
Resources Related to Social Emotional Intervention

Parent Center Webinar

Dec. 15, 2009



To hear the audio portion of the webinar, listen through your computer speakers OR use the following call-in information:

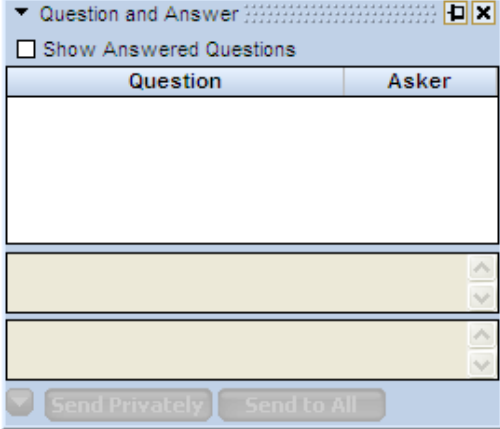

Dial: 1-866-951-1151

Conf. Room #: 5401250

-If you dial in to the toll-free number, be sure your computer speakers are OFF to avoid an echo.

Questions?

1. Type your question in the white box
2. When text is entered, a “send” option will activate
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Question	Asker

Send Privately Send to All


-All participants will be on mute, whether you call-in or are listening through your computer speakers. Use the Q&A box on the right side of the screen to ask questions to the presenter. We will respond to as many questions as possible during the presentation and try to follow-up individually with those we do not have time for.







Resources Related to Social Emotional Intervention

Lise Fox
University of South Florida

Center Mission

 Identify, disseminate and promote the implementation of evidence-based practices in order to improve the social, emotional, and behavioral functioning of young children with or at risk for delays or disabilities.

Our Focus

-  Provide a unified message and approach to the field
-  Work in collaboration with existing organizations and technical assistance providers
-  Develop and evaluate models of effective practice
-  Support states to sustain scaled-up implementation of evidence-based models and evidence-based practices

Sister Centers



Center on the Social and Emotional
Foundations for Early Learning

www.vanderbilt.edu/csefel/

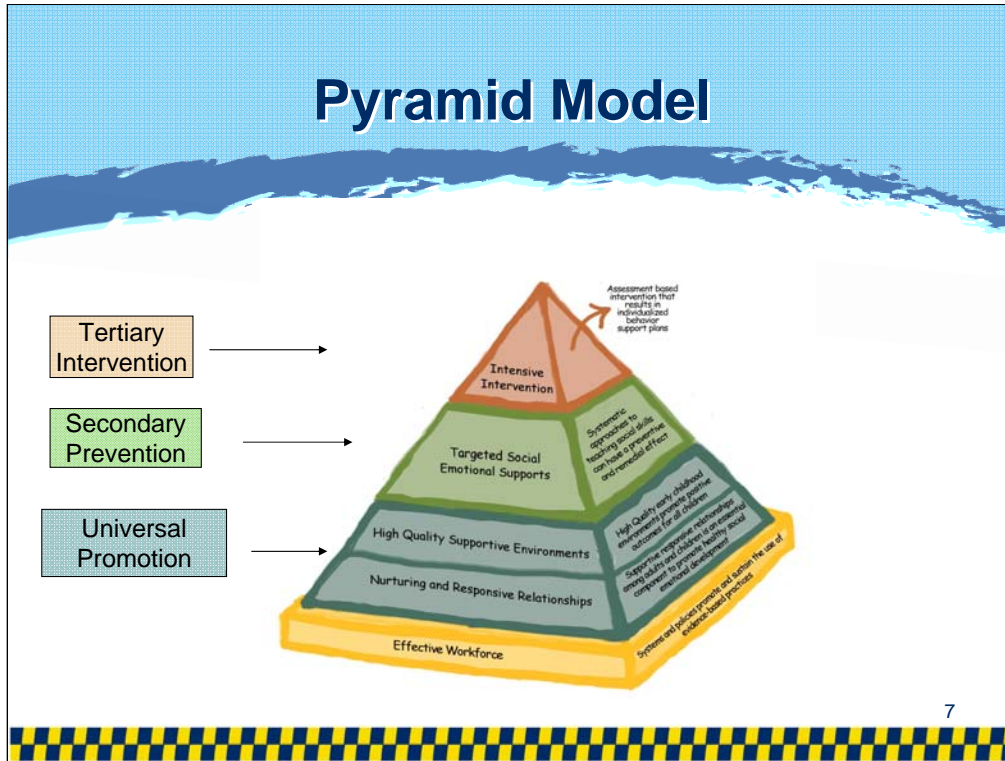


Technical Assistance Center
on Social Emotional Intervention






www.challengingbehavior.org





The inspiration for the Pyramid Model comes from the public health model of promotion, prevention, and intervention. Similar to the public health model, we describe the need for universal, secondary, and tertiary interventions. At the universal level we include the practices needed to ensure the promotion of the social development of all children. At the next level, the prevention level includes the provision of targeted supports to children at risk of challenging behavior. Finally, the tertiary level of the pyramid describes the need to provide individualized and intensive interventions to the very small number of children with persistent challenges.

Nurturing and Responsive Relationships

-  Foundation of the pyramid
-  Essential to healthy social development
-  Includes relationships with children, families and team members



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In the Pyramid Model, we place the provision of nurturing and responsive relationships with children, families, and colleagues as the foundation for all other practices and the universal conditions that are necessary for social competence promotion and behavior guidance. The focus on relationships puts primary importance on the caregiver or teacher engaging in responsive and positive interactions with children and the development of partnerships with families. Moreover, it includes the critical importance of collaboration and teaming that is essential to the provision of high quality early childhood programs and early intervention services in natural environments.

In their early years, children exist within a web of relationships among parents, teachers, other caring adults in their lives and eventually, peers. This web supplies the context within which healthy social emotional growth and the capacity to form strong affirmative relationships with adults and peers develop. The relationships level of the pyramid includes practices such as: actively supporting children's engagement; embedding instruction within children's routine, planned, and play activities; responding to children's conversations; promoting the communicative attempts of children with language delays and disabilities; and providing encouragement to promote skill learning and development. When providing support to very young children and their families within early intervention programs, this level of the pyramid includes developing strong collaborative partnerships with families and other caregivers, providing support to caregivers in responding to the infant and toddler's needs, and guiding caregivers in establishing responsive and nurturing interactions that will promote the child's social development.

High Quality Environments

- ▶ Inclusive early care and education environments
- ▶ Comprehensive system of curriculum, assessment, and program evaluation
- ▶ Environmental design, instructional materials, scheduling, child guidance, and teacher interactions that meet high quality practices as described by NAEYC and DEC



Supportive Home Environments

- Supporting families and other caregivers to promote development within natural routines and environments
- Providing families and other caregivers with information, support, and new skills



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At this level of the pyramid, families who receive early intervention services might be provided with information and support on establishing predictable routines; implementing specialized health care and treatment procedures; teaching social, emotional, and other skills within play and routine activities; promoting language and communication development; and how to foster the development of play and social interaction skills. All of these parenting issues have a relationship to supporting the social and communication development of children and minimizing the likelihood that a child will develop challenging behavior.

Targeted Social Emotional Supports

- ▶ Self-regulation, expressing and understanding emotions, problem solving, developing social relationships
- ▶ Explicit, embedded instruction
- ▶ Increased opportunities for instruction, practice, feedback
- ▶ Family partnerships
- ▶ Progress monitoring and data-based decision-making



Targeted Social Emotional Supports

-  Explicit instruction and support
-  Self-regulation, expressing and understanding emotions, developing social relationships






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The secondary or prevention level of the Pyramid includes the provision of explicit instruction in social skills and emotional regulation. In early childhood programs, all young children will require adult guidance and instruction to learn how to express their emotions appropriately, play cooperatively with peers, and use social problem solving strategies. However, for some children it will be necessary to provide systematic and focused instruction to teach children discrete social emotional skills. Children might need more focused instruction on skills such as: identifying and expressing emotions; self-regulation; social problem solving; initiating and maintaining interactions; cooperative responding; strategies for handling disappointment and anger; and friendship skills.

Families in early intervention programs might need guidance and coaching from their early intervention provider for how to promote their child's development of targeted social and emotional skills. Families of infants and young toddlers might need guidance and support for helping the very young child regulate emotions or stress and understand the emotions of others.

Individualized Intensive Interventions

-  Comprehensive interventions
-  Assessment-based
-  Skill-building



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When children have persistent challenging behavior that is not responsive to interventions at the previous levels, comprehensive interventions are developed to resolve problem behavior and support the development of new skills. At this level of the Pyramid Model, Positive Behavior Support (PBS) is used to develop and implement a plan of intensive, individualized intervention. PBS provides an approach to addressing problem behavior that is individually designed, can be applied within all natural environments by the child's everyday caregivers, and is focused on supporting the child in developing new skills.

Positive Behavior Support

- Convene a team
- Conduct functional assessment
- Identify hypotheses
- Develop behavior support plan for all relevant environments



The process begins with convening the team that will develop and implement the child's support plan. At the center of the team is the family and child's teacher or other primary caregivers. The PBS process begins with functional assessment to gain a better understanding of the factors that are related to the child's engagement in challenging behavior. Functional assessment ends with the development of hypotheses about the functions of the child's challenging behavior by the team. These hypotheses are used for the development of a behavior support plan. The behavior support plan includes prevention strategies to address the triggers of challenging behavior; replacement skills that are alternatives to the challenging behavior; and strategies that ensure challenging behavior is not reinforced or maintained. The behavior support plan is designed to address home, community, and classroom routines where challenging behavior is occurring. In this process, the team also considers supports to the family and strategies to address broader ecological factors that affect the family and their support of the child.

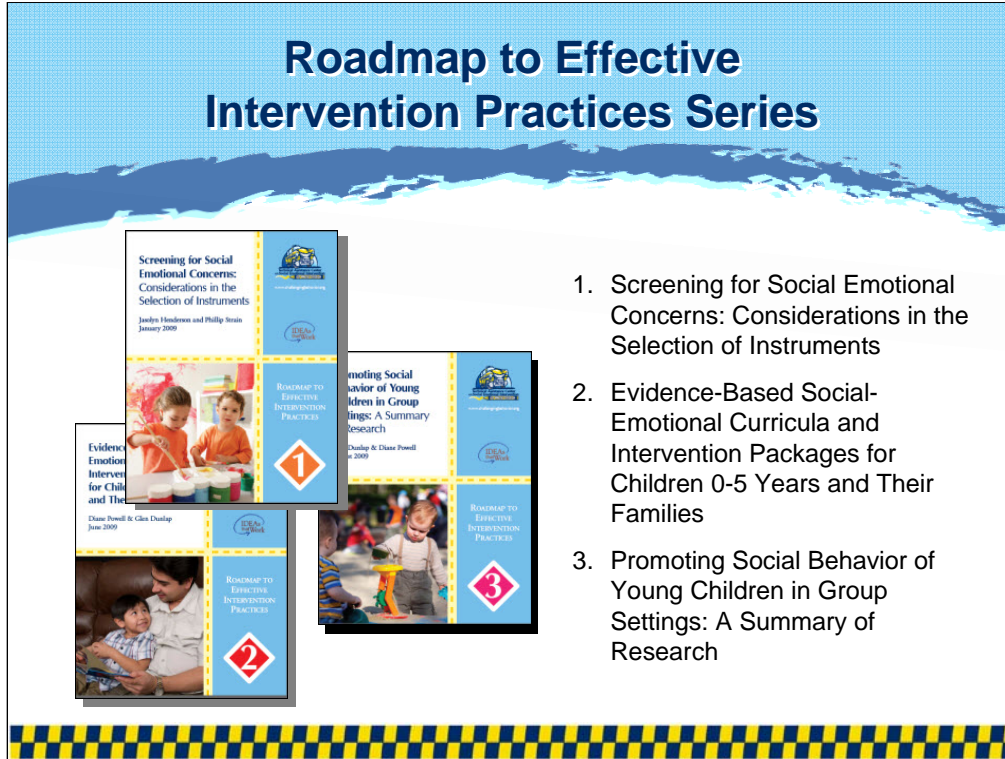
Policy Briefs



- ✓ Promoting Social, Emotional and Behavioral Outcomes of Young Children Served Under IDEA
- ✓ Administrator Strategies that Support High Fidelity Implementation of the Pyramid Model for Promoting Social-Emotional Competence & Addressing Challenging Behavior

<http://www.challengingbehavior.org/do/resources/briefs.htm>

Roadmap to Effective Intervention Practices Series



1. Screening for Social Emotional Concerns: Considerations in the Selection of Instruments
2. Evidence-Based Social-Emotional Curricula and Intervention Packages for Children 0-5 Years and Their Families
3. Promoting Social Behavior of Young Children in Group Settings: A Summary of Research

<http://www.challengingbehavior.org/do/resources/roadmap.html>

Teaching Tools for Young Children with Challenging Behavior



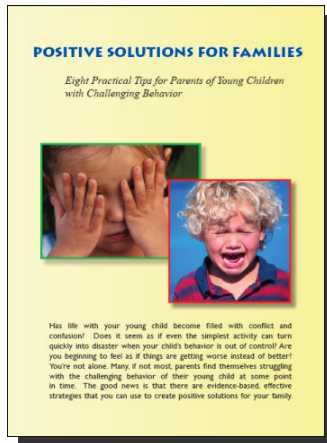
The Teaching Tools gives teachers practical strategies to create a plan to support young children who are having challenging behavior

This tool provides:

1. easy access to 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

http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm

Positive Solutions for Families



This four-page brochure provides parents with **eight practical tips** they can use when their young children exhibit challenging behavior.

Each tip includes:

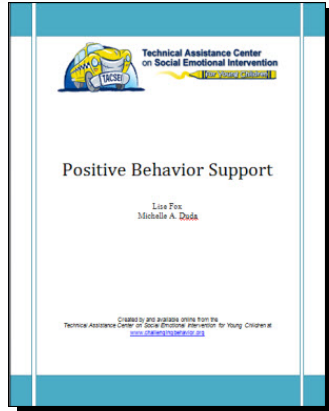
- ✓ a brief explanation of the tip
- ✓ an example to show parents how they might use the specific approach with their own family in everyday life.

This product is also available in Spanish

Coming Soon! Making Life Easier Series

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

Complete Guide to Positive Behavior Support



- ✓ Designed as a "take-away" tool to accompany the TACSEI Six Steps of PBS (Positive Behavior Support) learning modules on the TACSEI site
- ✓ Word document that outlines the entire PBS process
- ✓ Includes links to all the forms, information sheets and worksheets described in the learning modules
- ✓ Includes links to many websites and other valuable resources

http://www.challengingbehavior.org/explore/pbs_docs/pbs_complete.doc

Facts About Young Children with Challenging Behavior

Facts About Young Children with Challenging Behaviors

What is the SIGNIFICANCE of the issue?

- There is evidence to suggest that children with challenging behaviors are more likely to experience negative long-term outcomes (Fitzell & Dadds, 2005).
- The developmental course is particularly negative for those with the "high end" of "oppositional" behavior (Fitzell, 2005; Fergusson & Horwood, 1979; Walker & Demaree, 1984).
- Early appearing behavior problems are a strong predictor of the long-term persistence of delinquency, substance use, gang membership, and other later-life problems (Fergusson, 2005; Fergusson & Horwood, 1979; Reid, 1985).
- If challenging behavior is not abated by the end of the third grade, it appears that the child is at risk for a chronic condition. Importantly, boys are more at risk by entering and staying in the juvenile justice system (Dodge, 1980).
- The absence of any comprehensive service delivery system during the early years of a child's life may be a contributing factor to the persistence of challenging behavior (Fergusson, 2005; Fergusson & Horwood, 1979; Reid, 1985).
- The evidence on service utilization is sparse and largely difficult to compare and contrast different approaches to identification, screening, referral, and service provision (Fergusson, 2005; Fergusson & Horwood, 1979; Reid, 1985).

What are the COSTS of failing to address these challenging behaviors?

- Children who present with challenging behavior are likely to drop out of school, be arrested, and be involved in the criminal justice system (Fergusson, 2005; Fergusson & Horwood, 1979; Walker & Demaree, 1984).

What POSITIVE OUTCOMES can be expected from early case-management services that address these challenging behaviors?

- Decreased risk of withdrawal, aggression, non-compliance, and disruption (Fergusson, 2005).
- Decreased impact on home, school, separation, anxiety, responsibility, conduct, and disruptive-compliance disorders.
- Positive peer relationships leading to understanding of friendship, cooperation, and sharing (Fergusson, 2005).
- Increased self-esteem, self-management, and self-control (Fergusson, 2005).
- Increased mental and emotional health (Walker & Demaree, 1984).
- Academic success (Walker et al., 1986).
- Reduced risk for later programs (juvenile delinquency and special education placement) (Smith & Tolan, 2001).

www.challengingbehavior.org
 November 2010
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Young children with challenging behavior have a significant risk of continued problems, school failure, and social adjustment problems.

This fact sheet provides:

- ✓ a summary of the research on the significance of the issue
- ✓ the social costs associated with young children who have challenging behavior
- ✓ the importance of early intervention

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

TACSEI Webinars



- ✓ The Pyramid Framework within Early Intervention Programs: Promoting the Social Development of Infants and Toddlers
- ✓ Preventing Challenging Behavior: A Model for Young Children with Autism Spectrum Disorder
- ✓ Implementing and Sustaining Effective Programs and Services that Promote Good Social, Emotional & Behavioral Outcomes for Young Children with Special Needs (Two Parts)
- ✓ Program-Wide PBS: The Pyramid Model
- ✓ Using a Response to Intervention (RTI) Framework to Promote Young Children's Social Development: The Teaching Pyramid Model

http://www.challengingbehavior.org/explore/presentations_workshops.htm

Coming Soon!

-  New Roadmap Documents
 -  More Family Materials
 -  Webinars
 -  Coaches Tools
 -  Training Materials specific to the support of children with disabilities
-  *Sign up for our E-updates*

E-Update Sign up: <http://www.challengingbehavior.org/email.htm>



Center on the Social Emotional Foundations for Early Learning

Office of Head Start
Child Care Bureau

<http://www.vanderbilt.edu/csefel/>

Preschool Training Materials

Module 1 – Promoting Children’s Success: Building Relationship and Creating Supportive Environment

Module 2 – Social Emotional Teaching Strategies

Module 3a/b – Individualized Intensive Intervention

Module 4 - Leadership Strategies



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

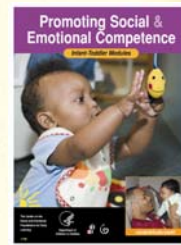
Infant Toddler Training Materials

Module 1 – Social Emotional
Development within the Context of
Relationships

Module 2 – Responsive Routines
Environments, and Strategies

Module 3 – Individualized Intensive
Intervention with Infants and Toddlers

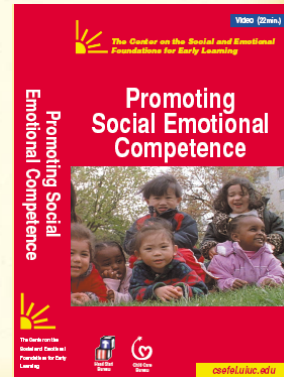
Module 4 - Leadership Strategies



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

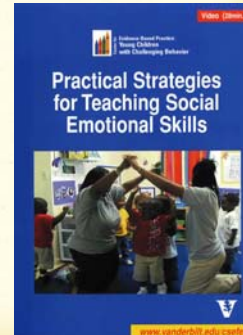
- **Promoting Social Emotional Competence” Video**

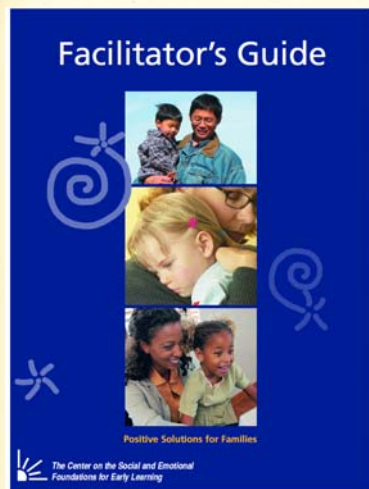
- Feature length video
- Overview of Framework
- Facilitator Guide in progress
- English and Spanish
- open captioning



“Practical Strategies for Teaching Social Emotional Skills” ” Video

- 28 min. feature length video
- Highlights strategies and approaches that early childhood personnel and families can use to systematically target social emotional supports that build young children’s skills





Parent Training Modules

- 6 Session, Parent Group
- Designed to provide support and solutions for families struggling with child's social development and problem behavior
- Includes Parent Workbook
- Family Routine Guide helps families address challenging behavior within everyday routines



Center on the Social and Emotional
Foundations for Early Learning

http://www.vanderbilt.edu/csefel/resources/training_parent.html

Family Tools

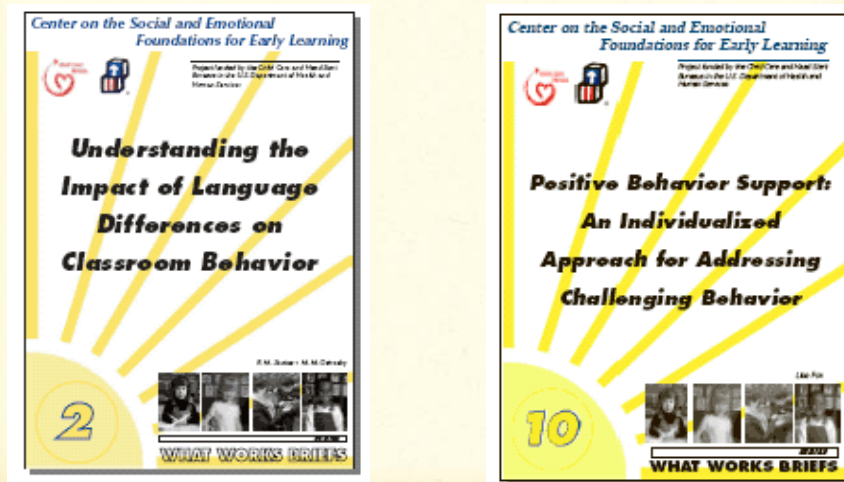
- *Your Child To Identify and Express Emotions*
- *Teaching Your Child To Cooperate with Requests*
- *Make the Most of Playtime*
- *Responding to Your Child's Bite*
- *Teaching Your Child About Feelings*



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<http://www.vanderbilt.edu/csefel/resources/family.html>

CSEFEL - What Works Briefs



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

What Works Briefs Training Kits

- Provide trainers with the materials needed to conduct a short staff development program on a focused topics based on the What Works Briefs topics. Materials include:
 - PowerPoint slides
 - Activities
 - Handouts

<http://www.vanderbilt.edu/csefel/trainingkits.html>



http://www.vanderbilt.edu/csefel/resources/training_kits.html

Practical Strategies

Book Nook

Using Books to Support Social Emotional Development



Big Al
By Andrew Clements
Picture Book Studio, 1998

Big Al is a fish who wants to make friends! He tries everything he can think of to make friends, but nothing seems to work! The other fish are afraid of him because he is different. They all think that Big Al is very big and very scary! When Big Al comes to the rescue of the other fish when they get caught in a fisherman's net, they realize what a great friend he really is! (Ages 4-6)

- Examples of activities that can be used while reading *Big Al* and throughout the day to promote social and emotional development:
- While reading the story, ask the children how they would feel if they were Big Al. How would they feel if they really wanted to make friends with someone, but no matter what they tried—his ability's world? Ask if they think Big Al is different? How so? Be different? Talk about how we are all different—some of us are tall, some, have blue eyes, brown eyes, green eyes, etc.—and just because we are different doesn't mean we can't be friends! Ask what they think they would do if Big Al tried to be their friend?
 - Talk about the fact that Big Al solved his friendship problem by helping the other fish get out of the fish net when they were trapped. Helping each other is one way to make friends, but there are also many other ways. Ask what they think Big Al could have done to make friends with the other fish. Ask what they do to make new friends. Write their ideas on paper so they discuss ways to make friends and display the list in the room.
 - Have a Make a Friend Day! and have the children use the ideas they came up with above and try to make new friends.
 - Use rhymes such as the one below to practice rhyming skills and to talk about being friends:

The little fish swimming in the sea
The first one said, "Come and play with me!"
The second one said, "No one knows how to share!"
The third one said, "Let's show our friends we care!"
The fourth one said, "I'll talk to you again!"
The fifth one said, "Let's be friends forever!"

Reading the same book to several days in a row is a great way to provide opportunities for review, addition, and practitioners to develop a sense of competence and confidence, which is an important part of social and emotional development. They become able to turn pages, point to...



The Center on the Social and Emotional Foundations for Early Learning



Office of Head Start
Child Care Resource

Book Nook

Using Books to Support Social Emotional Development



Put Them Gently
By Melissa O'Brien
Baby Piggy Toes Press

Put Them Gently provides a wonderful introduction for young children to begin to understand what it means to be gentle to animals. Each page provides simple instructions ("be a quiet baby" and "be very slow") along with friendly, fun illustrations that children can use to practice being gentle. The wild children learn from this book will apply not only to animals, but also to how they can be gentle with other children. (Ages 1-4)

- Examples of activities that can be used while reading *Put Them Gently* and throughout the day to promote social and emotional development:
- Before reading the book, ask the children if they know what it means to be gentle. Ask questions like, "If I touch something very softly, am I being gentle?" or "If I want my voice to be gentle, should I talk loudly or quietly?" These questions will help children start to think about what the word "gentle" means, and what behaviors they can use to be gentle or not gentle. Tell the children that you are going to read a book about being gentle to animals. Ask why they think it is important to be gentle to animals (so that the animal doesn't get hurt or scared, so that children won't get hurt).
 - While reading, allow children to take turns practicing "putting gently" with the funny illustrations in the book. You can demonstrate with the first illustration, and repeat as needed to remind the children what gentle putting looks like. The next time you read the book, try giving each child a stuffed animal to hold while you are reading the story. Have them put their stuffed animal gently each time you read those words in the book.
 - After reading the book, ask children if they can think of other times when they might need to be gentle (for example if they give a friend a hug, when they are playing, when there is a baby around). You can help them think of different situations (think of the times that you tell children to "be gentle," what are some of those situations). Go through each situation and explain why being gentle is important. Some of the reasons might be similar to the ones they came up with in the animals, (so no one gets hurt) and new reasons (so that you don't get broken). Talk about how important it is to be gentle to other children. Throughout the day, let children know when you notice them being gentle! If someone needs a reminder about being gentle, ask if they remember practicing putting gently in *Put Them Gently*. Can they try it in that again?
 - Use the story as a way to talk about pets in general. Ask children about any pets that they might have at home. They can even bring in a picture of their pet if they have one. Ask children how it makes them feel to be around a pet. Does it make you happy? nervous? excited? Some children like being around pets very much, but some children might not. Some children might like small...



The Center on the Social and Emotional Foundations for Early Learning



Office of Head Start
Child Care Resource

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

Practical Strategies: The Solution Kit

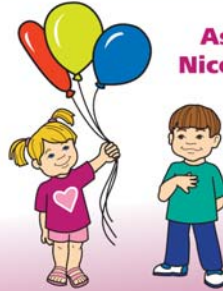
Say, "Please Stop."



Ignore



Ask Nicely



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

Practical Strategies: Teaching Emotions



Proud

Frustrated



Embarrassed

TACSEI/CSEFEL Updates

Young Children's *Social-Emotional* Development



*Updates from
TACSEI and CSEFEL*

**Sign Up to Receive our Center
Monthly Updates**
www.challengingbehavior.org

**Thank you for attending
today's webinar!**

Remember to check out all
the great resources at:
www.challengingbehavior.org and
<http://www.vanderbilt.edu/csefel/>

Please complete the webinar evaluation
that will be emailed to you.

