Social and Emotional Strategies to Support Children

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Presenter:

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Session Objectives

At the end of this presentation, you should be able to:

• Recognize the importance of using evidenced-based strategies to support all children, including those at risk for behavior challenges, to decrease suspensions and expulsions.

• Recognize the importance of being proactive and preventive in your approach to challenging behaviors

• Understand the HSPPS related to Pyramid Model strategies

• Understand the tiers of the Pyramid Model
Here’s what we’re doing today:

1. A Response to Suspension and Expulsion
2. Introduction to the Pyramid Model
3. Review of the HSPPS related to Pyramid Model strategies
4. The Promise and Challenge of adopting the Pyramid Model
5. Using the Pyramid Model to Promote Social Emotional Competence and Reduce Challenging Behaviors
6. Pyramid Model Practices
7. Reflecting on the Pyramid Model
“Preschool expulsions...are not child behaviors; they are adult decisions.”
Walter S. Gilliam, PhD Yale University Child Study Center
How familiar are you with the Pyramid Model?
The Pyramid Model: Promoting Social and Emotional Competence and Addressing Challenging Behavior

Tier 1 – All Children

Tier 2 – Some Children

Tier 3 – Few Children
Socially-Emotionally Competent Children

• tolerate frustration better
• get into fewer fights
• engage in less destructive behavior
• are healthier
• are less lonely
• are less impulsive
• are more focused
• have greater academic achievement
The Head Start Program Performance Standards (HSPPS) and the Pyramid Model
• 1302.90(c)
• 1302.30 Subpart C – Education and Child Development Program services
• 1302.101(b)(1) & (3)
How can programs support the use of effective practices?

...a research-based coordinated coaching strategy for education staff...
How can programs prevent suspension and expulsion?

...prohibit or severely limit suspension...a program cannot expel or unenroll a child...
The House

- Providing nurturing, responsive, and effective interactions and engaging environments for children
- Implementing research-based curricula and teaching practices
- Using screening and ongoing assessment of children’s skills
- Individualizing teaching and learning
- Engaging parents and families
• Healthy social and emotional development is a protective factor against child abuse and neglect

• Social and emotional development is linked to success in school and beyond

• Social and emotional development is firmly tied to all other areas of development
The Promise, 
The Challenge
The Promise:

We have an evidence-based practices
• Earlier is better
• Support for parents matters
• High-quality environments are key
• A comprehensive approach is necessary
• Behavior consultation makes a difference
• REALTIONSHPs are KEY!

Parents and teachers can implement the practices in natural settings
The Challenge:

• How do we ensure that effective practices are accessible to all children, families and staff?

• How do we build systems within programs and communities such that education staff and families have the support they need to implement the practices?
Addressing the Challenge

Effective Workforce
Addressing the Challenge:

- Professional Development – Training and Education
  Administration
  Staff
  Families
- Coaching – Individualized Evidence Based Practices
- Family Engagement
- Adopting a Program-Wide Approach
- Fidelity of Implementation
Pyramid Training Materials

- Pyramid Model Modules
- Pyramid Modules for Family Child Care
- Practice-Based Coaching Modules and resources
- Parents Interacting with Infants (PIWI)
- Positive Solutions for Families
- Program-wide adoption resources
Using the Pyramid Model to Promote Social Emotional Competence and Reduce Challenging Behaviors: Tier 1 Practices:

Nurturing & Positive Relationships
Building Relationships

Why is it important?

• The relationships that we build with children, families, and colleagues are at the foundation of everything we do. It is important to build these relationships early on rather than waiting until there is a problem.

• Children learn and develop in the context of relationships that are responsive, consistent, and nurturing.
What behaviors push your button?

• How do these behaviors make you feel?
• What is your response when these behaviors occur?
• How does this impact your relationship with a child and his/her family?
Building Positive Relationships by Making Deposits

Maintain a 5:1 (positive to negative)

Give attention when the child is engaged in appropriate behaviors

(this works for adults too!)
Making Deposits: Building Relationships

• How do you build relationships with...
  - Infants?
  - Toddlers?
  - Preschoolers?
  - Parents?
  - Colleagues?
  - Children that Challenge Us?
How Culture Influences Caregiver Behavior

• Individual and culturally based beliefs, values and perceptions affect caregiver attitudes about behavior

• Infants, toddlers, and preschoolers don’t come into classroom and family child care settings knowing what behaviors are appropriate in group care settings
Attachment and Temperament

• Attachment
  Attachment is a pattern of interaction that develops over time as the child and caregiver engage.

• Temperament
  Appears to be biologically based
  Fairly constant over time
  Affects a child’s reactions to other people and the environment

(Wittmer & Petersen, 2006 based on Thomas, Chess, Birch, Hertzig & Korn, 1963)

https://www.ecmhc.org/temperament/index.html
“Every child needs one person who is crazy about him.”
-Uri Bronfenbrenner
Using the Pyramid Model to Promote Social Emotional Competence and Reduce Challenging Behaviors: Tier 1 Practices:

High Quality Supportive Environments
High Quality Supportive Environments

Engagement for Every Child
Universal Design for Learning
Making Accommodations, Providing Support
High-Quality Environments

- Schedules, Routines, Transitions, Visual
- Comprehensive system of curriculum, assessment, and program evaluation
- Environmental design, instructional materials, child guidance, and teacher interactions that meet high quality practices as described by NAEYC and DEC
Classroom Arrangement & Environmental Supports

- Physical Design
- Environmental Cues
- Schedules and Routines
- Transitions
- Promoting Engagement During Large and Small Group Activities
- Simple Rules/Clear and Realistic Expectations
- Ongoing Monitoring and Positive Attention
Classroom Arrangement and Design

• Consider how the environment can be arranged to prevent problem behavior

• Minimize large open spaces

• Minimize obstacles and other hazards

• Consider the needs of children with physical and sensory sensitivities

• Use visual and environmental cues to help children know what to do
What is This Environment Telling Children to Do?
Structure the Environment for Success

Help All Children Be Engaged!
Structure the Environment for Success
Visually and Environmental Cues
“An ounce of prevention is worth a pound of cure.”
- Ben Franklin
Visuals and Environmental Cues
Preventive Example
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.

1. What would you do to your environment to prevent this behavior?
2. What new skills would you teach to prevent this behavior from occurring in the future?
Activity: “Putting It Into Practice”

A new little boy arrives in your classroom and he is so scared. When Mommy says bye he screams, cries, pulls on her leg, and tries to climb up Mommy’s body.

1. What would you do to your environment prevent this behavior?
2. What new skills would you teach to prevent this behavior from occurring in the future?
“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)*
Tier 2: Pyramid Model Practices:

Targeted Social Emotional Supports
Key Social Emotional Skills Children Need

• Confidence
• Capacity to develop good relationships with peers and adults
• Concentration and persistence on challenging tasks
• Ability to effectively communicate emotions
• Ability to listen to instructions and be attentive
• Ability to solve social problems

What do adults do when they don’t have each of these skills?

What do children do when they don’t have each of these skills?
Teaching Practices

- Identifying teachable moments
- Facilitating the development of friendship skills
- Teaching children to recognize and express emotions
- Teaching anger management and how to calm down
- Teaching problem solving
Identifying Teachable Moments
Friendship Skills

- Gives suggestions (play organizers)
- Shares toys and other materials
- Takes turns (reciprocity)
- Is helpful (assists)
- Affectionate
- Give compliments
- Understands how and when to give an apology
- Begins to empathize
What is it?

*Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.*
Controlling Anger and Impulse

• Recognizing that anger can interfere with problem solving

• Learning how to recognize anger in oneself and others

• Learning how to calm down

• Understanding appropriate ways to express anger
Problem Solving Steps

Step 1
What is the problem?

Step 2
Think, think, think of some solutions.

Step 3
What would happen if we tried each solution? Would it be safe? Would it be fair? How would everyone feel?

Step 4
Give the solution a try!

Would it be safe?

Would it be fair?

How would everyone feel?
Tier 3 Pyramid Model Practices:

Intensive Interventions
Individualized Positive Behavior Support

WHAT IS IT?
What we are referring to when we say “challenging behavior” is:

- Any repeated pattern of behavior that interferes with learning or engagement in pro-social interactions with peers and adults.
- Behaviors that are not responsive to the use of developmentally appropriate guidance procedures.
- Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destruction, self-injury, noncompliance, and withdrawal.
Challenging Behavior Communicates

• Communicates a message when a child does not have language.

• Behavior is used instead of language by a child who has limited social skills or has learned that challenging behavior will result in meeting his or her needs.
Challenging Behavior Works

- Children engage in challenging behavior because “it works” for them.

- Challenging behavior results in the child gaining access to something or someone (i.e., obtain/request) or avoiding something or someone (i.e., escape/protest).
Challenging Behavior - Tim Before Intervention
## Old Way – New Way

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<th><strong>Old Way</strong></th>
<th><strong>New Way</strong></th>
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<td>• General intervention for all behavior challenges</td>
<td>• Matched to purpose of the behavior</td>
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<td>• Intervention is reactive</td>
<td>• Intervention is proactive</td>
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<td>• Focus on behavior reduction</td>
<td>• Focus on teaching new skills</td>
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<td>• Quick fix</td>
<td>• Long-term interventions</td>
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Individualized Positive Behavior Support

• An approach for changing a child’s behavior
• Is based on humanistic values and research.
• An approach for developing an understanding of why the child has challenging behavior and teaching the child new skills to replace challenging behavior.
• A holistic approach that considers all of the factors that impact on a child, family, and the child’s behavior.
Individualized Positive Behavior Support

The Process:

• Convene a team

• Conduct functional assessment

• Identify hypotheses

• Develop behavior support plan for all relevant environments
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[Link](http://headstartinclusion.org/teacher-tools#visual)
https://www.ecmhc.org/temperament/index.html
Reflecting on the Framework

Tier 3 - *Children with persistent challenges*

Tier 2 - *Children at-risk*

Tier 1 - *All Children*

Positive Behavior Support

Social Skills Curricula

High quality Early Education

PD/Coaching Supports

Effective Workforce

Nurturing & Responsive Relationships

High Quality Supportive Environments

Targeted Social Emotional Supports

Intensive Intervention
Resources

• Looking Beyond Behaviors to Discover Meaning
  https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/multimedia/online-lessons

• National Center for Pyramid Model Innovations
  http://challengingbehavior.cbcs.usf.edu/

• Understanding and Managing Challenging Behavior
  https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/understanding-managing-challenging-behavior

• Challenging Behavior: Prevention Strategies for Children with Disabilities
Thank you!

Please take some time to complete the session evaluation.
THANK YOU