

The foundation for all of the practices in the pyramid are the **systems and policies** necessary to ensure a workforce able to adopt and sustain these evidence-based practices.



Resources for Effective Workforce

The base of the Pyramid feels out of reach for many students. All students can learn the basics of what an effective workforce is, how to recognize, and advocate for an effective workforce.

Administration courses can further examine ways to fulfill this base.

One center's photos of Effective Workforce: [Mary Go Round, Effective Workforce](#)

Universal supports for all children through nurturing and responsive relationships and high quality environments.



Resources, Assignments, and Activities for Nurturing and Responsive Relationships

CSEFEL Preschool Training Module 1:

http://csefel.vanderbilt.edu/resources/training_preschool.html

CSEFEL Infant/Toddler Training Module 1:

http://csefel.vanderbilt.edu/resources/training_infant.html

Photos from TACSEI:

<https://www.flickr.com/photos/challengingbehavior/collections/72157628735017299/>

Resources, Assignments, and Activities for Nurturing and Responsive Relationships

Videos on TACSEI's YouTube site:

<https://www.youtube.com/watch?v=utBT1z0SJIE&list=UUQ2-KgUHHixii64uOQFEZUQ>

Higher Education Tools from CSEFEL:

http://csefel.vanderbilt.edu/resources/preservice_faculty.html

Module 1: The Pyramid Model Goes To College: Strategies for Building Relationships with Children, Families, and Colleagues

Module 1.1: Building Positive Relationships with Children

Many, many ideas in the CSEFEL modules

Building Positive Relationships with Children



Activity: What deposits will you make?

- How do you build positive relationships with:
 - Children?
 - Families?
 - Colleagues?
- Brainstorm a list of things you could do to build or strengthen relationships with children, families, or other colleagues
- Identify 2-3 things you are going to do to build stronger relationships with children, families, and colleagues.

What does this teacher do to build positive relationship with this child?



Activity: What Do Your Relationships Look Like?

Imagine someone is taking pictures of your interactions with children throughout the day...

- What kinds of interactions would be captured?
- What strengths would be identified?
- How many moments of these types of interactions make up the day for the infants and toddlers in your care?
- How might you increase joyful interactions like these in your care setting?



Consider: Connections with Children

CONNECTED



What do you see/How do you know when teachers are connected to the children, families, and other adults in program?

DISCONNECTED



What do you see/How do you know when teachers are disconnected to the children, families, and other adults in program?

Activity: Partner Discussion

- According to your cultural/family beliefs and values, toddlers should complete potty learning by 32 months. The family of a young child you care for expects their child to complete potty learning at 20 months. What can you do to best understand and support this child and family?

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What Are Relationships?

Relationships:

- Have emotional connections
- Endure over time
- Have special meaning between the two people
- Create memories and expectations in the minds of the people involved



Provided by Marola Sandifer



Activity: Attachment Relationships I/T Handout 1.18



Shared by Kristin Tenney-Blackwell

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Activity: Working With Families Inventory I/T Handout 1.20



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cropped.jpg



Center on the Social and Emotional
Foundations for Early Learning

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Universal supports for all children through nurturing and responsive relationships and high quality environments.



Resources, Activities, and Assignments for High Quality Supportive Environments

CSEFEL Preschool Training Module 1:

http://csefel.vanderbilt.edu/resources/training_preschool.html

CSEFEL Infant/Toddler Training Module 2:

http://csefel.vanderbilt.edu/resources/training_infant.html

TACSEI Photos:

<https://www.flickr.com/photos/challengingbehavior/collections/72157628735045237/>

Resources, Activities, and Assignments for High Quality Supportive Environments

CSEFEL What Works Briefs:

http://csefel.vanderbilt.edu/resources/what_works.html

- **Brief 3** *Helping Children Understand Routines and Classroom Schedules*
- **Brief 4** *Helping Children Make Transitions between Activities*

Becky Bailey, Conscious Discipline, Safe Place

- Video overview: <http://www.youtube.com/watch?v=aUMc3fWgLEk>
- Safe Place Breathing Icons:
https://consciousdiscipline.com/resources/safe_place_breathing_icons.asp

Activity: Responsive Environments



1. How does the environment support and encourage:

- Social emotional needs?
- Responsive care from adults?
- Peer relationships?

2. How is it appropriate for infants & toddlers?



Activity: Infant and Toddler Environments Planning Document Handout 2.9



What is This Environment Telling Children to Do?



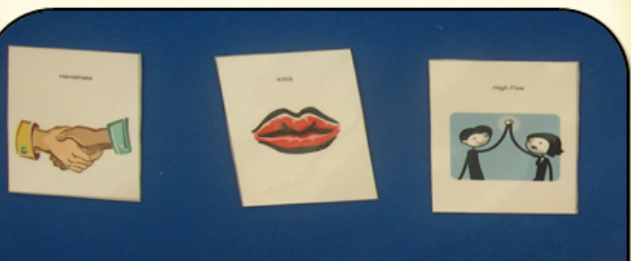
What is This Environment Telling Children to Do?



Help All Children Be Engaged!

Structure the Environment for Success

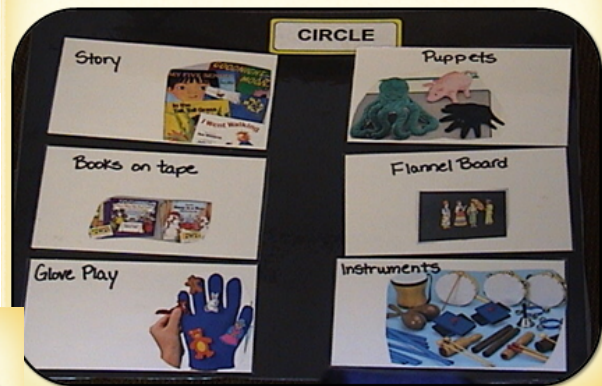
Greeting Choice



Environmental Cues



Circle Choices





Discuss these two writing centers:

- Strengths?
- Concerns?



Create Meaningful and Engaging Learning Areas

Stand in center of the room

- Is there a clear entry to each center?
- Is each center inviting?
- Are there enough materials (three units of play per child allowed in center)?
- Is there a system in place for entering and exiting centers?
- Are centers and materials/shelves labeled?
- Is there a rotation of materials?
- Are materials highly engaging?
- Are the activities relevant to children's needs, interests and lives?



Environmental Cues with Wiggle Room



Limit Number of Children in Centers



Classroom Arrangement and Design Activity

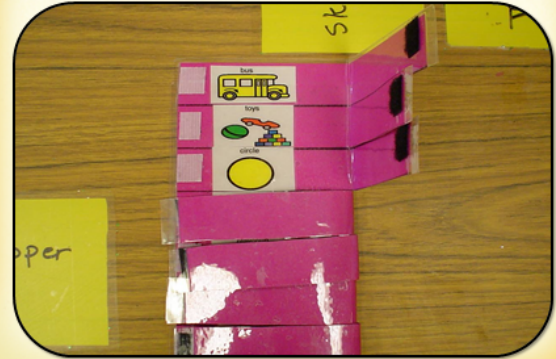
- Sketch your classroom on a sheet of paper
- Review your sketch with a partner:
 - Discuss areas of the room that work well (high engagement, low challenges)
 - Discuss areas of the room that are problematic
- Share ideas for changes that could be made

Schedules and Routines

Develop a schedule that promotes child engagement and success.

- Balance activities:
 - active and quiet
 - small group and large group
 - teacher-directed and child-directed
- Structure activities so there is a clear beginning, middle and end

Individual Schedule



Photograph Visual Schedule



Activity: “Putting It Into Practice”

You say it's time for circle. One little boy roams away from circle. When you try to guide him to circle, he drops to the ground and will not budge.

- What would you teach?
- How would you teach it?

Activity: “Putting It Into Practice”

You announce that it's time for centers and a girl runs to go out the door yelling “No! Play out!”

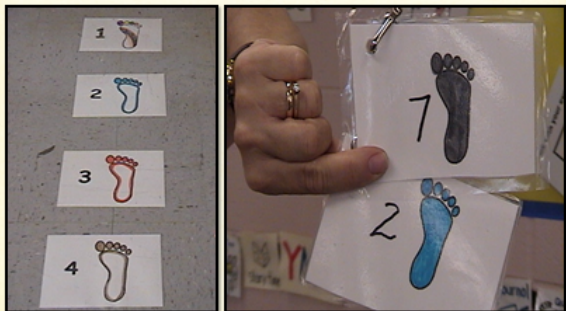
- What would you teach?
- How would you teach it?

Transitions

Environmental

- Turn off lights to signal transitions/get kids attention
- Pictures or line on floor to show children where to line up (sink, outside, etc)
- Use pictures of children to pair kids up for transitions
- Visual cues of how to do transition (e.g., motor actions from a book)

Transition with Choices



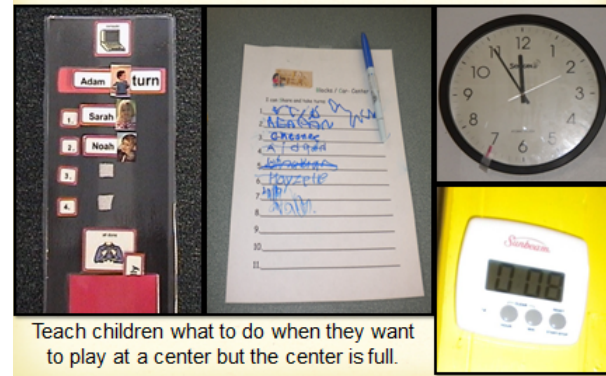
Five Minute Velcro Glove



Transition with Choices



Turn-Taking at Centers



Teach children what to do when they want to play at a center but the center is full.

Shaw University Child Care Center, Four Year-Old Classroom Environment



Portable Rules with Stop Sign

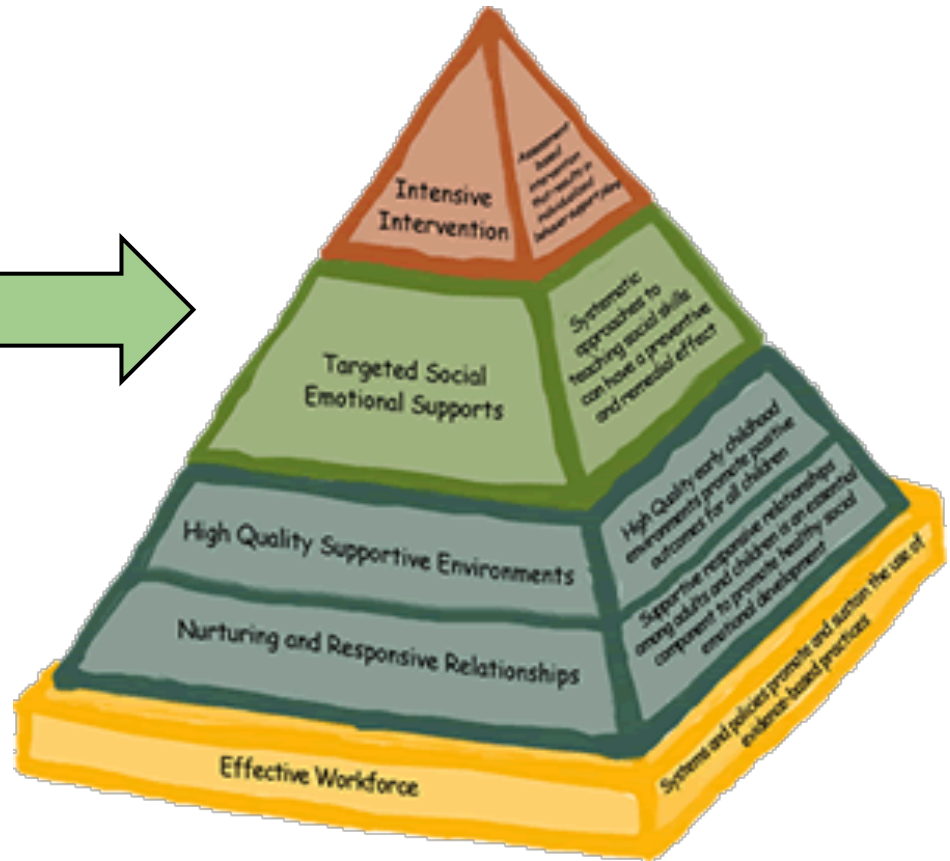


Rules Activity

- List the rules you have or would like to have in your classroom
- Brainstorm fun and creative ways for introducing and teaching the rules
- How can you get families involved in understanding and supporting your rules and expectations? How can you support families in teaching their own rules and expectations?

Plus many, many more!

Prevention which represents practices that are targeted social emotional strategies to prevent problems.



Resources, Assignments, and Activities for Targeted Social and Emotional Supports

CSEFEL Preschool Training Module 2:

http://csefel.vanderbilt.edu/resources/training_preschool.html

CSEFEL Infant/Toddler Training Module 2:

http://csefel.vanderbilt.edu/resources/training_infant.html

TACSEI's TTYC (*Teaching Tools for Young Children*)

http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/ttyc.htm

Tennessee Voices for Young Children, Downloadable Files

<http://teamtn.tnvoices.org/downloadable-files>

Resources, Assignments, and Activities for Targeted Social and Emotional Supports

Higher Education Tools from CSEFEL:

http://csefel.vanderbilt.edu/resources/preservice_faculty.html

- Module 2: The Pyramid Model Goes To College: Developing Friendship Skills
- Module 2.2: The Pyramid Model Goes To College: Enhancing Children's Emotional Literacy
- Module 2.3: The Pyramid Model Goes To College: Using Books To Support Social Emotional Development

TACSEI Make and Take Workshops:

http://challengingbehavior.fmhi.usf.edu/communities/make_n_take/make_n_take_home.html

TACSEI Photos:

<https://www.flickr.com/photos/challengingbehavior/collections/72157628734991931/>

If You Want It, Teach It!

“If a child doesn’t know how to read, *we teach*.

If a child doesn’t know how to swim, *we teach*.

If a child doesn’t know how to multiply, *we teach*.

If a child doesn’t know how to drive, *we teach*.

If a child doesn’t know how to behave,
we..... teach? punish?

Why can’t we finish the last sentence as automatically
as we do the others?”

Tom Herner (NASDE President) Counterpoint 1998, p.2

Stages of Learning

- **Show and Tell**
 - **Acquisition:** new skill or concept
- **Practice Makes Perfect**
 - **Fluency:** the ability to immediately use the skill or concept without a prompt
- **You Got It!**
 - **Maintenance:** continuing to use the skill or concept over time
 - **Generalization:** applying the skill or concept to new situations, people, activities, ideas, and settings

Look at the Skills Each Child Has or Does Not Have

Video 2.1



Let's Discuss What You Saw

- What friendship skills did the little girl have or not have?
- What friendship skills did the first boy with the jacket on have or not have?
- What friendship skills did the second boy with the stripes on his sleeves have or not have?
- What might a teacher do?

4 Steps of Initiating Play

Step 1



I can tap my friend on the shoulder.

Step 2



I can say "let's play!"

<http://depts.washington.edu/hscenter/>

4 Steps of Initiating Play

Step 3



I can gently take a friend by the hand.

Step 4



I can give my friend a toy that I want to share.

<http://depts.washington.edu/hscenter/>

What friendship skill is the teacher promoting? Video 2.4



Acknowledging Friendship Skills Video 2.5



Table Talk:

What Can the Teachers Do?

1. Every day Shelia hits her friends as they enter the room.
2. Zihair tries to interact with his friends during outside play but his peers don't seem to know what he is trying to do.
3. Ms. Sun has taught the children to share by reading them stories and doing "sharing" activities in circle, but children are still not sharing in centers.

Table Activity: Targeting Social Emotional Skills Instruction

Reflect on a social skill you see in the video assigned to your group. How might a teacher help children learn this skill?

Develop a lesson plan with your table for teaching the skill to the entire class.

- Rationale
 - Describe skill
 - Demonstrate: Right and wrong way
 - Practice
 - Promote

Social Emotional Skills



Video 2.10



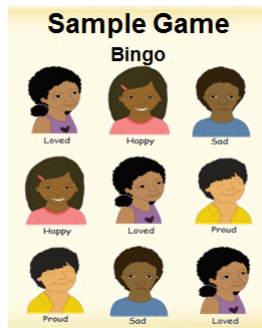
Video 2.11



Video 2.12

Enhancing Emotional Literacy

- Direct Teaching
- Indirect Teaching
- Use of Songs and Games
- How would you feel if...?
- Checking In
- Feeling Dice and Feeling Wheel
- Use of Children's Literature



Direct Teaching of Feeling Vocabulary



Feelings Activity Within Centers Memory and/or Match Game



Sample Song

To the tune of "Row Row Row Your Boat"

- Happy, happy smiling faces, look at my big grin. I am happy, see my face, making a big grin.
- Sad, sad frowning faces, look at me boo hoo. I am sad, see my face, crying big boo hoos.
- Surprise, surprise is my face, eyes are open wide. I'm surprised, see my face, eyes and mouth open wide.
- Nervous, nervous is my face; eyebrows and teeth are tight; I am nervous, me oh my, tying with all my might.
- Proud, proud is my face, shoulders and smiles are big; I am proud, standing tall, smiling really big.

Turtle Technique

Recognize that you feel angry.



“Think”
Stop.



Go into shell.
Take 3 deep
breaths. And
think calm,
coping
thoughts.



Come out
of shell
when calm
and think
of a
solution.



Teaching Tucker the Turtle:



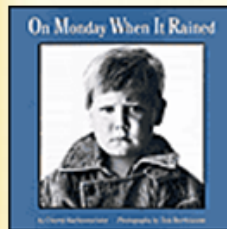
Videos 2.16, 2.17, 2.18

Use of Children's Literature

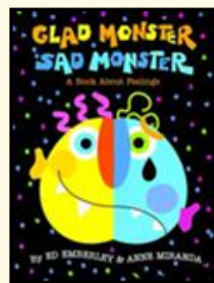


Book Nooks

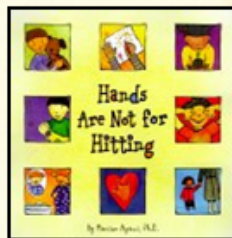
*On Monday
When
it Rained*



*Glad Monster
Sad Monster*

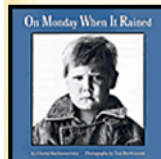


*Hands Are
Not for Hitting*



<http://csefel.vanderbilt.edu/resources/strategies.html>

Children's Literature



With a partner:

- 1) Read the book
- 2) Answer the questions on handout 2.5



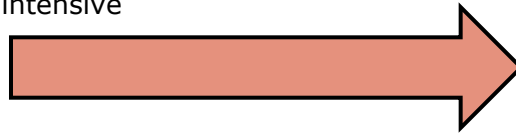
CSEFEL's Solution Kit

 <p>Get a Teacher</p>	 <p>Ask Nicely</p>	 <p>Ignore</p>	 <p>Say, "Please."</p>
 <p>Play together</p>	 <p>Say, "Please Stop."</p>	 <p>Share</p>	 <p>Trade</p>
 <p>Wait and take turns.</p>	 <p>Get a Timer</p>		
<p>2 X 2 SOLUTION KIT CUE CARDS</p>			

How can you make this work in your classroom?



Intervention which is comprised of practices related to individualized intensive interventions.



Resources, Assignments, and Activities for Intensive Intervention

CSEFEL Preschool Training Modules 3a and 3b:

http://csefel.vanderbilt.edu/resources/training_preschool.html

CSEFEL Infant/Toddler Training Module 3:

http://csefel.vanderbilt.edu/resources/training_infant.html

TACSEI Photos:

<https://www.flickr.com/photos/challengingbehavior/collections/72157628735031933/>

TACSEI TTYC Tool Kit

http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/ttyc_updated_toc.html

Process for Individualized Interventions

- Step 1: Establishing a collaborative team and identifying goals
- Step 2: Gathering information (functional assessment)
- Step 3: Developing hypotheses (best guess)
- Step 4: Designing behavior support plans
- Step 5: Implementing, monitoring, evaluating outcomes, and refining plan in natural environments

Behavior Support Plan

- **Behavior Hypotheses**- Purpose of the behavior; your best guess about why the behavior occurs
- **Prevention Strategies**- Ways to make events and interactions that predict challenging behavior easier for the child to manage
- **Replacement Skills**- Skills to teach throughout the day to replace the challenging behavior
- **Responses**- What adults will do when the challenging behavior occurs

Final ideas.....

- EDU 271 students sign in on SMART Board using feelings activity
- Practicum students practice and role play managing transitions, large group activities
- EDU 146 students create a Resource File
- Students create Scripted Story in various EDU courses (i.e. EDU 234 story for toddlers on biting, EDU 131 diverse families....)
- EDU 157, EDU 234 students create schedules and classroom environments
- EDU 280 students create book nooks
- EDU 284 Design and implement choice boards
- Trainer Resources from TACSEI:
http://challengingbehavior.fmhi.usf.edu/communities/trainers_main.html