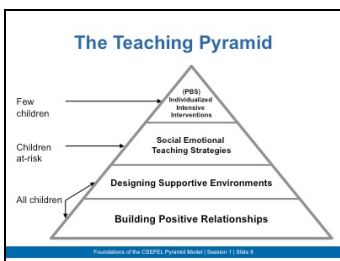
This session will provide an introduction to what is meant by the Pyramid Model approach and the Teaching Pyramid.

7.



(Handout 1.4)

8.



(Handout 1.5)

B. Show **Slide 7**. Draw the group’s attention to **Handout 1.4: The CSEFEL Pyramid Model**. Introduce the CSEFEL Pyramid. Point out that each level of the Pyramid presents a type of support, each focused on children’s growth, social emotional capacity and skills. The model is in the shape of a pyramid in order to emphasize the developmentally appropriate practice of focusing efforts on the promotion of social emotional development and prevention of inappropriate social behaviors for all children (the bottom three levels of the pyramid.) These levels have Nurturing and Responsive Relationships as the foundation, then High Quality Supportive Environments -- moving to targeted and more intensive individualized interventions only when the promotion and prevention efforts are in place and children still engage in challenging behavior.

C. Let the group know that as an introduction to the CSEFEL Pyramid Model you will be watching a video that discusses the front of this Pyramid in more detail – what is referred to as the “Teaching Pyramid” because it focuses on classroom practices.

Show **Slide 8**. Point out how each level is meant to impact children (e.g. All children, Children at-risk, Few children.)

D. **Activity: Promoting Social Emotional Competence Video and Worksheet**. Draw the group’s attention to **Handout 1.5: Promoting Social Emotional Competence Video Worksheet**.

Explain to the participants that while they watch the CSEFEL video entitled **Promoting Social Emotional Competence**, they should be listening to the **messages** that are being communicated about each of the levels of the Pyramid. Direct the group to use **Handout 1.5** to record the messages they hear, on the left-hand side.



(Video 1.1: Promoting Social Emotional Competence)



Part III: Introduction to Infant and Early Childhood Social Emotional Development (10 min)

9.

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.

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 9

10.

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)
Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 10

11.

Three Major Elements of Social Emotional Wellness in Infancy

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

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 11

Play Video 1.1: Promoting Social Emotional Competence (22 minutes).

Now direct the group to record **questions** they have about the levels of the Pyramid, on the right-hand side of **Handout 1.5**.

- E. After participants have had a chance to complete the worksheet, ask if anyone would like to share their responses to the video, especially their questions. Record questions on a large sheet of paper. You can also ask participants what, if anything, seemed familiar about the CSEFEL approach. What seemed new?
- F. Let the group know that the next section will be devoted to understanding more thoroughly what is meant by early social emotional development for infants, toddlers and preschoolers.

Part III: Introduction to Infant and Early Childhood Social Emotional Development (10 min)

- A. Show **Slide 9 & 10, going over each bullet point**. Point out that as we begin our discussion of social emotional development with birth to three years olds, it is important to consider what applies to children of any age.
- B. Show **Slide 11**. For instance, even though they are presented here as major elements of social emotional wellness in **infancy**, the capacity to experience, regulate and express emotion; form close and secure relationships, and explore the environment and learn are crucial throughout early childhood.

12. 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?

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 12

13. 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!

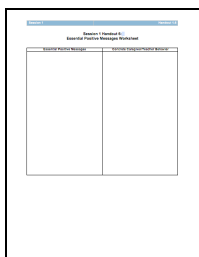
Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 13

Part IV: Supporting Social Emotional Growth in Children (30 min)

14. Activity

- Essential Positive Messages for Each Child

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 14



(Handout 1.6)



- C. Show **Slide 12**. Point out that as early childhood professionals, it is crucial to understand what is expected of the children we work with, once they reach school age. Ask participants the question at the bottom of the slide: *What do children do when they don't have each of these skills?*
- D. Show **Slide 13**, which summarizes that when these skills are not in place, children often exhibit challenging behavior. Point out that this slide summarizes the CSEFEL approach and is a way to look at the critical importance of social emotional competency. Children should not simply be expected to acquire these skills on their own.

Part IV: Supporting Social Emotional Growth in Children (30 min)

- A. **Activity: Essential Positive Messages.** Show **Slide 14**. Draw the group's attention to **Handout 1.6: Essential Positive Messages Worksheet**.
- B. Ask participants to generate a list of the essential messages they want to send to children. These messages should communicate how valuable the children are to us and how committed we are to them. Encourage participants to write their messages in the first person, as if they are speaking to the infant/child. For example: "I want you to be physically comfortable so that you are free to relax and enjoy learning about your world."
- C. After participants have had a chance to generate their list of essential messages, ask for examples. Record on large paper.
- D. Using the list you generated from the group, ask participants to identify concrete caregiver/teacher behavior(s) that would convey each of the messages most effectively.

For example, using the essential message referenced above ("I want you to be physically comfortable so that you are free to relax and enjoy learning about your world") a concrete caregiver/teacher behavior to convey that message would be: *Moving quickly and calmly to respond when an infant cries in order to address his/her discomfort.*

OR

Being aware each day of the physical environment of the classroom, including the temperature of the room and the type and amount of lighting in each activity center.

Record the concrete behaviors from group brainstorming on the large paper. Encourage participants to write in responses of concrete behavior to their own essential messages.

- E. Encourage participants to think about this activity as we go forward with the course. Consider how the content of the sessions affects their thinking about these messages and the concrete behavior required to convey them.

Part V: Wrap-Up and Evaluation (10 min)

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

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 15

15.

(Handout 1.7)

Part V: Wrap-Up and Evaluation (10 min)

- A. Show **Slide 15**. Review the Major Messages.:

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 emotional 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

Ask participants if they have others to add.

- B. Thank participants for their attention and participation.
- C. Ask participants to complete **Handout 1.7: Session 1 Evaluation Form**.

Handout 1.1: PowerPoint Presentation Slides

Foundations of the CSEFEL Pyramid Model **1**



**Session 1:
Overview of the
Pyramid**

Connected Beginnings
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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

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 2

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

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 3

Handout 1.1: PowerPoint Presentation Slides

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.

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 4

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.

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 5

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)

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 6

Handout 1.1: PowerPoint Presentation Slides

CSEFEL Pyramid Model

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 7

The Teaching Pyramid

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 8

Early Social Emotional Development

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- 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.

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 9

Handout 1.1: PowerPoint Presentation Slides

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)

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 10

Three Major Elements of Social Emotional Wellness in Infancy

- Forming close and secure relationships
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Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 11

Key Social Emotional Skills Children Need as They Enter School

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

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 12

Handout 1.1: PowerPoint Presentation Slides

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!

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 13

Activity

- Essential Positive Messages for Each Child

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 14

Major Messages from Session 1

- The Pyramid Model describes an approach to promoting social emotional competence in early childhood.
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- Social emotional development is a lifelong process.
- Three major elements of social emotional wellness are
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 - Experiencing, expressing and regulating emotion
 - Exploring the environment and learning

Foundations of the CSEFEL Pyramid Model | Session 1 | Slide 15

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.
-

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.

Handout 1.3: 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 the 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 with permission from ZERO TO THREE's definition of infant mental health, 2001.)

Handout 1.4: The CSEFEL Pyramid Model

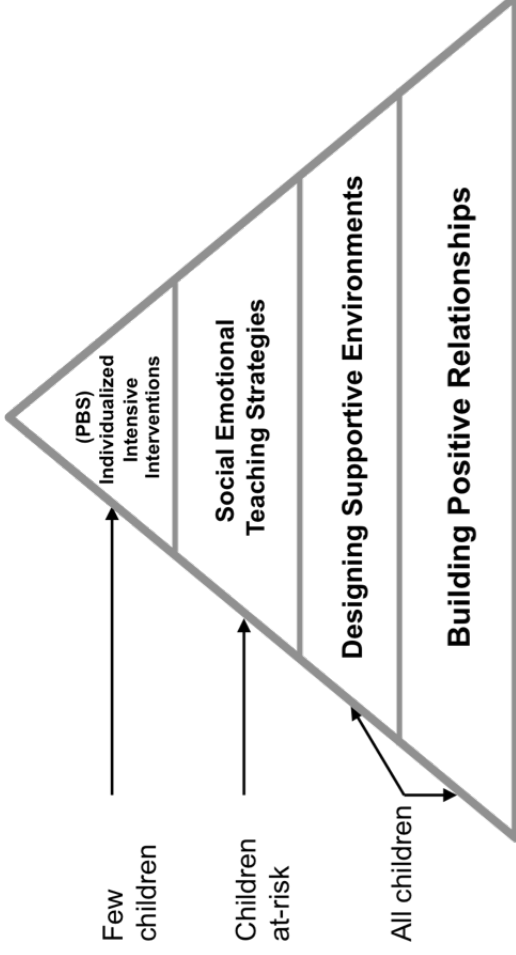


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Handout 1.5 Promoting Social Emotional Competence Video Worksheet

MESSAGES

QUESTIONS



**Handout 1.6:
Essential Positive Messages Worksheet**

Essential Positive Messages	Concrete Caregiver/Teacher Behavior

Handout 1.7: Session 1 Evaluation Form

Instructor: _____

Date: _____

Program Affiliation

In which type(s) of early childhood setting(s) do you currently work? (Please check all that apply.)

- Family Child Care Program
- Center-Based Program
- Public Preschool Program
- Private Preschool Program
- Public Kindergarten Program
- Private Kindergarten Program
- Early Head Start Program
- Head Start Program
- Out-Of-School Time Program
- Other _____

Position

What is your current position? (Please check all that apply.)

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Program Director <input type="checkbox"/> Assistant Program Director <input type="checkbox"/> Team Leader <input type="checkbox"/> Supervisor <input type="checkbox"/> Service Coordinator <input type="checkbox"/> RCP Coordinator <input type="checkbox"/> Social Worker <input type="checkbox"/> Developmental Specialist <input type="checkbox"/> Speech Language Pathologist <input type="checkbox"/> Physical Therapist <input type="checkbox"/> Occupational Therapist <input type="checkbox"/> Educator | <ul style="list-style-type: none"> <input type="checkbox"/> Mental Health Clinician <input type="checkbox"/> Nurse <input type="checkbox"/> Psychologist <input type="checkbox"/> Infant Teacher <input type="checkbox"/> Toddler Teacher <input type="checkbox"/> Preschool Teacher <input type="checkbox"/> Family Child Care Provider <input type="checkbox"/> Family Child Care Assistant <input type="checkbox"/> Lead Teacher <input type="checkbox"/> Teacher <input type="checkbox"/> Assistant Teacher <input type="checkbox"/> Para-Professional |
|---|--|

Measuring Learning Outcomes

Below are the learning outcomes for this session. Please read each learning outcome below. Then **place an X in the box** that you feel best describes how well the learning outcomes (what you have learned or what will change as a result of your experience in this training session) have been met. **Please choose ONE answer (only put one X) for each learning outcome/row.**

Learning Outcomes	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Session 1				
I have a basic understanding of the four levels of the Pyramid Model.				
I am able to recognize the three major elements of social emotional wellness.				

Please respond to the following questions regarding this training session:

The best features of this training session were:

Suggestions for improvement:

Other comments and reactions I wish to offer (please use the back of this form for extra space):