

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Social Emotional Development/Child Guidance Webinar

July 7, 2015

2:00 pm – 3:00 pm



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Welcome and Introductions



Features of SCRIPT-NC's 2015 Webinar Series

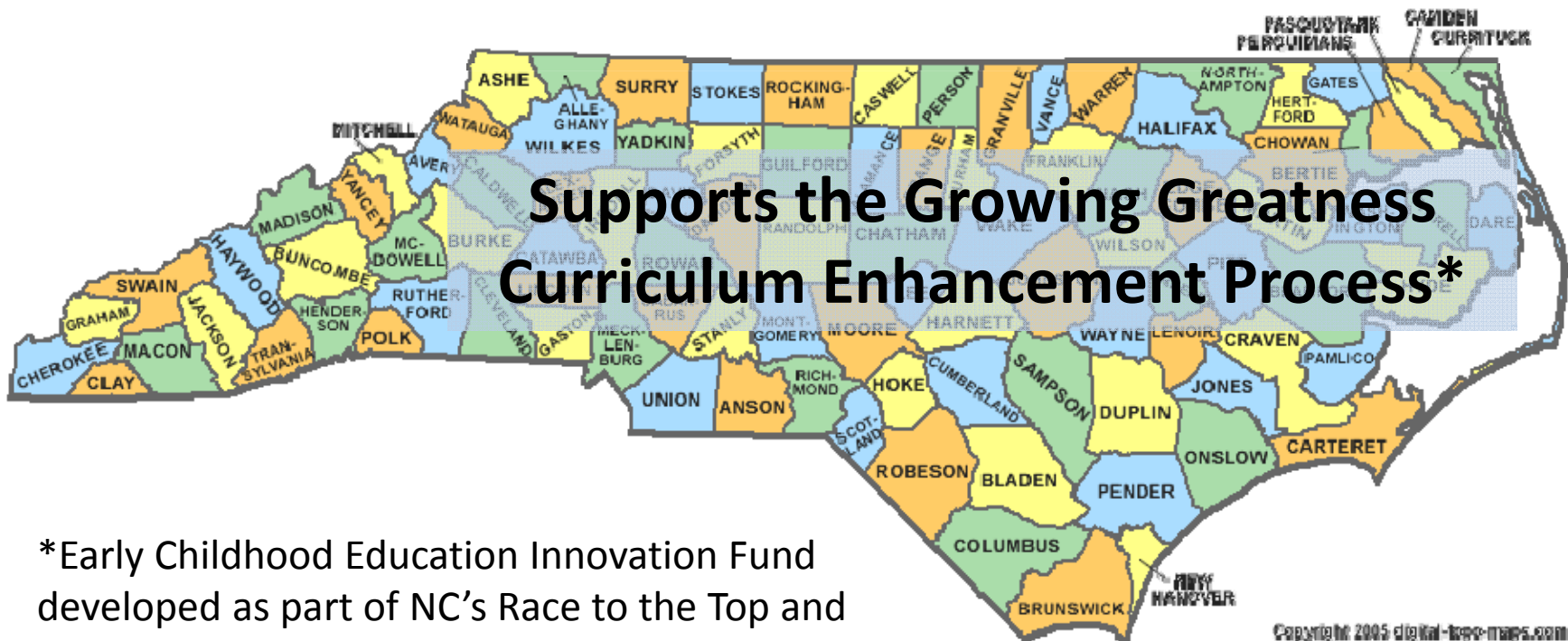
Each webinar emphasizes

- embedding **inclusion and diversity** into coursework
- resources, activities, and assignments for delivering course content to build both **knowledge acquisition and knowledge application**

Each webinar features activities, assignments and strategies for incorporating

- state early learning guidelines
- the components of a formative assessment process
- 2014 DEC Recommended Practices

About SCRIPT-NC's 2015 Webinar Series



*Early Childhood Education Innovation Fund developed as part of NC's Race to the Top and awarded through the NC Community College System

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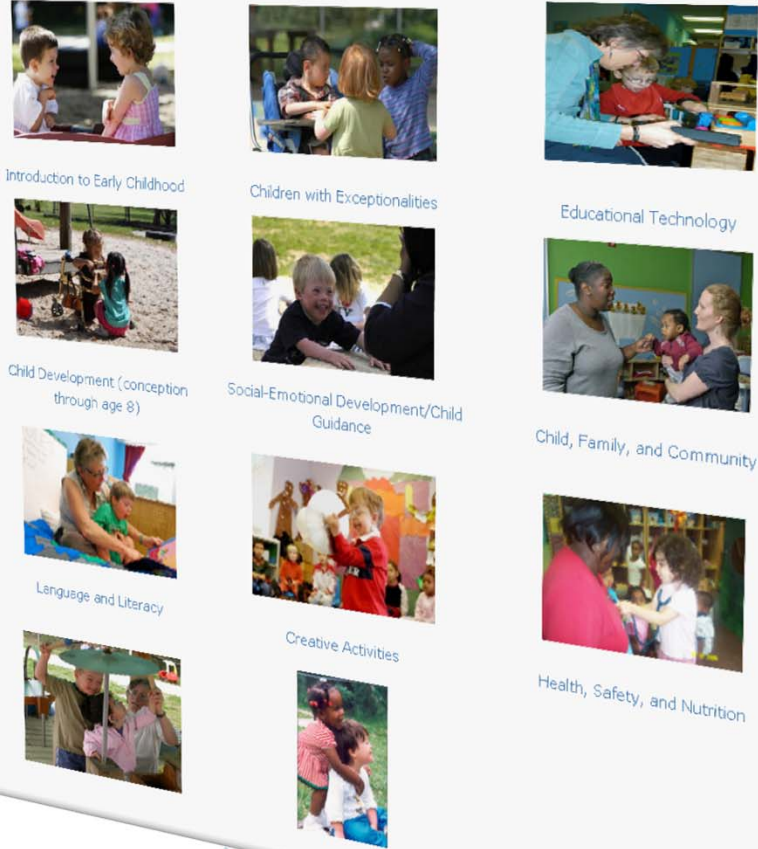
Supporting Change and Reform in Preservice Teaching in North Carolina












Landing Pads

- Handouts
- PowerPoints
- Recording

Course-Specific Landing Pads

locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practice that support the inclusion of children that are culturally, ethnically, and ability diverse.



 Introduction to Early Childhood	 Children with Exceptionalities	 Educational Technology
 Child Development (conception through age 8)	 Social-Emotional Development/Child Guidance	 Child, Family, and Community
 Language and Literacy	 Creative Activities	 Health, Safety, and Nutrition
		

<http://scriptnc.fpg.unc.edu/resource-search>



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Logistics

Questions?
Comments?



Press “*6” to
mute or
unmute your
phone

USE THE CHAT BOX



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**What is your
favorite beverage
on a hot
summer day?**


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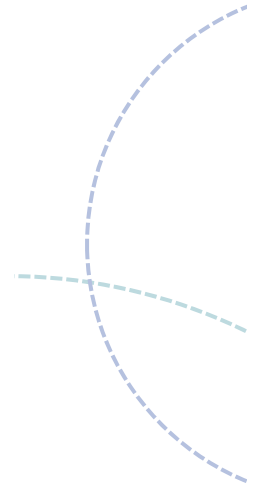
Social-Emotional Development / Child Guidance

This Landing Pad provides information and resources that can be incorporated into coursework focusing on social-emotional development and child guidance, to support the inclusion of children that are culturally, linguistically, and ability diverse.

Approved Course Description

This course* introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors.

*EDU146 in North Carolina community colleges



<http://scriptnc.fpg.unc.edu/resource-search>

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Landing Pad

Just the Facts, Ma'am

- Research
- Position statements
- Evidence sources

Social-Emotional Development/ Child Guidance

Establishing a Level Foundation for Life: Mental Health Begins in Early Childhood

http://developingchild.harvard.edu/index.php/download_file/-/view/1260/

This report from the National Scientific Council on the Developing Child summarizes the evidence for why understanding how emotional well-being can be strengthened or disrupted in early childhood can help educators promote the kinds of environments and experiences that prevent problems and promote potential.

Identification of and Intervention with Challenging Behavior

<http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/CB%20Concept%20Paper.pdf>

This 2007 position statement from the Division for Early Childhood emphasizes the importance of early identification of children with serious challenging behavior, the importance of partnerships among families and all relevant professionals, and the use of comprehensive assessment approaches. A companion concept paper (<http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/CB%20Concept%20Paper.pdf>) provides additional background information and resources.

Infant Mental Health and Early Care and Education Providers

http://csefel.vanderbilt.edu/documents/rs_infant_mental_health.pdf

This research synthesis provides a definition of infant mental health and an overview of the approaches and professionals who work to support it.

North Carolina Foundations for Early Learning and Development

http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf

Along with highlighting what children might be expected to know and be able to do from birth to age five, this resource offers thoughtful strategies for supporting the emotional and social development of infants, toddlers and preschoolers.

Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior

<http://csefel.vanderbilt.edu/briefs/wwb10.html>

This evidence-based brief from the Center on Social and Emotional Foundations for Early Learning (CSEFEL) explains what positive behavior support is and how it works. Short examples and vignettes are also presented.

Promoting Social Behavior of Young Children in Group Settings: A Summary of Research

http://www.challengingbehavior.org/do/resources/documents/roadmap_3.pdf

This brief synthesis provides a summary of evidence-based intervention practices for promoting adaptive social-emotional behavior of young children in group contexts. The focus is on toddlers and preschool children who are identified as having disabilities or who are at risk for disabilities, and who have identified problems with social-emotional behaviors.

Just the Facts, Ma'am

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Landing Pad: Read All About It

Read All About It

- Articles
- Booklets
- Papers

Read All About It

Challenging Behaviors and the Role of Preschool Education

<http://nieer.org/resources/policybriefs/16.pdf>

McCabe and Frede's article highlights the evidence about the roots of challenging behavior, and particularly aggression, then describes social skills curricula that can be effective in supporting the needs of children who struggle with behavioral challenges.

Children's Emotional Development Is Built into the Architecture of Their Brains

http://developingchild.harvard.edu/index.php/download_file/-/view/70/

This working paper from the Center on the Developing Child at Harvard University highlights evidence for the many ways in which, as young children develop, their early emotional experiences become embedded in the architecture of their brains. The document also corrects misconceptions about social-emotional development.

Developing Young Children's Self-Regulation Through Everyday Experiences

http://www.naeyc.org/files/yc/file/201107/Self-Regulation_Florez_OnlineJuly2011.pdf

This 2011 article by Ida Rose Florez explains what self-regulation is and how it develops in young children. It also describes ways in which scaffolding can be provided in a deliberate manner to help children develop self-regulation in children. These include modeling, using hints and cues, and gradually withdrawing adult support. Ideas for using this article in professional development may be found at

http://www.naeyc.org/files/yc/file/NEXTStudyGuides/NEXT%20for%20Young%20Children_July2011.pdf

Discovering Feelings

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/docs/discovering-feelings-eng.pdf>

This booklet is designed to assist caregivers in helping young children (birth to age three) to learn the labels for their feelings. It is available Spanish at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/docs/discovering-feelings-esp.pdf>. A companion set of Consultant's Notes (<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/docs/discovering-feelings-notes.pdf>) offers ideas for how to assist others in using these resources.

Diversity and Discipline

<http://www.pakeys.org/docs/D1doc6.pdf>

Janet Gonzalez-Mena's article offers insights into differing cultural views of discipline.



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Landing Pad

See For Yourself

- Videos
- PowerPoints
- Webinars

See For Yourself

Building Emotional Literacy <https://www.teachingchannel.org/videos/pre-k-lesson-emotional-literacy>

By description and illustration, this video highlights how identifying and describing feelings provides a foundation for developing empathy.

Classroom Based and Parent Focused Interventions (webinar + resources)

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/fp/fpArchive2014.html>

This video presents 10 classroom approaches that focus on enhancing children's social-emotional competence, as well as eight parenting interventions. All are based on a review that used the adoption criteria introduced by Joseph and Strain (2003). It discusses the results and the implications for teachers, families, and children.

CONNECT Module 7: Tiered Instruction <http://community.fpg.unc.edu/connect-modules/learners/module-7>

Many of the video clips offer examples of tiered instruction for social-emotional development. For example, Video 7.10 Reviewing Classroom Rules is a good example of clarifying classroom norms and expectations.

Identifying Feelings <https://www.teachingchannel.org/videos/pre-k-lesson-identifying-feelings>

This video illustrates how a book reading activity can build emotional vocabulary and empathy.

In Brief: The Impact of Early Adversity on Children's Development

http://developingchild.harvard.edu/index.php/resources/multimedia/videos/inbrief_series/inbrief_impact_of_adversity/

This video, available in English and Spanish, outlines how stress and major adversity can weaken developing brain architecture and permanently set the body's stress response system on high alert. It also shows how providing stable, responsive environments for children in the earliest years of life can prevent or reverse these conditions, with lifelong consequences for learning, behavior, and health.

In Brief: The Science of Neglect

http://developingchild.harvard.edu/resources/multimedia/videos/inbrief_series/inbrief_neglect/

Extensive research shows significant neglect can cause more harm to a young child's development than overt physical abuse, including cognitive delays, impairments in executive functioning, and disruptions of the body's stress response. This video explains why deprivation is so harmful in the earliest years of life and why effective interventions can pay significant dividends in better long-term outcomes in learning, health, and parenting.

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Landing Pad: Find It Online

Find It Online

- Websites
- Modules
- Electronic collections

Find It Online

Backpack Connection Series

<http://challengingbehavior.fmhi.usf.edu/do/resources/backpack.html#emotions>

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home. Skills addressed range from hitting and biting to whining and fearfulness.

Center for Early Childhood Mental Health Consultation <http://www.ecmhc.org/>

Funded by Head Start, the Center for Early Childhood Mental Health Consultation (CECMHC) was formed to develop research-based strategies that can help Head Start programs build a strong mental health foundation for their children, families and staff. The website contains a variety of resources for families, staff, administrators, consultants and training and technical assistance providers.

Center on the Social and Emotional Foundations for Early Childhood <http://csefel.vanderbilt.edu/>

CSEFEL provides various resources such as family tools, research syntheses, state planning, training kits and modules on various aspects of social and emotional development for infants and young children. Resources are organized by topic and audience, and are generally available in English and Spanish.


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Other Handouts

7 Tools You Can Use

Tools You Can Use

1. Inventory of Practices for Promoting Children's Social and Emotional Competence

<http://csefel.vanderbilt.edu/modules-archive/inventory-of-practices.pdf>

Extensive inventory designed to identify adult needs related to evidence-based practices in four general areas: 1) building positive relationships; 2) creating supportive environments; 3) social emotional teaching strategies; and 4) individualized intensive interventions.

Ideas and Strategies for Incorporating

- State early learning guidelines or standards
- Formative assessment
- DEC 2014 Recommended Practices

**IOUs from the June 2015
SCRIPT-NC webinar**

The Gist of this Course

- Understanding social emotional development, including individual and cultural differences and the connection between social emotional development and behavior
- Understanding the significance of early childhood mental health
- Building nurturing, positive and responsive relationships with children, families & colleagues
- Implementing preventive practices through environments and interactions
- Using evidence-based social and emotional teaching strategies
- Planning and implementing intensive individualized interventions
- Importance of teaching social skills and strategies

Seven Sets of Tools You Can Use

1. **Inventory of Practices for Promoting Children's Social and Emotional Competence**
2. **What Works Briefs**
3. **What Works Training Kits**
4. **Teaching Tools for Young Children with Challenging Behavior**
5. **Backpack Connection Series**
6. **Family Routines-Based Support Guide**
7. **Pyramid Model Resource Sheet for Educators (TN)**

Inventory of Practices for Promoting Social Competence

Inventory of Practices for Promoting Children’s Social and Emotional Competence Center on the Social and Emotional Foundations for Early Learning

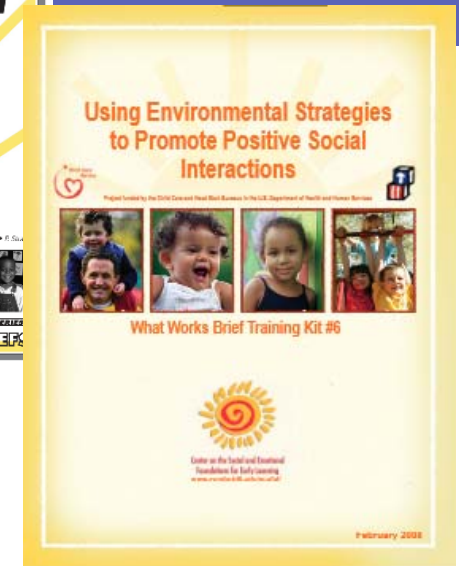
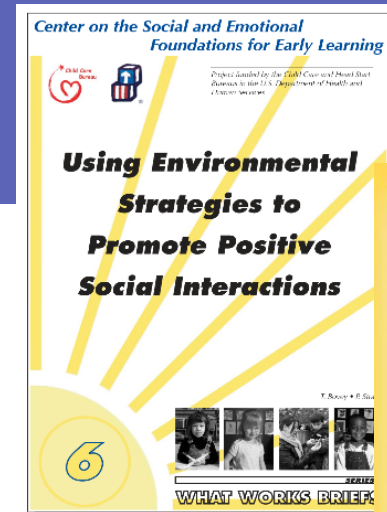
What is it?	How might I use it in this course?
<p>Extensive inventory designed to identify adult needs related to evidence-based practices in four general areas: 1) building positive relationships; 2) creating supportive environments; 3) social emotional teaching strategies; and 4) individualized intensive interventions</p>	<ol style="list-style-type: none"> 1. Create a self-assessment to assess student knowledge and comfort in each area. For example, in the area of creating supporting environments, determine how much students know about designing the physical environment, developing schedules and routines, supporting smooth transitions, designing activities that promote engagement, etc. Based on results, students could identify an area in which they needed to improve and research evidence-based practices for addressing that aspect of social-emotional development. 2. Use the inventory in three different ways to help provide a focus for field experiences. For students, the tool can be used to highlight evidence-based practices that the students will be expected to implement. For instructors, the tool can be used to clarify the kinds of experiences students are expected participate in as part of the field experience. For cooperating teachers, the tool can guide them in capturing thoughtful observation notes that can be used to support the continued learning of the student.

SAMPLE
from Building
Positive
Relationships

2. Examines personal, family, and cultural views of challenging child behavior	3	2	1	YES	NO	http://csefel.vanderbilt.edu/modules/module1/handout4.pdf
<input type="checkbox"/> Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior						
<input type="checkbox"/> Considers personal beliefs regarding the causes of specific types of unacceptable child behavior						
<input type="checkbox"/> Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior						
Comments:						

What Works Briefs/ What Works Training Kits

CSEFEL What Works Briefs	CSEFEL What Works Training Kits
<i>Using Environmental Strategies to Promote Positive Social Interactions</i> (document)	<i>Using Environmental Strategies to Promote Positive Social Interactions</i> (PowerPoints with presenter's notes, participant handouts, activity ideas, pre-training survey, etc.)



Sample Topics

- Understanding the Impact of Language Differences on Classroom Behavior
- Helping Children Understand Routines and Classroom Schedules
- Helping Children Make Transitions Between Activities
- Using Classroom Activities and Routines As Opportunities to Support Peer Interaction
- Using Environmental Strategies to Promote Positive Social Interaction
- Helping Children Learn to Manage Their Own Behaviors
- Promoting Positive Peer Social Interactions
- What are Children Trying to Tell Us?: Assessing the Function of Their Behavior



The [Teaching Tools](#) provide:

1. easily accessible ideas and materials such as handouts, worksheets, techniques, strategies, and visuals to support children in the classroom and other learning environments
2. ideas of effective intervention approaches for children who do not need a functional assessment to determine the function of the child's problem behavior or a team-based process to address persistent challenging behavior.

These materials were designed for reproduction and may be reproduced for educational purposes. A User's Guide provides an overview of all the teaching tools.

Examples

Getting Started: Tips and Forms

Buddy System Tips

Teacher Tools

Turtle Technique

Visual Strategies

Scripted Stories

Circle Time Tips

Feeling Vocabulary

Communication Activity

COMMUNICATION IS KEY

1. Tell a child what to do instead of what not to do.
2. Show the child by modeling or using a picture of the action.
3. Clearly and simply state what you expect the child to do.
4. Remember young children use inappropriate behavior because they may not understand the social rules yet.
5. Talk to young children using language they understand. Young children may not understand words like “don’t” because it is a short word for “do not” and he/she may not know what the “negation” of a word means.
6. Encourage the child in a way that lets him/her know that he/she is exhibiting the desired behavior
7. Be enthusiastic and generous with encouragement. Children can never get enough.

AVOID	SAY/MODEL	REMEMBER
Don't run	Walk; Use walking feet; Stay with me; Hold my hand	Way to go! Look at you, using your walking feet. Thanks for walking!
Stop hitting		
Don't touch		
Don't spit		
Stop whining		
No biting		



Backpack Connection Series

About this Series

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social/emotional skills and reduce challenging behavior. Teachers may choose to send a handout home to each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use that strategy or skill at home.

The Pyramid Model

The Pyramid Model is a framework that provides programs with guidance on how to promote social/emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social/emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit challengingbehavior.org.

More Information

For more information about this topic, visit TACSEI's website at www.challengingbehavior.org and type "teachable moments" in the Search Box in the upper-right corner of the screen.



This publication was produced by the Technical Assistance Center on Social Emotional Intervention (TACSEI) by Young Children, funded by the Office of Special Education Programs, U.S. Department of Education #42388070002. The views expressed do not necessarily represent the position or policies of the Department of Education, November 2012.

Teachable Moments: How to Help Your Child Avoid Meltdowns

Alison Jarr, Booie Bogler, JMG Acornini

Does this sound familiar? Your children are playing in the living room while you clean up the kitchen. You answer the phone and a few minutes later, your child is angry and screaming because someone took her toy and the other is in tears because her sister hit her. It is in isolated moments like this that parents often find themselves trying to teach rules or give long explanations. Unfortunately, in moments such as this, your child usually is not even hearing your words let alone learning the rule. This is not a teachable moment.

There are countless teachable moments daily when skills can be taught and emotions discussed, such as during playtime, in the car, at bath time or while reading together. As a parent, you can reduce challenging behaviors such as hitting, biting, pushing and whining when you intentionally coach your child during a challenging behavior incident and give it an appropriate teachable moment to actually teach your child.

Think again about these scenarios when you are on the phone and your children are fighting. Below are several examples of how you could use teachable moments throughout the day to reduce the chance that the challenging behavior occurs in the first place.

- Teachable Moment #1** - During morning reading time, read the book *Hand: Ate Her for Fighting by Marjorie Agosin*. For a child who acts out, write to do with this book, go to <http://cefehandteatit.edu/resources/strategies.htm#bookbook>.
- Teachable Moment #2** - During breakfast time, intentionally teach the skill of sharing by saying, "Thank you for sharing the syrup with your sister!"
- Teachable Moment #3** - When your children are playing on the floor quietly, sit on the floor, make eye contact and say, "Wow, you girls have been playing for 10 minutes quietly! Tell me about what you are building." This teaches the desired behavior of playing quietly together.
- Teachable Moment #4** - When the phone rings, put the phone down, tap both girls on the shoulder and say, "I'm going to be on the phone for 10 minutes. When this timer is done, come tap me on my leg and show me the timer."

Try This at Home

- Find teachable moments throughout the day!
- Play Time (teaching cooperation skills):** "Oh, no! I see that your bunny is super sad. Her sister is trying to take her toy. I wonder what she can do?" You can teach

appropriate ways of getting her needs met. She can ask for help, get a timer or teach her sister for another toy.



- Bath Time (teaching rules):** "The water stays in the tub. You can use the soap and pour water into another cup if you can pour water on your body."
- Car Time (teaching friendship skills):** "I saw that your friend, Belb, was sad at school today and you made her a picture. I bet that made her feel better. What a great friend you are!"
- Story Time (teaching emotions):** "Wow, the little girl in this book is really angry! I saw that she asked her mom for a hug. That is a great way to feel better. I wonder if you can do when you feel angry?"
- Meal Time (teaching expectations):** Let's practice asking for more milk. Role play with whining, yelling or just being your cup. Then, teach the expected behavior "You can ask nicely, say 'Mommy, milk please!' When she does this, jump up and say, 'I'm happy to get you milk!'"

Practice at School

At school, teachers prepare students to solve social problems in appropriate ways before problems occur. Teachers use role playing, puppets or role time to discuss emotions and possible solutions. Teachers provide opportunities to practice and reinforce skills during class. For example, children may practice how to trade a toy at circle time with a puppet. Later, teachers can compliment a child when they see him trade during playtime: "Wow! You remembered that when a friend is using a toy, you can ask him to trade!" Teaching skills in advance gives children the confidence to successfully manage situations and allows caregivers the opportunity to praise a child for making a wise choice.

The Bottom Line

Young children are learning in every moment. They are actively discovering the world around them. You are always teaching your child. Strolling in the park, reading books and giving her a kiss before bed are all teachable moments about her world. You can use the many fun and happy moments in your day to intentionally teach expectations, rules and skills that will help your child be successful and reduce challenging behavior.



SAMPLE TOPICS

- How to give clear directions
- How to use social stories
- How to help a child stop whining
- How to help a child stop biting
- How to use positive language
- How to help a child label and understand emotions



www.challengingbehavior.org

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Family Routines-Based Support Guide


Family Planning Sheet

What _____ does during _____:
(child's name) (routine)

Why I think he/she does it:

What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?

Feeding

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Your infant refuses to eat or falls asleep after eating a small amount or infant fusses when feeding</p> 	<ul style="list-style-type: none"> Adapted schedule according to your baby's rhythms. Try a different feeding position. For an older infant, give a choice of what to eat. Allow the infant to sleep, they will wake when hungry. Make sure the environment is not over stimulating for the infant 	<ul style="list-style-type: none"> Make sure all other needs (diapering, and sleep) are met. Adapted to your infant's schedule and feed him/her when she is interested and/or not sleepy or fussy.. Move your infant to a less stimulating place (quiet, low light, and/or quiet music) 	<ul style="list-style-type: none"> Teach your infant that you will be there to comfort and keep them safe. Teach older infant, to use sign language to tell you when they are hungry or full.



Family Routine Based Support Guide

Building Relationships with Infants

TEAM TENNESSEE



Pyramid Model Resource Sheet for Educators



Pyramid Model Tier 1 Nurturing & Responsive Relationships

Topic: Building Relationships with Children

<i>Tool</i>	<i>Description/How to Use</i>	<i>Where to Find It</i>
Building Positive Relationships with Young Children	Article – Reviews why it is important to build relationships with children	http://csefel.vanderbilt.edu/modules/module1/handout5.pdf
Building Positive Teacher-Child Relationships	Article – What Works Brief on building the teacher-child relationship	http://csefel.vanderbilt.edu/briefs/wwb12.pdf
Expressing Warmth and Affection to Children	Article – What Works Brief on expressing warmth and affection through teaching	http://csefel.vanderbilt.edu/briefs/wwb20.pdf
Strategies for Promoting Nurturing, Responsive Relationships with Infants	List of ways to build relationships with children from birth to 3. Examples are listed by month ranges- infants through toddlers	http://challengingbehavior.fmhi.usf.edu/explore/webinars/10.11.12_tacsei_webinar/Handout%201.11%20TACSEI%20Strategies.pdf

Using the Teaching Pyramid as an Organizing Framework for this Course

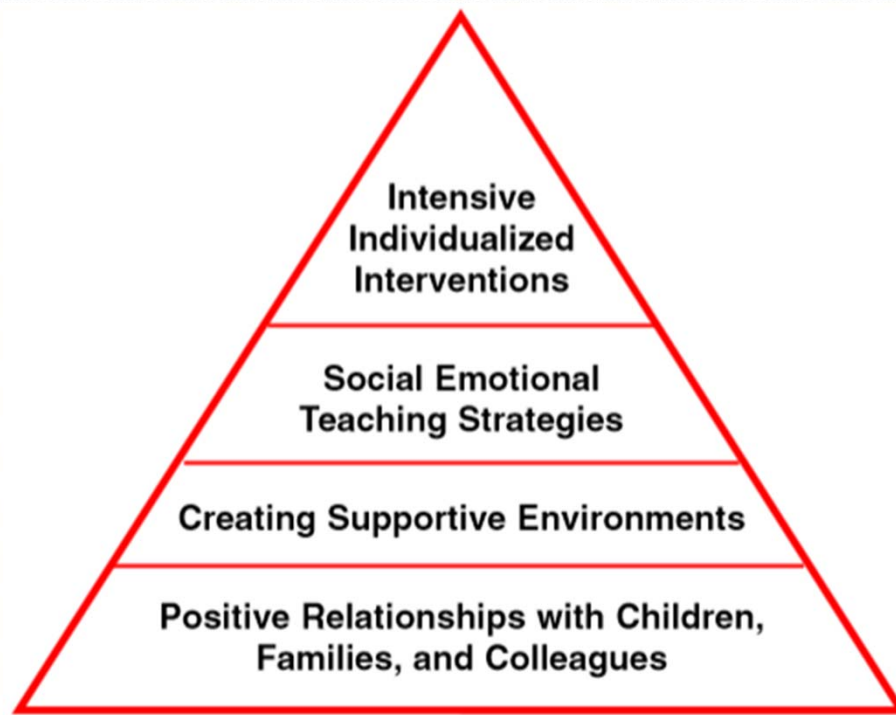


Figure 1. *The Teaching Pyramid: A model for promoting children's social emotional development and preventing challenging behavior.*

Fox, L., Dunlap, G., Hemmeter, M. L., Joseph, G. & Strain, P. (2003). The teaching pyramid: A model supporting social competence and preventing challenging behavior in young children. *Young Children*, 58(4), 48-52



The Base of the Pyramid



- Understanding social-emotional development, including individual and cultural differences
- Understanding the significance of early childhood mental health
- Knowledge of personal values and preferences

Early Emotional Development

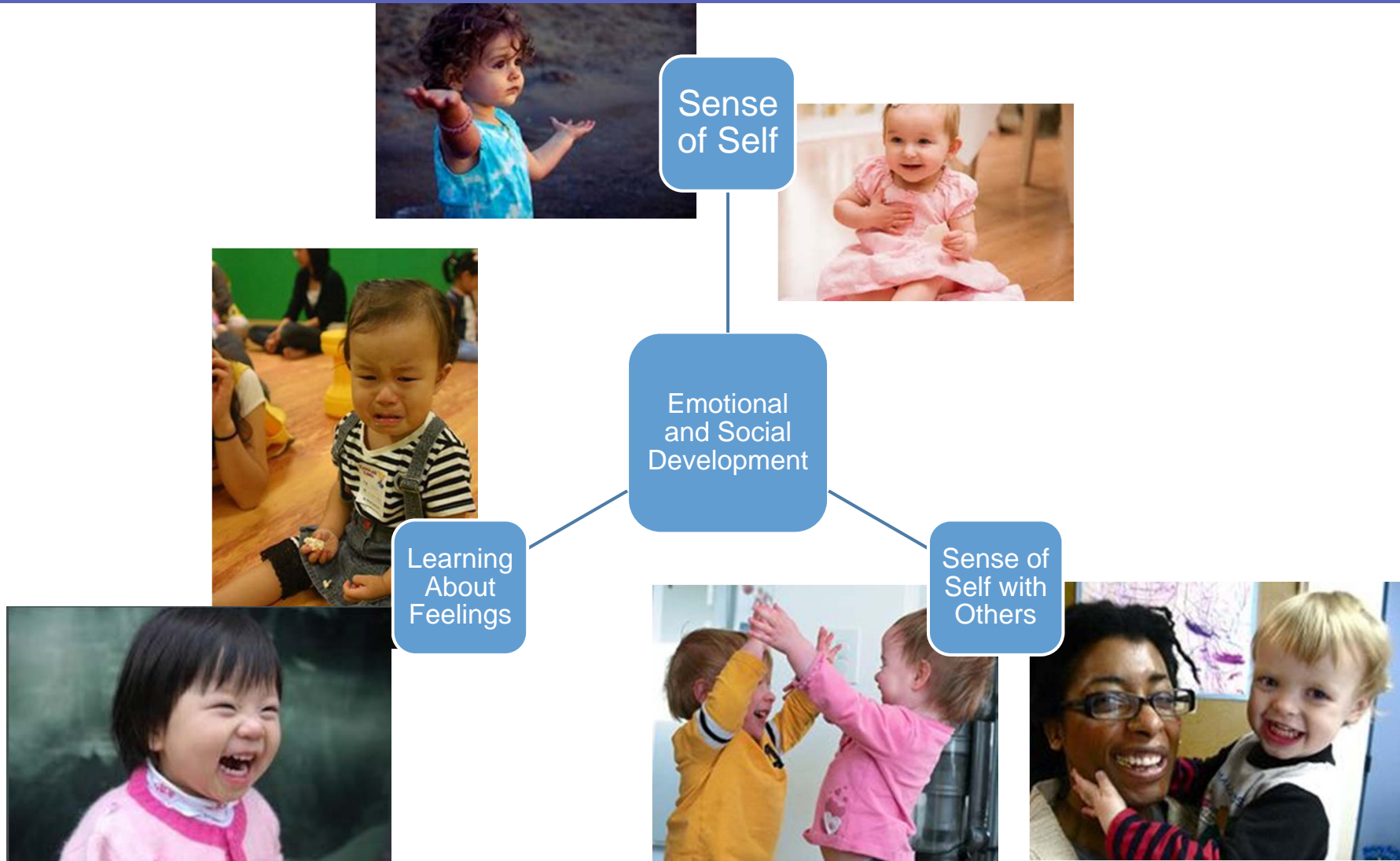


Early Emotional Development

True-False Quiz

1. The emotional experiences of newborns and young infants occur most commonly during periods of interaction with a caregiver.
 True False
2. Differences in temperament have nothing to do with one's biological makeup.
 True False

Social Emotional Development



Social Emotional Development

North Carolina
Foundations for
Early Learning
and Development



North Carolina Foundations: Link Force

Milestone / Indicator	When would you expect to begin to see this indicator of social emotional competence? Age (birth–6 months; 6–12 months; 12–18 months; 18–24 months; 24–36 months)
Longer, condensed sleep cycles	
Becomes upset when separated from caregiver	
Cries to indicate hunger or discomfort	

Milestone/Indicator	When would you expect to begin to see this indicator of social emotional competence? <ul style="list-style-type: none"> Younger preschoolers Older preschoolers 	What social, cultural, linguistic, or individual factors might impact this indicator of social emotional competence?
Concrete descriptions of themselves (e.g., my eyes are blue)		
Identify another child as a friend		
Give reasons for their feelings ("I'm happy because I wanted to win and I did")		

SCRIPT-NC
Supporting High Quality and Effective Early Childhood Learning for All Children

Ideas and Strategies for Incorporating Foundations¹ in Social-Emotional Development/Child Guidance

USE FOUNDATIONS TO BUILD KNOWLEDGE OF THE SOCIAL-EMOTIONAL DEVELOPMENT OF INFANTS AND TODDLERS

Milestone / Indicator	When would you expect to begin to see this indicator of social emotional competence? Age (birth–6 months; 6–12 months; 12–18 months; 18–24 months; 24–36 months)	CS EFEL's Handout 1.10 (Social Emotional Milestones Group Quiz http://www.vanderbilt.edu/resources/in toddlers/1.10.pdf) can easily be modified to create an activity for using Foundations to learn about the social emotional development of infants and toddlers. Use your Windows Snipping Tool to create a version that looks like the one excerpted to the left. Ask students to review the Emotional Social Development section of Foundations, looking specifically at the developmental indicators for infants, younger toddlers, and older toddlers (birth – 36 months). The pair students up to fill in the column on the right, identifying the age at which you might expect to begin to see each indicator of social emotional competence. Debrief the activity together to develop a shared understanding of the developmental continuum. [NOTE: CS EFEL Handout 1.9 (Developmental Continuum from Birth – Age 3 ½: Social Emotional Indicators) provides a concise overview of development milestones http://www.vanderbilt.edu/resources/in toddlers/1.9.pdf]
Longer, condensed sleep cycles		
Becomes upset when separated from caregiver		
Cries to indicate hunger or discomfort		

USE FOUNDATIONS TO BUILD KNOWLEDGE OF THE SOCIAL-EMOTIONAL DEVELOPMENT OF YOUNGER AND OLDER PRESCHOOLERS

Develop your own chart like the sample below, drawing from the Emotional Social Development section of Foundations and looking specifically at the developmental indicators for younger and older preschoolers (36 – 60+ months). The pair students up to fill in the middle column, identifying the age at which you might expect to begin to see each indicator of social emotional competence. Ask them to also consider factors that might delay the appearance of each indicator and to list those in the column on the right. Debrief the activity together to develop a shared understanding of the developmental continuum.

Milestone/Indicator	When would you expect to begin to see this indicator of social emotional competence? <ul style="list-style-type: none"> Younger preschoolers Older preschoolers 	What social, cultural, linguistic, or individual factors might impact this indicator of social emotional competence?
Concrete descriptions of themselves (e.g., my eyes are blue)		
Identify another child as a friend		
Give reasons for their feelings ("I'm happy because I wanted to win and I did")		

Early Childhood Mental Health

Read All About It

In Brief: Early Childhood Mental Health



Infant Mental Health and Early Care and Education Providers



See For Yourself

In Brief: The Impact of Early Adversity on Children's Development



In Brief: The Science of Neglect



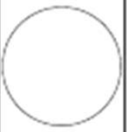
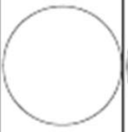
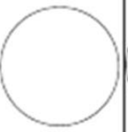
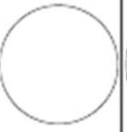
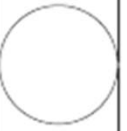
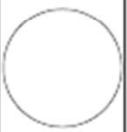
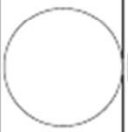
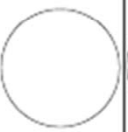
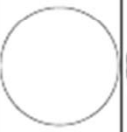
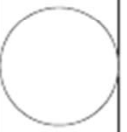
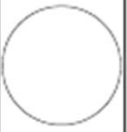
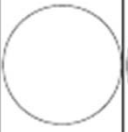
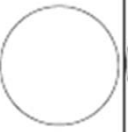
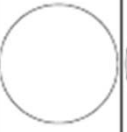
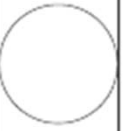
Nearly seven out of every 1,000 pre-kindergarteners are expelled each year—an estimated 5,117 preschoolers in all. The rate is 3.2 times higher than the national expulsion rate for children in grades K-12



Taking Your Social Emotional Pulse

Module 1 Handout 1.3: Building Relationships and Creating Supportive Environments

Hot Button Activity

On each circle going across, write down the behaviors that push your buttons.					
On each circle going across, write down your feelings when faced with these behaviors.					
On each circle going across, write down the impact your feelings have on your relationship with the children who exhibit these behaviors.					

How will you support your students in identifying what pushes their buttons AND developing strategies for dealing with situations in which their buttons get pushed?



Establish a Cultural Context

 Early Childhood Research Quarterly
Volume 29, Issue 4, 4th Quarter 2014, Pages 734–749



Review
The social–emotional development of dual language learners:
Looking back at existing research and moving forward with
purpose

Tamara G. Halle^a,  , Jessica Vick Whittaker^b, Marlene Zepeda^c, Laura
Rothenberg^a, Rachel Anderson^a, Paula Daneri^a, Julia Wessel^a, Virginia Buysse^d

DIVERSITY AND DISCIPLINE

Janet Gonzalez-Mena

“We outlawed time-out in our center a long time ago,” said a child care teacher in a workshop I was leading about discipline in early childhood programs. She spoke with great emotion.

“Outlawed time-out? Why? Time-out is a gift for children who need to get away from the group to control themselves,” challenged another teacher.

“It’s not a gift—it’s a punishment. And a harsh one at that,” argued a third participant. “Besides, the misbehaving child needs the group to help him change his behavior. Isolation is the last thing he needs.”

The argument grew more emotional as the group polarized with one side yelling at the other.

What was going on here? The workshop participants represented several different cultures, and as such had different perceptions of the relationship between individuals and groups. Alan Pence, Canadian educator, in a 2004 *Interaction* article, wrote about how there are “quite different cultural orientations regarding the relationship of the individual to the broader community. While Western practice recommends separating children who are misbehaving (giving them a ‘time-out’), a number of Aboriginal people feel this is counterproductive and that additional engagement with the group (‘time-in’) makes more sense” (p. 32).

Those are two very different perspectives on discipline – a hot subject for many people including early childhood teachers and the parents in their programs. Often notions of discipline are based on personal childhood experiences and what the person is used to, so it’s hard for them to understand a different perspective. Talking about discipline taps into sensitive areas of personal histories as well as cultural differences.

In an early childhood program setting the discussion might end by someone pointing out the program’s policy and thereby silencing diverse voices. It could instead switch to problem solving if someone insisted that diverse voices be heard. Sometimes that happens, but mostly it doesn’t.

Examples of disagreements over discipline practices abound!

What is aggressive and what is assertive can lead to arguments. In cultures where physical closeness is valued, children may sit and stand very close, touch a lot, and bump up against each other. This behavior may feel aggressive to children who aren’t used to so much closeness and may require some guidance from the teacher. In fact, what feels aggressive varies greatly by culture. It takes real sensitivity on the part of teachers and providers to decide how to handle behavior that is acceptable to one child within his family but considered aggressive by other children or by a teacher. Aggressive behavior can be both physical and verbal. Further, what is taught to children about being assertive in one culture can feel aggressive to a child in a different culture. Behavior that is perfectly acceptable at home, or even encouraged, may be unacceptable in the classroom or family child care home.

The goals of discipline can vary by culture – even the labels – discipline versus guidance. One group may believe that the ultimate outcome of early training is to develop inner controls, while another group puts the locus of control outside the individual. For example, Lonnie Snowden (1984) says,

Center on the Social and Emotional Foundations for Early Learning



Partnership with the Child Care and Head Start
Programs to the U.S. Department of Health and
Human Services

Understanding the Impact of Language Differences on Classroom Behavior

A.M. Janari • M.M. Chenery



WHAT WORKS BRIEFS



The Science of Corporal Punishment

Question for Debate: Under what circumstances is it appropriate to use corporal punishment?

- Divide students into two groups to research the ideological, cultural, societal, ethical, and developmental basis for pro/con positions
- Structure a debate in which evidence is presented for both sides
- Discuss the findings



Building the Capacity for Positive Relationships

**Positive Relationships with Children,
Families, and Colleagues**



- Building relationships with children
- Building relationships with families
- Family and child relationships
- Temperament and attachment
- Examining personal, family and cultural views of social emotional development and behavior

Positive Relationships with Children, Families, and Colleagues

Center on the Social and Emotional
Foundations for Early Learning



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

Building Positive Teacher-Child Relationships

12



What Works
Briefs

What
Works
Brief
Training
Kits

Building Positive Teacher-Child Relationships



What Works Brief Training Kit #12



Center on the Social and Emotional
Foundations for Early Learning
www.centerontheearlyyears.org

July 2008

CSEFEL Preschool Module 1: Promoting Children's Success: Building Relationships

- Observation tools and checklists
- PowerPoints with instructor guide
- Activities and handouts
- Video clips

Positive Relationships with Children, Families, and Colleagues

Infant Toddler Temperament Tool (IT³)



Center on the Social and Emotional Foundations for Early Learning



Understanding Temperament in Infants and Toddlers Lindsey T. Allard and Amy Hunter

Twenty-month-old Laura just began care in Ms. Neil's family child care home. Ms. Neil is having difficulty integrating Laura into her program. Laura's schedule is unpredictable—she becomes tired or hungry at different times each day—and she always seems to want to run, climb, and jump on everything. Laura also gets extremely upset when it is time to transition from outdoor play to lunch, or when Ms. Neil interrupts an activity in which Laura is engaged. It is not uncommon for her to tantrum for 10 minutes or more at these times. Ms. Neil has had many years of experience working with young children, and attributes Laura's lack of a consistent schedule to her recent enrollment and need to get used to the program. She is also struggling with the fact that her favorite activities—quiet games, bookreading, and sensory experiences—are ones that Laura doesn't seem to enjoy. After several weeks of observing little change in Laura's behaviors, Ms. Neil is frustrated. Laura's unpredictable napping and feeding times, as well as her constant need for physical activity and intense reactions during transitions, are making responsive care for all the other children difficult. Ms. Neil meets with Laura's family, and learns that Laura's parents haven't had difficulty with the issues she describes. When she asks specifically about her schedule, her parents describe Laura as being a good eater and sleeper, but do report that she doesn't have a consistent schedule for eating or napping. They also share that Laura's need for active physical play is typically not an issue because they have a large backyard and Laura has several older siblings who often include her in their active play. Still, all of the adults are concerned about Laura's success transitioning into Ms. Neil's program, and want to find a way to help her.

What Is Temperament?

A child's temperament describes the way in which she approaches and reacts to the world. It is her personal "style." Temperament influences a child's behavior and the way she interacts with others. While temperament does not clearly define or predict behavior, understanding a child's temperament can help providers and families better understand how young children react and relate to the world around them. Information about temperament can also guide parents and caregivers to identify children's strengths and the supports they need to succeed in their relationships and environments.

Researchers have described young children's temperament by depicting several different traits. These traits address an infant's level of activity, her adaptability to daily routines, how she responds to new situations, her mood, the intensity of her reactions, her sensitivity to what's going on around her, how quickly she adapts to changes, and how distractible and persistent she might be when engaging in an activity. Based on these traits, researchers generally categorize children into three temperament types:

Easy or flexible children tend to be happy, regular in sleeping and eating habits, adaptable, calm, and not easily upset.

Active or feisty children may be fussy, irregular in feeding and sleeping habits, fearful of new people and situations, easily upset by noise and stimulation, and intense in their reactions.

Slow to warm or cautious children may be less active or tend to be fussy, and may withdraw or react negatively to new situations; but over time they may become more positive with repeated exposure to a new person, object, or situation.

Creating Supportive Environments



- Designing the physical environment
- Developing schedules and routines
- Ensuring smooth transitions
- Designing activities that promote engagement
- Giving directions
- Establishing and enforcing clear rules, limits, and consequences for behavior
- Engaging in ongoing monitoring and positive attention
- Using positive feedback and encouragement

Creating Supportive Environments

Using Environmental Strategies to Promote Positive Social Interactions



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



What Works Brief Training Kit #6



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www.vanderbilt.edu/osefl/

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Foundations for Early Learning



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

Helping Children Understand Routines and Classroom Schedules

M. M. Christy • E. F. Ang • M. L. Horvath • D. F. Jones



WHAT WORKS BRIEFS

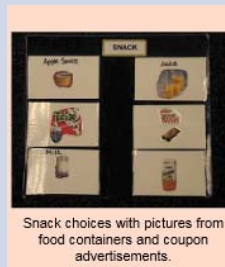
CSEFEL Preschool Module 1: Creating Supportive Environments

- Observation tools and checklists
- PowerPoints with instructor guide
- Activities and handouts
- Video clips

Visual Cues

Knowledge Acquisition

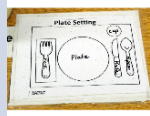
Read [*Tips and Ideas for Making Visuals to Support Young Children*](#)
(CSEFEL Module 3b)



AND/OR

Read *Using Visual Supports With Infants & Toddlers*

Visual supports are a form of adaptation that rely on visual cues to allow infants and toddlers, and older children, to participate in activities and routines. Because infants and toddlers may find it difficult to communicate using words, visual supports can provide them with a system for communication while also teaching them important daily activities and routines. Visual supports provide supplemental information, cues, and directions to children who may communicate with behavior or are unable to read.



This newsletter will take visual supports that have been used successfully in childcare centers and preschools and show how they can be used in the home with younger children. As you will see, visual supports can be inexpensive to make and are applicable to many different daily activities and routines in all different environments!

AND/OR

Watch *Visual Cues*
(1-minute video)



Knowledge Application

Identify an observation setting. Talk with the teacher about children to learn more about their social-emotional development

Observe in a setting with infants, toddlers, and/or young children

- What are the visual stages of the children?*
- How are visual cues being used to support learning? To support routines? To convey expectations?

Develop and share plans for incorporating visual cues in the setting.



Backpack Connection Series

About this Series

The Backpack Connection Series is a series of articles that focus on the connection between backpack use and children's behavior. Each article provides practical strategies for parents and educators to help children manage their backpacks and reduce stress. The series includes articles on backpack weight, backpack use, and backpack safety.

The Pyramid Model

The Pyramid Model is a framework for promoting positive social and emotional development in young children. It is based on the science of early childhood development and is designed to be used by parents and educators. The model consists of four levels: Individual Child, Relationships, Community, and Culture. Each level provides specific strategies for supporting children's development.

More Information

For more information on the Backpack Connection Series, visit the website at www.chal.org. You can also contact the author, Dr. Susan M. Swanson, at swanson@chal.org.

This publication is published by the University of South Florida, Center for Early Childhood Learning and Assessment. For more information, visit www.chal.org.

How to Give Clear Directions

It helps to be as specific as you can when giving directions. This means using clear, simple language and avoiding vague or ambiguous instructions. For example, instead of saying "Clean your room," you could say "Put your books on the shelf and your clothes in the hamper."

When giving directions, it's important to use a calm and firm tone. Avoid raising your voice or using threats. Instead, use a steady, confident voice. This helps children understand that you are serious and that the directions are meant to be followed.

Another key to giving clear directions is to use simple, concrete language. Avoid using abstract or complex terms. For example, instead of saying "Be more responsible," you could say "Put your toys away when you're done playing."

It's also important to give directions in a way that is easy for children to understand. Use simple, direct language and avoid using long, complicated sentences. This helps children focus on the key points of the directions.

Finally, it's important to give directions in a way that is consistent. Use the same language and tone every time you give directions. This helps children learn to expect and understand the directions.

By following these tips, you can give clear, effective directions to your children. This will help them understand what you expect of them and will make it easier for them to follow your directions.

Try This at Home
Give your child a simple task, such as putting away their toys. Use clear, specific language and a calm, firm tone. Observe how your child responds and provide feedback as needed.



Remember
When giving directions, it's important to use a calm and firm tone. Avoid raising your voice or using threats. Instead, use a steady, confident voice. This helps children understand that you are serious and that the directions are meant to be followed.

Practice at School

Teachers can use these strategies to give clear directions to their students. For example, they can use simple, concrete language and a calm, firm tone. They can also use visual aids, such as pictures or diagrams, to help students understand the directions.

The Bottom Line

Giving clear directions is a key skill for parents and educators. By following these tips, you can give clear, effective directions to your children and help them understand what you expect of them.

Moving Right Along... Planning Transitions to Prevent Challenging Behavior

By Louise H. Nemer, Johanne M. Ostrowski, Kathleen R. Artman, and Kirsten A. Kinder

Over the past decade, there has been a significant rise in the number of children in group care settings, including child care, Head Start, and public and private preschool (U.S. Department of Education, 2007). Along with this trend, programs have increased pressure to document children's academic and social outcomes (Minkoff & Phillips, 2010). As teachers work to meet these outcomes, they have become more concerned about children with challenging behaviors and the effects of those behaviors on others in the classroom.

Within most preschool settings, there are likely to be only a few children with persistent challenging behaviors. On any given day, however, there may be a small number of children who engage in more frequent challenging behaviors. These behaviors are often related to issues such as being in a group care setting for the first time, not knowing the expectations for a setting, or having difficulty engaging in more appropriate behaviors, being in a setting, and so on. The way how to communicate expectations is appropriate. Transitioning from one activity to another one time when children are more likely to engage in challenging behavior.

The research in the field for teachers to do at planning and implementing transitions. NAEYC emphasizes the importance of predictable, structured daily routines in which children can become and to be able to participate in engaged in a child's school and to be successful (Reifel-Miller & Copple, 1997). The Division for Early Childhood (DEC) of the Council for Exceptional Children emphasizes that transitions should be structured to promote interaction, communication, and learning (Sandholtz et al., 2005). How so often a challenge of why challenging behavior occurs during transitions, strategies for planning and implementing more effective transitions, those for some transitions to teach social skills and emotional competencies, and a planning process for working with children who continue to have difficulty during transitions.

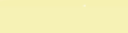


© Susan M. Swanson

Transition: What are the yardsticks for why does challenging behavior occur?

With an early child care context, transitions are the times in the day when children move from one activity to another. Typically, these include arriving in the classroom, moving from morning meeting to centers, cleaning up after center time to get ready for outdoor play, snack or nap times, and preparing to go home. Children's challenging behavior during transitions may be related to how prepared children are, social skills, and implement transitions. Challenging behavior is more likely to occur when there are too many transitions, when all the children transition at the same time in the same way, when transitions are too long and children spend too much time waiting with nothing to do, and when there are unclear instructions.

Children may engage in challenging behavior when they do not understand the expectations for the transition. Perhaps this child's first experience in a group setting was not a positive one.



Creating Supportive Environments

Center on the Social and Emotional Foundations for Early Learning



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

Using Choice and Preference to Promote Improved Behavior

G. Durkin • D. Liso



WHAT WORKS BRIEFS

15

Social Emotional Teaching Strategies



- Interacting with children to develop their self-esteem
- Showing sensitivity to individual children's needs
- Encouraging autonomy
- Capitalizing on the presence of typically developing peers
- Using the environment to encourage social interactions
- Using prompts and reinforcement effectively
- Providing instruction to aid in the development of social skills
- Promoting identification and labelling of emotions
- Exploring feelings and appropriate ways to label and express them
- Creating a planned approach to problem solving
- Promoting individualized emotional regulation

Use the CSEFEL Resources to Address this Content

CSEFEL Preschool Module 2: Social Emotional Teaching Strategies

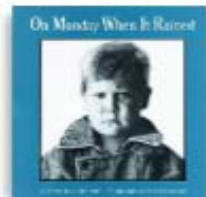
- Identifying teachable moments
- Facilitating the development of friendship skills
- Teaching problem solving
- Teaching children to recognize and express emotions
- Teaching anger management

Possible Assignment

Create a new Book Nook that incorporates social emotional teaching strategies. Require students to incorporate examples of adaptations for particular children (e.g., a child with a very short attention span or a child with no prior school experience)

Book Nook

Using Books to Support Social Emotional Development



On Monday When It Rained
By Cheryl Kachenmeister
Houghton Mifflin Company, 1980

On Monday When It Rained is a great book for talking about feelings and emotions. The story is about a boy and what happens to him every day for a week. Each day, based on what happens, the boy talks about how it makes him feel. The pictures are very expressive and label a range of feelings and emotions (disappointed, embarrassed, proud, scared, angry, excited, lonely). (Ages 2-4)

Examples of activities that can be used while reading *On Monday When it Rained* and throughout the day to promote social and emotional development:

- While reading the story, pause after each of the day's events and ask the children how they think they would feel if that happened to them.
- While reading the story, have children talk about times that they felt disappointed, embarrassed, proud, scared, angry, excited or lonely. Also talk about times when you felt disappointed, embarrassed, proud, scared, angry, excited or lonely.





Ideas and Strategies for Incorporating the DEC Recommended Practices in Social Emotional Development / Child Guidance

The **2014 DEC Recommended Practices**¹ states that “sensitive responsive interactional practices are the foundation for promoting the development of a child’s language and cognitive and emotional competence” (p.12) and recommends 5 practices to support positive interactions. As learners watch the videos, have them check off the DEC recommended practices that they observe using the checklist below. Note that not all the practices in the checklist are observable in every video but they may be used as a catalyst for discussion. For on-ground courses, discuss after each video clip. For online courses, facilitate a discussion on the online discussion board.

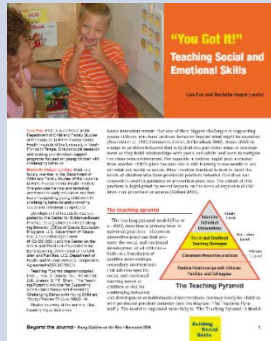


DEC Recommended Practices ¹	CONNECT Module 7 http://community.fpg.unc.edu/connect-modules/learners/module-7			
	Video 7.10: Reviewing classroom rules	Video 7:11 – How is <u>Froggy</u> Feeling?	Video 7.13: Finding a resolution in the block area	Video 7.14: Using an incentive system with Sammy
INT1. Practitioners promote the child’s social-emotional development by observing, interpreting, and responding contingently to the range of the child’s emotional expressions.				
INT2. Practitioners promote the child’s social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.				

Teaching Social Skills

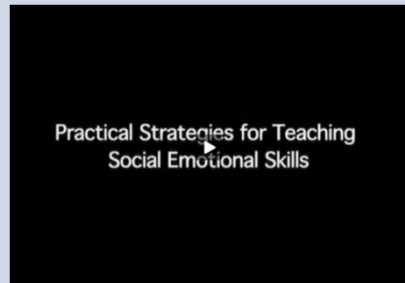
Knowledge Acquisition

Read *"You Got It!" Teaching Social and Emotional Skills*



AND/OR

Watch *Practical Strategies for Teaching Social Skills*



Knowledge Application

Practice teaching social skills by pairing up students and asking them to instruct each other. Part of the assignment will be asking each "learner to provide candid feedback on the directions, materials and other components.

Working with a classroom teacher and any additional adult colleagues (e.g., assistant, speech-language pathologist), require students to teach a new social skill to a small group of children and to an entire class. Ask students to use the list of social and emotional skills, classroom teaching strategies, and stages of learning from *"You Got It!"* in this assignment.

Promote Opportunities to Practice Individualizing with Videos and Vignettes



CONNECT Module 1 Video
1.16 Routine in a program –
reading at circle time

Tim has significant challenges with articulation and oral-motor control. His teacher and his speech-language pathologist agree that he needs many opportunities to practice his target sounds throughout the day. They also both agree that they don't want him pulled out of the classroom for therapy. He needs to feel part of the group and to benefit from the social contact with the other children. How can they fit more targeted practice time into the day's routines?

Building the Capacity to Use Individualized Intensive Interventions



Teachers Need More Training to Handle Children's Emotions


By Janice Wood
~ 2 min read

Student teachers learn a lot about how to teach in college, but they don't get much training in how to respond to young children's emotions, such as frustration, anger, and excitement, according to new research.

"When teachers aren't trained to respond to emotional outbursts in supportive ways, they often fall back on responses that reflect the way they were raised and whether they feel comfortable with their own emotions," said Rebecca Swartz, a doctoral candidate at the University of Illinois and the study's first author.



*"The most common non-supportive response was **not responding**"*



**Intensive
Individualized
Interventions**

CSEFEL Preschool Module 3a: Individualizing Intensive Interventions: Determining the Meaning of Challenging Behavior

- Identifying the function of challenging behavior
- Identifying behaviors and social skills to target for intervention

CSEFEL Preschool Module 3b: Individualizing Intensive Interventions: Developing a Behavior Support Plan

- Developing a plan for supporting social emotional development and preventing challenging behavior
- Using a team approach to addressing challenging behavior and social emotional needs



Incorporate assignments that require students to develop plans for both home and program


Family Planning Sheet

What _____ does during _____:
(child's name) (routine)

Why I think he/she does it:

What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?

Feeding

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Your infant refuses to eat or falls asleep after eating a small amount or infant fusses when feeding</p> 	<ul style="list-style-type: none"> Adapted schedule according to your baby's rhythms. Try a different feeding position. For an older infant, give a choice of what to eat. Allow the infant to sleep, they will wake when hungry. Make sure the environment is not over stimulating for the infant 	<ul style="list-style-type: none"> Make sure all other needs (diapering, and sleep) are met. Adapted to your infant's schedule and feed him/her when she is interested and/or not sleepy or fussy.. Move your infant to a less stimulating place (quiet, low light, and/or quiet music) 	<ul style="list-style-type: none"> Teach your infant that you will be there to comfort and keep them safe. Teach older infant, to use sign language to tell you when they are hungry or full.



Family Routine Based Support Guide

Building Relationships with Infants

TEAM TENNESSEE



Using Formative Assessment to Address Challenging Behavior



Ideas and Strategies for Incorporating Formative Assessment in Social-Emotional Development/Child Guidance



What is Formative Assessment? Introduce and discuss the concept of formative assessment, underscoring how it relates to the development of young children. Then ask students to find their state's definition of formative assessment online. For example, the North Carolina Division of Child Development and Early Education defines formative assessment as "systematic ongoing procedure to document, monitor and evaluate children's progress, and plan appropriate learning experiences by:

- Observing, documenting and evaluating all children's development, knowledge, skills, behaviors, strengths, needs and interests in all areas defined in *North Carolina Foundations for Early Learning and Development*;
- Providing opportunity for communication and collaboration with families, teachers, and service providers regarding children's interests, development, and learning; and
- Providing data that teachers can use to systematically plan and evaluate learning experiences and teaching practices based on documentation of the learning and development of a diverse group of children."¹

Ideas for Incorporating Components of Formative Assessment in this Course

What Works Brief Training Kit #10, *Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior*, provides all the material for a series of activities/assignments related to social emotional development and formative assessment at <http://cefel.vanderbilt.edu/kits/wwbtk10.pdf>. Materials in the Training Kit include a vignette about Amy, a 4-year old with some significant problem behavior, as well as PowerPoint slides (with presenter notes) and handouts for using the vignette to consider gather information (conduct a functional assessment), develop a behavior support plan, and implement and evaluate the success of the plan.



Behavior Support Plan Worksheet

What Works Brief Training Kit #10: Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior

Functional Assessment (What do you think is the purpose of the challenging behavior?)

CEFEL


Preventing (strategies to use prior to situations that usually evoke challenging behavior)

¹ NC Curriculum and Assessment Review Committee Working Title, *Definition and Criteria for Assessments* http://ncchildcare.nc.gov/pdf_forms/definition_and_criteria_for_formative_assessments.pdf

Use the Pyramid to Organize Observations



Focus observations on the components of a behavioral analysis. Consider using tools like those in What Works Brief Training Kit #10, Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior (<http://csefel.vanderbilt.edu/kits/wwbtk10.pdf>) to focus on a child's behavior(s), plans for addressing those behaviors, observation of the impact of the plans, and discussion of modifications or other next steps.

Focus observations on if/how social emotional skills are being taught. Consider using a list like the one in the You Got It! Teaching Social and Emotional Skills (http://challengingbehavior.fmhi.usf.edu/do/resources/documents/yc_article_11_2006.pdf) and asking students to watch for the different strategies described on page 5 (Classroom Teaching Strategies).

Focus observations on evidence-based practices. For example, consider using a tool like the Responsive Routines Inventory (<http://csefel.vanderbilt.edu/resources/trainings/2.4.pdf>) or the Practice Implementation Checklist: High Quality Environments (http://challengingbehavior.fmhi.usf.edu/communities/trainers_docs/practice_environment.pdf)

Focus observations on adult-child, child-child, and adult-adult relationships. Consider using a tool like *Strategies for Promoting Nurturing, Responsive Relationships with Infants* (http://challengingbehavior.fmhi.usf.edu/explore/webinars/10.11.12_tacsei_webinar/Handout%201.11%20TACSEI%20Strategies.pdf) to help students focus on specific practices.

Our collective capability

What assignment from your Social Emotional Development/ Child Guidance course do your students consistently find most meaningful?




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Landing Pads

Course-Specific Landing Pads

Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practice that support the inclusion of children that are culturally, ethnically, and ability diverse.



Introduction to Early Childhood



Children with Exceptionalities



Educational Technology



Child Development (conception through age 8)



Social-Emotional Development/Child Guidance



Child, Family, and Community



Language and Literacy



Creative Activities



Health, Safety, and Nutrition



<http://scriptnc.fpg.unc.edu/resource-search>



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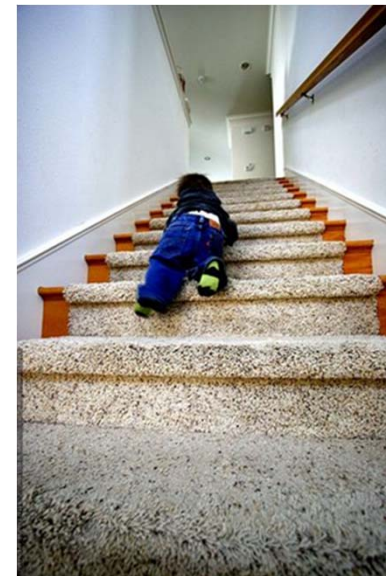
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Upcoming Webinar

August 4, 2015 2:00 pm – 3:00 pm EST

Topic: Health, Safety, and Nutrition




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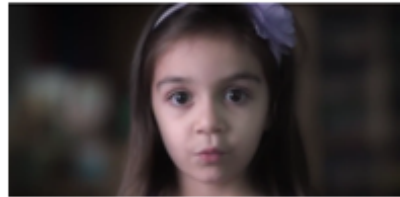
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IOUs



https://www.youtube.com/watch?v=n2dLPFaehV0&feature=em-share_video_user



Participant Strategies from the Language and Literacy Webinar

Participants watched the "catch a bubble" video (https://www.youtube.com/watch?v=n2dLPFaehV0&feature=em-share_video_user) then shared reactions and ideas for how they might use the video.

Reactions to the "Catch a Bubble" video

- What a powerful video!
- DAP out of the mouths of the children themselves!
- Powerful!
- "Catch a bubble? Are you kidding me?" Love!!
- Indeed a very powerful video! We need to energize teachers to make instruction interactive with a lot of back and forth communication!
- Absolutely great resources!

How could you see using the "Catch a Bubble" video?

- I have two courses in which I would use this video: Birth to 3 and my Child Guidance class.
- During my B-3 class we discuss language development and this video would be used to jumpstart that lecture.
- Will definitely be sharing this video in my class for child care providers.
- Introduction to Early Childhood Education
- What a wonderful video. I would first share with family members! Encourage them to support their children at home.
- I might share this with family members in an infant/toddler parent group I run
- Share with family members who could benefit from training on positive interactions with children.
- It would be awesome to have students create a family assignment in which family members assess how often they speak to their children
- This is a great video to share with Site Administrators to help them make connections with what they should be able to see in the classrooms for child care centers.
- Exploration Activities, Math, Science & Social Studies
- Share with families at an Early Language and Literacy workshop and Important of High Expectations workshop.
- This video would be a great opening for any of our classes to show students why we are doing what we are doing to effect changes.
- I like the idea of sharing first in Intro. I was sad that I actually constantly see the "bubbles" comment when I am observing in environments.
- Child Guidance. I would use to start off the semester and revisit throughout the semester, as students share the difficulties they have with getting children's attention and handling talkative students.
- Language and literacy course <http://ocw.umb.edu/early-education-development/echd-440-640-ec- language-and-literacy-course.html>
- Will share this with my Sunday School colleagues... lots of bubble catching going on.
- This would be a great supplement to an assignment I give to students when they are doing observations in classrooms. I ask students to take 1 hour of the observation day to do a "silence audit". How many times does an adult ask children to be quiet? How many times do peers ignore or silence other children? We bring the audits back and talk about alternative ways to be in relationship with children.
- I will also be sharing this on our Facebook page to remind families and providers.
- I have used this video with Director groups.



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Give Us Your Feedback



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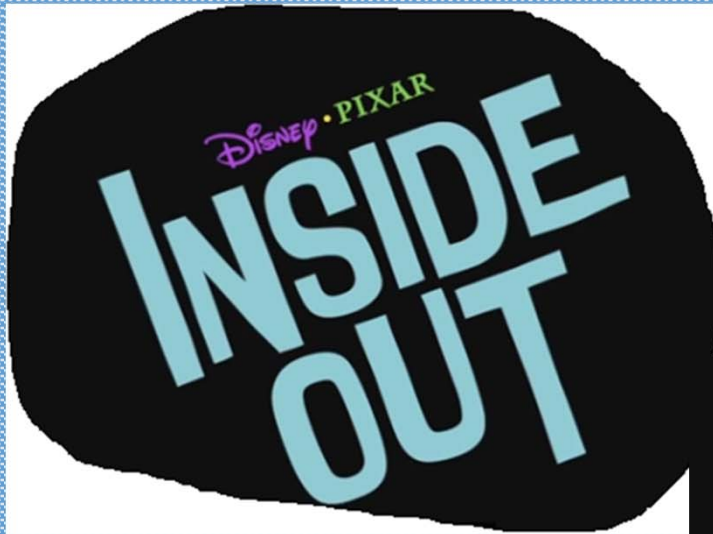
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Lagniappe



https://www.youtube.com/watch?v=Kiq_TrEdbI4

Bonus Question: How could you use *Inside/Out* in this course?



a major
emotion picture

july 2015


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