Social and Emotional Strategies to Support Children

June 27, 2019

Presenter:

Melisa Jaen, NCECDTL

Beth Vorhaus, NCECDTL

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

Early Childhood National Centers

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

NCECDTL

Session Agenda

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
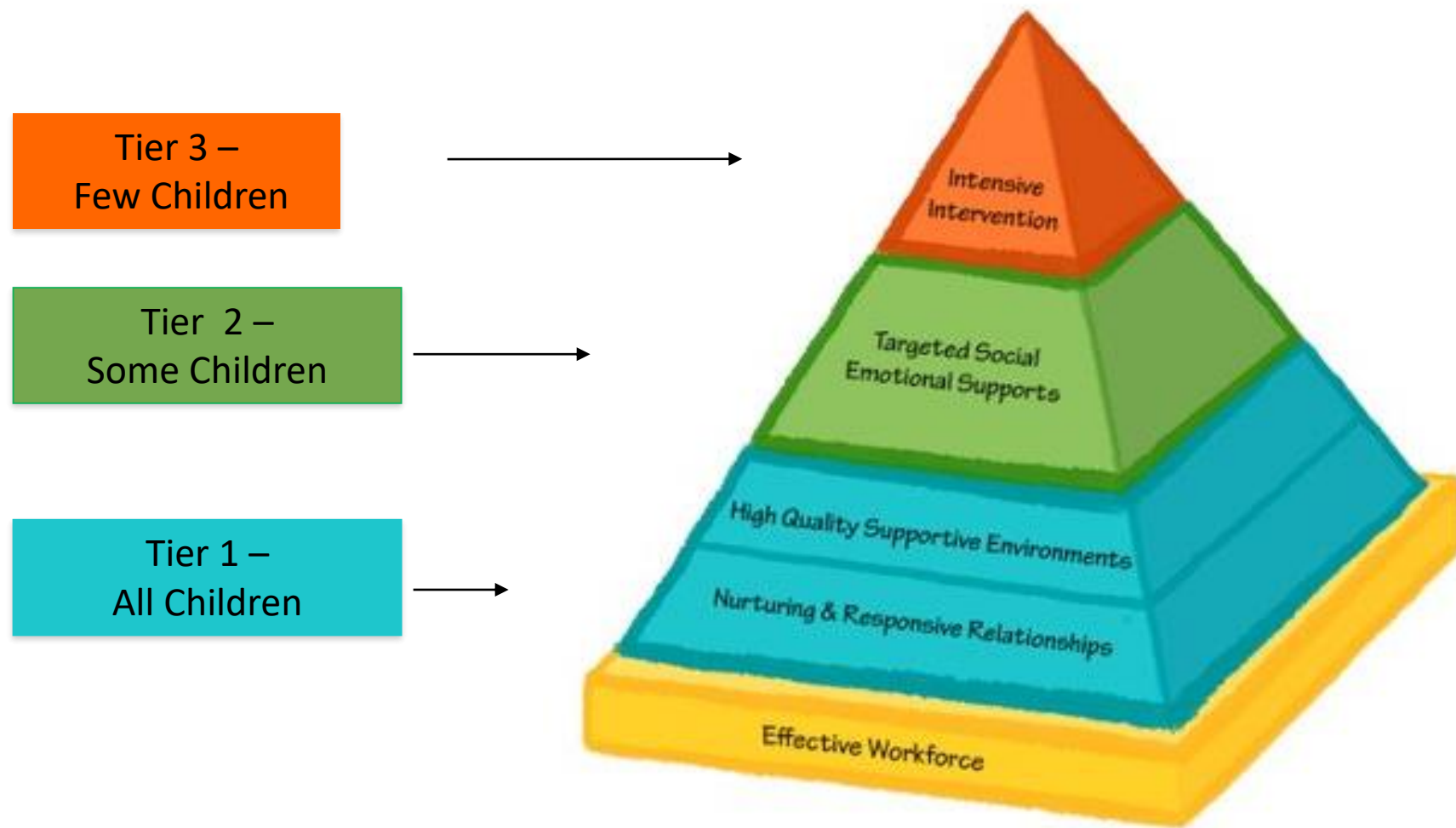6. Pyramid Model Practices
7. Reflecting on the Pyramid Model

"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?

NCECDTL

Tier 3 –
Few Children

Tier 2 –
Some Children

Tier 1 –
All Children

Intensive
Intervention

Targeted Social
Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

- 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

Head Start Program Performance Standards

45 CFR Chapter XIII
RIN 0970-AC63

Department of Health and Human Services
Administration for Children and Families

- 1302.90(c)
- 1302.30 Subpart C – Education and Child Development Program services
- 1302.101(b)(1) & (3)

Outline

1302.92 Training and professional development.

(a) A program must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.

(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include:

(1) Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act.

(2) Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws;

(3) Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, as described throughout this part;

(4) Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes; and,

(5) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing

...a research-based coordinated coaching strategy for education staff...

effective teacher practices directly related to program performance goals;

(3) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (c)(1) of this section to receive other forms of research-based professional development aligned with program performance goals;

(4) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (c)(1) of this

Outline

1302.17 Suspension and expulsion.

(a) *Limitations on suspension.* (1) A program must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.

(2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.

> …prohibit or severely limit suspension…a program cannot expel or unenroll a child…

program activities as quickly as possible while ensuring child safety by:

  (i) Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources;

  (ii) Developing a written plan to document the action and supports needed;

  (iii) Providing services that include home visits; and,

  (iv) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate.

(b) *Prohibition on expulsion.* (1) A program cannot expel or unenroll a child from Head Start because of a child's behavior.

Top

- 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

CENTRAL DOMAINS				
APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/ TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

The Promise,
The Challenge

NC**ECDTL**

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
- REALTIONSHIPS are KEY!

Parents and teachers can implement the practices in natural settings

- 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?

NCECDTL

Early Childhood National Centers

Effective Workforce

- 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

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce
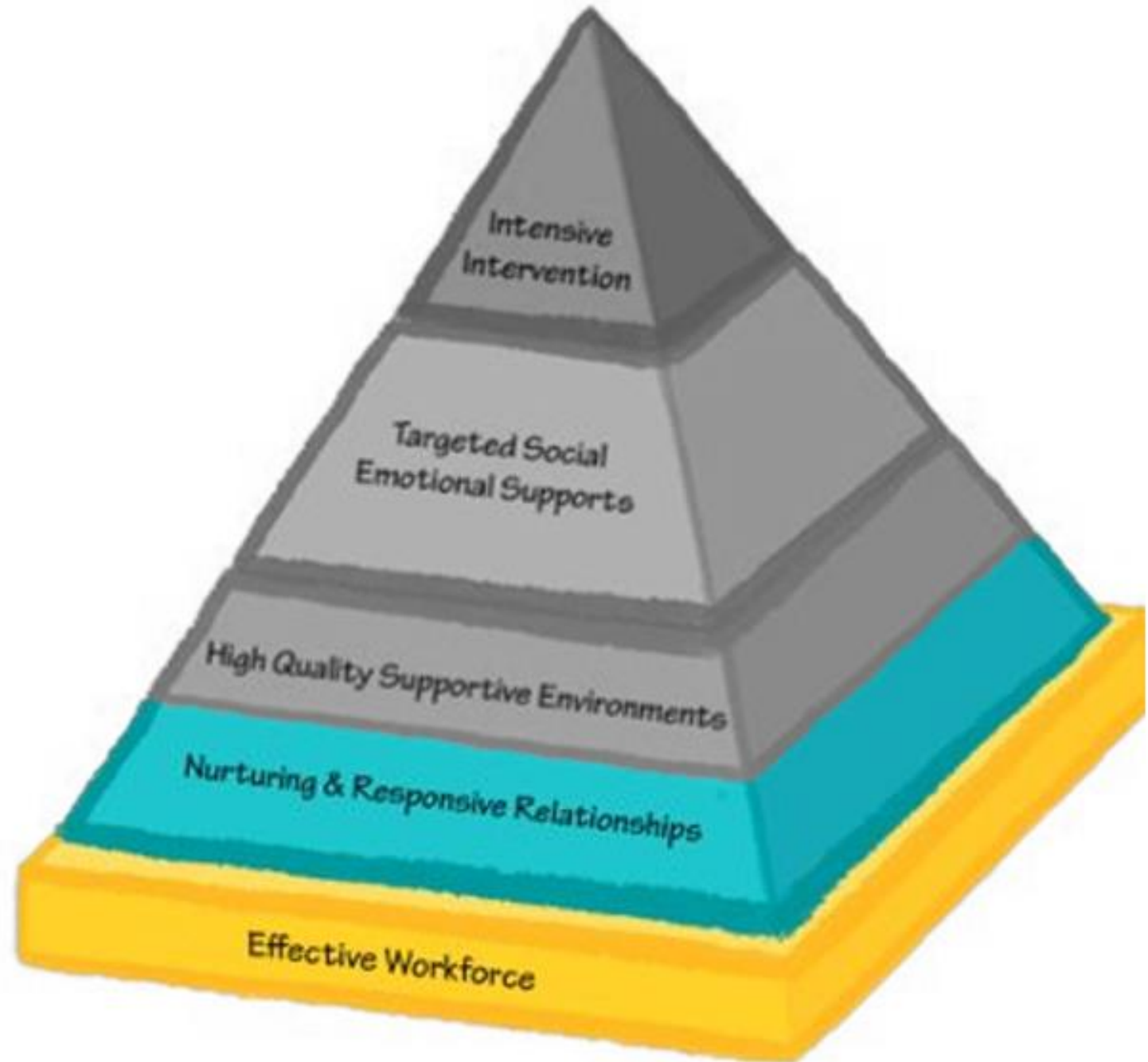
Why is it important?

- 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?

Early Childhood
National Centers

Maintain a 5:1 (positive to negative)

Give attention when the child is engaged in appropriate behaviors

(this works for adults too!)

- How do you build relationships with...
  Infants?
  Toddlers?
  Preschoolers?
  Parents?
  Colleagues?
  Children that Challenge Us?

- 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**

  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

istockphoto.com/Grafissimo

(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

NCECDTL

Engagement for Every Child

Universal Design for Learning

Making Accommodations, Providing Support

- 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

- 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

- 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

Early Childhood National Centers

NCECDTL

Help All Children Be Engaged!
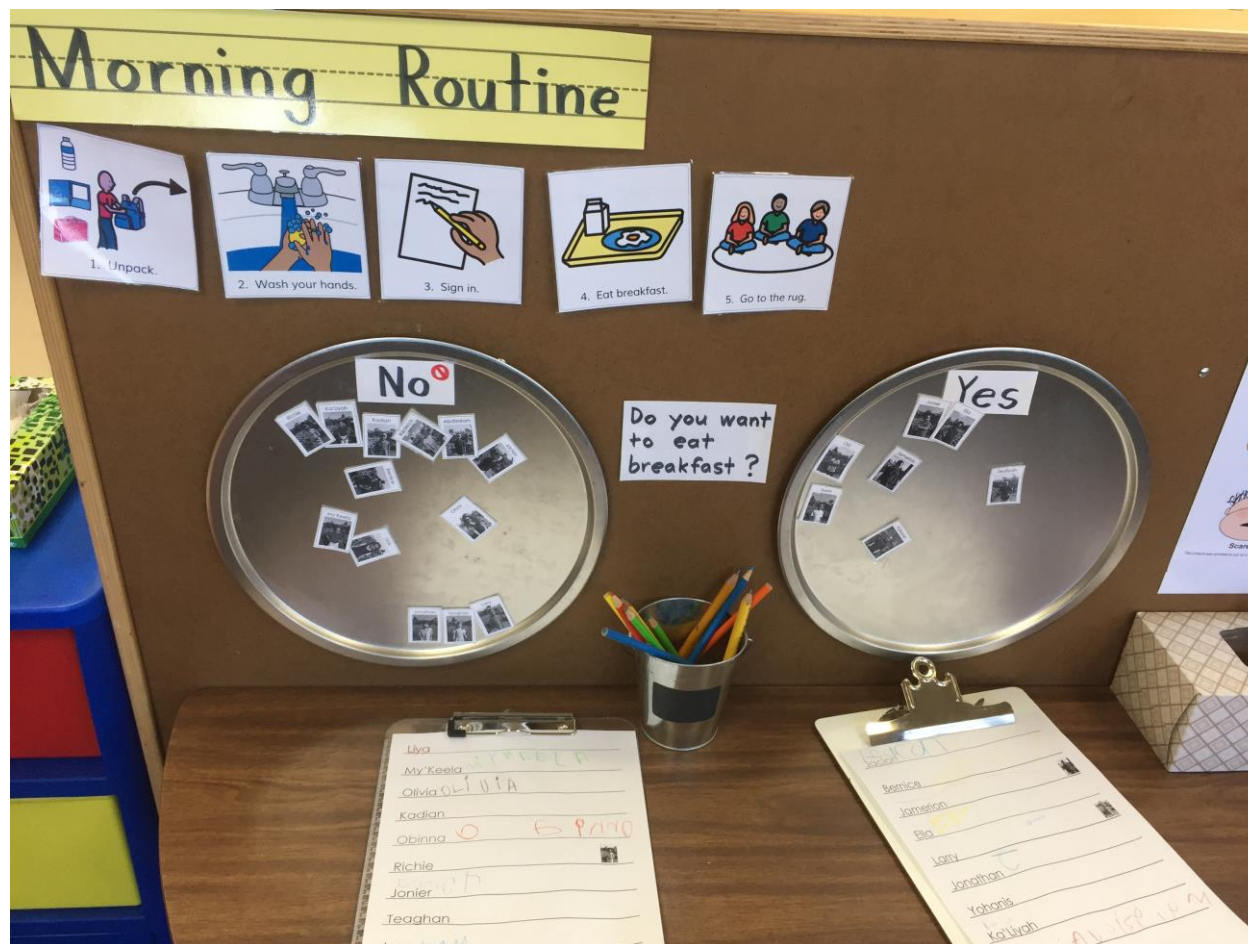
"An ounce of prevention is worth
a pound of cure."
- Ben Franklin
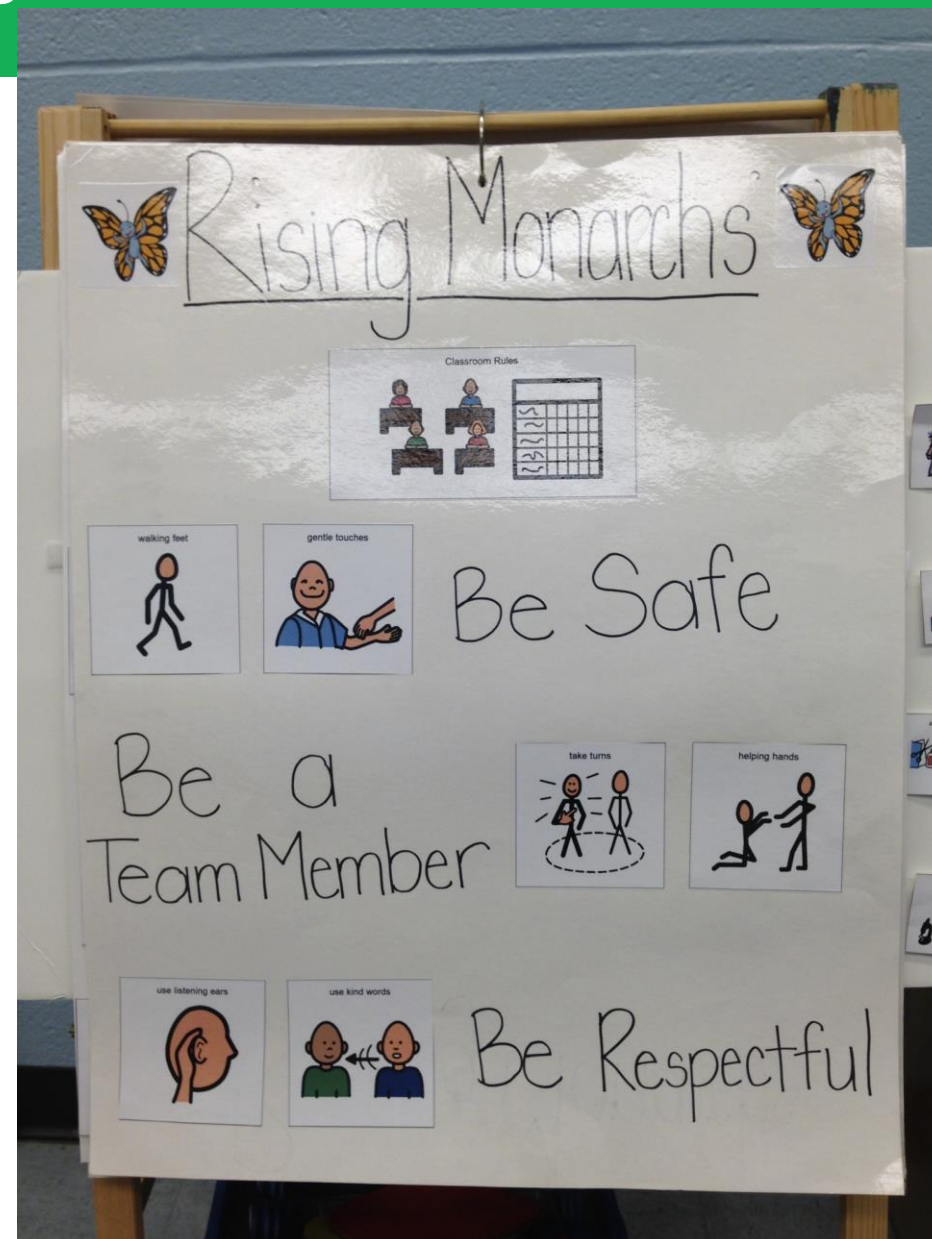
You say it's time for circle. One little boy roams away from circle. When you try to guide him to circle, he drops to the ground and will not budge.

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?

1.6

Early Childhood National Centers

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)

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

Tier 2: Pyramid Model Practices:

Targeted Social Emotional Supports

NC**ECDTL**

- 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?

- 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
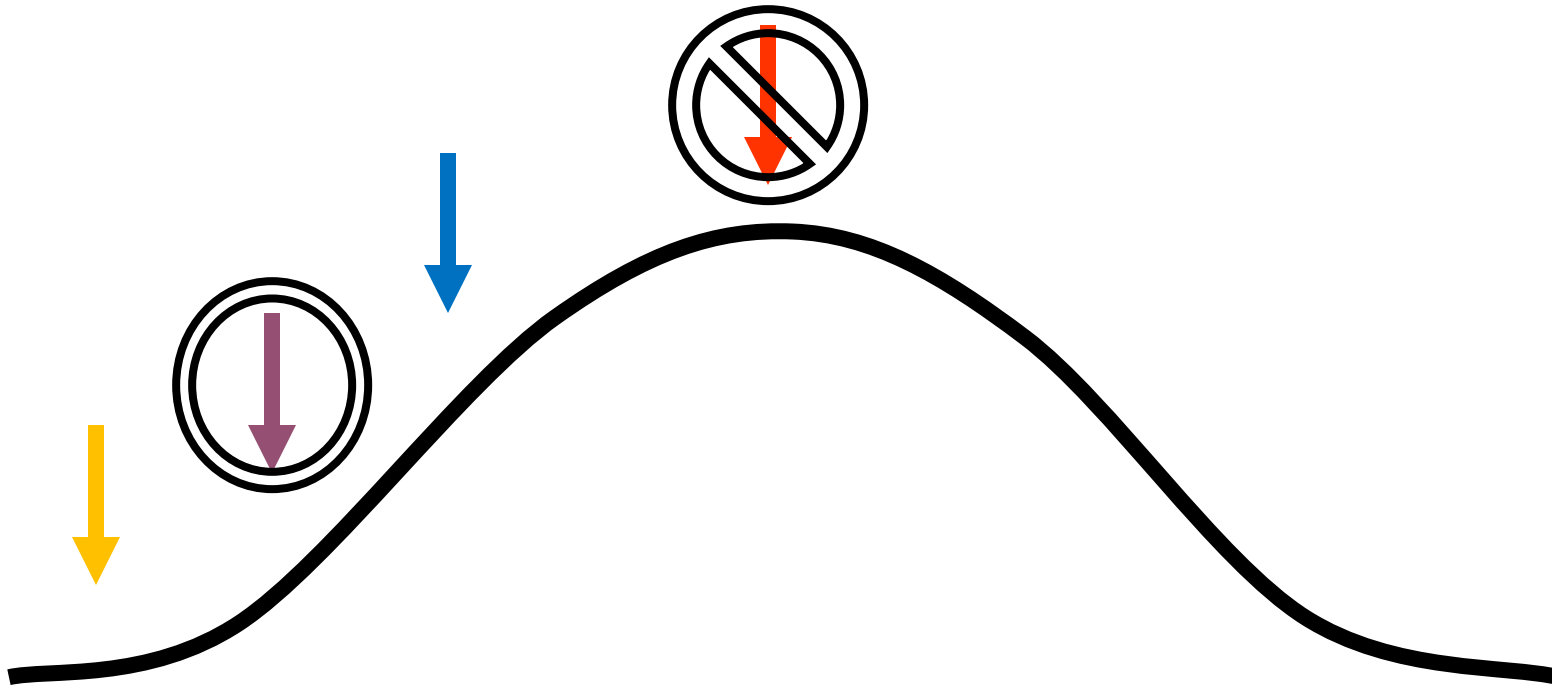
Identifying Teachable Moments

- 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.

- 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

Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching the "Turtle Technique"
By Rochelle Lentini
March 2005

Lentini, R., Vaughn, B.J., & Fox, L. (2005). Teaching Tools for Young Children with Challenging Behavior. University of South Florida.

Created using pictures from Microsoft Clipart® and Webster-Stratton, C. (1991). The teachers and children videotape series: Dina dinosaur school. Seattle, WA: The Incredible Years.

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

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.

- 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.

- 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).

h

NCECDTL

Old Way

- General intervention for all behavior challenges

- Intervention is reactive

- Focus on behavior reduction

- Quick fix

New Way

- Matched to purpose of the behavior

- Intervention is proactive

- Focus on teaching new skills

- Long-term interventions

- 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.

The Process:

- Convene a team

- Conduct functional assessment

- Identify hypotheses

- Develop behavior support plan for all relevant environments

National Center for Pyramid Model Innovations

https://challengingbehavior.cbcs.usf.edu/index.html

Teaching Practices Visual Cues
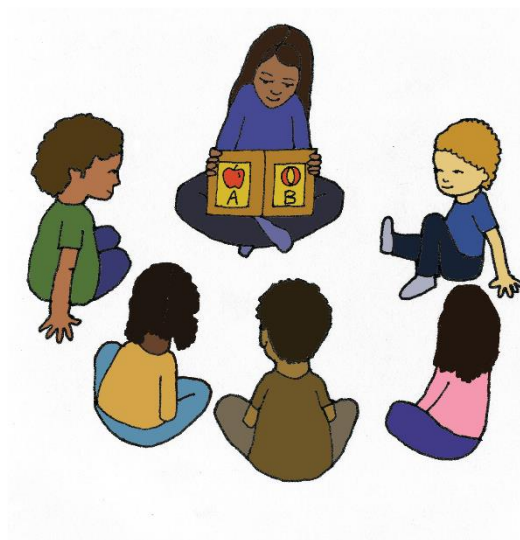
directions   classroom jobs   emotional regulation

activities   classroom expectations   food

block building ideas   classroom toys & games   friendship kit

build social skills   daily schedule   general behavior

circle time   dragon brain   learning centers

classroom art materials   emotions   paper dolls to teach feelings

materials   meal talk   transitions

preschool songs   problem solving

http://headstartinclusion.org/teacher-tools#visual

Temperament Tool

NCECDTL

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

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce
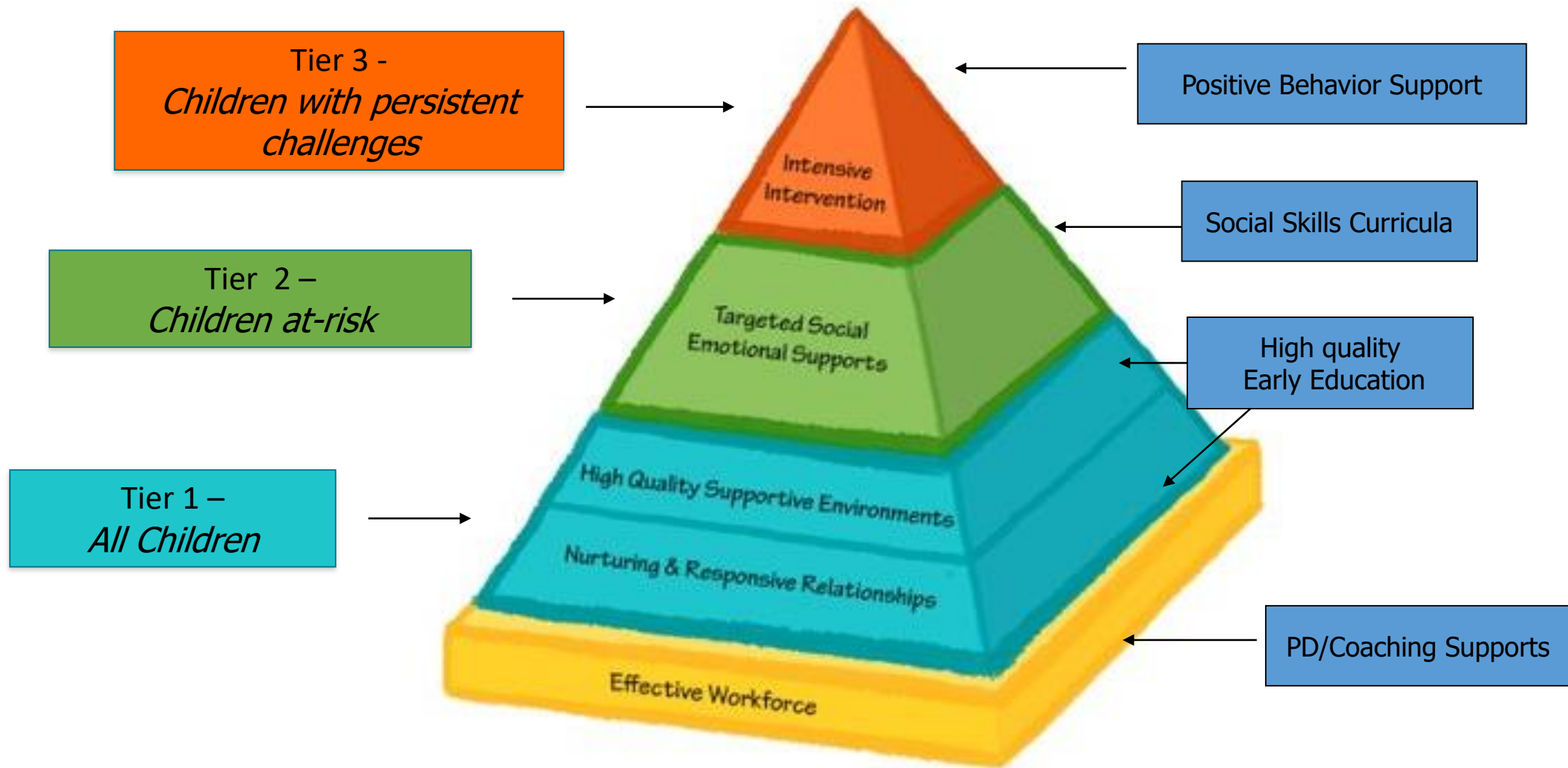
Resources

- 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 https://eclkc.ohs.acf.hhs.gov/video/challenging-behavior-prevention-strategies-children-disabilities

Thank you!

Please take some time to complete the session evaluation.

THANK YOU