



Birth to Five ePyramid Modules Handbook for Leaders



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS



Overview of the ePyramid Modules

The ePyramid is an online professional development program created by experts in the field. It provides complete, on-demand access to Pyramid Model training.

Each ePyramid package consists of up to 18 hours of content, divided into three modules. A subscription provides one staff member with a year of online access.

For an individual subscription:

<https://www.pyramidmodel.org/online-courses-epyrmid/>

To receive access codes in bulk: contact Erin Kalanick at erin.kalanick@pyramidmodel.org

The package that is appropriate for a staff member or program depends upon the ages of the children being served. Three separate packages are available:

- Infant Toddler ePyramid Module Package
- Preschool ePyramid Module Package (can also be used for Kindergarten)
- Birth-Five ePyramid Module Package (appropriate for mixed-age groups, or for staff members who work across age ranges)

Each module includes high-quality video teaching, handouts, assignments, knowledge checks, and action planning. All ePyramid packages provide evidence-based instruction on how to

- Create Nurturing and Responsive Relationships
- Provide High Quality Supportive Environments
- Implement Targeted Social Emotional Supports
- Practice Intensive Interventions

This handbook focuses on the Birth-Five ePyramid Module Package. On the following page, you will see a more complete overview of the content of each module.

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Overview of the ePyramid Modules (continued)

Module 1: Building Relationships and Creating Supportive Environments

Content Includes:

- Understanding the Relationship between Challenging Behavior and Social Emotional Development
- What is social emotional development?
- Considering the foundation nature of early relationship experiences.
- Forming and maintaining relationships with your young children, families and co-workers.
- Identifying responsive care giving strategies adults can use to support infants and toddlers.
- Examining Our Attitudes about Challenging Behaviors
- Designing the Physical Environment
- Schedules, Routines, and Transitions
- Planning Activities that Promote Engagement
- Giving Directions and Teaching Classroom Rules
- Ongoing Monitoring and Positive Attention

Module 2: Social Emotional Teaching Strategies

Content Includes:

- Identifying the Importance of Teaching Social Emotional Skills
- Identifying ways a high-quality supportive environment can promote social emotional development in infants and toddlers.
- Targeted strategies to enhance social emotional well-being of infants and toddlers.
- Understanding the positive impact of responsive caregiving routines
- Developing Friendship Skills
- Enhancing Emotional Literacy
- Controlling Anger and Impulse
- Developing Problem-Solving Skills
- Individualizing Instruction
- Partnering with Families

Module 3: Individualized Intervention; Determining the Meaning of Behavior and Developing Appropriate Responses

Content Includes:

- Overview of Positive Behavior Supports
- Reviewing the dimensions of communication: Form and function
- Considering behavior, including challenging behavior, as communication
- Providing an introduction to Functional Assessment
- Understanding the development of Behavior Support Planning

Using the Modules: Who and How

Decisions about how to use the modules may happen at a state, region, district, agency, program, or site level.

Leaders will want to answer several questions prior to using the ePyramid Modules:

- What are we hoping to accomplish through our use of the ePyramid modules?
- Who will receive ePyramid training?
- What approach will we take to the modules? Will we require staff members to complete the modules in their entirety, or will we use them as a menu of options based on role, data, or other factors?
- Who will support the learning process?
- Will we facilitate use of the modules in a group? With individuals?
- What is the timeline for training using the ePyramid Modules?

Using the Modules: Who and How (continued)

- How will we create time for staff members to complete the ePyramid Modules?
- Will staff members be compensated for their time working on the modules, or receive flex time?
- Will they be given professional development credit?
- Who will provide accountability?

This handbook has been created to help you consider possible answers to many of these questions, and to guide your facilitation of the ePyramid Modules.

Who can benefit from using the ePyramid Modules?

- All staff members who interact with children or families
- Leaders who are interested in supporting quality improvement initiatives related to social-emotional development
- Coaches or professional development specialists who are supporting staff in implementing social-emotional practices

Knowing what you want to accomplish will determine how you approach the ePyramid modules. Some possible approaches:

Use the complete package:

- With all staff to launch a program-wide Pyramid Model initiative
- For onboarding new staff
- As a refresher for staff members who have already experienced in-person training

Use some of the lessons:

- Those that apply to a particular role within your agency (see Appendix A for more information about which lessons are appropriate for each role)
- Those that directly address concerns expressed by staff members.
- As a resource at coaching meetings, to teach more about the specific practices that teachers are working to implement
- As homework or follow-up after in-person trainings
- To support improvement based on data (TPOT, TPITOS, ECERS, ITES, CLASS, etc.)

The video lessons and accompanying assignments can be completed individually, in small teams, or as a whole staff.

Which of these groupings would make the most sense in your context?

VIEW THE VIDEO LESSONS	COMPLETE THE ASSIGNMENTS
Individually	Individually
Individually	As a teaching team
Individually	At staff meetings or other large group format
As a teaching team	Individually
As a teaching team	As a teaching team
As a teaching team	At staff meetings or other large group format
At staff meetings or other large group format	Individually
At staff meetings or other large group format	As a teaching team
At staff meetings or other large group format	At staff meetings or other large group format

On page 5 you will find sample plans outlining how leaders might allocate time, ensure lesson completion, and support implementation, depending on which grouping option you choose.

Role of the Leader



Note that when the video lessons are watched as a group, there is currently no method for individuals to mark the lessons as completed within each online module, meaning that reports will not allow leaders to track individual completion after group viewing. We recommend that whichever approach you choose, you provide some level of in-person support to supplement and provide accountability for use of the online modules.

The person who provides this support may be an administrator, professional development specialist, TA provider, behavior or mental health specialist, coach, or teacher. Ideally, this person will have experience in implementation of the Pyramid Model, knowledge of related resources, and time to devote to the project.

Practice-Based Coach (PBC) Training and ePyramid Training for Leaders are available through Pyramid Model Consortium. In addition, the Pyramid Model Consortium offers cohort coaching for the infant toddler and preschool ePyramid packages.

The role of the leader may include:

- **Supporting Implementation**
 - Guiding participants
 - Following up on learning
 - Extending activities (See page 9)
- **Documentation**
 - Monitoring progress through modules (See Appendix C)
 - Accountability for action items/projects

Some leaders fill both support and documentation roles, while other programs assign these roles to separate leaders.

We recommend that leaders provide participants with a binder that includes all of the handouts (see Appendix D), multiple copies of the action plan form, blank paper for journaling, and other relevant documents such as information about program implementation of Pyramid Model practices.

According to one leader, “Having the materials printed and in a notebook, and ready on Day 1 was absolutely necessary—it would be unrealistic for me to expect the participants to take care of this on their own...it would not have happened.”

Supporting implementation might include checking in regularly with individual participants to answer questions about content, directing to further resources, and otherwise extending learning. It could include providing feedback on the quality and content of completed assignments or using the action plan for each lesson as the focus of coaching.

Leaders might also facilitate communities of practice that allow participants to share their learning and implementation with each other. Community of practice meetings can take place weekly, biweekly, or monthly.

Documentation might include providing deadlines, reviewing reports to monitor progress through the modules, and following up with participants to ensure that they are completing and feeling supported across all lessons, assignments, and action plans.

Leaders can access progress reports for each staff member on a weekly basis. Contact Erin Kalanick, erin.kalanick@pyramidmodel.org, to arrange for this access.

At this time, users are able to continue to the next lesson even even if they do not meet the required percentage on the Knowledge Check. Leader reports do indicate whether a participant has passed each Knowledge Check, and participants are not able to complete the course until they have passed all Knowledge Checks.

Participants receive a completion certificate when they have watched all of the videos and successfully completed all Knowledge Checks. Your agency may wish to provide additional recognition or documentation for participants' ongoing progress and successful completion of handouts and other assignments.

Coaching

The practices found in the strengths and needs assessments at the end of each ePyramid module can serve as the focus of coaching. At the end of each lesson, participants are asked to choose one practice and create an action plan for implementing that practice.

Coaches can follow the Practice-Based Coaching cycle to support participants in implementation. This cycle entails assisting with the action planning process, conducting focused observation related to the action plan, and meeting with participants after the observation to reflect on implementation and provide feedback.

This cycle can be completed a few times per module, once per lesson, or coaches and participants can engage in multiple coaching cycles per lesson.

Visit <https://edlkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc> to find out more about Practice-Based Coaching, and contact Rob Corso at rob.corso@pyramidmodel.org to arrange for PBC Coach Training.

Sample Timelines for Completion of the Modules

Participants have access to the modules for one year, and each participant can work through the modules at their own pace. This is often ideal for new staff members who begin mid-year, or for getting substitute teachers up to speed. However, it may be beneficial to provide some guidance for pacing of the lessons, or to have a group of staff members work through the modules together. Here are three sample plans for completion of the modules over different time periods: 9 months, 6 months, and 3 months.

Sample A - Plan for completion of the ePyramid Modules over 9 months	
July	Recruit, train, and prepare leaders/coaches Plan for the year Ensure that leaders have access to progress reports
August	Recruit and orient teachers Ensure that all participants have user accounts and can access the modules
September	Teachers complete Module 1, Lessons 1-3
October	Teachers complete Module 1, Lessons 4-6
November	Teachers complete Module 1, Lessons 7-9
December	Obtain feedback from participants
January	Teachers complete Module 2, Lessons 1-2
February	Teachers complete Module 2, Lessons 3-4
March	Teachers complete Module 2, Lessons 5-6
April	Teachers complete Module 3, Lessons 1-3
May	Teachers complete Module 3, Lessons 4-6
June	Celebrate success Obtain feedback from participants

Sample Timelines for Completion of the Modules (continued)

Sample B - Plan for completion of the ePyramid Modules over 6 months	
August	Recruit, train, and prepare leaders/coaches Plan for the year Ensure that leaders have access to progress reports Recruit and orient teachers Ensure that all participants have user accounts and can access the modules
September	Teachers complete Module 1, Lessons 1-4
October	Teachers complete Module 1, Lessons 5-9
November	Teachers complete Module 2, Lessons 1-3
December	Teachers complete Module 2, Lessons 4-6
January	Teachers complete Module 3, Lessons 1-3
February	Teachers complete Module 3, Lessons 4-6
March	Celebrate success Obtain feedback from participants

Sample C - Plan for completion of the ePyramid Modules over 3 months	
August	Recruit, train, and prepare leaders/coaches Plan for the year Ensure that leaders have access to progress reports Recruit and orient teachers Ensure that all participants have user accounts and can access the modules
September	Teachers complete Module 1
October	Teachers complete Module 2
November	Teachers complete Module 3
December	Celebrate success
	Obtain feedback from participants

Sample Monthly Plans for Leaders

The tasks and time required of leaders will vary depending on the number of staff members, whether staff members are working through the modules independently or as a group, and the level of support provided. Here are sample plans outlining three possible monthly schedules for leaders to follow.

Sample Monthly Plan #1	
At this program, teachers do lessons independently, Community of Practice meets 1x/month	
Week 1: Check in with all teachers <ul style="list-style-type: none"> Review Progress Report Support each teacher in planning to complete assigned lessons for the month Follow up from last month 	Week 3: Check in with teachers E, F, G, H: <ul style="list-style-type: none"> Review action plan and assignments/projects Reflection/Feedback Determine any additional support needed
Week 2: Check in with teachers A, B, C, D: <ul style="list-style-type: none"> Review action plan and assignments/projects Reflection/Feedback Determine any additional support needed 	Week 4: Community of Practice meeting (see sample agenda on pg 8)

Sample Monthly Plan #2	
At this program, teachers do lessons together, Community of Practice meets 2x/month	
Week 1: Community of Practice Meeting <ul style="list-style-type: none"> Watch two lessons + do assignments together Write action plans 	Week 3: Community of Practice Meeting <ul style="list-style-type: none"> Watch two lessons + do assignments together Write action plans
Week 2: Check in with all teachers <ul style="list-style-type: none"> Review Progress Report Follow up on implementation of action plans Reflection/Feedback 	Week 4: Check in with all teachers <ul style="list-style-type: none"> Review Progress Report Follow up on implementation of action plans Reflection/Feedback

Sample Monthly Plan #3	
At this program, teachers do lessons independently, there is no Community of Practice	
Week 1: Check Progress Reports and Follow Up <ul style="list-style-type: none"> Check in with teachers as needed regarding completion of lessons or passing of knowledge checks Provide all teachers with refresher information, reflective questions, or extension activities related to past lessons/content 	Week 3: Check in with teachers E, F, G: <ul style="list-style-type: none"> Review action plan and assignments/projects Reflection/Feedback Determine any additional support needed
Week 2: Check in with teachers A, B, C <ul style="list-style-type: none"> Review action plan and assignments/projects Reflection/Feedback Determine any additional support needed 	Week 4: Check in with teachers H, I, J: <ul style="list-style-type: none"> Review action plan and assignments/projects Reflection/Feedback Determine any additional support needed



Sample Community of Practice Agendas

Community of Practice meetings typically take place in person and are typically scheduled to last 1, 1 ½, or 2 hours.

First Meeting:

- Welcome
- Orient teachers
- Relationship-building activities
- Establish schedule/norms
- Provide binders
- Technology
 - Signing in
 - Format of lessons
 - Troubleshooting

Ongoing Meetings:

- Welcome
- Reflection on the Content:
 - What did you learn?
 - What new ideas did you get?
- Show and Tell
- Reflection on Implementation:
 - What have you done to implement this content?
 - Successes? Challenges?
 - What child responses have you noticed?
- Action Planning

Last Meeting:

- Celebrate successes and accomplishments
- Plan for future implementation
- Provide certificates

Extension Questions/Assignments

Each ePyramid lesson includes assignments and activities that the participant is expected to complete (see Appendix B.) As you consider how you will support learning, prioritize discussion about the needs assessment and action plan for each lesson, and emphasize implementation of the practices.

These additional questions and activities are optional and can be used to review, reinforce, and extend learning for individual users, or to provide discussion topics for Community of Practice meetings.

Birth to Five Module 1 Extension Questions/Assignments

Lesson 1

- Who did you tell about the Pyramid Model?
- How did the conversation go?
- Do you have questions about implementation of the Pyramid Model here at our agency?
- Is there anything that you are nervous about, related to Pyramid Model implementation? Excited about?
- In what ways does the Pyramid Model relate to your role here at our agency?

Lesson 2

- How do you feel as you arrive at work each day? As you depart?
- What would make the social-emotional climate better for you and for the children?
- Have any behaviors (adult or child) pushed your buttons recently? How did you respond?
- What strategies do you usually use to calm down when a child pushes your buttons? Are they effective?
- What effect did completing the reframing worksheet have on your emotions? On your thoughts? On your behavior? Did it or could it change anything about the way you responded to the child?

Lesson 3

- Have you practiced making objective observations in the last week or two? What did you learn? What assumptions were challenged by your observations?
- What do you do to learn from families?
- What did you learn about your own temperament?
- How does temperament influence your interactions with children?

Lesson 4

- Name one deposit that you made with a child today or in the past.
- Name one deposit that you made with a co-worker today or in the past.
- Name one deposit that you made with a family member (of one of your students) in the last week or in the past few months.
- What challenges do you experience related to making deposits with children, based on your context?
- How do you think making deposits with families and co-workers might support children's social and emotional development?

Lesson 5

- What is your happy place? Why?
- How can you use the answer to that question to create environments that are a happy place for children?
- How are your ideas about environments for children shaped by your culture?
- What areas generate the most “no’s” in your environment?

Lesson 6

- Did you take pictures of your environment? If so, what messages did you find?
- Did you get down on child level to look at your environment? If so, what did you notice? Did anything surprise you?
- Did you add any visual cues to your environment?
- Are there certain areas or centers that children seem to avoid? How can you make those places more appealing?

Lesson 7

- How do you feel when your routines are disrupted?
- What did you learn when you analyzed your visual schedule?
- How do you use visual schedules with children?

Lesson 8

- How many transitions did you count?
- Were you surprised by that number?
- What do transitions look like within your context?
- Are you going to do anything differently to prepare children for transitions?
- Did you make any visual cues for transitions?

Lesson 9

- How did you or will you involve children in creating the rules or creating visuals about the rules for your context?
- How did you or will you communicate with families about the rules?

Let's also take some time to review the completed action plans you have worked on throughout module one. Is there a particular action plan you would like to share?

- What led you to choose this specific practice to implement?
- What was it like for you determining the action steps? This can be one of the hardest parts when developing an action plan.
- What were you looking for to help you determine and know when you met your goal? Was there specific data you were collecting? This is such an important part as it includes the results of your hard work and actions.
- What do you still need to add or change?

Birth to Five Module 2 Extension Questions/Assignments

Lesson 1

- What is the biggest change that you have implemented since you began the ePyramid modules?
- What has been the biggest challenge to implementation?
- Do you have any questions about implementation of the Pyramid Model at your agency? Who could you ask? Are there other conversations you need to have within your program about the ePyramid modules, implementation of the Pyramid Model, or related topics?

Lesson 2

- What have you noticed about your own teaching of social emotional skills? When and how do you teach these skills?
- How often do you provide positive descriptive acknowledgement when you see children using the skills?
- What expectations do you have about how quickly children will learn these skills?

Lesson 3

- What did you learn from reading the Intentional Instruction article? Why did you choose the skill that you targeted on the “Teaching Targeted Social and Emotional Skills” handout? If you are in session, how are the children responding?
- How do you assess and track the social emotional skills of the children you work with?
- What have you done to teach social emotional skills to children throughout the day?

Lesson 4

- What kinds of positive interactions and social emotional skills have you observed in young children?
- How can you change your environment to set the stage for interaction?
- What activities or materials do you use that give children the chance to practice friendship skills?

Lesson 5

- What were your reflections about the cultural messages girls and boys receive about emotions?
- What are the 10 feeling words you are teaching or planning to teach?
- How are you embedding or planning to embed this vocabulary throughout your day?
- Have you communicated about this vocabulary with families?
- What could you do to encourage families to use these words at home?
- How are the children and families responding?

Lesson 6

- How have you helped children experience, express, and regulate emotions in developmentally and culturally appropriate ways?
- What are some strategies you teach or can plan to teach to help children get back to their state of calm?
- What visual supports are you using or planning to use to teach problem solving?
- How does it feel for you when a child is unregulated?
- What concerns do you have about teaching problem solving to young children?

Let's also take some time to review the completed action plans you have worked on throughout module one. Is there a particular action plan you would like to share?

- What led you to choose this specific practice to implement?
- What was it like for you determining the action steps?
This can be one of the hardest parts when developing an action plan.
- What were you looking for to help you determine and know when you met your goal? Was there specific data you were collecting? This is such an important part as it includes the results of your hard work and actions.
- What do you still need to add or change?

Birth to Five Module 3 Extension Questions/Assignments

Lesson 1

- What has gone well and what has felt challenging as you've made your way through the first two modules?
- Are there topics that you would like to know more about or resources that you might need to help you implement what you have been learning?
- Have you tried any of the strategies that you wrote down for nurturing yourself?

Lesson 2

- Which children come to mind when you think of acting out behaviors? What children come to mind when you think of withdrawing behaviors?
- What have you done to make deposits with these children?
- What have you done to make deposits with family members of these children?

Lesson 3

- Share at least three factors that affect a child's behavior
- How can you get more information about possible factors that affect the behavior of a child you work with?
- What insights did you gain from considering the perspective of a child? How about when you considered the perspective of another adult?

Lesson 4

- You were asked to reflect on your own experiences with who display persistent challenging behaviors. Think more about this and what you have learned throughout this training. How have your thoughts changed from the start of this training to the end?
- What are barriers to making objective observations? How can we work to overcome those barriers?
- Since you viewed this lesson, have you tried to delay interpreting behavior until you have made objective observations? How did that feel?
- What are your current systems for collecting data in the learning environment?
- How do you find the data collected to be helpful in making decisions about your learning environment and plans for activities/experiences/ materials you provide for children?

Lesson 5

- Relationships with families are essential in providing high quality early care and education. Talk about 3 things you do (or plan to do) to engage families.
- Share a time that you had a positive interaction with someone in a child's family. Why do you think this interaction went well?
- Share a time that you had an interaction with someone in a child's family that was more challenging. Would any of the suggestions on the "Talking with Families" handout have helped in this situation?
- What support do you need from the program so that you can work with families to gather information about a child's behavior?

Lesson 6

- Is there a comprehensive program-wide system in place for addressing challenging behavior?
- If there is, does it work? If there isn't, or if it doesn't work, what role can you play in refining or developing a system?
- Do you take a team approach to intensive intervention? Who writes the plan? Who implements it? How do you know if the plan is working or not working?

Review the completed action plans you have worked on throughout module three. Choose one of your action plans and show me evidence of implementation of the plan. Evidence could include a photo of a support you have added to the learning environment or a description of the strategies you have implemented, or explanation of how the children responded to what you tried. You should include the result of your actions – what happened when you _____. What do you still need to change or add?

Resources to Support Implementation

- pyramidmodel.org
- challengingbehavior.cbcs.usf.edu
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

Appendix A

ePyramid Lessons Appropriate for Various Roles

This chart lists the length of each video and indicates which portions of each lesson are most appropriate for various staff members.

Front office staff, custodians, bus drivers, kitchen staff, etc. are grouped in the Support Staff category.
Directors, education managers/coordinators, site supervisors, etc. are grouped in the Administrator category.
The Teachers and Caregivers category includes teacher assistants, paras, etc.

E-Pyramid Mods - Birth to Five

LESSON NAME	TIME	ROLE				
		Teachers and Caregivers	Mental Health, Behavior Specialists and Coaches	Support Staff	Admin	Fiscal and Operational Staff
Module 1						
Lesson 1 – The Importance of Social Emotional Skills						
Handout: Course Objectives	0:00	X	X	X	X	X
Introduction Video	2:27	X	X	X	X	X
1.1a Lifelong Positive Effects from Development of Social Emotional Skills	3:31	X	X	X	X	X
1.1b Understanding Social Emotional Development	6:05	X	X	X	X	X
1.1c Factors of Social Emotional Climate	4:25	X	X	X	X	X
1.1d Create Environments Where Young Children Can Be Successful	2:46	X	X	X	X	X
1.1e The Pyramid Model: A Comprehensive Framework	6:02	X	X	X	X	X
1.1f The Foundation of the Pyramid: YOU!	1:07	X	X	X	X	X
1.1g Nurturing and Responsive Relationships	0:41	X	X	X	X	X
1.1h High Quality Environments	0:40	X	X	X	X	X
1.1i Prevention of Challenging Behavior	0:51	X	X	X	X	X
1.1j Responding to Challenging Behavior	2:45	X	X	X	X	X
1.1k Recap and Checklist of Tasks	1:51	X	X	X	X	
Knowledge Check 1.1	0:00	X	X	X	X	X
Handout: Completion checklist for Online Modules	0:00	X	X	X	X	X
Handout: Definition of Social Emotional Development	0:00	X	X	X	X	X
Handout: Action Plan	0:00	X	X	X	X	
Lesson 2 – Noticing and Responding to Your Feelings						
1.2a: Noticing and Responding to Your Feelings	0:57	X	X	X	X	X
1.2b: Reflect on Lesson 1	2:00	X	X	X	X	X
1.2c: Hot Buttons	6:32	X	X	X	X	X
1.2d: How You Feel When Children Display These Behaviors	0:30	X	X	X	X	X
1.2e: How These Feelings Affect Your Interactions with Children	2:37	X	X	X	X	X
1.2f: Understand Individual and Culturally Based Beliefs	4:37	X	X	X	X	X
1.2g: Reframe Thoughts	2:34	X	X	X	X	X
1.2h: Recap and Checklist of Tasks	6:08	X	X	X	X	
Knowledge Check 1.2	0:00	X	X	X	X	X
Handout: Milestone Expectations Worksheet	0:00	X	X	X	X	X
Handouts: Hot Buttons and Reframing Worksheet	0:00	X	X	X	X	X
Handout: Responses: Needs Assessment	0:00	X	X	X	X	X
Handout: Action Plan	0:00	X	X	X	X	

Appendix A – ePyramid Lessons Appropriate for Various Roles (continued)

LESSON NAME	TIME	ROLE				
		Teachers and Caregivers	Mental Health, Behavior Specialists and Coaches	Support Staff	Admin	Fiscal and Operational Staff
Module 1 (continued)						
Lesson 3 – The Language of Behavior: Making Sense of What You See and Hear						
1.3a: Introduction	1:07	X	X	X	X	X
1.3b: Reflection	2:17	X	X	X	X	X
1.3c: Careful Observation	6:36	X	X	X	X	X
1.3d: Learning from Families	4:12	X	X	X	X	X
1.3e: Ways Children Communicate	1:26	X	X	X	X	X
1.3f: Knowing Milestones	3:29	X	X	X	X	X
1.3g: Temperament	12:09	X	X	X	X	X
1.3h: Checklist	3:27	X	X	X	X	
Knowledge Check 1.3	0:00	X	X	X	X	X
Handout: Developmental Continuum	0:00	X	X	X	X	X
Handout: Temperament Traits	0:00	X	X	X	X	X
Handout: Understanding Temperament in Infants and Toddlers	0:00	X	X	X	X	X
Handout: Working with Families Inventory	0:00	X	X	X	X	X
Handout: Needs Assessment	0:00	X	X	X	X	X
Handout: Action Plan	0:00	X	X	X	X	
Lesson 4 – Building Positive Relationships						
1.4a: Importance of Relationships	1:01	X	X	X	X	X
1.4b: Reflection	1:59	X	X	X	X	X
1.4c: Building Relationships	4:16	X	X	X	X	X
1.4d: Strategies to Build Relationships	8:01	X	X	X	X	X
1.4e: How to Make Deposits with Children	8:34	X	X	X	X	X
1.4f: How to Make Deposits with Families	10:05	X	X	X	X	X
1.4g: How to Make Deposits with Co-Workers	0:54	X	X	X	X	X
1.4h: Checklist	2:09	X	X	X	X	X
Knowledge Check 1.4	0:00	X	X	X	X	
Handout: Building Positive Relationships	0:00	X	X	X	X	X
Handout: Daily Activities	0:00	X	X	X	X	
Handout: Reflective Inventory	0:00	X	X	X	X	X
Handout: Needs Assessment	0:00	X	X	X	X	X
Handout: Action Plan	0:00	X	X	X	X	
Lesson 5 – Responsive Environments						
1.5a: Responsive Environments	1:01	X	X	X	X	
1.5b: Environments tell a story	1:50	X	X	X	X	
1.5c: Temperament and Culture	4:27	X	X	X	X	
1.5d: Engaging and Comfortable Physical Environment	9:06	X	X	X	X	
1.5e: Checklist	1:23	X	X	X	X	
Knowledge Check 1.5	0:00	X	X	X	X	
Handout: Needs Assessment	0:00	X	X	X	X	
Handout: Infant/Toddler Environment Planning Document	0:00	X	X	X		
Handout: Action Plan	0:00	X	X	X	X	

Appendix A – ePyramid Lessons Appropriate for Various Roles (continued)

Lesson Name	Time	Role				
Module 1 (continued)		Teachers and Caregivers	Mental Health, Behavior Specialists and Coaches	Support Staff	Admin	Fiscal and Operational Staff
	Lesson 6 -Creating an Environment that Supports Social Emotional Development					
	1.6a: Creating an Environment that Supports Social Emotional Development	0:44	X	X	X	
	1.6b: Reflection	1:06	X	X	X	
	1.6c: Environments Communicate	3:01	X	X	X	
	1.6d: Your Classroom Environment	1:13	X	X	X	
	1.6e: Environmental Cues	2:31	X	X	X	
	1.6f: Visual Cues	1:52	X	X	X	
	1.6g: Learning Centers	10:22	X	X		
	1.6h: Checklist	1:18	X	X		
	Knowledge Check 1.6	0:00	X	X		
	Handout: Needs Assessment	0:00	X	X		
	Handout: Action Plan	0:00	X	X		
Lesson 7 – Designing a Schedule that Promotes Child Engagement						
1.7a: Designing a Schedule that Promotes Child Engagement	1:14	X	X			
1.7b: Reflection	0:53	X	X			
1.7c: Schedule and Routines	16:52	X	X			
1.7d: Your Schedule	7:08	X	X			
1.7e: Visual Schedules	6:16	X	X			
1.7f: Large Group Activities	12:54	X	X			
1.7g: Small Group Activities	1:28	X	X			
1.7h: Checklist	1:55	X	X			
Knowledge Check 1.7	0:00	X	X			
Handout: Responsive Routines Inventory	0:00	X	X			
Handout: Needs Assessment – Infant Toddler Version	0:00	X	X			
Handout: Needs Assessment – PreK Version	0:00	X	X			
Handout: Action Plan	0:00	X	X			
Lesson 8 – Minimizing Challenging Behavior During Transitions						
1.8a: Minimizing Challenging Behavior During Transitions	0:41	X	X			
1.8b: Reflection	1:32	X	X			
1.8c: Manage Transitions	3:52	X	X			
1.8d: Get Creative with Transitions	16:59	X	X			
1.8e: Give Good Directions	7:37	X	X	X	X	
1.8f: Checklist	1:15	X	X			
Knowledge Check 1.8	0:00	X	X			
Handout: Giving Good Directions	0:00	X	X	X	X	
Handout: Needs Assessment	0:00	X	X			
Handout: Action Plan	0:00	X	X			
Lesson 9 – Creating and Teaching Clear Expectations and Rules						
1.9a – Creating and Teaching Clear Expectations and Rules	0:24	X	X	X	X	X
1.9b: - Reflection	3:32	X	X	X	X	
1.9c – Expectations	2:23	X	X	X	X	X

Appendix A – ePyramid Lessons Appropriate for Various Roles (continued)

Lesson Name	Time	Role				
		Teachers and Caregivers	Mental Health, Behavior Specialists and Coaches	Support Staff	Admin	Fiscal and Operational Staff
Module 1 (continued)						
1.9d – Creating Rules	1:19	X	X		X	
1.9e – Teach Expectations and Rules	8:43	X	X	X	X	X
1.9f – Feedback and Encouragement	5:01	X	X	X	X	X
1.9g – Checklist	1:44	X	X	X	X	
Knowledge Check 1.9	0:00	X	X	X	X	
Handout: Needs Assessment	0:00	X	X	X	X	X
Handout: Action Plan	0:00	X	X	X	X	
Module 2						
Lesson 1 – The Pyramid Model as Framework for Teaching Social Emotional Skills						
2.1a – Introduction	0:45	X	X	X	X	
2.1b – Reflection	0:34	X	X	X	X	
2.1c – The Bottom of the Pyramid	3:38	X	X	X	X	
2.1d - Intentional Teaching to Prevent Challenging Behavior	2:38	X	X	X	X	
2.1e – Intensive Intervention	2:31	X	X	X	X	
Knowledge Check 2.1	0:00	X	X	X	X	
Handout: Completion Checklists for Online Modules	0:00	X	X			
Handout: Action Plan	0:00	X	X			
Lesson 2 – Teaching Social Emotional Skills All Day Every Day						
2.2a – Introduction	0:49	X	X	X	X	
2.2b – Reflection	0:54	X	X	X	X	
2.2c – Teachable Moments	2:37	X	X	X	X	
2.2d – Teaching Throughout the Day	1:23	X	X	X	X	
2.2e – Partnering with Families	0:37	X	X		X	
2.2f – Stages of Learning	3:05	X	X	X	X	
2.2g – Checklist	5:17	X	X			
Knowledge Check 2.2	0:00	X	X		X	
Handout: Needs Assessment	0:00	X	X	X	X	
Handout: Action Plan	0:00	X	X		X	
Lesson 3 – How to Teach Social Emotional Skills						
2.3a – Introduction	0:41	X	X	X	X	
2.3b – Reflection	5:38	X	X		X	
2.3c – Supporting Social Emotional Development in Very Young Children	4:08	X	X	X	X	
2.3d – Teaching Social Emotional Skills to Older Children	3:42	X	X	X	X	
2.3e – Providing Opportunities to Practice	2:46	X	X	X	X	
2.3f – Intentionally Promoting Use of Skills	10:35	X	X	X	X	
2.3g – Checklist	0:52	X	X			
2.3h – Needs Assessment and Action Plan	1:41	X	X	X	X	
Knowledge Check 2.3	0:00	X	X	X	X	
Handout: Teaching Targeted Skills	0:00	X	X			
Handout: Needs Assessment	0:00	X	X			
Handout: Action Plan	0:00	X	X			

Appendix A – ePyramid Lessons Appropriate for Various Roles (continued)

Lesson Name	Time	Role				
		Teachers and Caregivers	Mental Health, Behavior Specialists and Coaches	Support Staff	Admin	Fiscal and Operational Staff
Module 2 (continued)						
Lesson 4 – Targeted Teaching of Friendship Skills						
2.4a - Introduction	0:55	X	X	X		
2.4b – Reflection	1:14	X	X			
2.4c – Friendship Skills	1:30	X	X	X		
2.4d – Supporting Development of Play Skills in Very Young Children	6:17	X	X	X		
2.4e – Strategies to Teach Friendship Skills	11:33	X	X			
2.4f – Checklist	1:08	X	X			
Knowledge Check 2.4	0:00	X	X			
Handout: Development of Play Skills for Infants and Toddlers	0:00	X	X			
Handout: Intentional Instructional Strategies	0:00	X	X			
Handout: You’ve Got to Have Friends	0:00	X	X			
Handout: Embedding Friendship Skills into Daily Activities	0:00	X	X			
Handout: Needs Assessment	0:00	X	X			
Handout: Action Plan	0:00	X	X			
Lesson 5 – Targeted Teaching of Emotional Literacy						
2.5a – Introduction	0:33	X	X	X		
2.5b – Reflection	1:06	X	X			
2.5c – Emotional Literacy	2:39	X	X	X		
2.5d – Supporting Development of Emotional Literacy in Very Young Children	4:08	X	X	X		
2.5e – Strategies to Teach Emotional Literacy	7:11	X	X			
2.5f – Activities to Teach Emotional Literacy	3:33	X	X			
2.5g – Checklist	1:57	X	X			
Knowledge Check 2.5	0:00	X	X			
Handout: Enhancing Emotional Vocabulary	0:00	X	X			
Handout: Needs Assessment	0:00	X	X			
Handout: Action Plan	0:00	X	X			
Lesson 6 – Controlling Anger and Impulse, Self-Regulation, Problem Solving						
2.6a – Introduction	0:44	X	X	X	X	
2.6b – Reflection	0:39	X	X			
2.6c – Supporting Self-Regulation in Very Young Children	6:18	X	X	X	X	
2.6d – Importance of Teaching Emotional Regulation	4:42	X	X	X	X	
2.6e – Strategies to Teach Anger Management	13:10	X	X	X	X	
2.6f - Strategies to Teach Problem-Solving	4:09	X	X	X		
2.6g – Activities to Teach Problem-Solving	6:37	X	X	X		
2.6h – Supporting Problem-Solving in the Moment	8:41	X	X	X	X	
2.6i – Checklist	2:04	X	X			
Knowledge Check 2.6	0:00	X	X			
Handout: Helping Young Children Handle Anger	0:00	X	X			
Handout: Tucker Turtle English	0:00	X	X			
Handout: Tucker Turtle Spanish	0:00	X	X			

Appendix A – ePyramid Lessons Appropriate for Various Roles (continued)

LESSON NAME	TIME	ROLE				
		Teachers and Caregivers	Mental Health, Behavior Specialists and Coaches	Support Staff	Admin	Fiscal and Operational Staff
Module 2 <i>(continued)</i>						
Handout: Needs Assessment	0:00	X	X			
Handout: Action Plan	0:00	X	X			
Module 3	0:00	X	X			
Lesson 1 – Pyramid Model Review						
3.1a – Pyramid Model Review	1:26	X	X			
3.1b – Definition of Challenging Behavior	2:42	X	X	X		
3.1c – Reflection	2:23	X	X			
3.1d – Review of the Pyramid Model/Modules 1 and 2	2:11	X	X			
3.1e – Putting it all together	3:24	X	X			
Knowledge Check 3.1	0:00	X	X			
Handout: Completion checklist for online modules	0:00	X	X			
Handouts: Ideas for Nurturing Yourself	0:00	X	X	X		
Handouts: Putting it All Together: Problem Solving Action Plan	0:00	X	X			
Lesson 2 – What is Challenging Behavior?						
3.2a – Introduction to What is Challenging Behavior?	0:58	X	X	x		
3.2b – Reflection	3:28	X	X			
3.2c – Definition and effects	3:29	X	X			
3.2d – Behavior is communication	4:24	X	X	x		
3.2e – Form and Function	3:06	X	X	x		
3.2f – Pyramid Model approach	1:46	X	X	x		
3.2g – Checklist	0:39	X	X			
Knowledge Check 3.2	0:00	X	X			
Handouts: Strategies for Responding to Infant and Toddler Behaviors	0:00	X	X			
Handouts: Acting out and Withdrawing Behaviors	0:00	X	X	x		
Handouts: Action Plan	0:00	X	X			
Lesson 3 – A Relationship-Based Approach to Understanding Challenging Behavior						
3.3a – Introduction to a Relationship-Based Approach	1:54	X	X	X	X	
3.3b – Reflection	4:49	X	X		X	
3.3c – Reasons for challenging behavior	4:18	X	X	X	X	
3.3d – The tip of the iceberg	3:47	X	X	X	X	
3.3e – PBIS/process for addressing challenging behavior	13:29	X	X		X	
3.3f – Perspective taking/reflection	3:41	X	X	X	X	
3.3g – Checklist	5:27	X	X		X	
Michael video	0:31	X	X		X	
Knowledge Check 3.3	0:00	X	X		X	
Handouts: What is My Perspective?	0:00	X	X		X	
Handouts: Needs Assessment	0:00	X	X		X	
Handouts: Action Plan	0:00	X	X		X	

Appendix A – ePyramid Lessons Appropriate for Various Roles (continued)

Lesson Name	Time	Role				
		Teachers and Caregivers	Mental Health, Behavior Specialists and Coaches	Support Staff	Admin	Fiscal and Operational Staff
Module 3 (continued)						
Lesson 4 – Observation as a Strategy						
3.4a – Introduction to Observation as a Strategy	0:26	X	X	X	X	
3.4b – Reflection	0:53	X	X		X	
3.4c – Objective observation	10:00	X	X	X	X	
3.4d – Collecting data	4:42	X	X		X	
3.4e – Apply the process to your context	0:29	X	X		X	
3.4f – Checklist	1:34	X	X		X	
Katie video	2:11	X	X		X	
Ryan video	1:48	X	X		X	
Knowledge Check 3.4	0:00	X	X		X	
Handouts: Observation Documentation	0:00	X	X		X	
Handouts: Needs Assessment	0:00	X	X		X	
Handouts: Action Plan	0:00	X	X		X	
Lesson 5 – The Collaborative Process						
3.5a – Introduction to The Collaborative Process	0:19	X	X		X	
3.5b – Reflection	2:09	X	X		X	
3.5c – The PBIS approach and collaborative process	2:13	X	X		X	
3.5d – Establishing a Team	3:47	X	X		X	
3.5e – Gathering Information	2:29	X	X		X	
3.5f – Creating a Hypothesis	6:08	X	X		X	
3.5g – Getting Started on a Plan	0:41	X	X		X	
3.5h – Checklist	1:26	X	X		X	
Tim video	1:44	X	X		X	
Knowledge Check 3.5	0:00	X	X		X	
Handouts: Functional Assessment Interview	0:00	X	X		X	
Handouts: Tim’s Functional Assessment Interview	0:00	X	X		X	
Handouts: Talking with Families: Dos and Don’ts	0:00	X	X		X	
Handouts: Questions to Discuss with Family Members	0:00	X	X		X	
Handouts: Home Observation Card	0:00	X	X		X	
Handouts: Blank Activity Skills Matrix	0:00	X	X		X	
Handouts: Needs Assessment	0:00	X	X		X	
Handouts: Action Plan	0:00	X	X		X	
Lesson 6 – Designing a Support Plan						
3.6a – Introduction to Designing a Support Plan	0:38	X	X		X	
3.6b – Reflection	0:49	X	X		X	
3.6c – The process and elements of a support plan	2:11	X	X		X	
3.6d – Apply: Developing a hypothesis	1:05	X	X		X	
3.6e – Preventing challenging behavior	10:21	X	X		X	
3.6f – Apply: Prevention	0:34	X	X		X	
3.6g – Functional Equivalence	3:57	X	X		X	
3.6h – Supporting and teaching new skills	5:21	X	X		X	

Appendix A – ePyramid Lessons Appropriate for Various Roles (continued)

LESSON NAME	TIME	ROLE					
Module 3 <i>(continued)</i>		Teachers and Caregivers	Mental Health, Behavior Specialists and Coaches	Support Staff	Admin	Fiscal and Operational Staff	
	3.6i – Adult responses to challenging behavior	5:02	X	X		X	
	3.6j – Implementing the support plan	1:44	X	X		X	
	3.6k – After the support plan	1:08	X	X		X	
	3.6l – Closing	2:41	X	X		X	
	Tim video	1:44	X	X		X	
	Knowledge Check 3.6	0:00	X	X		X	
	Handouts: Support Planning Chart	0:00	X	X		X	
	Handouts: Blank Activity Skills Matrix	0:00	X	X		X	
	Handouts: Infant Toddler Action Support Plan	0:00	X	X		X	
	Handouts: Needs Assessment	0:00	X	X		X	
	Handouts: Action Plan	0:00	X	X		X	

Appendix B

List of Assignments/Priority Activities

The assignments within the modules have been designed to ensure that each ePyramid lesson is interactive and will lead to implementation of the practices discussed. Whenever possible, leaders should support participants in completing all assignments for each module. If circumstances do not allow you to provide support and accountability for all of the assignments, you may choose to focus on the highlighted portions of this chart.

Assignments highlighted in yellow are priority for participants to complete. If you do not have time or resources to follow up on every single assignment, focus on these.

Assignments highlighted in orange are essential for participants to complete. At a bare minimum, the leader should check to make sure these are completed. However, it is important to understand that if these are the only assignments that are completed, learning will be sketchy at best, and implementation of the practices is highly unlikely.



Appendix B

Checklist for Birth to Five Module 1

Lesson 1

Learn

- ☐ Watch all Lesson 1 videos
- ☐ List influences and effects on a young child's development
- ☐ Write three actions you could take to create a positive social emotional climate for children
- ☐ Read and highlight the handout: Addressing Challenging Behavior in Infants and Toddlers

Check and Do

- ☐ Tell someone about the Pyramid Model
- ☐ Complete the Knowledge Check
- ☐ Download and print the Action Plan form

Lesson 2

Reflect

- ☐ Write down how you feel as you arrive at work each day, and how you feel as you depart
- ☐ Write down how you think children and families might feel as they arrive and depart
- ☐ Reflect on what would need to change in order to make the social emotional climate more positive for children, families, and for YOU!

Learn

- ☐ Watch all Lesson 2 videos
- ☐ Complete the Hot Buttons worksheet
- ☐ Watch the Stone Kelly YouTube videos
- ☐ Fill out the Milestone Expectations worksheet
- ☐ Fill out the Reframing worksheet

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Fill out Needs Assessment #1
- ☐ Create an action plan

Appendix B

Checklist for Module 1

Lesson 3

Reflect

- ☐ Write down adult behaviors that push your buttons
- ☐ Use perspective-taking to reframe your thoughts about those behaviors

Learn

- ☐ Watch all Lesson 3 videos
- ☐ Complete the two observation activities in video 1.3c
- ☐ Complete the Working With Families Inventory
- ☐ Review the Developmental Continuum handout
- ☐ Review the Temperament Traits handout
- ☐ Review and complete the Temperament Continuum for a child in your care and yourself
- ☐ Complete the temperament perspective taking activity in video 1.3g
- ☐ Read the handout, Understanding Temperament in Infants and Toddlers

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #2
- ☐ Create an action plan for implementing one of those practices

Lesson 4

Reflect

- ☐ Reflect on objective observations you made since the last lesson
- ☐ Reread the Working With Families Inventory and reflect what it will take to implement these ideas

Learn

- ☐ Watch all Lesson 4 Videos
- ☐ Complete the Reflective Inventory handout
- ☐ Draw CONNECTION/DISCONNECTION between adult & child
- ☐ Write down your strengths in connecting with children and families
- ☐ Complete the Daily Activity handout
- ☐ Read the Building Positive Relationships with Young Children Handout
- ☐ Write down one new way to make deposits with children
- ☐ Look at the CSEFEL website and challengingbehavior.org for ways to connect with families
- ☐ Write down one new way to make deposits with families
- ☐ Write down four ways to make deposits with co-workers

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #3
- ☐ Make an action plan for implementing one of those practices

Appendix B

Checklist for Module 1

Lesson 5

Reflect

- ☐ On the importance of the physical environment
- ☐ On the photographs, think about the design of the environment and the story they share with young children, families, and yourself

Learn

- ☐ Watch all Lesson 5 videos
- ☐ Complete the Infant and Toddler Environments Planning Document

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #4
- ☐ Create an action plan for implementing one of those practices

Lesson 6

Reflect

- ☐ Think about your “happy place”
- ☐ Brainstorm ideas for making your classroom or care setting a “happy place” for you and the children you work with
- ☐ Choose one of those ideas to try this week

Learn

- ☐ Watch all Lesson 6 videos
- ☐ Take pictures of your space and analyze them for the messages the environment sends
- ☐ Draw your space and analyze it for challenging behavior, traffic patterns, accommodations for physical and sensory disabilities, and visual cues
- ☐ Analyze your centers and center materials
- ☐ Rearrange as needed!

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #5
- ☐ Make an action plan for implementing one of those practices

Appendix B

Checklist for Module 1

Lesson 7

Reflect

- ☐ Journal about your classroom arrangement and how it affects child behavior
- ☐ Evaluate changes that you made to the classroom since the last lesson
- ☐ Make a plan to rearrange any areas where challenging behavior often occurs
- ☐ On what children learn from the care and environment you provide
- ☐ On your own daily routines and the meaning they hold for you

Learn

- ☐ Watch all Lesson 7 videos
- ☐ Complete the Responsive Routines Inventory
- ☐ Consider and plan for two children in your care
- ☐ Use colored dots to analyze your daily schedule
- ☐ Make changes to create a balanced schedule
- ☐ Plan new ways to teach children the schedule and routines
- ☐ Plan changes to make large group time meaningful and keep children engaged
- ☐ Consider small group time: why and how

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #6
- ☐ Make an action plan for implementing one of those practices

Lesson 8

Reflect

- ☐ On the balance of your schedule
- ☐ On the visual cues that you have provided or need to provide for schedules and routines
- ☐ On the visual cues that you have provided or need to provide for circle time

Learn

- ☐ Watch all Lesson 8 videos
- ☐ Count the transitions children have in your day
- ☐ Think about a difficult transition and a smooth transition – what are the differences?
- ☐ Plan to prepare children for transitions
- ☐ Plan to teach the expectations of transitions
- ☐ Create visual cues for transitions
- ☐ Complete the “Giving Good Directions” worksheet

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #7
- ☐ Make an action plan for implementing one of those practices

Lesson 4 continued

Appendix B

Checklist for Module 1

Lesson 9

Reflect

- ☐ Write the steps and expectations of one transition
- ☐ Brainstorm ways to teach those steps and expectations to children

Learn

- ☐ Watch all Lesson 9 videos
- ☐ Consider program-wide expectations
- ☐ Involve children in creating rules, or in creating visuals about the rules
- ☐ Teach rules and expectations systematically
- ☐ Encourage families to create similar household rules
- ☐ Use positive feedback and encouragement

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #8
- ☐ Make an action plan for implementing one of those practices
- ☐ Celebrate all your hard work on this module!

Appendix B

Checklist for Birth to Five Module 2

Lesson 1

Learn

- ☐ Watch all Lesson 1 videos
- ☐ Write down five things you learned about the Pyramid Model
- ☐ Complete the Knowledge Check
- ☐ Download and print the Action Plan form

Lesson 2

Reflect

- ☐ Journal about what you learned in Module 1
- ☐ What you've implemented
- ☐ How these strategies have changed your class
- ☐ What you would still like to try

Learn

- ☐ Watch all Lesson 2 videos
- ☐ Notice “teachable moments”
- ☐ Notice the stages of learning social emotional skills in your students
- ☐ Think about how you can help children progress through the stages

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Fill out Needs Assessment #9
- ☐ Create an action plan for implementing one of those practice

Lesson 3

Reflect

- ☐ On your current teaching of social emotional skills to the whole class
- ☐ On how you assess social emotional skills
- ☐ On how you could begin implementing individualized instruction of social emotional skills

Learn

- ☐ Watch all Lesson 3 videos
- ☐ Read the article “Intentional Instruction: Instructional Strategies”
- ☐ Complete Teaching Targeted Skills worksheet

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #6
- ☐ Make an action plan for implementing one of those practices

Appendix B

Checklist for Module 2

Lesson 4

Reflect

- ☐ Read “Intentional Instruction: Instructional Strategies”
- ☐ Consider which strategies you already use and which might be a stretch
- ☐ Consider how you might use one of the strategies with an individual child – make a plan!

Learn

- ☐ Watch all Lesson 3 videos
- ☐ Think of a child who makes and keeps friends easily
- ☐ Read the handout “Development of Play Skills for Infants and Toddlers”
- ☐ Read the article “You’ve Got to Have Friends”
- ☐ Complete the Embedding Friendship Opportunities into Daily Schedules worksheet
- ☐ Create visual cues to support friendship skills

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #11
- ☐ Make an action plan for implementing one of those practices

Lesson 5

Reflect

- ☐ On which friendship skills you have taught
- ☐ On how you are supporting friendship skills in the moment

Learn

- ☐ Watch all Lesson 5 videos
- ☐ Write down the cultural messages that girls and boys receive about feeling and expressing emotion
- ☐ Read the article “Enhancing Emotional Literacy in Young Children
- ☐ List 10 feeling words that you would like to teach
- ☐ Look at the Book Nooks on the CSEFEL website
- ☐ Consider ways to teach and support emotional literacy

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #12
- ☐ Make an action plan for implementing one of those practices

Appendix B

Checklist for Module 2

Lesson 6

Reflect

- ☐ Reflect
- ☐ On feeling words you've used or taught since the last lesson
- ☐ On feelings the children you work with have been experiencing

Learn

- ☐ Watch all Lesson 6 videos
- ☐ Review the definition of social emotional development
- ☐ Consider strategies you can use to support self-regulation in infants and toddlers
- ☐ Think about how you feel physically when you are upset or angry
- ☐ Find the solution kit, turtle technique, and other resources at www.csefel.vanderbilt.edu and challengingbehavior.org.

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment #13
- ☐ Make an action plan for implementing one of those practices

Appendix B

Checklist for Module 3



Lesson 1

Reflect

- ☐ Reflect on personal experiences and feelings when caring for a young child who is displaying persistent challenging behavior

Learn

- ☐ Watch all Lesson 1 videos
- ☐ Write down the names of two people who can be part of your support system for handling challenging behavior
- ☐ Read the Ideas for Self Nurturing handout
- ☐ Write down two things you can do to nurture yourself on a regular basis.
- ☐ Review the “Hot Buttons” lesson and review the strategies for regulating your emotions when behavior pushes your buttons
- ☐ Read and complete the Putting It All Together: Problem Solving Action Plan handout

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Download and print the Action Plan form

Lesson 2

Reflect

- ☐ On the words that come to mind when you think of a child with challenging behavior on a difficult day
- ☐ On the feelings that come up when you read this list
- ☐ Reframe your thinking to find the strengths in this child/behavior

Learn

- ☐ Watch all Lesson 2 videos
- ☐ Complete the Acting Out and Withdrawing Behaviors handout

Check and Do

- ☐ Complete the Knowledge Check

Lesson 3

Reflect

- ☐ On your thinking about challenging behavior
- ☐ On your own emotional responses to challenging behavior

Learn

- ☐ Watch all Lesson 3 videos
- ☐ Consider factors that affect a child’s behavior and factors that support appropriate social-emotional development
- ☐ Consider the possible reasons for a behavior
- ☐ Consider effectiveness of past intervention
- ☐ Complete the What is My Perspective handout
- ☐ Consider the perspective of a child in your care
- ☐ Consider the perspective of another adult

Lesson 3 continued

Appendix B

Checklist for Module 3

Lesson 3 continued

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment 3a
- ☐ Make an action plan for implementing one of those practices

Lesson 4

Reflect

- ☐ On shifts in your thinking about challenging behavior
- ☐ On internalizing and externalizing behaviors you have noticed
- ☐ On your thinking about form and function of behavior
- ☐ On your emotional responses to challenging behavior

Learn

- ☐ Watch all Lesson 4 videos
- ☐ Fill out the Observation Documentation handout as you observe Katie and Muk
- ☐ Record two observations of Ryan
- ☐ Remember the importance of screening, referral, and intervention
- ☐ Consider your current data collection systems:
- ☐ Make a plan to engage in systematic, objective observation for a child in your care.

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment 3b
- ☐ Make an action plan for implementing one of those practices

Lesson 5

Reflect

- ☐ Reflect
- ☐ On two things you can do this week to build a stronger relationship with a child who sometimes displays challenging behavior
- ☐ On one thing you can do this week to build a stronger relationship with another adult in that child's life

Learn

- ☐ Watch all Lesson 5 videos
- ☐ Learn about the process of developing a behavior support plan
- ☐ Read the handout "Talking With Families: Dos and Don'ts"
- ☐ Review the Functional Assessment Interview form
- ☐ Review the handout "Important Questions to Discuss with Family Members"
- ☐ Review the Home Observation card
- ☐ Practice making observations to collect data on behavior
- ☐ Practice forming a hypothesis about the function of behavior
- ☐ Plan to apply these skills with a child in your care

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment 3c
- ☐ Make an action plan for implementing one of those practices

Appendix B

Checklist for Module 3

Lesson 6

Reflect

- ☐ Reflect
- ☐ On your relationships with families and how those affect your ability to discuss concerning behavior
- ☐ Plan three ideas to use in the next to weeks to continue developing strong relationships with families

Learn

- ☐ Watch all Lesson 6 videos
- ☐ Determine your role in creating a program-wide system for addressing challenging behavior
- ☐ Complete Tim's behavior review form
- ☐ Decide which prevention strategies might help Tim
- ☐ Plan for collaborating with a team to develop a support plan for any children in your care who would benefit from this level of support

Check and Do

- ☐ Complete the Knowledge Check
- ☐ Complete Needs Assessment 3d
- ☐ Make an action plan for implementing one of those practices

Appendix D—Handouts

For ease of copying, and so that you don't have to download each handout individually, we have included the handouts for all three modules here.



Birth—5 Module I Lesson I

Importance of Social Emotional Skills in Early Childhood

Handouts



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

The term social emotional development refers to the developing capacity of the child from birth through five years of age to form close and secure adult and peer relationships; experience, regulate, and express emotions in socially and culturally appropriate ways; and explore the environment and learn—all in the context of family, community, and culture.

Caregivers promote healthy development by working to support social emotional wellness in all young children, and make every effort to prevent the occurrence or escalation of social emotional problems in children at-risk, identifying and working to remediate problems that surface, and, when necessary, referring children and their families to appropriate services.

(Adapted with permission from ZERO to THREE's definition of infant mental health, 2001.)

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The Center on the Social and Emotional Foundations for Early Learning

Addressing Challenging Behavior in Infants and Toddlers

AMY HUNTER

ZERO TO THREE

MARY LOUISE HEMMETER

Vanderbilt University

Jamal, age 17 months, began attending the Bright Baby Child Care Center 8 weeks ago. In these initial weeks at the center, Jamal has spent much of his time crying. He frequently hits and bites other children and the caregivers. He has had difficulty falling asleep; often he does not nap at all. Jamal's primary caregiver, Ms. Gatson, doesn't know what to do. Nothing she has tried seems to help. Ms. Gatson is particularly worried about him biting other children. She is also worried about her ability to provide sufficient attention to the other children while trying to help Jamal. Ms. Gatson has considered talking to her supervisor about telling Jamal's mother that the Bright Baby Child Center might not be a good fit for Jamal. Ms. Gatson knows she needs to talk to her supervisor, but she is worried her supervisor will think she is a bad teacher.

Prior to coming to the center Jamal was cared for by his grandmother while his mother worked full time. Jamal had little prior contact with groups of young children, but he had never bitten or hit other children. Since attending the center Jamal has been having difficulty eating and sleeping at home. His mother, Malena, asked her pediatrician for guidance; the pediatrician responded that Jamal might be "stressed" and suggested child care may be too much for him. Malena is not sure what to do. She needs care for Jamal, yet she is concerned about the toll it seems to be taking on him.

The Impact of Challenging Behavior

IN THE ABSENCE of focused support, Jamal may be asked to leave his child care center. If he stays in the child care program and his behaviors persist, his relationships and his development may suffer. Jamal's peers may begin to ostracize him, or perceive him to be a poor playmate whom they would rather avoid, or both. Jamal's teacher may become overwhelmed by his behavior and begin to treat him with impatience, frustration, or harshness. In addition, Jamal may likely experience his mother's stress in the way she interacts with him, cares for him, and speaks about him.

The potential impact of Jamal's challenging behavior on his social-emotional development is significant. He may come to believe relationships are stressful and difficult. Jamal may develop negative associations with other caregivers, child care, or school. He may

develop an idea that the world is an unsafe and unsatisfying place where he does not fit in. Jamal may develop negative thoughts about his self-image and identity such as, "I cannot be soothed," "I have needs that cannot be met," "I am a person others cannot understand," and, perhaps, "I am not worth being treated well or of having satisfying relationships with others." Jamal's behavior problems contribute significantly to his mother's worry, her level of stress, and the general quality of family life.

It is unclear from this brief scenario whether Jamal's behaviors represent developmental or transitional issues, issues in the care environment or relationships, or issues internal to Jamal. Jamal's experiences likely reflect a combination of all of these interactional experiences. Although there is increasing consensus that social-emotional and behavioral problems exist in infancy and toddlerhood (Zeanah, 2000), relatively little

is known about the course and persistence of such early emerging social-emotional and behavioral problems (Briggs-Gowan, Carter, Bosson-Heenan, Guyer, & Horwitz, 2006). What is clear in this scenario is that Jamal, his teacher, Ms. Gatson, and his mother, Malena, need support and strategies to navigate this complex situation.

Prevalence of Social-Emotional and Behavioral Problems

UNFORTUNATELY, SITUATIONS LIKE Jamal's are all too common. The Michigan Child Care Expulsion Prevention Initiative, one of the country's few programs dedicated explicitly to the prevention of expulsion of very young children,

Abstract

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is a federally funded national resource center designed to support early care and education (ECE) providers in addressing the social-emotional needs of children birth through age 5 years. Recent research has found that an extraordinarily high number of young children are being asked to leave early childhood settings because of their behavior. The authors describe the Pyramid Model, a framework of recommended practices to help ECE programs support the social-emotional competence of young children and address challenging behavior.

reported that 67% of referrals they received in 2006–2007 were for children birth through age 3 years (Mackrain, 2008). Additional data suggest that an estimated 10%–15% of 1- and 2-year-old children experience significant social-emotional problems (Briggs-Gowan, Carter, Skuban, & Horwitz, 2001; Roberts, Attkisson, & Rosenblatt, 1998). Other data similarly suggest that 12%–16% of the total population of children from birth to 3 years old exhibit challenging behavior (Boyle, Decoufle, & Yeargin-Allsoop, 1994; Campbell, 1995). Yet, fewer than 8% of 1- and 2-year-olds with social-emotional problems receive any developmental or mental health services (Briggs-Gowan, Carter, Irwin, Wachtel, & Cicchetti, 2004). From an early intervention perspective, Danaher, Goode, and Lazara (2007) found that in 2006 only 2.41% of the national population of children from birth to 3 years received services and supports through the early intervention system.

Perhaps the fact that so few young children with social, emotional, and behavioral problems are identified and receive services offers partial insight into why 4-year-olds in Pre-K programs are expelled at a rate three times that of all children in grades K-12 (Gilliam, 2005). In most cases, challenging behavior develops over a period of time in the context of children's relationships and environments. On the basis of prevalence data, it is possible that many of the children expelled at age 4 could have been identified with proper screening and assessment tools in earlier years of their development.

Need for Additional Information for Parents and Teachers

DESPITE AN INCREASING trend in the number of young children with challenging behavior, many teachers of young children feel ill-equipped to meet the needs of children with challenging behavior (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003). Early childhood teachers report that challenging behavior is their number-one training need and that challenging behavior negatively affects their job satisfaction (Hemmeter, Corso, & Cheatham, 2006).

Similarly, parents are often unsure how to respond to their children's challenging behavior. Frequently, parents worry about how to meet their child's needs while also meeting work responsibilities and other family and personal obligations. Parents may be put in a position where their child's needs are at odds with their work responsibilities. Parents rely on family, friends, pediatricians, and their child's teachers for guidance and advice; however, information and services for very young children with challenging behavior are not widely available. In fact, in a study exploring the experiences of parents of young children

(from 25 to 43 months of age) with challenging behavior, many of the parents considered information provided by pediatricians to be inadequate; parents reported that pediatricians often suggested that the children's challenging behavior reflected a normal range of functioning for the child's age, and/or that the child would grow out of the behavior (Worcester, Nesman, Raffaele Mendez, & Keller, in press).

The Center on Social Emotional Foundations for Early Learning

THE OFFICE OF Head Start and the Child Care Bureau recognized the need for a national resource center to support early educators in addressing the needs of children expressing challenging behavior in the classroom. The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) was initially funded in 2001 to develop materials and resources to assist teachers in supporting the social-emotional development of children ages 2 to 5 years and addressing challenging behavior. In 2006, CSEFEL was funded again with an explicit focus on expanding the model and materials to address the needs of early educators working with children from birth to 2 years old.

The CSEFEL approach to understanding and addressing challenging behavior in young children is designed to build the capacity of teachers and parents to support the social-emotional development of all young children. The Pyramid Model for Supporting Social-Emotional Competence in Infants and Young Children (see Figure 1) provides a conceptual framework for organizing effective practices for promotion, prevention, and intervention. The four levels of the Pyramid Model are, from bottom to top: Nurturing and Responsive Relationships, High Quality Supportive Environments, Targeted Social Emotional Supports, and Intensive Intervention. The base of the Pyramid, Effective Workforce, reflects the importance of providing support and training to providers in order to support them in implementing the Pyramid practices.

Effective Workforce

The foundation of any effective organization is an effective workforce. A well-supported, well-qualified workforce is even more critical in programs serving infants and toddlers where the quality of children's care and education is largely based on their interactions and relationships with their caregivers

Figure 1. The Pyramid Model for Supporting Social-Emotional Competence in Infants and Young Children



ILLUSTRATION: WWW.PYRAMIDMODEL.ORG/CSEFEL

(Kagan, Tarrant, Carson, & Kauerz, (2006). Working to promote children's social-emotional development and to prevent and address challenging behaviors requires that programs have a number of systems and policies in place to support the adoption and maintenance of evidence-based practices (Hemmeter, Fox, Jack, & Broyles, 2007). Programs should develop formal and informal strategies that are individualized to promote each staff's ongoing professional development. Staff members should know the specific procedures to request support and share concerns, and they should have access to timely and qualified support in response. Staff members should have regular opportunities to reflect on their practices and their own sense of well-being, and to offer feedback and suggestions.

There are a number of leadership strategies that support developing an effective workforce to support young children's social-emotional development. A leadership and administrative team should

- Demonstrate a commitment to promoting all children's social and emotional development;
- Regularly recognize and acknowledge staff efforts and contributions;
- Involve staff in shared decision making;
- Articulate the program's expectations and goals;
- Work to ensure that staff at all levels of the organization are accountable;
- Use data to make continual program improvements;
- Recognize that changing practice is challenging; and
- Maintain enthusiasm, passion, and direction for enhancing staff competency and quality children's services.

Nurturing and Responsive Relationships

The foundation for promoting social-emotional development in young children is characterized by responsive relationships and high quality environments. Very young children learn what relationships look and feel like by participating in and observing relationships with others. Interactions between children and staff, parents and children, staff and parents, and among staff are all critical to consider when thinking about promoting children's social-emotional development. Young children develop their self-image and their beliefs about the world, and the people in it, on the basis of their early relationships with their caregivers. Children who have positive relationships, self-confidence, and social skills are less likely to engage in challenging behavior. Similarly, very young children



PHOTO: MARILYN NGUYEN

Quality early care and education depends on quality interactions between children and caregivers.

are more likely to respond to caregivers with whom they have developed a positive trusting relationship.

Caregivers who have nurturing and responsive relationships with children in their care often engage in practices such as

- Maintaining frequent and close eye contact with children;
- Acknowledging children's efforts;
- Providing praise and encouragement to children and their parents;
- Smiling and warmly interacting with children, using positive language at all times;
- Responding to children's vocalizations and communication attempts;
- Frequently using language to talk about emotions, experiences, and the environment;
- Using significant amounts of physical closeness (e.g., holding children, sitting next to children at their level, rocking children);
- Holding infants while feeding them a bottle; and
- Spending time on the floor with children.

Organizational practices such as continuity of care, primary caregiving, using everyday experiences and routines to guide the curriculum, and low caregiver-to-child ratios set the stage for caregivers to form close and secure relationships with chil-

dren and their families. Individualizing care by uniquely responding to each child's temperament (e.g., allowing a child who is slow to warm up more time to watch an activity before he joins in), interests, strengths, needs (e.g., carrying an infant who is used to being held frequently in a baby carrier or sling), and individual sleeping, feeding, and playing rhythms helps caregivers get to know each child and be responsive to his individual needs.

When providers make an effort to communicate and develop relationships with each child's family, they demonstrate that they understand and respect the key role the family plays in shaping how their children learn about themselves and their emotions and develop their own way of interacting and relating to others (National Research Council & Institute of Medicine, 2000). Establishing a trusting relationship with each family early ensures that if a child does exhibit challenging behavior it can be addressed openly in the context of an existing trusting relationship. In addition, systems that serve infants and toddlers and their families have the opportunity to positively contribute to a family's social support network and to reduce the level of stress families may experience (Gowen & Nebrig, 2002; Seibel, Britt, Gillespie, & Parlakian, 2006).

There are a number of concrete practices that can assist caregivers in developing and maintaining responsive nurturing and

supportive relationships with families (see box, Practices to Support and Enhance Relationships With Children and Families).

High-Quality Environments

High-quality environments facilitate children's ability to safely explore and learn. High-quality environments facilitate positive interactions among children and between adults and children. In addition, physical environments that are well-designed (e.g., changing tables placed where caregivers can see other children, sinks next to the changing tables, child-sized toilets in the restroom, ample space for children to move and play, sufficient storage) and well-supplied (e.g., adult-sized furniture and child-sized furniture, plenty of materials) facilitate caregivers' ability to successfully care for children and help caregivers feel comfortable and valued (see box, Characteristics of High-Quality Environments).

Targeted Social-Emotional Supports

Essential social-emotional skills include cooperating, sharing, turn taking, engaging with and getting along with others, regulating/managing emotions, expressing emotions, listening, recognizing emotions, taking the perspective of another, empathizing with others, and using words and gestures to resolve conflicts. The development of these skills starts early (infants as young as 7 months can recognize a discrepancy between a caregiver's tone and facial expression (Grossman, Striano, & Friederic, 2006)). Responsive flexible routines and systematic approaches to teaching social-emotional skills can have a preventive and remedial effect on young children's social-emotional development.

There are many ways to support young children in learning and developing social-emotional skills. Caregivers who are intentional and purposeful provide multiple and diverse opportunities throughout the day for young children to observe, experience, and practice their social-emotional skills.

CHARACTERISTICS OF HIGH-QUALITY ENVIRONMENTS

- Safe and free from hazards
- Clean and free of clutter
- Inviting, interesting, and aesthetically pleasing
- Natural light with windows
- Comfortable spaces for adults to sit with and/or hold children (e.g., adult-sized couch, rocking chair, mat with large pillows to lean up against)
- Quiet, soft spaces for children to be alone and/or interact with one other child (e.g., a nest with a blanket over it, a loft space or box for two children to crawl in)
- Children's art work at eye level
- A space for developmentally appropriate toys and manipulative items at children's level so they can reach them
- Mirrors at children's level so they can see themselves
- A space for reading to children and places for infants and toddlers to reach books and look at them
- Space and materials for sensory exploration
- Space and materials for development of gross motor skills (e.g., floor space so children can move freely about, ramps and short climbers, balls of all sizes, rocking boats, tunnels to crawl through, a bar fastened to the wall at various levels to accommodate multiple children attempting to stand, slides and climbers that invite peer interaction)
- Space and materials for dramatic play (e.g., hats, scarves, purses placed at children's levels; child-sized kitchen furniture and utensils; multi-ethnic dolls, baby bottles, bed and blankets)
- Spaces and materials appropriate for children's ages (i.e., developmentally appropriate, individually appropriate, and culturally appropriate)

Children with strong social-emotional skills have fewer challenging behaviors

USING ROUTINES

Caregivers can use routines such as feeding and diapering to provide each child with one-on-one time for interacting, bonding, and engaging in relationships (i.e., demonstrating relationship skills). Caregivers of older toddlers can engage children in developing social skills by sitting with them during eating and encouraging conversations about the food or experiences (versus hovering over them). Toddlers benefit greatly from predictable yet flexible routines that help them to feel safe and

secure in knowing what is coming. As children feel comfortable in their routine and in their surroundings they are able to explore and learn.

DEVELOPING SELF-REGULATION

Through relationships with their caregivers very young children begin to recognize and regulate their own feelings. As caregivers respond when children are hungry and when they indicate they are satisfied or want to stop eating, children learn to recognize and respond to their own feeling states. When caregivers tune in to a child's cues for how much stimulation he may need and respect when he is uninterested in interaction, a child begins to learn how to regulate his own emotions and interests. When caregivers respond to children's attempts to communicate individual needs consistently over time, children learn that their communication is meaningful and effective in getting their needs met. Picking up a crying baby, offering soothing touches, rocking, singing, or providing calming words sets the stage for him to develop his own ability to self-soothe. Encouraging older toddlers to notice their feeling states (e.g., "you look so angry right now"), engage in deep breathing, experiment with different feeling expressions and different bodily states (e.g., tense, stiff, loose, relaxed) provides children practice in identifying their own feelings and learning how to calm themselves.

PRACTICES TO SUPPORT AND ENHANCE RELATIONSHIPS WITH CHILDREN AND FAMILIES

- Ask parents about their child's needs, interests, routines, and preferences.
- Talk frequently with the child's parents about their caregiving practices at home (e.g., how do they feed the infant? How do they put her to sleep?).
- Communicate with children and families in their home language.
- Communicate daily with families about the child's activities and experiences.
- Welcome families and encourage them to stay or visit anytime.
- Develop rituals with families and children at "drop-off" and "pick-up."
- Encourage breast-feeding and offer private, comfortable spaces for breast-feeding.
- Conduct home visits.

Infants and toddlers also learn about emotions when their caregivers and parents label children's emotions as well as their own throughout the day. Children learn turn-taking when caregivers encourage children to imitate their actions such as putting a block in a bucket. When caregivers offer opportunities for young children to help (e.g., set the table, clean up toys and spills) and provide specific praise for helping, children learn social skills of cooperating, being responsible, and contributing to their surroundings. Peek-a-boo and other social games offer children engaging and fun opportunities for give and take in social interaction. Regularly offering children choices (e.g., asking which book they want to read) helps children feel powerful and independent. Following a child's lead in play is another strategy to support children's social-emotional development. When adults allow a child to direct the play, the child learns that his ideas are valued and he is more likely to further initiate, explore, and interact. When problems or conflicts occur between children, caregivers can teach children to problem solve by offering alternative solutions and gradually helping them use problem-solving steps on their own.

Intensive Intervention

Even when teachers establish positive relationships with children and families, design and implement supportive environments, and intentionally offer multiple and varied opportunities for children to develop their social-emotional skills, a small percentage of children will continue to need more intensive and individualized intervention. One approach to developing individualized plans is called Positive Behavior Support (PBS). PBS recognizes that children's behavior has meaning. "In the last decade research has demonstrated that positive behavior support (PBS) is a highly effective intervention approach for addressing severe and persistent challenging behavior" (Fox et al., 2003). It has been described and used successfully with young children including toddlers (Dunlap, Ester, Langhans, & Fox, 2006; Dunlap & Fox 1999; Fox & Clarke, 2006; Fox, Dunlap, & Cushing, 2002; Powell, Dunlap, & Fox, 2006).

The focus of PBS is to understand the meaning of the child's behavior and help the child and adult discover together more effective means for communicating needs, wishes, and desires. As a result of using a PBS approach, adults develop new ways of responding to children and children develop more effective strategies for communicating what they want or need. Using PBS reduces challenging behavior, enhances relationships between adults and children, and generally helps caregivers and children experience an

improved quality of life. Steps in implementing a PBS process include:

- Conduct observations and collect data on the child's behavior and the context in which it occurs in order to identify the function of the behavior.
- Respond immediately to any unsafe behavior.
- Meet with the family to collect information about the child's behavior at home and in the community, share information, and demonstrate a commitment to working together to address the child's needs.
- Convene a team meeting (including family members) to collaborate and design a behavior support plan based on an understanding of the child's behavior in everyday activities and routines.
- Provide support to the caregivers to implement the plan at home and at school.
- Continue to conduct observations and collect data in order to evaluate the plan and ensure the plan is being implemented consistently.
- Set a timeframe and method for evaluating the plan and changes in the child's behavior.

If challenging behavior persists,

- Determine whether the plan is being implemented as designed.
- Conduct additional observations to determine whether the team correctly identified the meaning of the child's behavior.
- Determine whether the plan needs to be revised.
- Determine whether additional evaluations, assessments, supports, or professional expertise are needed.

Individualized plans are developed based on a comprehensive assessment process that includes observation, interviews with significant others, and reviewing records.

The assessment should include:

- Information from the family
 - The parent's view of the behavior and parents' current responses to the behavior
 - Family history
 - Significant changes in family composition and/or other relationships
 - A review of the child's developmental and medical history
 - Family circumstances
 - Level of stress, etc.
- Information and data on the behavior
 - Frequency, intensity, and duration; function of the behavior

- What happens before and after the behavior
- The setting and context in which the behavior occurs, etc.
- An assessment of the child's interests, strengths, and development
- Observations of the child in multiple environments
- Results from any screenings or other assessment

The goal of the assessment process is to identify the function or purpose of the child's challenging behavior. Individualized plans should be designed based on an understanding of the individual child's behavior and should include prevention strategies, new skills to teach the child, and strategies for changing or modifying the way adults respond to the challenging behavior. Plans can be designed for the child care center, the home, or both. The most effective plans are those that are consistently implemented by all the caregivers in a child's life. A sample of a behavior plan for a toddler is provided (see box, Sample Individualized Behavior Support Plan).

Providing care to children with challenging behaviors is hard work and can be stressful for caregivers. Any individualized planning efforts should consider the stress level and emotions of the caregivers. Caregivers implementing individual behavior plans need and greatly benefit from opportunities to: reflect on their experience, share concerns and beliefs, gain support, and receive positive recognition for their efforts and accomplishments.

Putting the Pyramid Model Into Practice

The following is an example of how the CSEFEL Pyramid Model can be used in an infant-toddler classroom to support social-emotional competence.

Ms. Little, the administrator at Palm Tree Child Development Center, helps Ms. Powell, an infant-toddler teacher, warm a bottle and set out food for the children. It is the beginning of the year and Ms. Little wants to ensure that the infant and toddler teachers have the help they need to communicate effectively with each child and parent upon arrival (Effective Workforce).

When Theo, age 6 months, arrives at the center, Ms. Powell gently takes him from his mother. She nuzzles him close and smiles at him, telling him how much she missed him over the weekend. As she holds him close to her she asks his mother, Tori, how her weekend was. She asks Tori about Theo's sleeping and eating patterns and the progression of his teething. Ms. Powell then talks a bit to Theo about the classroom and his favorite areas to play in. As Tori leaves, she smiles to herself thinking how lucky she is to have Theo cared for in such an

SAMPLE INDIVIDUALIZED BEHAVIOR SUPPORT PLAN

Dean is a social, engaging, active 22-month-old boy. He has just started a group child care program for the first time. When his parents first brought him to the center, they talked with the teacher about their concerns about his behavior at home. His language is delayed. When adults can't understand what he is saying he gets frustrated and starts crying and screaming. He often does not follow directions, especially when he has to change activities. When changing activities (e.g., from playing in the classroom to going outside), he often has temper tantrums and falls to the ground crying. The teacher, center director, and parents are all committed to developing a plan to help him be successful. On the basis of several observations, they determine that Dean has challenging behaviors most often when (a) he is asked to transition to another activity, (b) he is engaged in an activity that is difficult, and/or (c) he is asked to follow directions to do something he does not appear interested in. The team hypothesizes that when tasks are challenging and/or when he doesn't want to do something he attempts to avoid the activity. The team works together to develop a plan based on their observations and discussions. The strategies below address Dean's difficulty with transitions. Similar plans are developed for following directions and engaging in difficult tasks. These plans can be used at home or at child care.

Goal: To improve Dean's ability to transition from one activity to another.

- Prevention Strategies
 - Provide him with a picture schedule to help him understand the transition.
 - Use a timer to help him prepare for the transition.
 - Use simple language to warn him that a transition is about to happen.
 - Include times on the schedule when he can do the things he really likes to do.
 - Write a short story about what he should do during transitions and read it to him each day. Include photos of Dean and the classroom to provide illustrations of what he should do during transitions.
- New Behaviors
 - Teach him to use the visual schedule (i.e., turn over the photo of one activity in preparation for the next activity).
 - Teach him to transition when the timer sounds; practice transitioning at times when he is not upset.
- Adult Responses/Support
 - Provide positive descriptive feedback when he uses his schedule and when he transitions without having a tantrum.
 - Validate his feelings.
 - Refer to the schedule to help him through transition.
 - Stay physically close to provide support and encourage him through small steps of the transition.
 - Have a peer bring him something related to the next activity (e.g., a ball for outdoor time).
 - Use "first, then" statements, (e.g., "first we change your diaper, then we can go outside").

interesting environment by a teacher who really loves him (Nurturing and Responsive Relationships and High-Quality Supportive Environments).

Ms. Powell holds Theo on her lap while she feeds him a bottle. With Theo on her lap she sits at a child-sized table with two toddlers who are practicing feeding themselves. As she feeds Theo, she engages all the children in conversation about what they are eating. One of the children, Lizzy, pushes her food away and makes an angry face. Ms. Powell says, "Lizzy, you look angry. Are you finished with your food? Can you say, 'all done'?" Lizzy imitates Ms. Powell's words. Ms. Powell responds, "Great job trying to use your words, Lizzy. If you are done eating you can go ahead and play with the toys from the shelf" (Targeted Social Emotional Supports).

Ms. Powell has been a bit worried about the behavior of another child, Sarah. Lately she has noticed a change in how readily Sarah has been hitting and biting to try to get what she wants. Ms. Powell, Ms. Little, and Sarah's parents have


been keeping in close communication about Sarah's behavior and may soon develop an individualized behavior plan for home and school in order to try to strategically prevent and address the behavior. They all agree that a plan will help them better understand Sarah's behavior and find the most effective ways to prevent and respond to it (Intensive Intervention).

CSEFEL developed three training modules to support caregivers in addressing the social-emotional needs of infants and toddlers. These modules reflect the three tiers of the Pyramid, with Module 1 focusing on the bottom tier, Module 2 focusing on the second tier, and Module 3 focusing on the top of the pyramid. (see box, Training Modules for Promoting the Social and Emotional Competence of Infants and Toddlers).

Summary

I am so frustrated by these behaviors. Some days I feel so incompetent, I just want to quit!

Sometimes I cry, not because he is hurting me but because I don't know what to do for him.

Although these quotes are from teachers with whom we have worked, they are not unusual. In our work with early childhood providers in a variety of settings, we hear these kinds of comments on a regular basis. Teachers are frustrated by infants and toddlers with challenging behavior and feel that they lack both the direction and support to help them respond appropriately. Their frustrations affect their job satisfaction and no doubt affect their interactions with children and families. In this article we have described a model that addresses teachers' need for effective practices and supports teachers in implementing those practices. The Pyramid Model offers a set of practices for promoting social-emotional development and addressing challenging behaviors in all young children. Implicit in the model is the recognition that program policies and procedures must be in place to provide supports to teachers in implementing these practices. In this model, addressing the social, emotional, and behavioral needs of young children is a program responsibility rather than only the teacher's responsibility. Staff whose programs have fully implemented the Pyramid Model have described changes in the day-to-day operation of the program. In the words of one teacher, "The Pyramid Model was difficult at first, but the more you use it, the better it is—and it is life-changing." 

TRAINING MODULES FOR PROMOTING THE SOCIAL AND EMOTIONAL COMPETENCE OF INFANTS AND TODDLERS

Module 1: Social-Emotional Development Within the Context of Relationships

Module 2: Responsive Routines, Environments, and Strategies to Support Social-Emotional Development in Infants and Toddlers

Module 3: Individualized Intervention with Infants and Toddlers: Determining the Meaning of Behavior and Developing Appropriate Responses

Each of the three modules includes a presenter's script, PowerPoint slides, accompanying handouts, and video clips. A facilitator's guide is available. The training modules as well as additional resources are downloadable (www.vanderbilt.edu/csefel) and may be copied and distributed freely.

AMY HUNTER, MSW, LICSW, is a senior early childhood mental health specialist at ZERO TO THREE. Ms. Hunter works with the Early Head Start National Resource Center and directs the birth-to-3 portion of the Center on the Social and Emotional Foundations for Early Learning project. She served for 2 years as a National Head Start Fellow at the Office of Head Start. Prior experience includes managing the mental health services of a Head Start program and providing therapy to children and families in homes, clinics, and domestic violence shelters.

MARY LOUISE HEMMETER, PhD, is an associate professor in special education at Vanderbilt University. She is also the director of the Center on the Social and Emotional Foundations for Early Learning. Her research focuses on two areas related to young children: developing effective instruction for young children with and without disabilities, and creating supports for teachers and programs to address young children's social-emotional development and challenging behavior.



PHOTO: DEBBIE RAPAPORT

Caregivers can use routines such as diapering for one-on-one interaction and bonding.

Learn More

Technical Assistance Center on Social Emotional Interventions (TACSEI)

www.challengingbehavior.org

TACSEI is funded by the Office of Special Education Programs and focuses on addressing the social-emotional needs of infants, toddlers, and preschoolers with disabilities. The Web site has multiple resources including recommended practices, case studies, PowerPoint presentations, and tools for teachers.

The Emotional Development of Young Children: Building an Emotion-Centered Curriculum (2nd ed.)

M. Hyson (2004)

New York: Teachers College Press

This book includes an overview of social-emotional development and guidance in designing classrooms to promote children's emotional development.

An Activity-Based Approach to Developing Young Children's Social Emotional Competence

J. Squires, & D. Bricker (2007)

Baltimore: Brookes

This practical guidebook is a ready-to-use, linked system for identifying concerns and improving young children's social-emotional health. This book walks readers through a five-step

intervention process called Activity-Based Intervention: Social-Emotional.

Endless Opportunities for Infant and Toddler Curriculum: A Relationship Based Approach

S. Peterson & D. Wittmer (2009)

Upper Saddle River, NJ: Pearson Education

This is a practical "how-to" book designed to help infant-toddler care teachers plan a responsive and relationship-based curriculum. This book, which helps infant-toddler teachers make intentional decisions about the care they provide, was a primary source for the development of the infant-toddler CSEFEL modules.

Strategies for Understanding and Managing Challenging Behavior in Young Children: What Is Developmentally Appropriate—and What Is a Concern?

www.ehsnrc.org/PDFfiles/TA10.pdf

EHS/NRC Technical Assistance Paper 10, 2006

This useful Technical Assistance paper uses a realistic scenario to: offer insight into infant and toddler behavior, illustrate how temperament relates to challenging behavior, and describe how Early Head Start programs can support infants and toddlers who exhibit challenging behavior. Prepared for the Head Start Bureau, under contract # HHSP23320042900YC, by the Early Head Start National Resource Center @ ZERO TO THREE.

Digging Deeper: Looking Beyond Behavior to Discover Meaning, A Unit of Three Lessons,

http://eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development/On-line%20Lessons/Digging%20Deeper%20-%20Looking%20Beyond%20Behavior%20to%20Discover%20Meaning/Digging_Deeper_intro.html

These three on-line lessons offer user-friendly self-paced lessons on understanding the meaning of behavior as well as a process for determining how to respond to challenging behavior.

Michigan Association of Infant Mental Health (MI-AIMH)

www.mi-aimh.org/

The mission of MI-AIMH is to promote and support nurturing relationships for all infants. The Web site provides up-to-date information on infant mental health and lists training, resources, and products related to supporting infant mental health.

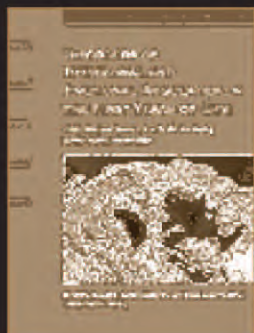
Program for Infant/Toddler Caregivers

www.pitc.org/

The Program for Infant/Toddler Caregivers Web site offers information on training, resources, and practices to meet their mission of ensuring America's infants get a safe, healthy, emotionally secure, and intellectually rich start in life.

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Inventory of Practices for Promoting Infant and Toddlers' Social Emotional Competence

Developed by Lindsey T. Allard, Amy Hunter, and Kate Anderson Simons

Purpose of the Inventory: *The Inventory of Practices for Promoting Infants' and Toddlers' Social Emotional Competence* is designed as a reflective series of tools for use by individuals and/or teams to recognize effective practices, identify ongoing professional development needs, and plan a course of action to address those needs related to five target areas:

Foundational Assessment: Program Design and Management

The program design and management section may be most helpful as a reflection tool for administrators and supervisors. It is aligned to the *Effective Workforce* portion of the pyramid and can be helpful in reflecting on policies and program design elements that support infants and toddlers social emotional development. This tool describes critical practices and policies that should be in place in a high-quality program that supports infants, toddlers, and their families. Many of these policies and practices pave the way

Tool I: Nurturing and Responsive Relationships

The *Nurturing and Responsive Relationships* section is aligned to the base of the pyramid, which indicates where a program should begin in addressing infants' and toddlers' social and emotional development through the important aspects of building relationships with infants and toddlers and their families.

Tool II: Creating High-Quality Supportive Environments

The *Creating Supportive Environments and Routines* section is also aligned to the base of the pyramid, which indicates where a program would begin addressing infants' and toddlers' social and emotional development through the important aspects of creating environments that support social emotional development.

Tool III: Targeted Social Emotional Supports

The *Targeted Social Emotional Supports* section relates to systematic approaches to promoting, facilitating and teaching social and emotional skills to infants and toddlers. This section is a focus for programs and classrooms that already have the base of the pyramid in place.

Tool IV: Individualized Intensive Interventions

The Intensive Interventions section describes indicators for implementing a program process to effectively implement individualized intensive interventions. This section can be used to stimulate reflection among program administrators, teams, caregivers, and families.

The target areas are aligned with the CSEFEL Pyramid Model. Some of the items, specifically in the sections at the base of the pyramid, address issues that are well-established indicators of high quality programs. Some of these indicators may be addressed in other tools or measures already used within a program (such as the Infant Toddler Environmental Rating Scale). The purpose of this tool is to provide a specific lens to look at social emotional development in infants and toddlers. It can be used strategically in conjunction with other tools within a program. While it is not likely feasible to use the entire set of tools at one time, the set of tools is designed to be used as an ongoing planning and discussion tool by programs. For example, if the program plans to focus on creating supportive environments to support infants' and toddlers' social emotional development, the Creating Supportive Environments section may be used with teachers as a pre and post reflective opportunity to gauge practices and develop plans for key areas for growth. The tools within the inventory encourage individual selfreflection, opportunities for teaming between caregivers, mentor coaches, supervisors, consultants, site directors, and other administrators, and promote effective practices for direct service staff. For each of the tools in the inventory, there is an action plan that can guide reflection, feedback and next steps. While each tool focuses on a different level of the pyramid, it is important to note that some of the ideas and themes are consistent and overlapping throughout several tools.

Use of the Inventory: This tool is best utilized in a manner that encourages reflection and discussion. Each of the five target areas includes *Topics, Practices and Indicators* that promote social emotional competence in infants and toddlers. The Indicators are detailed phrases that enable the user to “dig a little deeper” in identifying practices and observable behaviors that may or may not be present in the caregiving environment. A column entitled *Observations/Evidence* allows the user to write thoughts, suggestions, strengths, and needs concerning the specific *Topics, Practices or Indicators*.

Three following three levels of skill permit users to record their perceived practice level for each Indicator by checking the appropriate box:

Consistently:	The program understands this practice and believes they perform the practice frequently, regularly, and consistently throughout the day. <i>If self-administered:</i> Program administrator(s) can recall few or no important, naturally occurring opportunities when they failed to demonstrate the practice. <i>If administered by a colleague:</i> The program does not appear to miss important, naturally occurring opportunities to demonstrate the practice.
Occasionally:	The program understands this practice and believes they perform the practice sometimes but not frequently or consistently throughout the day. <i>If self-administered:</i> Program administrator(s) may recall several important, naturally occurring opportunities when they failed to demonstrate the practice. <i>If administered by a colleague:</i> The program may miss important, naturally occurring opportunities to demonstrate the practice.
Seldom:	The program may not understand the concept or practice and the practice is not performed very often if at all. <i>If self-administered:</i> Program administrator(s) may recall many important, naturally occurring opportunities when they failed to demonstrate the practice. <i>If administered by a colleague:</i> The program often misses important, naturally occurring opportunities to demonstrate the practice.

Indicators that have an asterisk are those that may best be answered through interview, discussion or document review. When possible, users should plan a time with the caregiver or team to ask questions or look at examples of various tools or policies designed to support infants' and toddlers' social emotional development. Users should meet with caregivers in a quiet area, during a time when the caregiver is not responsible for caring for infants and toddlers. The final column allows the team to decide whether an indicator should be a *Target for Training*. Following each section is a space for writing additional comments. The team or individual may wish to acknowledge particular strengths or delineate specific training requests, professional development opportunities, strengths, or feedback regarding practice in the *Comments* box. A team or individual may choose to assess their perceived skill in one of the five target areas, or select a few indicators within each topic of the five target areas.

Use of the Action Plan: Indicators that have an asterisk are those that may best be answered through interview, discussion or document review. When possible, users should plan a time with the caregiver or team to ask questions or look at examples of various tools or policies designed to support infants' and toddlers' social emotional development. Users should meet with caregivers in a quiet area, during a time when the caregiver is not responsible for caring for infants and toddlers. The final column allows the team to decide whether an indicator should be a *Target for Training*. Following each section is a space for writing additional comments. The team or individual may wish to acknowledge particular strengths or delineate specific training requests, professional development opportunities, strengths, or feedback regarding practice in the *Comments* box. A team or individual may choose to assess their perceived skill in one of the five target areas, or select a few indicators within each topic of the five target areas.

Completion Dates: Users may complete the *Inventory and Action Plan* on an ongoing basis as a way of determining their progress toward addressing specific Practices targeted for training and to track changes over time. Portions of the Inventory may be completed repeatedly, as needed, during a program year, or as time and resources permit.

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Foundational Assessment: Program Design and Management

1. Program Design
2. Program Management
3. Teams with families to develop individualized curriculum plans for all children

Tool I: Nurturing and Responsive Relationships

4. Provides physical and emotional security for each child
5. Develops meaningful relationships
6. Assists infants and toddlers in regulating emotions
7. Applies knowledge of children's individual temperaments to interactions and practice
8. Engages in ongoing observation and reflection about children's social emotional learning
9. Examines personal, family, and cultural values, beliefs, and assumptions

Tool II: Creating Supportive Environments and Routines

10. Designs responsive environments that promote social emotional competence
11. Designs responsive routines and schedules that promote social emotional competence
12. Ensures smooth transitions
13. Individualizes plans and curriculum to promote social emotional competence
14. Uses age appropriate expectations to guide children's behavior
15. Supports families to develop home environments and routines that promote social emotional competence

Tool III: Targeted Social Emotional Supports

16. Uses prompting and reinforcement of positive interactions effectively
17. Provides guidance to aid children in their development of social practices
18. Promotes identification and labeling of emotions in self and others
19. Explores the nature of feelings and the appropriate ways they can be expressed
20. Develops individualized approaches to support children in distress

Tool IV: Individualized Intensive Interventions and Program Design and Management

21. Team uses information and careful observation to determine the meaning of behavior
22. When necessary, uses a program process to develop individualized support plans
23. Uses program process to reflect on children's progress within support plan

Practices and Indicators				Target for Training?		Observations/Evidence
	Consistently	Occasionally	Seldom	YES	NO	
1. Program Design	3	2	1	YES	NO	
<ul style="list-style-type: none"> Program implements a primary caregiving model. Each caregiver has a primary assignment for a small group of children (no more than 3 for infants and 4 for toddlers), and is responsible for the majority of daily routines throughout the day for assigned children* 						
<ul style="list-style-type: none"> Primary caregivers and families have multiple and ongoing opportunities to discuss the child's development, including home visits and pre-enrollment meetings.* 						
<ul style="list-style-type: none"> Program implements a continuity of care model. (i.e. same primary caregiver with child for first three years)* 						
<ul style="list-style-type: none"> Maintains small adult to child ratios (1:4 for infants and toddlers) and group sizes (maximum of 8 children) as recommended by Early Head Start, NAEYC, and PITC.* 						

Comments:

2. Program Management	3	2	1	YES	NO	
<ul style="list-style-type: none"> Administration provides and supports ongoing education and professional development for program staff 						
<ul style="list-style-type: none"> Staff have an opportunity to be reflective about their work and their own values, beliefs and assumptions either with their co-workers or with a supervisor at a designated time when they do not have responsibility for children* 						
<ul style="list-style-type: none"> Supervisors reflect on their relationships with staff as a model for how staff should to relate to families. (This includes considering how supervisors use a strengths-based approach to relationships with staff, use appropriate and respectful language, reflect on own beliefs, values, and assumptions, use active listening, etc.)* 						
<ul style="list-style-type: none"> Managers ensure regular breaks for staff and provide support when caregivers feel challenged or overwhelmed 						
<ul style="list-style-type: none"> Program policies and procedures are written and clearly articulated so staff know what is expected of them, how to receive support if needed, what to do in a crisis/emergency, and how to perform key functions of their job. 						
<ul style="list-style-type: none"> Program has access to mental health consultation and/or additional supports when staff are concerned about a child and/or need additional guidance. 						
<ul style="list-style-type: none"> When conflict or disagreement occurs there is encouragement and support to discuss the conflict. Staff are aware of program policies and procedures to share and resolve disagreements and conflicts. 						
<ul style="list-style-type: none"> Program has processes in place to facilitate trusting and collaborative relationships among staff and between staff and managers/administration. 						

Comments:

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
	3	2	1	YES	NO	
3. Teams with families to develop individualized curriculum plans for all children						
• Works collaboratively with the family to develop an individualized plan*						
• Accommodates family schedule by arranging meetings at times convenient for families*						
• Ensures that the plan addresses family and child care issues*						
• Uses observation, medical information, screening, anecdotal notes, information from families, and other information about child to create a plan that focuses on the individual growth and development of each child*						
• Caregiver or program has partnership/relationship/collaboration with local Part C provider, and provides families with resources for obtaining further assessment/services as needed*						

Comments:

Action Plan

Priority Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities

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Tool I: Nurturing and Responsive Relationships

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Use of the Action Plan: Once users have determined the specific *Practices and Indicators* from the Inventory they want to target for development, a plan for next steps can be developed using the *Action Plan*. In the first column of the *Action Plan*, users should outline priority indicators as targets for development. In the second column, caregivers and support personnel (e.g., trainers, supervisors, consultants, mentor coaches, administrators) should work together to identify the strategies they will each use to help the caregiving team implement the new practices. The third column allows users to identify *Resources and Supports* that will be necessary to successfully complete the activities or strategies listed in the second column. Once the caregiving team has completed their action plan on the selected indicator(s), the team can select other priorities to work on, creating an ongoing process of quality improvement.

Completion Dates: Users may complete the *Inventory and Action Plan* on an ongoing basis as a way of determining their progress toward addressing specific Practices targeted for training and to track changes over time. Portions of the Inventory may be completed repeatedly, as needed, during a program year, or as time and resources permit.

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6. Assists infants and toddlers in regulating emotions
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10. Designs responsive environments that promote social emotional competence
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12. Ensures smooth transitions
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Tool III: Targeted Social Emotional Supports

16. Uses prompting and reinforcement of positive interactions effectively
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18. Promotes identification and labeling of emotions in self and others
19. Explores the nature of feelings and the appropriate ways they can be expressed
20. Develops individualized approaches to support children in distress

Tool IV: Individualized Intensive Interventions and Program Design and Management

21. Team uses information and careful observation to determine the meaning of behavior
22. When necessary, uses a program process to develop individualized support plans
23. Uses program process to reflect on children's progress within support plan

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
4. Provides physical and emotional security for each child	3	2	1	YES	NO	
<ul style="list-style-type: none"> Demonstrates responsive caregiving. Acknowledges and responds to infants' and toddlers' needs promptly when the need is expressed * (<i>i.e. verbally acknowledges verbal and non-verbal forms of expression when unable to physically because they are caring for another child and provides appropriate response to meet need as soon as possible</i>) 						
<ul style="list-style-type: none"> Provides physical forms of comfort and support, such as, holding infants close, holding toddlers hands while walking around with them, sitting close while reading, talking, singing or interacting and playing with infants and toddlers. 						
<ul style="list-style-type: none"> Prepares and informs children about transitions (<i>i.e. lets infants and toddlers know when the primary caregiver or parent will be leaving the room/program</i>) and facilitates rituals for routines (<i>eating, sleeping, arrival, departing, diapering/toileting</i>); helps parents understand the importance of these rituals (<i>saying goodbye, waving at parent from the window</i>) 						
<ul style="list-style-type: none"> Uses photos, songs, stories and objects that reflect the child's family and culture 						
<ul style="list-style-type: none"> Provides easy access to and allows children to keep important objects or comfort items with them throughout the day (<i>e.g. blankets, stuffed animals, pacifiers</i>) 						
<ul style="list-style-type: none"> Reassures children who venture off to explore that caregivers are still close by if needed 						
<ul style="list-style-type: none"> Reconnects with a child through a smile, hug, or kind words after having a challenging interaction 						
<ul style="list-style-type: none"> Encourages children to explore and try new experiences (<i>e.g. encourage crawling by practicing tummy time and placing a favorite toy a bit out of reach; encourage child to try new foods; encourage child to play near or with other children and notice what they are doing</i>) 						
Comments:						
5. Develops meaningful relationships	3	2	1	YES	NO	
Develops Meaningful Relationships with Infants and Toddlers						
<ul style="list-style-type: none"> Spends time on the floor, communicates with children at eye level, face to face, using smiles and positive responsive verbal and non-verbal interactions 						
<ul style="list-style-type: none"> Speaks calmly and warmly to infants and toddlers 						
<ul style="list-style-type: none"> Uses words, writing, music, and songs whenever possible in the child's home language 						
<ul style="list-style-type: none"> Uses one-on-one times, such as diapering and feeding to interact with infants and toddlers individually 						
<ul style="list-style-type: none"> Is "in tune" with each child in her or his care; reads infants and toddlers individual cues (<i>understands when a young infant is ready to play and responds by placing her on her tummy for a few minutes; responds to infants sleep cues</i>) 						

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
<ul style="list-style-type: none"> Follows children's lead in play 						
<ul style="list-style-type: none"> Uses books, stories and conversations to help make meaningful connections to children's experiences children's experiences and the important events in their lives (<i>reads a book about different kinds of families, a story about a new baby in the family</i>) 						
<ul style="list-style-type: none"> Plays responsive social games with children (e.g. peek-a-boo) 						
<ul style="list-style-type: none"> Demonstrates joining infant and toddlers emotions 						
<ul style="list-style-type: none"> Regulates pace of interaction in response to child's state or emotional expression 						
<ul style="list-style-type: none"> Demonstrates reciprocity in interactions 						
<ul style="list-style-type: none"> Engages in joint attention with infants and toddlers 						
Develops Meaningful Relationships with Families						
<ul style="list-style-type: none"> Listens to and incorporates parents' beliefs, as appropriate, into practices around social emotional issues, such ways to hold a baby, ways to calm and soothe children, ways to encourage and guide children 						
<ul style="list-style-type: none"> Uses a system to communicate with families in a meaningful way on a daily basis and ongoing, using a variety of communication methods (<i>notes, touch base during drop off and pick-up, daily reports, home visits, parent-child meetings</i>) 						
<ul style="list-style-type: none"> Speaks to children and families by name 						
<ul style="list-style-type: none"> Greets children and adults individually on arrival and says goodbye at departure 						
<ul style="list-style-type: none"> Uses arrival and departure times to connect with the family and gather valuable information about the child since last seen. Caregiver asks what has happened since last seeing the child 						
<ul style="list-style-type: none"> Follows a consistent plan to transition child from parent to caregiver upon arrival 						
<ul style="list-style-type: none"> Encourages parent's sense of competence by commenting and acknowledging positive parent child interactions 						
Promotes the Parent-Child Relationship						
<ul style="list-style-type: none"> Creates comfortable spaces for adults (<i>adult furniture in care space</i>) and spaces that welcome family members (<i>e.g. spaces for breastfeeding, to receive and provide information, facilitate meaningful transitions during drop-off and pick-up, or playing with their children</i>) 						
<ul style="list-style-type: none"> Asks all parents about their feelings (<i>including asking about depression related symptoms and feelings</i>) 						
<ul style="list-style-type: none"> Provides information to parents about ways to support their child's social emotional development (<i>e.g. including information on practices in this inventory</i>) 						
<ul style="list-style-type: none"> Provides resources and support for parents unique needs and interest. 						

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
Encourages and Models Positive Relationships with Other Adults in the Environment						
<ul style="list-style-type: none"> Creates opportunities for family members of children in the group setting to interact with and get to know one another (<i>family meetings, outings and group activities</i>)* 						
<ul style="list-style-type: none"> Demonstrates positive relationship with colleagues including co-workers and administration 						
Comments:						
6. Assists infants and toddlers in regulating emotions	3	2	1	YES	NO	
<ul style="list-style-type: none"> Assists children in regulating their emotions and reactions to outside stimuli (mirrors baby's emotions/face, takes a sweater off when a baby seems warm, explains what is happening in a calm voice, labels what the child is doing, talks for the child) 						
Comments:						
7. Applies knowledge of children's individual temperaments to interactions and practice	3	2	1	YES	NO	
<ul style="list-style-type: none"> Acknowledges children's temperamental traits (<i>"I know you like to watch for a while when we try new things. Don't worry we will take our time."</i>) 						
<ul style="list-style-type: none"> Adapts schedule, behavior, and energy level to meet the temperamental characteristics of different children in care (<i>follows children's toileting and eating patterns, holds a child who is fearful when a new adult enters the room, stays calm and quiet if needed; provides increased activity and stimulation if needed</i>) 						
<ul style="list-style-type: none"> Uses positive or neutral descriptors (<i>dramatic, assertive, persistent, watchful, observing, takes her time with new people, excited, energetic</i>) and avoids the use of negative labels for children's temperament (<i>loud, aggressive, stubborn, scared, shy, fearful</i>) 						
Comments:						
8. Engages in ongoing observation and reflection about infants' and toddlers' social emotional development to facilitate relationship building	3	2	1	YES	NO	
<ul style="list-style-type: none"> Observes throughout the day and objectively and routinely records the behavior, interactions and activities * 						
<ul style="list-style-type: none"> Sensitively shares observations regularly with colleagues and child's family to learn if everyone is observing similar things and to discuss how the child is progressing * 						
<ul style="list-style-type: none"> Uses observations to inform next steps for continuing to build the relationships with the child (<i>noticing that rocking calms and soothes when she is overwhelmed and upset</i>) 						

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
<ul style="list-style-type: none"> Uses observations to make a best guess about the meaning of behavior and uses this information to inform interactions/planning * 						
<ul style="list-style-type: none"> Uses formal and informal assessments to measure toddlers' social emotional development over time * (<i>structured and spontaneous observations</i>) 						
Comments:						
9. Examines personal, family, and cultural values, beliefs, and assumptions	3	2	1	YES	NO	
Examines own attitudes toward challenging behavior						
<ul style="list-style-type: none"> Understands the relationship between infants' and toddlers' social emotional development and challenging behaviors 						
<ul style="list-style-type: none"> Understands that infants' and toddlers' challenging behaviors are conveying some type of message 						
<ul style="list-style-type: none"> Understands there are many things that can be done to prevent challenging behaviors 						
<ul style="list-style-type: none"> Identifies what behaviors "push my buttons" 						
<ul style="list-style-type: none"> Develops strategies for dealing with situations when children's behavior "push my buttons" 						
<ul style="list-style-type: none"> Works together with a team to problem solve around issues related to challenging behaviors 						
Examines personal, family, and cultural views of child's challenging behavior						
<ul style="list-style-type: none"> Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior 						
<ul style="list-style-type: none"> Considers personal beliefs regarding the causes of specific types of unacceptable child behavior 						
<ul style="list-style-type: none"> Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior 						
Comments:						

Action Plan

Priority Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities	CSEFEL Resources
			Where to find helpful training information...
			Tool I: Nurturing and Responsive Relationships 4. Provides physical and emotional security for each child – Module 1 & 2 5. Develops meaningful relationship with children and families – Module 1 6. Assists infants and toddlers in regulating emotions – Module 2 7. Applies knowledge of children's individual temperaments to interactions and practice – Module 1

Inventory of Practices for Promoting Infant and Toddlers' Social Emotional Competence

Developed by Lindsey T. Allard, Amy Hunter, and Kate Anderson Simons

Purpose of the Inventory: *The Inventory of Practices for Promoting Infants' and Toddlers' Social Emotional Competence* is designed as a reflective series of tools for use by individuals and/or teams to recognize effective practices, identify ongoing professional development needs, and plan a course of action to address those needs related to five target areas:

Foundational Assessment: Program Design and Management

The program design and management section may be most helpful as a reflection tool for administrators and supervisors. It is aligned to the *Effective Workforce* portion of the pyramid and can be helpful in reflecting on policies and program design elements that support infants and toddlers social emotional development. This tool describes critical practices and policies that should be in place in a high-quality program that supports infants, toddlers, and their families. Many of these policies and practices pave the way for providers to be successful in implementing the practices detailed in Tools I-III.

Tool I: Nurturing and Responsive Relationships

The *Nurturing and Responsive Relationships* section is aligned to the base of the pyramid, which indicates where a program should begin in addressing infants' and toddlers' social and emotional development through the important aspects of building relationships with infants and toddlers and their families.

Tool II: Creating High-Quality Supportive Environments

The *Creating High-Quality Supportive Environments* section is also aligned to the base of the pyramid, which indicates where a program would begin addressing infants' and toddlers' social and emotional development through the important aspects of creating environments that support social emotional development.

Tool III: Targeted Social Emotional Supports

The *Targeted Social Emotional Supports* section relates to systematic approaches to promoting, facilitating and teaching social and emotional skills to infants and toddlers. This section is a focus for programs and classrooms that already have the base of the pyramid in place.

Tool IV: Individualized Intensive Interventions

The Intensive Interventions section describes indicators for implementing a program process to effectively implement individualized intensive interventions. This section can be used to stimulate reflection among program administrators, teams, caregivers, and families.

The target areas are aligned with the CSEFEL Pyramid Model. Some of the items, specifically in the sections at the base of the pyramid, address issues that are well-established indicators of high quality programs. Some of these indicators may be addressed in other tools or measures already used within a program (such as the Infant Toddler Environmental Rating Scale). The purpose of this tool is to provide a specific lens to look at social emotional development in infants and toddlers. It can be used strategically in conjunction with other tools within a program. While it is not likely feasible to use the entire set of tools at one time, the set of tools is designed to be used as an ongoing planning and discussion tool by programs. For example, if the program plans to focus on creating supportive environments to support infants' and toddlers' social emotional development, the Creating Supportive Environments section may be used with teachers as a pre and post reflective opportunity to gauge practices and develop plans for key areas for growth. The tools within the inventory encourage individual self-reflection, opportunities for teaming between caregivers, mentor coaches, supervisors, consultants, site directors, and other administrators, and promote effective practices for direct service staff. For each of the tools in the inventory, there is an action plan that can guide reflection, feedback and next steps. While each tool focuses on a different level of the pyramid, it is important to note that some of the ideas and themes are consistent and overlapping throughout several tools.

Use of the Inventory: This tool is best utilized in a manner that encourages reflection and discussion. Each of the five target areas includes *Topics, Practices and Indicators* that promote social emotional competence in infants and toddlers. The Indicators are detailed phrases that enable the user to “dig a little deeper” in identifying practices and observable behaviors that may or may not be present in the caregiving environment. A column entitled *Observations/Evidence* allows the user to write thoughts, suggestions, strengths, and needs concerning the specific *Topics, Practices or Indicators*.

Three following three levels of skill permit users to record their perceived practice level for each Indicator by checking the appropriate box:

Consistently: The caregivers understand this practice and believe they perform the practice frequently, regularly, and consistently throughout the day. *If self-administered:* Caregivers can recall few or no important, naturally occurring opportunities when they failed to demonstrate the practice. *If administered by a colleague:* Caregivers do not appear to miss important, naturally occurring opportunities to demonstrate the practice.

Occasionally: The caregivers understand this practice and believe they perform the practice sometimes but not frequently or consistently throughout the day. *If self-administered:* Caregivers may recall several important, naturally occurring opportunities when they failed to demonstrate the practice. *If administered by a colleague:* Caregivers may miss important, naturally occurring opportunities to demonstrate the practice.

Seldom: The caregivers may not understand the concept or practice and the practice is not performed very often if at all. *If self-administered:* Caregivers may recall many important, naturally occurring opportunities when they failed to demonstrate the practice. *If administered by a colleague:* The caregivers often miss important, naturally occurring opportunities to demonstrate the practice.

Indicators that have an asterisk are those that may best be answered through interview, discussion or document review. When possible, users should plan a time with the caregiver or team to ask questions or look at examples of various tools or policies designed to support infants’ and toddlers’ social emotional development. Users should meet with caregivers in a quiet area, during a time when the caregiver is not responsible for caring for infants and toddlers. The final column allows the team to decide whether an indicator should be a *Target for Training*. Following each section is a space for writing additional comments. The team or individual may wish to acknowledge particular strengths or delineate specific training requests, professional development opportunities, strengths, or feedback regarding practice in the *Comments* box. A team or individual may choose to assess their perceived skill in one of the five target areas, or select a few indicators within each topic of the five target areas.

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23. Uses program process to reflect on children's progress within support plan

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
10. Designs responsive environments that promote social emotional competence	3	2	1			
<ul style="list-style-type: none"> Provides an environment that considers circulation patterns (<i>where children and adults enter/exit; how children navigate the space without obstruction from furniture</i>) 						
<ul style="list-style-type: none"> Provides quiet spaces for infants and toddlers, away from active play 						
<ul style="list-style-type: none"> Arranges classroom so there is protected and safe space for young infants to have tummy time 						
<ul style="list-style-type: none"> Allows children freedom to move around (<i>provides safe places for tummy time, pulling up, walking, and climbing</i>) 						
<ul style="list-style-type: none"> Removes obstacles that make it difficult for children with disabilities to move around and utilize the room 						
<ul style="list-style-type: none"> Provides private spaces (<i>for children to play alone</i>) and semi-private spaces (<i>for children to play with one or two friends</i>) 						
<ul style="list-style-type: none"> Sets up diapering, feeding, sleeping and play areas to allow quiet, personal contact between caregivers and toddlers 						
<ul style="list-style-type: none"> Arranges classroom materials so they are orderly and accessible to toddlers and adults and provides duplicates of favorite toys 						
<ul style="list-style-type: none"> Defines activity areas by creating boundaries 						
Provides a variety of play spaces:						
<ul style="list-style-type: none"> Spaces for delighting the senses 						
<ul style="list-style-type: none"> Spaces to interact with caregivers 						
<ul style="list-style-type: none"> Space for development of large motor movement 						
<ul style="list-style-type: none"> Space for infants and toddlers to use creative arts materials 						
<ul style="list-style-type: none"> Space for toys and manipulative items 						
<ul style="list-style-type: none"> Space for toddlers to build and construct 						
<ul style="list-style-type: none"> Space for dramatic and pretend play 						
<ul style="list-style-type: none"> Space for looking at books 						
<ul style="list-style-type: none"> Outdoor space 						
<ul style="list-style-type: none"> Considers children's interests and abilities when deciding what materials to put in play spaces * 						
<ul style="list-style-type: none"> Space is flexible and changes with children's interests and developing skills 						
<ul style="list-style-type: none"> Continually observes infants and toddlers on a regular basis and makes changes to the environment based on (<i>written</i>) observations * 						
Ensures that play areas are well-equipped with materials and furniture						
<ul style="list-style-type: none"> water supply near art area 						
<ul style="list-style-type: none"> hand washing sink near sand/water 						

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
• materials readily available						
• child size toilets in the classroom						
• Provides and encourages the use of gross motor materials in both indoor and outdoor settings (<i>e.g. double slides, tunnels, and rocking boats that encourage social play</i>)						
Comments:						
11. Designs responsive routines and schedules that promote social-emotional competence						
• Routines are individualized for each infant and toddler						
• Offers a predictable yet flexible sequence of routines each day						
• Focuses on the order in which things happen rather than the time and allows children to “set the pace”						
• Helps infants and toddlers learn about routines or schedules through verbal cues and pictures (<i>gives warnings before diaper changes, nose wipes, outside time, eating time, and nap times</i>)						
• Talks with infants about specific sequence of events; creates for toddlers a visual schedule showing daily routines to see and touch, and posts schedule at eye level						
• Gives clear guidance during routines. (<i>says what is happening now and next and what’s expected</i>)						
• Invites infants and toddlers to take part in daily routines (<i>having them help when dressing, providing stepstools to allow toddlers to begin hand washing on their own, passing items at mealtimes</i>)						
• Provides explanations when necessary changes in the routine take place						
• Ensures that group activities (<i>if provided</i>) are short and focused, and that materials and set up is completed ahead of time						
• Reviews past activities with toddlers and notices and acknowledges when a toddler seems to be thinking about an event from the past						
• Works with other caregivers and family members to provide consistent care among adults for each infant and toddler						
• Asks families about the routines at home and works to integrate home routines into the center based routines						
Eating:						
• Welcomes families to eat with their children, and respects the family’s culture and decisions around serving, feeding and eating with toddlers when they participate						
• Supports breastfeeding mothers by adapting routines and providing spaces to nurse and pump						

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
<ul style="list-style-type: none"> Provides a system for documenting families' wishes on issues related to weaning from breast or bottle and respects families' wishes* 						
<ul style="list-style-type: none"> Responds to children's non-verbal as well as verbal requests and comments while eating (<i>respectful of when infants and toddlers signal they are full or want more, does not require children to finish everything</i>) 						
<ul style="list-style-type: none"> Holds infants gently for bottle feeding; sits with toddlers for eating and creates opportunities for them to successfully feed themselves (<i>bowls with small amount of food so spilling makes minimal mess, pieces cut into small serving sizes so eating remains safe even if a child takes too many</i>) 						
<ul style="list-style-type: none"> Provides child-sized furniture and equipment to encourage self-help skills (<i>i.e. high-chairs, tables and chairs that fit infants and toddlers comfortably, serving utensils that are easy to grasp</i>) 						
Diapering and Toileting:						
<ul style="list-style-type: none"> Makes the transition to diapering comfortable and predictable for children (<i>e.g. giving child warning before picking her up</i>) 						
<ul style="list-style-type: none"> Makes diapering and toileting a special time for adults to be present with children (<i>interacting, using first/next words that are comforting, encouraging toddlers to participate in the routine</i>) 						
<ul style="list-style-type: none"> Organizes diapering area and supplies to allow for one-on-one interactions between infants/toddlers and caregivers 						
<ul style="list-style-type: none"> Provides diapering and toileting equipment that encourages self-help skills (<i>e.g. steps for toddlers to walk up to diapering table; child-sized toilets</i>) 						
Sleeping:						
<ul style="list-style-type: none"> Prepares nap area for toddlers when they are becoming tired so they can transition to nap time as they are ready, allows toddlers to wake up when they are ready and has a quiet activity planned for early risers 						
<ul style="list-style-type: none"> Provides each infant with his own crib, and provides toddlers with cots, sheets, pillows and blankets that are labeled with first name and picture symbol 						
<ul style="list-style-type: none"> Sings, play lullabies, holds, rocks, carries, and offer infants and toddlers a book, doll or teddy bear while getting ready for nap time 						
Comments:						
12.Ensures Smooth Transitions	3	2	1	YES	NO	
<ul style="list-style-type: none"> Reduce wait times and "forced transitions" by allowing children to initiate and transition to other activities when they are ready (<i>when they are hungry for snack they can eat, diapering/toileting when needed not on a group schedule</i>) 						
<ul style="list-style-type: none"> Designs schedule to minimize the amount of time toddlers spend making transitions between activities (<i>for example, asks toddlers to put on their coats one child at a time while the others are still busy rather than lining up a group of kids and doing their coats</i>) 						

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
<ul style="list-style-type: none"> Provides multisensory cues prior to transitions (<i>sings a song, rings a bell, dims the lights, or points to a picture</i>) 						
<ul style="list-style-type: none"> Individualizes cues prior to transitions for specific toddlers (<i>moves close to child, makes eye contact and says "Jonathan, remember when I ring this bell it will be time to get ready to go outside."</i>) 						
<ul style="list-style-type: none"> Uses transitional or comfort objects to help toddlers move between activities (<i>Will everyone take a ball outside? Great!</i>) 						
<ul style="list-style-type: none"> Assigns specific jobs to toddlers who have difficulty transitioning (<i>"Jason, will you go get our rope from the shelf so we can get ready to go outside?"</i>) 						
<ul style="list-style-type: none"> Continues acknowledging and responding to infants when she/he has to provide care for another child (<i>"I can tell you are getting hungry and I will be right over to feed you as soon as I finish changing Jawan's diaper"</i>) 						
Comments:						
13. Individualizes plans and curriculum to promote social emotional competence	3	2	1	YES	NO	
<ul style="list-style-type: none"> Plans and supports multiple experiences occurring simultaneously among the children in the group (<i>i.e. a child may be being fed; another sleeping; a few playing; etc.</i>) 						
<ul style="list-style-type: none"> Has a written plan, developed with families, for each infant and toddler in care that addresses current strengths, needs and areas of focus or interests and respects and accommodates individual needs, personalities, and characteristics * 						
<ul style="list-style-type: none"> Encourages infants and toddlers to explore and choose materials that are most interesting to them (<i>does not overwhelm with too many choices, show enthusiasm for choices, ask questions about what toddlers are playing with</i>) 						
<ul style="list-style-type: none"> Provides materials, activities and interactions that are both familiar and new/challenging 						
Comments:						
14. Uses age appropriate expectations to guide children's behavior	3	2	1	YES	NO	
<ul style="list-style-type: none"> Responds calmly when an infant is overwhelmed or stressed (<i>swaddles infants; holds infants close; provides a "lovey"; rocks infant, sings to infant, offers infant a different position to be held in; provides a change of scenery; modified the sound or lighting</i>) 						
<ul style="list-style-type: none"> Uses simple words or phrases explaining natural consequences such as (<i>"It hurts your friend when you pull his hair" If you want that toy, let's ask if you can use it when he's done."</i>) 						
<ul style="list-style-type: none"> Provides opportunities for toddlers to practice classroom expectations (<i>"See the picture of the truck? Please put the truck back right there."</i>) 						

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
<ul style="list-style-type: none"> States and models expectations positively and specifically (<i>avoids words "no" and "don't" as much as possible "Please be gentle with your hands, like this." or "food stays on the table"</i>) 						
<ul style="list-style-type: none"> Frequently reinforces appropriate behavior (<i>"I think Josiah liked it when you gave him that car." "Sarah looks so happy that you gave her a napkin for snack."</i>) 						
<ul style="list-style-type: none"> Uses a problem solving approach to help toddlers begin to solve problems. (<i>"You want the truck and Josh wants the truck, what can we do?"</i>) 						
<ul style="list-style-type: none"> Reduces opportunities for conflict (<i>provides more than one of a popular toy, positions self between toddlers before emotions escalate, stays between toddlers who may have been biting or hitting frequently</i>) 						
<ul style="list-style-type: none"> Stays close and supports toddlers in difficult encounters with other toddlers and shows positive feelings for both toddlers in a conflict 						
<ul style="list-style-type: none"> Lets toddlers know through calm approach that conflict is to be expected and that it can be resolved with help 						
<ul style="list-style-type: none"> Uses situations throughout the day to allow toddlers opportunities to generate solutions, and help toddlers try solutions until the problem is resolved 						
<ul style="list-style-type: none"> Takes time to support toddlers through the problem solving process during heated moments (<i>18 months & older</i>) 						
<ul style="list-style-type: none"> Systematically teaches the problem solving steps: What is my problem? What are some solutions? What would happen next? Try out the solution. (<i>24 months & older</i>) 						
<ul style="list-style-type: none"> Shares and discusses photographs of toddlers working out situations (<i>24 months & older</i>) 						
Comments:						
14. Supports families to develop home environments and routines that promote social emotional competence	3	2	1	YES	NO	
<ul style="list-style-type: none"> Engages families to support the use of positive social and emotional strategies in the home 						
<ul style="list-style-type: none"> Communicates with families daily and identifies resources on healthy social emotional development 						
<ul style="list-style-type: none"> Provides assistance to families on creating healthy home environments and routines (<i>i.e. helps families solve problems, makes suggestions based on his/her observations of the child</i>) 						

Action Plan

Priority Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities	CSEFEL Resources
			Where to find helpful training information...
			Tool I: Nurturing and Responsive Relationships 4. Provides physical and emotional security for each child – Module 1 & 2 5. Develops meaningful relationship with children and families – Module 1 6. Assists infants and toddlers in regulating emotions – Module 2 7. Applies knowledge of children's individual temperaments to interactions and practice – Module 1

Inventory of Practices for Promoting Infant and Toddlers' Social Emotional Competence

Developed by Lindsey T. Allard, Amy Hunter, and Kate Anderson Simons

Purpose of the Inventory: *The Inventory of Practices for Promoting Infants' and Toddlers' Social Emotional Competence* is designed as a reflective series of tools for use by individuals and/or teams to recognize effective practices, identify ongoing professional development needs, and plan a course of action to address those needs related to five target areas:

Foundational Assessment: Program Design and Management

The program design and management section may be most helpful as a reflection tool for administrators and supervisors. It is aligned to the *Effective Workforce* portion of the pyramid and can be helpful in reflecting on policies and program design elements that support infants and toddlers social emotional development. This tool describes critical practices and policies that should be in place in a high-quality program that supports infants, toddlers, and their families. Many of these policies and practices pave the way for providers to be successful in implementing the practices detailed in Tools I-III.

Tool I: Nurturing and Responsive Relationships

The *Nurturing and Responsive Relationships* section is aligned to the base of the pyramid, which indicates where a program should begin in addressing infants' and toddlers' social and emotional development through the important aspects of building relationships with infants and toddlers and their families.

Tool II: Creating High-Quality Supportive Environments

The *Creating High-Quality Supportive Environments* section is also aligned to the base of the pyramid, which indicates where a program would begin addressing infants' and toddlers' social and emotional development through the important aspects of creating environments that support social emotional development.

Tool III: Targeted Social Emotional Supports

The *Targeted Social Emotional Supports* section relates to systematic approaches to promoting, facilitating and teaching social and emotional skills to infants and toddlers. This section is a focus for programs and classrooms that already have the base of the pyramid in place.

Tool IV: Individualized Intensive Interventions

The Intensive Interventions section describes indicators for implementing a program process to effectively implement individualized intensive interventions. This section can be used to stimulate reflection among program administrators, teams, caregivers, and families.

The target areas are aligned with the CSEFEL Pyramid Model. Some of the items, specifically in the sections at the base of the pyramid, address issues that are well-established indicators of high quality programs. Some of these indicators may be addressed in other tools or measures already used within a program (such as the Infant Toddler Environmental Rating Scale). The purpose of this tool is to provide a specific lens to look at social emotional development in infants and toddlers. It can be used strategically in conjunction with other tools within a program. While it is not likely feasible to use the entire set of tools at one time, the set of tools is designed to be used as an ongoing planning and discussion tool by programs. For example, if the program plans to focus on creating supportive environments to support infants' and toddlers' social emotional development, the Creating Supportive Environments section may be used with teachers as a pre and post reflective opportunity to gauge practices and develop plans for key areas for growth. The tools within the inventory encourage individual self-reflection, opportunities for teaming between caregivers, mentor coaches, supervisors, consultants, site directors, and other administrators, and promote effective practices for direct service staff. For each of the tools in the inventory, there is an action plan that can guide reflection, feedback and next steps. While each tool focuses on a different level of the pyramid, it is important to note that some of the ideas and themes are consistent and overlapping throughout several tools.

Use of the Inventory: This tool is best utilized in a manner that encourages reflection and discussion. Each of the five target areas includes *Topics, Practices and Indicators* that promote social emotional competence in infants and toddlers. The Indicators are detailed phrases that enable the user to “dig a little deeper” in identifying practices and observable behaviors that may or may not be present in the caregiving environment. A column entitled *Observations/Evidence* allows the user to write thoughts, suggestions, strengths, and needs concerning the specific *Topics, Practices or Indicators*.

Three following three levels of skill permit users to record their perceived practice level for each Indicator by checking the appropriate box:

Consistently:	The caregivers understand this practice and believe they perform the practice frequently, regularly, and consistently throughout the day. <i>If self-administered:</i> Caregivers can recall few or no important, naturally occurring opportunities when they failed to demonstrate the practice. <i>If administered by a colleague:</i> Caregivers do not appear to miss important, naturally occurring opportunities to demonstrate the practice.
Occasionally:	The caregivers understand this practice and believe they perform the practice sometimes but not frequently or consistently throughout the day. <i>If self-administered:</i> Caregivers may recall several important, naturally occurring opportunities when they failed to demonstrate the practice. <i>If administered by a colleague:</i> Caregivers may miss important, naturally occurring opportunities to demonstrate the practice.
Seldom:	The caregivers may not understand the concept or practice and the practice is not performed very often if at all. <i>If self-administered:</i> Caregivers may recall many important, naturally occurring opportunities when they failed to demonstrate the practice. <i>If administered by a colleague:</i> The caregivers often miss important, naturally occurring opportunities to demonstrate the practice.

Indicators that have an asterisk are those that may best be answered through interview, discussion or document review. When possible, users should plan a time with the caregiver or team to ask questions or look at examples of various tools or policies designed to support infants’ and toddlers’ social emotional development. Users should meet with caregivers in a quiet area, during a time when the caregiver is not responsible for caring for infants and toddlers. The final column allows the team to decide whether an indicator should be a *Target for Training*. Following each section is a space for writing additional comments. The team or individual may wish to acknowledge particular strengths or delineate specific training requests, professional development opportunities, strengths, or feedback regarding practice in the *Comments* box. A team or individual may choose to assess their perceived skill in one of the five target areas, or select a few indicators within each topic of the five target areas.

Use of the Action Plan: Once users have determined the specific *Practices and Indicators* from the Inventory they want to target for development, a plan for next steps can be developed using the *Action Plan*. In the first column of the *Action Plan*, users should outline priority indicators as targets for development. In the second column, caregivers and support personnel (e.g., trainers, supervisors, consultants, mentor coaches, administrators) should work together to identify the strategies they will each use to help the caregiving team implement the new practices. The third column allows users to identify *Resources and Supports* that will be necessary to successfully complete the activities or strategies listed in the second column. Once the caregiving team has completed their action plan on the selected indicator(s), the team can select other priorities to work on, creating an ongoing process of quality improvement.

Completion Dates: Users may complete the *Inventory and Action Plan* on an ongoing basis as a way of determining their progress toward addressing specific Practices targeted for training and to track changes over time. Portions of the Inventory may be completed repeatedly, as needed, during a program year, or as time and resources permit.

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6. Assists infants and toddlers in regulating emotions
7. Applies knowledge of children's individual temperaments to interactions and practice
8. Engages in ongoing observation and reflection about children's social emotional learning
9. Examines personal, family, and cultural values, beliefs, and assumptions

Tool II: Creating Supportive Environments and Routines

10. Designs responsive environments that promote social emotional competence
11. Designs responsive routines and schedules that promote social emotional competence
12. Ensures smooth transitions
13. Individualizes plans and curriculum to promote social emotional competence
14. Uses age appropriate expectations to guide children's behavior
15. Supports families to develop home environments and routines that promote social emotional competence

Tool III: Targeted Social Emotional Supports

16. Uses prompting and reinforcement of positive interactions effectively
17. Provides guidance to aid children in their development of social practices
18. Promotes identification and labeling of emotions in self and others
19. Explores the nature of feelings and the appropriate ways they can be expressed
20. Develops individualized approaches to support children in distress

Tool IV: Individualized Intensive Interventions and Program Design and Management

21. Team uses information and careful observation to determine the meaning of behavior
22. When necessary, uses a program process to develop individualized support plans
23. Uses program process to reflect on children's progress within support plan

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
16. Uses prompting and reinforcement of positive interactions effectively	3	2	1	YES	NO	
<ul style="list-style-type: none"> Encourages peer interaction (positions infants near each other, organizes activities that encourage toddlers to work together, acknowledges and comments on children's interest in other children; encourages their attempts to join play) 						
<ul style="list-style-type: none"> Shows an understanding of developmental levels of interactions, play practices, and individual children (e.g. does not expect that toddlers will share toys) 						
<ul style="list-style-type: none"> Remains nearby during social interactions to provide security, comfort, encouragement, guidance or facilitation if needed 						
<ul style="list-style-type: none"> Allows children an opportunity to work out conflicts before offering guidance and assistance 						
<ul style="list-style-type: none"> Communicates behavioral expectations by letting children know what they should do (not what they should not do). For example, says "hands on your lap instead of your neighbor" instead of "don't hit." 						
<ul style="list-style-type: none"> Talks about "friends" and "playing with friends" 						
<ul style="list-style-type: none"> Facilitates interactions by supporting and suggesting play ideas where more than one child can play ("Can you two move that heavy box over here?") 						
<ul style="list-style-type: none"> Ensures that interactions are mostly child-directed throughout the day 						
Comments:						
17. Provides guidance to aid children in their development of social practices	3	2	1	YES	NO	
<ul style="list-style-type: none"> Includes social interaction goals on all individualized plans or curricula * (Integrates children's social and emotional development in the planning of activities and experiences. Does not plan activities that have isolated development goals. For example, if planning a gross motor experience, considers and plans for how infants and toddlers might interact with one another and adults) 						
<ul style="list-style-type: none"> Uses naturally occurring opportunities to promote empathy and awareness of others (e.g. when a child is sad, caregiver models empathetic response and encourages children to notice how child is feeling and talks about helping to make them feel better; e.g. saying to other toddler peers "Josh is frowning. I wonder if he is upset. What do you think you can say to him that might make him feel better?" "Let's ask him if he is ok") 						
<ul style="list-style-type: none"> Uses naturally occurring opportunities to begin to talk about turn taking and sharing 						
<ul style="list-style-type: none"> Caregiver plays games and interacts using give and take or turn taking (i.e. "I'll roll the ball to you and you roll it back" or "I put a block in and you put a block in") 						
<ul style="list-style-type: none"> Models playing alongside children and recognizes children's efforts to play with one another (e.g. when a child is rolling ball, gives a second ball to another child near child, and suggests rolling balls to one another) 						

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
17. Provides guidance to aid children in their development of social practices (<i>continued</i>)	3	2	1	YES	NO	
<ul style="list-style-type: none"> Firmly shares concerns about hurting but does not ridicule or use punishment (e.g. says, “I see that it really hurts Jaylen when you pull his hair; look at his face.”) 						
<ul style="list-style-type: none"> Uses a combination of natural and logical consequences and encourages children to be responsible for their own behavior (“Kayla, instead of throwing the doll at Jordan, why don’t you hand it to him? If you throw the doll again, you could hurt Jordan and we will have to put the doll away and find something else that you can throw”) 						
<ul style="list-style-type: none"> Shares program strategies for prompting and reinforcing positive behaviors and social practices with parents 						
Comments:						
18. Promotes identification and labeling of emotions in self and others	3	2	1	YES	NO	
<ul style="list-style-type: none"> Uses photographs, pictures, and posters that portray people in various emotional states 						
<ul style="list-style-type: none"> Introduces children to more complicated and varied feelings words (e.g. terms such as: calm, interested, curious, quiet, bubbly, frustrated, uncertain, worried, anxious, enthusiastic etc.) 						
<ul style="list-style-type: none"> Ask children questions about their feelings and talks about the fact that feelings can change (e.g. “Are you upset right now? I know he doesn’t want to let you use the truck right now but when he is finished you can have a turn and I think you will be happier then!”) 						
<ul style="list-style-type: none"> Uses real-life situations to practice problem-solving, beginning with defining the problem and emotions involved as appropriate for each age (e.g. “I can see that you are upset because it is time to go inside. It is sometimes hard and upsetting to go inside when you don’t feel ready. Let’s think about how to make it better...maybe we can come outside again later?”) 						
<ul style="list-style-type: none"> Assists children in recognizing and understanding how another child might be feeling by pointing out facial expressions, voice tone, body language or words 						
<ul style="list-style-type: none"> Observes aloud how children’s actions influence others in the room (e.g. “It looks like Margaret feels happy when you give her the doll!”) 						
Comments:						

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
19. Explores the nature of feelings and the appropriate ways they can be expressed	3	2	1	YES	NO	
<ul style="list-style-type: none"> Labels cues of emotional escalation for children (“<i>You look like you are getting frustrated when Jennifer takes the blocks from you</i>”) 						
<ul style="list-style-type: none"> Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm (24 months & older) and comments on positive emotions (“<i>You are so calm and relaxed right now</i>”) 						
<ul style="list-style-type: none"> Is present and offers calm words of support during a toddler “tantrum” if the child is in danger of hurting self or others, gently holds child and provides explanation 						
<ul style="list-style-type: none"> Chooses books, music and finger plays with a rich vocabulary of feeling words 						
<ul style="list-style-type: none"> Labels own emotional states and provides an action statement (“<i>I am feeling frustrated so I better take some deep breaths to calm down</i>”) 						
Comments:						
20. Develops individualized approaches to support children in distress	3	2	1	YES	NO	
<ul style="list-style-type: none"> Develops individualized approaches for children who have difficulty with routines and transitions (i.e. helps parent develop a ritual for drop off; engages in a specific routine to soothe a child who has difficulty falling asleep; provides an individual child more frequent warnings in preparation for transitions) 						
<ul style="list-style-type: none"> Works with families to share and explore techniques to try both at home and in the program 						
<ul style="list-style-type: none"> Engages in reflection with peers, supervisor, consultants and/or coach for a child exhibiting difficulty with certain routines or transitions 						
<ul style="list-style-type: none"> Adjusts responses to child’s behavior based on effectiveness* 						
<ul style="list-style-type: none"> Response to behavior is matched to the cause, purpose, or meaning of the behavior rather than a one –size-fits all approach* 						
Comments:						

Action Plan

Priority Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities	CSEFEL Resources
			Where to find helpful training information...
			Tool IV: Individualized Intensive Interventions 21. Team uses information and careful observation to determine the meaning of behavior – Module 3 22. With team, develops initial responses to concerns – Module 3 23. When necessary, uses a program process to develop individualized support plans – Module 3 24. Uses program process to reflect on children's progress within support plan – Module 3

Inventory of Practices for Promoting Infant and Toddlers' Social Emotional Competence

Developed by Lindsey T. Allard, Amy Hunter, and Kate Anderson Simons

Purpose of the Inventory: *The Inventory of Practices for Promoting Infants' and Toddlers' Social Emotional Competence* is designed as a reflective series of tools for use by individuals and/or teams to recognize effective practices, identify ongoing professional development needs, and plan a course of action to address those needs related to five target areas:

Foundational Assessment: Program Design and Management

The program design and management section may be most helpful as a reflection tool for administrators and supervisors. It is aligned to the *Effective Workforce* portion of the pyramid and can be helpful in reflecting on policies and program design elements that support infants and toddlers social emotional development. This tool describes critical practices and policies that should be in place in a high-quality program that supports infants, toddlers, and their families. Many of these policies and practices pave the way for providers to be successful in implementing the practices detailed in Tools I-III.

Tool I: Nurturing and Responsive Relationships

The *Nurturing and Responsive Relationships* section is aligned to the base of the pyramid, which indicates where a program should begin in addressing infants' and toddlers' social and emotional development through the important aspects of building relationships with infants and toddlers and their families.

Tool II: Creating High-Quality Supportive Environments

The *Creating High-Quality Supportive Environments* section is also aligned to the base of the pyramid, which indicates where a program would begin addressing infants' and toddlers' social and emotional development through the important aspects of creating environments that support social emotional development.

Tool III: Targeted Social Emotional Supports

The *Targeted Social Emotional Supports* section relates to systematic approaches to promoting, facilitating and teaching social and emotional skills to infants and toddlers. This section is a focus for programs and classrooms that already have the base of the pyramid in place.

Tool IV: Individualized Intensive Interventions

The *Intensive Interventions* section describes indicators for implementing a program process to effectively implement individualized intensive interventions. This section can be used to stimulate reflection among program administrators, teams, caregivers, and families.

The target areas are aligned with the CSEFEL Pyramid Model. Some of the items, specifically in the sections at the base of the pyramid, address issues that are well-established indicators of high quality programs. Some of these indicators may be addressed in other tools or measures already used within a program (such as the Infant Toddler Environmental Rating Scale). The purpose of this tool is to provide a specific lens to look at social emotional development in infants and toddlers. It can be used strategically in conjunction with other tools within a program. While it is not likely feasible to use the entire set of tools at one time, the set of tools is designed to be used as an ongoing planning and discussion tool by programs. For example, if the program plans to focus on creating supportive environments to support infants' and toddlers' social emotional development, the Creating Supportive Environments section may be used with teachers as a pre and post reflective opportunity to gauge practices and develop plans for key areas for growth. The tools within the inventory encourage individual self-reflection, opportunities for teaming between caregivers, mentor coaches, supervisors, consultants, site directors, and other administrators, and promote effective practices for direct service staff. For each of the tools in the inventory, there is an action plan that can guide reflection, feedback and next steps. While each tool focuses on a different level of the pyramid, it is important to note that some of the ideas and themes are consistent and overlapping throughout several tools.

Use of the Inventory: This tool is best utilized in a manner that encourages reflection and discussion. Each of the five target areas includes *Topics, Practices and Indicators* that promote social emotional competence in infants and toddlers. The Indicators are detailed phrases that enable the user to “dig a little deeper” in identifying practices and observable behaviors that may or may not be present in the caregiving environment. A column entitled *Observations/Evidence* allows the user to write thoughts, suggestions, strengths, and needs concerning the specific *Topics, Practices or Indicators*.

Three following three levels of skill permit users to record their perceived practice level for each Indicator by checking the appropriate box:

Consistently:	The caregivers understand this practice and believe they perform the practice frequently, regularly, and consistently throughout the day. <i>If self-administered:</i> Caregivers can recall few or no important, naturally occurring opportunities when they failed to demonstrate the practice. <i>If administered by a colleague:</i> Caregivers do not appear to miss important, naturally occurring opportunities to demonstrate the practice.
Occasionally:	The caregivers understand this practice and believe they perform the practice sometimes but not frequently or consistently throughout the day. <i>If self-administered:</i> Caregivers may recall several important, naturally occurring opportunities when they failed to demonstrate the practice. <i>If administered by a colleague:</i> Caregivers may miss important, naturally occurring opportunities to demonstrate the practice.
Seldom:	The caregivers may not understand the concept or practice and the practice is not performed very often if at all. <i>If self-administered:</i> Caregivers may recall many important, naturally occurring opportunities when they failed to demonstrate the practice. <i>If administered by a colleague:</i> The caregivers often miss important, naturally occurring opportunities to demonstrate the practice.

Indicators that have an asterisk are those that may best be answered through interview, discussion or document review. When possible, users should plan a time with the caregiver or team to ask questions or look at examples of various tools or policies designed to support infants’ and toddlers’ social emotional development. Users should meet with caregivers in a quiet area, during a time when the caregiver is not responsible for caring for infants and toddlers. The final column allows the team to decide whether an indicator should be a *Target for Training*. Following each section is a space for writing additional comments. The team or individual may wish to acknowledge particular strengths or delineate specific training requests, professional development opportunities, strengths, or feedback regarding practice in the *Comments* box. A team or individual may choose to assess their perceived skill in one of the five target areas, or select a few indicators within each topic of the five target areas.

Use of the Action Plan: Once users have determined the specific *Practices and Indicators* from the Inventory they want to target for development, a plan for next steps can be developed using the *Action Plan*. In the first column of the *Action Plan*, users should outline priority indicators as targets for development. In the second column, caregivers and support personnel (e.g., trainers, supervisors, consultants, mentor coaches, administrators) should work together to identify the strategies they will each use to help the caregiving team implement the new practices. The third column allows users to identify *Resources and Supports* that will be necessary to successfully complete the activities or strategies listed in the second column. Once the caregiving team has completed their action plan on the selected indicator(s), the team can select other priorities to work on, creating an ongoing process of quality improvement.

Completion Dates: Users may complete the *Inventory and Action Plan* on an ongoing basis as a way of determining their progress toward addressing specific Practices targeted for training and to track changes over time. Portions of the Inventory may be completed repeatedly, as needed, during a program year, or as time and resources permit.

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21. Team uses information and careful observation to determine the meaning of behavior
22. When necessary, uses a program process to develop individualized support plans
23. Uses program process to reflect on children's progress within support plan

Practices and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
21. Team uses information and careful observation to determine the meaning of behavior	3	2	1	YES	NO	
<ul style="list-style-type: none"> Completes comprehensive interviews with families and others who care for child * 						
<ul style="list-style-type: none"> Reviews all documentation related to the child (i.e. child's medical records, anecdotal notes, observations, assessments, screening, parent/family information, etc.) 						
<ul style="list-style-type: none"> Assists in developing a hypothesis about the meaning of a child's behavior as a member of the team * 						
Comments:						
22. When necessary, uses a program process to develop individualized support plans	3	2	1	YES	NO	
<ul style="list-style-type: none"> Program uses a written plan to help meet the child's needs and provide the child with alternative strategies, rather than focusing on eliminating the challenging behavior for the caregiver's purposes * 						
<ul style="list-style-type: none"> Works with parent(s) to encourage a consistent approach across care settings* 						
<ul style="list-style-type: none"> Follows a clearly articulated written program process and support protocol for implementation and ongoing review of support plans* 						
<ul style="list-style-type: none"> Document supports and resources caregivers and parents may need to fully implement the plan (i.e. training, coaching, specific materials for the classroom or home, materials to document progress or track improvement) 						
<ul style="list-style-type: none"> Clarifies and documents consistent responses to specific behaviors for each person on the team* 						
<ul style="list-style-type: none"> Uses the support of a mental health consultant when available* 						
Comments:						
23. Uses process to reflect on children's progress within support plan	3	2	1	YES	NO	
<ul style="list-style-type: none"> Observes, monitors, and documents acquisition of positive behaviors that allow the child to focus his/her energy on developmental growth * 						
<ul style="list-style-type: none"> Maintains ongoing communication with family about progress at home and in the care setting * 						
<ul style="list-style-type: none"> Collaborates as a member of a team that meets periodically to review child progress, plan implementation, and to develop new support strategies * 						
<ul style="list-style-type: none"> Observes, monitors, and documents changes in challenging behavior * 						
Comments:						

Action Plan

Priority Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities	CSEFEL Resources
			Where to find helpful training information...
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Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					

Birth—5 Module 1 Lesson 2

Noticing and Responding to Your Feelings

Handouts



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Hot Buttons

Write three challenging behaviors that “push your buttons.”



1. _____ 2. _____ 3. _____

Write the emotion word that describes the way each of these behaviors makes you feel

1. _____ 2. _____ 3. _____

What do you do in response to each of these behaviors? Write down how you act/react when a child displays each behavior.

1.	2.	3.
----	----	----

How does your response impact the relationship you have with the child? With the family?

1.	2.	3.
----	----	----

Milestone Expectations

At what age would you expect a typically developing child to achieve each of these milestones?

Fill this worksheet out quickly using your first thought for each milestone – no need to research or spend too much time on this!

MILESTONE	AGE IN MONTHS
Eat solid food	
Use a training cup	
Use utensils for eating	
Eat finger food	
Wean	
Sleep by self	
Sleep all night	
Choose clothes	
Dress self	
Play alone	
Be toilet trained – day	
Be toilet trained - night	

Reframing Activity

(adapted from Multicultural Early Childhood Team Training, 1998)

PROBLEM STATEMENT	REFRAMED STATEMENT
1. He whines from the moment he gets here until the time he gets on the bus to go home.	<i>Possible responses: He must really miss his family.</i>
2. She is clingy not only with her mother but with other adults as well.	<i>She might be slow to warm up in new settings or in the presence of other children and adults.</i>
3. I have to watch him like a hawk or he'll run down the hall or go out the gate.	<i>He may not understand my expectations about staying with the group. He is very active.</i>
4. She constantly knocks over other children's constructions or destroys other children's art work.	<i>She may want to join other children's play, and she may not know how to ask. She may be frustrated because she does not know how to play with the materials or complete her art project.</i>
5.	
6.	
7.	
8.	
9.	
10.	

Needs Assessment 1: Building Positive Relationships

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Examines own attitudes toward challenging behavior	3	2	1	NA	
<input type="checkbox"/> Understands the relationship between children’s social emotional development and challenging behaviors					
<input type="checkbox"/> Understands that children’s challenging behaviors are conveying some type of message					
<input type="checkbox"/> Understands there are many things that can be done to prevent challenging behaviors					
<input type="checkbox"/> Identifies what behaviors “push my buttons”					
<input type="checkbox"/> Develops strategies for dealing with situations when children’s behaviors “push my buttons”					
<input type="checkbox"/> Works together with a team to problem solve around issues related to challenging behaviors					
Examines personal, family, and cultural views of child’s challenging behavior	3	2	1	NA	
<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					
Program Management	3	2	1	NA	
<input type="checkbox"/> Program provides opportunity for staff to be reflective about their work and their own values, beliefs and assumptions at a designated time when they do not have responsibility for children					
<input type="checkbox"/> Managers ensure regular breaks for staff and provide support when caregivers feel challenged or overwhelmed					
<input type="checkbox"/> Program policies and procedures are in place to discuss and resolve disagreements and conflicts.					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					

Birth—5 Module 1 Lesson 3

The Language of Behavior: Making Sense of What You See and Hear

Handouts



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Working with Families Inventory

Complete the inventory with a partner by checking off the ways in which you already support families. Look for additional ideas and make a plan for ways you will support the relationship between the infants and toddlers you serve and their families.

In Programs

1. Families have opportunities to continually express preferences, beliefs, values, and concerns regarding the practices of the child-care and education center (for example, routines, feeding, holding, naps, play, holidays, and language). The child care staff is responsive to families' requests.
 - There is a process for communicating with parents who speak a different language from the caregivers. If necessary, there is an interpreter to assist in communication with children and/or families.
 - Teachers ask families to share information indicating their and their child's needs, interests, developmental history, and any other relevant information that will help teachers be more responsive to the child's individual needs.
 - Teachers listen to and respect parents' discussions regarding their beliefs, values, and concerns
 - Families' wishes for their child are respected to provide continuity from home to program for the child—unless harmful to child.
 - There is a process developed in the program with families concerning conflict resolution using dialogue that involves listening, negotiating, and problem-solving
2. The Relationship Between Each Child and His Family is Supported
 - Photographs of each child's family are displayed around the child-care and education space and are placed where children can easily see them. They may be laminated and secured with Velcro to the wall so that an infant or toddler can hold the picture of his family and carry it around. Or, the children's family photos could be displayed on a large poster board with a piece of fabric over each picture, so that mobile infants and toddlers can play "peek-a-boo" with their own and others' family pictures.
 - Books or photograph albums with pictures of the children and their families are available to the children.
 - Tape recordings of a family member telling a story or singing a song are available
3. Family members are made to feel welcome in the program through teachers' welcoming attitudes and through the classroom environment.
 - There is an open-door policy for families. They can be with their children at all times of the day and for as long as they'd like. Family members are frequently seen visiting and interacting with the children.
 - There is family-friendly bulletin board that describes opportunities for families to visit and volunteer and that includes notices and announcements.

- There is a private area for family members who want to give their child a bottle or breastfeed their babies or spend some moments alone with their children.
- There is a “family information” space (filing box or cabinet, for example) with information on resources, discipline, reading to children, etc. where parents can add to it or help themselves to articles, pamphlets, brochures that build family/child relationships.

4. Families feel welcome to be involved in the program. While certain strategies will fit one type of program more than another as well as one type of family more than another, the important factor is the feeling of partnership between the program and the child’s family that is created. These are opportunities offered families but not required of families




- Survey families concerning the different ways that they would like to be involved.
- Include families in policy decisions by inviting families to serve on a board of directors or policy council for the program.
- Plan social events, with family input, that include the whole family.
- Invite families into the program to take pictures of children or record language samples that can then, for example, be made into a display of children’s interests and learning.
- Develop a sense of community by including family members in the planning and writing of a monthly newsletter that includes interesting information about the program, monthly events, children, and families.
- Involve families in fundraising activities.
- Provide opportunities for family members to help at home by making home-made toys (sock puppets, “feely boxes,” beanbags, lotto games) for the program.
- Provide opportunities and information about resources for family support—for example, learning a second language, divorce support groups, teenage parenting, and learning about Medicaid and Medicare

5. Develop a system for daily exchange of information between families and child care and education staff.

- Create a friendly place inside the child care and education center room or family child-care home where information concerning a child’s needs for the day can be written and shared by the family member with the caregiver.
- Create a friendly place inside the child-care-center room or family child-care home where information about each child’s day is kept so that families can easily pick up the information and talk to caregiver(s) about how the day went.
- Develop a friendly “Conversation Corner” somewhere in the center or family child care home so that caregivers and families can have a private place to talk.

(Adapted from Wittmer & Petersen, 2006)

Developmental Continuum from Birth to Age 3½: Social Emotional Indicators*

Age Range	Attachment Trust/Security	Self-Awareness Identity/Self Esteem	Exploration Autonomy/Independence
INFANT (birth to 15 mos) 	<ul style="list-style-type: none"> Newborns recognize human language and prefer their own mother's voice Prefer human faces Early social interaction is a smile and mutual gazing Crawls away but checks back visually, calls, and gestures to ensure adult contact Stretches arms to be taken Prefers familiar adults Acts anxious around strangers Uses a blanket or stuffed toy for security and reassurance 	<ul style="list-style-type: none"> Goes from accidentally sucking own hands to carefully watching them Tries to make things happen Hits or kicks things to make a pleasing sight or sound continue Talks to self when alone Prefers to be held by familiar people Imitates adult behaviors Knows own name Understands simple directions 	<ul style="list-style-type: none"> Brings thumb or hand to mouth Tracks mother's voice Observes own hands Babbles using all types of sounds Uses a few words mixed with babbling to form sentences Tries to keep a knee ride going by bouncing to get the adult started again Shows strong feelings (anger, anxiety, affection)
TODDLER (12 mos- 2½ yrs) 	<ul style="list-style-type: none"> Relates to others by exploring things with them Pulls up, stands holding furniture, then walks alone Goes through a phase of clinging to primary caregiver Experiences periods of intense feelings when separating or reuniting with a parent Sees others as a barrier to immediate gratification 	<ul style="list-style-type: none"> Knows can make things happen but is not sure of responsibility for actions Becomes bossy Uses the words Me, You, and I Says "No" to adults Explores everything Is sensitive to others' judging behavior 	<ul style="list-style-type: none"> Keeps looking for a toy that is hidden from view Understands many more words than can say Has wide mood swings (for example, from stubborn to cooperative) Wants to do things by self
PRESCHOOL (2½-3½ yrs) 	<ul style="list-style-type: none"> Is capable of dramatic play Has better control over all aspects of self Needs adult coaching to get along well with others Shows feelings with words and in symbolic play Is more aware that others have feelings Can plan ahead 	<ul style="list-style-type: none"> Is capable of self-evaluation (for example, good, bad, pretty, ugly) Tries to control self (for example, emotions and toileting) Is learning to take turns in conversations Knows a lot about communicating in the style of own culture 	<ul style="list-style-type: none"> Uses names of self and others Can tell others about what happened that day Has much larger vocabulary to express ideas Shows concern for others Classifies, labels, and sorts objects and experiences into groups

Adapted with permission from J. Ronald Lally, Abbey Griffin, et al., *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice* (Washington, DC: ZERO TO THREE/The National Center, 1995), pp. 78-79.

Temperament Traits



Activity level – always active or generally still

Biological rhythms – predictability of hunger, sleep, elimination

Approach/withdrawal – response to new situations

Mood – tendency to react with positive or negative mood, serious, fussy

Intensity of reaction – energy or strength of emotional reaction

Sensitivity – comfort with levels of sensory information; sound, brightness of light, feel of clothing, new tastes

Adaptability – ease of managing transitions or changes

Distractibility – how easily a child's attention is pulled from an activity

Persistence – how long child continues with an activity he/she finds difficult

Adapted with permission from Wittmer and Petersen, 2006

Understanding Temperament in Infants and Toddlers

What Works Brief Series • 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, book reading, 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.

Clarifications about Temperament

Not all children's temperaments fall neatly into one of the three types described. Roughly 65% of children can be categorized into one of the three temperamental types: 40% are easy or flexible, 10% are active or feisty, and 15% can be categorized as slow to warm or cautious. Second, all temperamental traits, like personality traits, range in intensity. Children who have the same temperament type might react quite differently in similar situations, or throughout different stages in their development. For example, consider the reactions of two infants when a stranger comes into the room. A cautious infant might look for her caregiver and relax when she makes eye contact, while another baby with an easy temperament may smile or show little reaction to the stranger. In thinking about Laura's reactions and behaviors in Ms. Neil's care, might you categorize her temperamental type as feisty?

Finally, it is important to understand that although a child's basic temperament does not change over time, the intensity of temperamental traits can be affected by a family's cultural values and parenting styles. For example, a family that values persistence (the ability to stick to a task and keep trying) may be more likely to praise and reward a child for "sticking with" a challenging task (such as a puzzle). Parental recognition of the child's persistent efforts can strengthen the trait, and she may become more persistent and more able to focus over the course of his childhood.

A child's temperament is also influenced to some extent by her interactions with the environment. For example, if a child is cared for in an environment that places a high

priority on scheduling predictable sleeping, eating, and diapering/toileting experiences, a child whose biological functions are somewhat irregular might, over time, begin to sleep, eat, and eliminate more regularly. It is important to know that adults cannot force a change to a child's temperament; however, the interaction between the child's temperament and the environment can produce movements along the continuum of intensity for different traits.

Why Is Temperament Important?

Temperament is important because it helps caregivers better understand children's individual differences. By understanding temperament, caregivers can learn how to help children express their preferences, desires, and feelings appropriately. Caregivers and families can also use their understanding of temperament to avoid blaming themselves or a child for reactions that are normal for that particular child. Most importantly, adults can learn to anticipate issues before they occur and avoid frustrating themselves and the child by using approaches that do not match her temperament.

Ms. Neil visited Laura in her own home and observed that Laura is constantly trailing behind her older siblings, and runs inside and outside the house with few limitations. The household is a relaxed environment, where the older children help themselves when they are hungry, and Laura's mother responds to Laura's hunger or need for sleep whenever they arise. In contrast, Ms. Neil's program functions on a very consistent schedule, which she feels is important in preparing children for their later school experiences. Ms. Neil does not have much space indoors, and she finds outdoor play somewhat difficult to manage with children at varying ages and developmental levels. While Laura's family's pattern of behavior seems to be a match to her temperament, Ms. Neil's home does not currently represent a good "fit" for Laura, who might be categorized as active or feisty.

Developing a "Goodness of Fit"

One important concept in care that supports healthy social-emotional development is the notion of "goodness of fit." In the previous example, Laura's activity, intensity, and unpredictability may reflect a mismatch between her temperament and Ms. Neil's caregiving style and environment. A caregiver can improve the goodness of fit by adapting his or her approach to meet the needs of the child.

Using What You Know About Temperament to Promote Positive Social-Emotional Development and Behavior

You can use your knowledge of temperament in many ways to support positive social-emotional development in the infants and toddlers you care for:

1. Reflect on your own temperament and preferences. *Understanding your own temperament can help you to identify the "goodness of fit" for each child in your care.*

Knowing more about your own temperament traits will also help you to take the child's perspective. For example, a caregiver who enjoys movement, loud music playing, and constant bustle might try to imagine what it would feel like to spend all day in a setting that was calm, hushed, and quiet. This reflective process can help you become more attuned to the experience of each child within your care. You can then determine what adjustments might be needed to create a better fit for each child.

2. Create partnerships with families to understand a child's temperament. *Share what you have learned about temperament with the families you serve, and provide information about temperamental traits. Talk about what each temperamental trait describes, and ask parents to help you understand their child's activity level, response to new situations, persistence, distractibility, adaptability, mood, intensity, sensitivity, and regularity so that you can learn about the child's temperament and the family's cultural values (see Temperament Continuum handout attached). For a better understanding of how these traits look in young children, work with families to identify their child's individual temperament.*

Refrain from judging a child's temperamental traits as "good" or "bad" behavior, and work with parents to see each child's approach to the world through a positive lens. Understand the contribution each child's temperament type makes to the group. The active or feisty children are often leaders and creators of games, or initiators of play. The slow to warm or cautious child may observe situations carefully and help you notice things you hadn't before. The flexible or easy child may take new play partners on easily. Support each child's development by recognizing, valuing, and integrating the unique traits that each child has, rather than trying to change a child's temperamental traits.

Listen to how the family feels about the temperament characteristics of their child. For example, if a child's temperament makes his sleeping routines irregular, but his family is consistently trying to get him to nap at 1:00 PM, he may be frustrated by expectations that don't fit with his temperament. This frustration, if not understood, might result in conflict between the parents and the child, or result in him demonstrating challenging behaviors at home or in care. Share with families what you have learned about goodness of fit, and share your strategies, such as individualizing nap schedules for your program. As you learn which traits are highly valued by each family, you can partner with them to

determine an appropriate balance between the child's temperament, the family's preferences, and the policies of the program.

3. Respect and value each child's temperament when individualizing your curriculum. Recognize how quality caregiving practices support all children's development, yet certain practices might be especially important for certain temperament types.

A) For the **easy or flexible** child, ensure that you often check in with her, and initiate communication about her emotions. She might be less likely to demand attention and make her needs or distress known.

- You can use language to develop her awareness and understanding of her own emotions, feelings, and reactions. Make sure she knows that her feelings and preferences are recognized and validated.
- Encourage her to seek help when he needs it, and work with her to communicate his feelings and needs to others. "When Jack takes your block, you can tell him, 'I am using that.'"

B) For the **active or feisty** child, be prepared to be flexible and patient in your interactions. A child who is feisty can experience intense emotions and reactions.

- Provide areas and opportunities for her to make choices, and engage her in gross-motor and active play to expend high energy levels. Feisty children might need a peaceful environment in order to help them calm themselves and transition from playtime to rest or naptime.
- When preparing children for transitions, pay special attention to individualized transition reminders for feisty children by getting down on the child's level and making sure that the child hears and understands what will happen next in order to ensure smooth experiences throughout the day.
- Label children's emotions by describing what they seem to be feeling ("You are so angry. You really wanted that toy.") Stay calm when faced with the child's intense emotions. Reassure him by acknowledging her feelings, and also point out to her when he is calm so he can learn to recognize his emotions on his own as she grows.

C) For the **slow to warm** or cautious child, provide additional preparation and support for new situations or people who become part of his environment.

- Set up a predictable environment and stick to a clear routine. Use pictures and language to remind the cautious child what will happen next. Drop-off and pick-up might also require extra time from you in order to support the cautious child.

- Give children who are cautious ample time to establish relationships with new children or to get comfortable in new situations. Primary caregivers, who can provide a secure base to all children, are particularly important for a cautious child. Help her in unfamiliar situations by observing her cues carefully, and providing support and encouragement for her exploration and increasing independence. (e.g., "I'm here. I'll be right in this chair watching you try on the dress-up clothes").

Each child's response to the environment will vary in intensity. Over time, temperamental traits might increase or decrease in intensity. As children grow, develop, and learn to interact with others, the environment, and their families, shifts in temperament might occur. This means caregivers must continue to observe children many times and in different contexts to ensure that their needs are being met. The importance of adapting strategies in order to create a goodness of fit and meet the unique needs of the children and families in care, as Ms. Neil does below, cannot be overstated.

Ms. Neil reflected on her own temperament and how it might affect the children in her care, each of whom had their own distinct temperaments. She realized that she values a predictable schedule and is most drawn to calming, quiet activities. By developing a partnership with Laura's family, she learned more about Laura's home and her unique temperament traits. She was then able to better understand Laura's reactions and behaviors while in care. Ms. Neil began to organize additional outdoor play and active opportunities in her schedule. She watched Laura closely and learned to recognize her need to sleep or eat, and made accommodations to individualize eating and sleeping schedules for her. She offered Laura many advance reminders when transitions were about to take place, and was patient and understanding when she experienced intense emotions. Soon, Laura appeared to be much more comfortable in Ms. Neil's family child care home, and was able to better use her energy to build strong and positive relationships with Ms. Neil and the other children. Through understanding herself, the children, and their families' temperament, Ms. Neil created an environment that better met all of the children's needs. Ultimately, the work she did positively impacted the experience of Laura and the other children in her care.

Who Are the Children Who Have Participated in Research on Temperament?

Research in temperament has blossomed in the last 15 years through the efforts of literally hundreds of scientists in many disciplines. Studies that attempt to understand facets of temperament in children have been conducted in a number of countries and with a wide variety of ethnically and linguistically diverse children. Participants in these studies have included children from European, American, Chinese, and Sub-Saharan African backgrounds.

What Is the Scientific Basis for the Strategies?

For those wishing to explore the topic further, the following resources might prove useful:

- Bridgett, D. J., et al. (2009). Maternal and contextual influences and the effect of temperament development during infancy on parenting in toddlerhood. *Infant Behavior & Development*. 32(1), 103-116.
- Carey, W. B., & McDevitt, S. C. (1994). *Prevention and early intervention. Individual differences as risk factors for the mental health of children*. New York: Brunner/Mazel.
- Chess, S., & Thomas, A. (1996). *Temperament theory and practice*. New York: Brunner/Mazel.
- Chess, S., & Thomas, A. (1999). *Goodness of Fit*. New York: Brunner-Routledge.
- Hwang, A., Soong, W., & Liao, H. (2009). Influences of biological risk at birth and temperament on development at toddler and preschool ages. *Child: Care, Health & Development*. 35(6), 817-825.
- Klein, V., et al. (2009). Pain and distress reactivity and recovery as early predictors of temperament in toddlers born preterm. *Early Human Development*. 85(9), 569-576.
- Pitzer, M., Esser, G., Schmidt, M., & Laucht, M. (2009). Temperamental predictors of externalizing problems among boys and girls: a longitudinal study in a high- risk sample from ages 3 months to 15 years. *European Archives of Psychiatry & Clinical Neuroscience*. 259(8), 445-458.
- Rubin, K. H., Burgess, K. B., Dwyer, K. M., & Hastings, P. D. (2003). Predicting preschoolers' externalizing behaviors from toddler temperament, conflict, and maternal negativity. *Developmental Psychology*. 39(1), 164-176.
- Thomas, A., Chess, S., Birch, H. G., Hertzog, M. E., & Korn, S. (1963). *Behavioral individuality in early childhood*. New York: New York University Press.
- Van Aken, C., et al. (2007). The interactive effects of temperament and maternal parenting on toddlers' externalizing behaviours. *Infant & Child Development*, 16(5), 553-572.



Temperament Continuum

Place the initials of each of the children in your care on the continuum for each trait based on your observations and discussions with the child's family. Then, write your initials where you feel you fall on each trait in the continuum. Use this tool to analyze where your temperament is similar and different to the children you care for. Then, knowing that it is the adult who must adjust to make the "fit" good, use the suggestions above to create care strategies that provide the best possible experience for each child.

Activity Level:

Very Active

wiggle and squirm, difficulty sitting still

Not Active

sit back quietly, prefer quiet sedentary activities

Distractibility:

Very Distractible

Difficulty concentrating

Difficulty paying attention when engaged in an activity

Easily distracted by sounds or sights during activities

Not Distractible

High degree of concentration

Pays attention when engaged in an activity

Not easily distracted by sounds or sights during activities

Intensity:

Very Intense

Intense positive and negative emotions

Strong reactions

Not Intense

Muted emotional reactions

Regularity:

Very Regular

Predictable appetite, sleep patterns, elimination

Not Regular

Unpredictable appetite, sleep patterns, elimination

Sensory Threshold:

High Threshold

Not sensitive to physical stimuli including sounds, tastes, touch, temperature changes

Falls asleep anywhere, tries new foods, wears new clothing easily

Low Threshold

Picky eater, difficulty sleeping in strange crib/bed

Approach/Withdrawal:

Tendency to Approach

Eagerly approaches new situations or people

Tendency to Withdraw

Hesitant and resistant when faced with new situations, people, or things.

Adaptability:

Very Adaptable

Transitions easily to new activities and situations

Difficulty Adapting

Has difficulty transitioning to new activities or situations

Persistence:

Persistent

Continues with a task or activity in the face of obstacles

Doesn't become frustrated easily faced with obstacles.

Easily Frustrated

Moves on to a new task or activity when

Gets frustrated easily

Mood:

Positive Mood

Reacts to the world in a positive way, generally cheerful

Serious Mood

Reacts to situations negatively, mood is generally serious

¹ ZERO TO THREE, Retrieved from worldwideweb http://www.zerotothree.org/site/PageServer?pagename=key_temp June 11, 2009

² Dimensions of temperament (found in several places and merged/adapted).

³ WestEd. (1995). The Program for Infant Toddler Caregivers' (PITC) Trainers Manual, module 1: Social-emotional growth and socialization (p. 21). Sacramento, CA: California Department of Education.

⁴ Thomas, Chess, Birch, Hertzog, & Korn, 1963.

Center on the Social and Emotional Foundations for Early Learning

We welcome your feedback on this What Works Brief. Please go to the CSEFEL Web site (<http://www.vanderbilt.edu/csefel>) or call us at (866) 433-1966 to offer suggestions.

Where Do I Find More Information on Temperament?

See the CSEFEL Web site (<http://www.vanderbilt.edu/csefel>) for additional resources.

Blackwell, P. L. (2004, March). *The idea of temperament: Does it help parents understand their fussy babies?* Washington, DC: ZERO TO THREE.

California Department of Education, Child Development Division and Far West Laboratory, Center for Child and Family Studies. (1990). *The program for infant/toddler caregivers*. Sacramento, CA.

Honig, A. S. (2005, April). Infants & toddlers: Getting to know babies' temperaments. *Early Childhood Today*, 19(6), 20-23.

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This What Works Brief is part of a continuing series of short, easy-to-read, "how to" information packets on a variety of evidence-based practices, strategies, and intervention procedures. The Briefs are designed to help teachers and other caregivers support young children's social and emotional development. In-service providers and others who conduct staff development activities should find them especially useful in sharing information with professionals and parents. The Briefs include examples and vignettes that illustrate how practical strategies might be used in a variety of early childhood settings and home environments.

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Needs Assessment 2: Building Positive Relationships

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Observation, Reflection, and Connection	3	2	1	NA	
<input type="checkbox"/> Is “in tune” with each child in her or his care; reads children’s individual cues					
<input type="checkbox"/> Listens to and incorporates parents’ beliefs, as appropriate, into practices around social emotional issues, such ways to hold a baby, ways to calm and soothe children, ways to encourage and guide children					
<input type="checkbox"/> Acknowledges children’s temperamental traits (“I know you like to watch for a while when we try new things. Don’t worry we will take our time.”)					
<input type="checkbox"/> Adapts schedule, behavior, and energy level to meet the temperamental characteristics of different children in care					
<input type="checkbox"/> Uses positive or neutral descriptors and avoids the use of negative labels for children’s temperament					
<input type="checkbox"/> Observes throughout the day and objectively and routinely records the behavior, interactions and activities					
<input type="checkbox"/> Sensitive shares observations regularly with colleagues and child’s family to learn if everyone is observing similar things and to discuss how the child is progressing					
<input type="checkbox"/> Uses observations to inform next steps for continuing to build the relationships with the child (e.g. noticing that rocking calms and soothes when she is overwhelmed and upset)					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					

Birth—5 Module I Lesson 4

Build Positive Relationships

Handouts



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Working with Families Inventory

Complete the inventory with a partner by checking off the ways in which you already support families. Look for additional ideas and make a plan for ways you will support the relationship between the infants and toddlers you serve and their families.

In Programs

1. Families have opportunities to continually express preferences, beliefs, values, and concerns regarding the practices of the child-care and education center (for example, routines, feeding, holding, naps, play, holidays, and language). The child care staff is responsive to families' requests.
 - There is a process for communicating with parents who speak a different language from the caregivers. If necessary, there is an interpreter to assist in communication with children and/or families.
 - Teachers ask families to share information indicating their and their child's needs, interests, developmental history, and any other relevant information that will help teachers be more responsive to the child's individual needs.
 - Teachers listen to and respect parents' discussions regarding their beliefs, values, and concerns
 - Families' wishes for their child are respected to provide continuity from home to program for the child—unless harmful to child.
 - There is a process developed in the program with families concerning conflict resolution using dialogue that involves listening, negotiating, and problem-solving
2. The Relationship Between Each Child and His Family is Supported
 - Photographs of each child's family are displayed around the child-care and education space and are placed where children can easily see them. They may be laminated and secured with Velcro to the wall so that an infant or toddler can hold the picture of his family and carry it around. Or, the children's family photos could be displayed on a large poster board with a piece of fabric over each picture, so that mobile infants and toddlers can play "peek-a-boo" with their own and others' family pictures.
 - Books or photograph albums with pictures of the children and their families are available to the children.
 - Tape recordings of a family member telling a story or singing a song are available
3. Family members are made to feel welcome in the program through teachers' welcoming attitudes and through the classroom environment.
 - There is an open-door policy for families. They can be with their children at all times of the day and for as long as they'd like. Family members are frequently seen visiting and interacting with the children.
 - There is family-friendly bulletin board that describes opportunities for families to visit and volunteer and that includes notices and announcements.

- There is a private area for family members who want to give their child a bottle or breastfeed their babies or spend some moments alone with their children.
- There is a “family information” space (filing box or cabinet, for example) with information on resources, discipline, reading to children, etc. where parents can add to it or help themselves to articles, pamphlets, brochures that build family/child relationships.

4. Families feel welcome to be involved in the program. While certain strategies will fit one type of program more than another as well as one type of family more than another, the important factor is the feeling of partnership between the program and the child’s family that is created. These are opportunities offered families but not required of families

- Survey families concerning the different ways that they would like to be involved.
- Include families in policy decisions by inviting families to serve on a board of directors or policy council for the program.
- Plan social events, with family input, that include the whole family.
- Invite families into the program to take pictures of children or record language samples that can then, for example, be made into a display of children’s interests and learning.
- Develop a sense of community by including family members in the planning and writing of a monthly newsletter that includes interesting information about the program, monthly events, children, and families.
- Involve families in fundraising activities.
- Provide opportunities for family members to help at home by making home-made toys (sock puppets, “feely boxes,” beanbags, lotto games) for the program.
- Provide opportunities and information about resources for family support—for example, learning a second language, divorce support groups, teenage parenting, and learning about Medicaid and Medicare

5. Develop a system for daily exchange of information between families and child care and education staff.

- Create a friendly place inside the child care and education center room or family child-care home where information concerning a child’s needs for the day can be written and shared by the family member with the caregiver.
- Create a friendly place inside the child-care-center room or family child-care home where information about each child’s day is kept so that families can easily pick up the information and talk to caregiver(s) about how the day went.
- Develop a friendly “Conversation Corner” somewhere in the center or family child care home so that caregivers and families can have a private place to talk.

(Adapted from Wittmer & Petersen, 2006)

Reflective Inventory

Instructions: Take time to think about each question on the inventory and write out some answers to each. When you complete the inventory, choose a partner at your table to share your reflections with.

Think about a satisfying relationship in your life. Name three things that make it satisfying:

1. _____
2. _____
3. _____

Think about the messages you received about relationships from your family and culture. Try to put those messages into words:

Think about yourself as a child. Do you behave in your relationships with children the same way important adults behaved with you (e.g. playful, cautious, honest, patient, etc.)? Try to put into words what you know to be true of your behavior with the children in your life today.

Daily Activities

Schedule	One new way I will build relationships
Arrival	
Circle Time	
Center Time	
Small Group	

Outside	
Snack	
Story Time	
Goodbye Circle	
Transitions	

Building Positive Relationships with Young Children

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The fundamental importance of building positive relationships with children can be best illustrated by the following scenarios.

Helen and her 30-month-old daughter, Lucy, have a long-standing morning tradition of going to a neighborhood park and playing with other parents and children. They spend anywhere from 1 to 2 hours each day at the park. This day, however, Helen receives an emergency call and needs to return to their home immediately. She and Lucy have been at the park for about 10 minutes, and Lucy is playing “cooks” with her best friend Tito. Helen says to Lucy, “Honey, I’m sorry, but you and Mommy have to go home right now. Everything is O.K., but we have to go.” Lucy begins to whimper and says, “But, I was playing with Tito.” Helen reaches down and hugs Lucy, saying, “I know. Let’s call Tito’s mommy when we get home and invite him over to play later.” Lucy says, “O.K.,” and she and her mom hurry home.

Eric has been a Head Start teacher for 10 years. In that time, he has built a reputation as the teacher for the tough kids. This year, Bill is assigned to Eric’s class because of Bill’s long history of hyperactivity, negativity, and aggression toward adults and peers. Two months into the year, the Center’s administrator sheepishly asks Eric how things are going with Bill. Eric replies, “Great, boy were folks wrong about

Bill.” Somewhat flabbergasted, the administrator decides to see for himself. What he observes in less than 10 minutes is as follows. Eric says to everyone, “Look at Bill, he is sitting so quietly in circle; too cool Bill!” When Bill answers a question about the story, Eric says, “Bill, that’s right, you are really concentrating today.” When transition is about to occur, Eric says, “Bill, can you show everyone good walking feet to snack?” At snack, a peer asks Bill for juice, and he passes the container. Eric, being vigilant, says, “Bill, thanks for sharing so nicely.”

After completing a functional behavior assessment, Erin, an ECSE teacher, determines that Jessie’s long-standing tantrum behaviors in the class are designed to acquire adult attention. Erin institutes a plan to ignore Jessie’s tantrums and to spend as much time and attention, that she can, when Jessie is not having a tantrum. After four days of increased tantrums, Jessie’s behavior has improved dramatically.

In each of the foregoing scenarios, adults were successful in achieving improved behavior change in contexts that many individuals might predict would lead to continuing, even escalating challenging behavior. However, in each case, children were obviously attuned to adults, focused on their communication, and prone to value and seek-out adult approval.

In each case, the adults had invested time and effort prior to the events in question, communicating their noncontingent affection and unquestioned valuing of these children. We submit that this prior history of positive relationship building is a prerequisite to effective intervention practices for challenging behavior and thus goal one for adults and caregivers

wishing to prevent challenging behavior and enhance children’s sense of well-being and social competence. How does one go about the task of relationship building?

Building Positive Relationships

Building positive relationships with young children is an essential task and a foundational component of good teaching. All children grow and thrive in the context of close and dependable relationships that provide love and nurturance, security, and responsive interactions. A positive adult-child relationship built on trust, understanding, and caring will foster children’s cooperation and motivation and increase their positive outcomes at school (Webster-Stratton, 1999). In a review of empirically derived risk and protective factors associated with academic and behavioral problems at the beginning of school, Huffman et al. (2000) identified that having a positive preschool experience and a warm and open relationship with their teacher or child care provider are important protective factors for young children. These protective factors operate to produce direct, ameliorative effects for children in at-risk situations (Luthar, 1993). Next, we describe some of the key ingredients for relationship building.

First Things First

Utilizing a relationship-building model, proper sequencing of adult behavior is critical. Simply put, adults need to invest time and attention with children as a precedent to the optimum use of sound behavior change strategies. There are two reasons that this sequence is so important. First, it

Building Positive Relationships with Young Children *(continued)*

should be noted that the protective factors promoted during relationship building can and do function to reduce many challenging behaviors. As such, taking the time to do relationship building may save time that would be spent implementing more elaborate and time-consuming assessment and intervention strategies. Second, as adults build positive relationships with children, their potential influence on children's behavior grows exponentially. That is, children cue in on the presence of meaningful and caring adults, they attend differentially and selectively to what adults say and do, and they seek out ways to ensure even more positive attention from adults (Lally, Mangione, & Honig, 1988). It is this positive relationship foundation that allowed Helen with minimal effort to leave the park early with Lucy, for Eric to experience Bill in a much more positive way than prior teachers, and for Erin to alter Jessie's tantrums in such short order.

Getting to Know You

In order for adults to build meaningful positive relationships with children, it is essential to gain a thorough understanding of children's preferences, interests, background, and culture. For very young children and children with special needs, this information is most often accessed by observing what children do and by speaking directly to parents and other caregivers. With this information, adults can ensure that their play with children is fun, that the content of their conversations is relevant, and that they communicate respect for children's origins. Whenever possible, this kind of information exchange should be as reciprocal as possible. That is, adults should be sharing their own interests, likes, backgrounds, and origins with children as well.

It Takes a Lot of Love

For many children, developing positive relationships with adults is a difficult task. Prior negative history and interfering behavior often conspire to make the task of relationship development long and arduous. On occasion then, adults should consider that they will need to devote extensive effort to relationship building. The easiest, most straightforward way to achieve a high level of intervention intensity in the relationship-building domain is to think about embedding opportunities throughout the day (see list below for specific suggestions). While there is no magic number that we know of, we have seen teachers who can easily provide several dozen positive, affirming statements to children each day. For children who have mostly heard criticism, it takes, we feel, a lot of messages to the contrary.

Making Deposits

A metaphor for building positive relationships that we find particularly helpful is that of a piggy bank. Whenever teachers and caregivers engage in strategies to build positive relationships, it is as if they are "making a deposit" in a child's relationship piggy bank. Conversely, when adults make demands, nag, or criticize children, it is as if they are making a relationship withdrawal. For some children, because there has been no prior effort to make deposits in their relationship piggy bank, nagging, criticism, and demands may be more akin to writing bad checks! It may be helpful to reflect on the interactions you have with an individual child and think to yourself, "Am I making a deposit or a withdrawal?" Or, "Have I made any deposits in Bill's piggy bank today?" Figures 1 and 2 represent example deposits (Figure 1) in the relationship bank or withdrawals

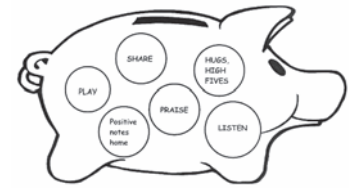


Figure 1. Making relationship deposits

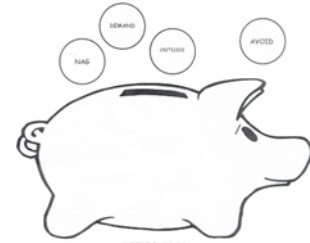


Figure 2. Making relationship withdrawals

(Figure 2) from the bank.

Undoubtedly teachers and child care providers strive to build positive relationships with all of the children in their care. Typically, we have the best relationships with children who respond to us, seemingly like us, and go along with our plans. But as you know, it is more difficult to build positive relationships with some children than with others. We have all had experience with children who push our "hot buttons." Maybe they demand more attention than others, are disruptive, unmotivated, oppositional, aggressive, or do not give us the positive feedback we get from others. When our hot buttons get pushed, we may feel frustrated and discouraged, or bad about ourselves as teachers, causing us to get angry, raise our voices, criticize, or actively avoid these children. Yet, the very children we find the most difficult to build relationships with are the ones who need positive relationships with adults the most! It is a natural reaction to feel emotional when a hot button is pushed. However, rather than feeling frustrated, angry, or guilty about it, it is more productive to think of the emotional response as a warning sign that you will have to work extra hard to proactively build a positive relationship with this child. If

Building Positive Relationships with Young Children (continued)

the adult is simply reacting to a hot button being pushed—he or she may consistently become frustrated and avoid the child. We recognize that building positive relationships is far from simple with some children. It takes a frequently renewed commitment and consistent effort. Because this is easier said than done, we have provided some practical strategies for building positive relationships with children throughout the preschool day.

Practical Strategies for Building Positive Relationships

- Distribute interest surveys that parents fill out about their child
- Greet every child at the door by name
- Follow a child's lead during play
- Have a conversation over snack
- Conduct home visits
- Listen to a child's ideas and stories and be an appreciative audience
- Send positive notes home
- Provide praise and encouragement
- Share information about yourself and find something in common with the child
- Ask children to bring in family photos and give them an opportunity to share it with you and their peers
- Post children's work
- Have a "Star" of the week who brings in special things from home and gets to share them during circle time
- Acknowledge a child's effort
- Give compliments liberally
- Call a child's parents to say what a great day she or he having in front of the child
- Find out what a child's favorite book is and read it to the whole class
- Have sharing days
- Make "all about me" books and share them at circle time
- Write all of the special things about a child on a T-shirt and let him or her wear it
- Play a game with a child

- Play outside with a child
- Ride the bus with a child
- Go to an extracurricular activity with the child
- Learn a child's home language
- Give hugs, high fives, and thumbs up for accomplishing tasks
- Hold a child's hand
- Call a child after a bad day and say "I'm sorry we had a bad day today – I know tomorrow is going to be better!"
- Tell a child how much he or she was missed when the child misses a day of school

Beyond the specific strategies enumerated above, we suggest that adults can speed the process of relationship building by:

- Carefully analyzing each compliance task (e.g., "time to go to paints") and, where possible, shifting that compliance task to a choice for children (e.g., "Do you want to paint or do puzzles?");
- Carefully considering if some forms of "challenging" behavior can be ignored (e.g., loud voice)—this is not planned ignoring for behavior designed to elicit attention but ignoring in the sense of making wise and limited choices about when to pick battles over behavior; and
- Self-monitoring one's own deposits and withdrawal behaviors and setting behavioral goals accordingly. Some teachers have easily done this by using wrist golf counters to self-record or by moving a plastic chip from one pocket to the next. A strategically posted visual reminder can help teachers remember to make numerous relationship deposits.

Conclusion

Most of this article has focused on what children get out of positive relationships with adults. However, we contend that adults get something valuable out of the time and attention they expend to build these meaningful

relationships too. First, as was mentioned earlier, the children we build relationships with will be easier to teach, more compliant, and less likely to engage in challenging behavior. Second, teachers will feel more positive about their skills, their effort – and we think may like their jobs even more. Third, adults will begin to see the "ripple effect" of relationship building. As children learn in the context of caring relationships with adults, they will become more skilled at building positive relationships with other children. Finally, providing a child with the opportunity to have a warm and responsive relationship with you means that you have the pleasure of getting to know the child as well.

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Needs Assessment 3: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Designs the physical environment	3	2	1	NA	
<input type="checkbox"/> Arranges traffic patterns in classroom so there are no wide open spaces					
<input type="checkbox"/> Removes obstacles that make it difficult for children with physical disabilities to move around the room					
<input type="checkbox"/> Clearly defines boundaries in learning centers					
<input type="checkbox"/> Arranges learning centers to allow room for multiple children					
<input type="checkbox"/> Provides a variety of materials in all learning centers					
<input type="checkbox"/> Designs learning centers so that children spend time evenly across centers					
<input type="checkbox"/> Considers children's interests when deciding what to put in learning centers					
<input type="checkbox"/> Makes changes and additions to learning centers on a regular basis					
<input type="checkbox"/> Visually closes learning centers when they are not an option for children to use					
<input type="checkbox"/> Uses photos, songs, stories and objects that reflect the child's family and culture					
<input type="checkbox"/> Provides easy access to and allows children to keep important objects or comfort items with them throughout the day (e.g. blankets, stuffed animals, pacifiers)					
<input type="checkbox"/> Reconnects with a child through a smile, hug, or kind words after having a challenging interaction					
<input type="checkbox"/> Spends time on the floor,					
<input type="checkbox"/> Uses smiles and positive responsive verbal and non-verbal interactions					
<input type="checkbox"/> Speaks calmly and warmly to infants and toddlers • Uses words, writing, music, and songs in the child's home language					

Continued on page 2

Needs Assessment 3: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Designs the physical environment (continued)	3	2	1	NA	
<input type="checkbox"/> Uses one-on-one times, such as diapering and feeding to interact with children individually					
<input type="checkbox"/> Follows children's lead in play					
<input type="checkbox"/> Listens to and incorporates parents' beliefs, into practices such ways to hold a baby, ways to calm and soothe children, ways to encourage and guide children					
<input type="checkbox"/> Uses a system to communicate with families in a meaningful way on a daily basis, using a variety of communication methods					
<input type="checkbox"/> Uses arrival and departure times to connect with the family and gather valuable information about the child since last seen.					
<input type="checkbox"/> Follows a consistent plan to transition child from parent to caregiver upon arrival					
<input type="checkbox"/> Encourages parent's sense of competence by commenting and acknowledging positive parent child interactions					
<input type="checkbox"/> Accommodates family schedule by arranging meetings at times convenient for families					
<input type="checkbox"/> Creates comfortable spaces for adults (adult furniture in care space) and spaces that welcome family members (e.g. spaces for breastfeeding)					
<input type="checkbox"/> Provides resources and support for parents unique needs and interest					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					

Birth—5 Module 1 Lesson 5

Responsive Environments

Handouts



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Planning Document

Spaces for Infants and Toddlers	Your Plan for Improvement of the Social Emotional Environment
An environment that is <ul style="list-style-type: none"> • Safe and free from hazards • Clean • Has natural light from windows and other soft lighting • Aesthetically pleasing • Uncluttered • Individually, age, and culturally appropriate • Inviting and interesting to children 	
Special places for nurturing children <p>A comfortable space, away from active play for staff to sit on the floor (with back support) and hold a child or children</p> <ul style="list-style-type: none"> • A loft • An adult-sized couch • A mat on the floor against the wall with pillows with washable covers • A rocking chair/glider 	
A quiet space for infants and toddlers <ul style="list-style-type: none"> • A soft space away from active play • A soft space for two children with family photographs books, dolls and blanket, soft toys, quiet toys, puppets, and books • A nest (or create a nest with an inner tube) with a blanket over it • A space with boxes large enough for a child or two to crawl in and out of 	
A space for infants and toddlers to use creative arts materials <ul style="list-style-type: none"> • A space for coloring or painting on paper on the floor (preferably near a short sink not used for food preparation) • Short tables for clay, play dough, thick crayons, nontoxic paints, or finger paints • Paper and other interesting materials to manipulate and create • Large pieces of paper and other interesting materials to draw and paint on • Short easels and brushes for toddlers to use by themselves or with other children • A low shelf with safe creative materials attractively displayed and available for children to use • A place to display children's creative work 	

Spaces for delighting the senses of infants and toddlers	
<ul style="list-style-type: none"> • Short shelves and tables for toddlers with sensory materials displayed in an inviting way • Small individual tubs or other containers, or water tables with water (always monitor children very carefully with water; children have drowned in an inch of water in a container) • Containers or tables for sand and other natural materials • Interesting materials such as funnels, plastic animals, cups, scales, etc. on the sensory tables or in containers • A light table • Wading pools filled with different textured balls and other safe materials • A space to use feeling and sound boxes • A space for making bubbles with various sizes of wands 	
A space for peek-a-boo and social games	
<ul style="list-style-type: none"> • A space made with a cloth hanging from the ceiling with a mirror on the wall • Boxes of various sizes with holes cut out of the sides. Add cloth over the holes for variation and “peek-a-boo” games • Lofts with a Plexiglas panel in the floor so children that are up can look down and children that are down can look up and enjoy each other 	
A space for the development of large motor skills	
<ul style="list-style-type: none"> • Floor space so that children can move freely and be active with: • Couches to walk around (while using the couch for support) and climb up on for seeing the world • Ramps and short climbers to climb • Tunnels to crawl through • Mats at different levels for climbing • Rocking boats • Balls of all sizes • Objects that can be moved, such as child- sized shopping carts, doll strollers, and riding toys • A bar fastened to the wall on various levels so that children can pull to stand • Large empty appliance boxes with windows cut out and/or the end cut off so that children can crawl through the box 	
A space for toys and manipulative items	
<ul style="list-style-type: none"> • Short shelves with toys/materials--carefully arranged so that children can reach them <ul style="list-style-type: none"> - Toys that move, make noise, and change shape - Safe nesting blocks, ring towers, large beads, “cause and effect” toys, “take apart” toys, shape sorters, stacking toys, large pegs and peg boards, large beads for stringing, puzzles, and other interesting materials - Puppets, dolls - Toy telephones - Tubes of varying lengths and sizes 	

A space for toys and manipulative items (continued)	
<ul style="list-style-type: none"> • A child-sized table and chairs • Spaces to play on the floor by themselves, with staff and with peers 	
A space for toddlers to build and construct	
<ul style="list-style-type: none"> • A platform or hard surface for building • Blocks of all sizes, shapes and textures • Wooden animals, little houses, play people, trucks and cars 	
A space for dramatic play and pretend	
<ul style="list-style-type: none"> • A corner or some small area with: <ul style="list-style-type: none"> - A mirror, low pegs to hang clothing, scarves, purses, hats, easy-to-put-on dress up clothes - Safe kitchen utensils, pots and pans, child size dishes, containers of various sizes, pretend multi-ethnic food, and/or clean empty commercial food boxes - Multiethnic dolls, doll blankets, baby bottles and bed, doll clothes - Puppets of varying sizes and shapes - Child-sized tables, stoves, refrigerators 	
A space for reading to children and places for infants and toddlers to reach books and look at them in comfort	
<ul style="list-style-type: none"> • A special place that is designed for infants and toddlers to choose books from an attractive, easily reached display and “read” or be read to in comfort • An adult-sized couch for adults to read to children • A child-sized couch or chair for children to “read” books • Also place books around the room as any space is a great space for reading to a child or a child looking at books 	
Feeding and eating spaces for infants and toddlers	
<ul style="list-style-type: none"> • An area convenient to an adult sink and refrigerator with: <ul style="list-style-type: none"> - Comfortable floor chairs for adults to feed infants on their laps or sitting in infant seats - Rocking chairs/gliders for feeding bottles to infants and holding children of all ages - Child-sized chairs and tables for toddlers to sit and feed themselves - A sink at children’s level for toddlers 	
Sleeping, diapering or toileting spaces	
<ul style="list-style-type: none"> • An area away from active play for sleeping with: <ul style="list-style-type: none"> - Cribs - Cots for toddlers - A rocker/glider for adults to help children transition from wake 	

Sleeping, diapering or toileting spaces (continued)	
<ul style="list-style-type: none"> • An area near an adult size sink for diapering (not used for preparing food) with : <ul style="list-style-type: none"> - Diaper table with storage space - Sturdy stairs with sides for toddlers to climb to the diaper table • A private or semi-private area for toileting with: • Child-sized toilets for toddlers who are learning to use the toilet (check your state's licensing standards) • A child-size sink 	
Outdoor space	
<ul style="list-style-type: none"> • Spaces for walking, running, jumping • Large stable equipment such as climbers and slides that are inviting for peer interactions • Areas of sun and shade • Spaces for toddlers to use riding toys • Materials for carrying, building, manipulating, and creating • Spaces for adults to nurture children • Spaces for children to sit and rest alone or together 	

Adapted with permission from Wittmer & Petersen (2006)

Needs Assessment 4: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Designs the physical environment	3	2	1	NA	
<input type="checkbox"/> Provides quiet spaces, away from active play					
<input type="checkbox"/> Arranges classroom so there is protected and safe space for young infants to have tummy time					
<input type="checkbox"/> Allows children freedom to move around					
<input type="checkbox"/> Provides private spaces (for children to play alone) and semi-private spaces (for children to play with one or two friends)					
<input type="checkbox"/> Sets up diapering, feeding, sleeping and play areas to allow quiet, personal contact between caregivers and children					
<input type="checkbox"/> Arranges classroom materials so they are orderly and accessible to children and adults					
<input type="checkbox"/> Provides duplicates of favorite toys					
<input type="checkbox"/> Provides spaces for delighting the senses					
<input type="checkbox"/> Provides spaces to interact with caregivers • Provides outdoor spaces •					
<input type="checkbox"/> Space is flexible and changes with children's interests and developing skills					
<input type="checkbox"/> Provides and encourages the use of gross motor materials in both indoor and outdoor settings					
<input type="checkbox"/> Defines activity areas by creating boundaries					
<input type="checkbox"/> Provides child-sized furniture and equipment to encourage self-help skills					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					

Birth—5 Module I Lesson 6

Creating an Environment That Supports Social Emotional Development

Handouts



THE PYRAMID MODEL CONSORTIUM
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Needs Assessment 5: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Designs the physical environment	3	2	1	NA	
<input type="checkbox"/> Arranges traffic patterns in classroom so there are no wide open spaces					
<input type="checkbox"/> Removes obstacles that make it difficult for children with physical disabilities to move around the room					
<input type="checkbox"/> Clearly defines boundaries in learning centers					
<input type="checkbox"/> Arranges learning centers to allow room for multiple children					
<input type="checkbox"/> Provides a variety of materials in all learning centers					
<input type="checkbox"/> Designs learning centers so that children spend time evenly across centers					
<input type="checkbox"/> Considers children's interests when deciding what to put in learning centers					
<input type="checkbox"/> Makes changes and additions to learning centers on a regular basis					
<input type="checkbox"/> Visually closes learning centers when they are not an option for children to use					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					

Birth—5 Module I Lesson 7

Designing a Schedule That Promotes Child Engagement

Handouts



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Responsive Routines Inventory

Responsive daily routines	What I do now/ My plans
Implement a flexible routine (eating, sleeping, inside-outside) so that toddlers learn to predict	
Provide a daily routine that follows each infant's and toddler's need for feeding and sleeping	
Use routines as opportunities for emotional interaction and learning	
Provide primary caregiving	
Provide responsive routines for infant feeding and toddler eating	What I do now/My plans
Provide a private place for family members to feed an infant, if the family desires	

Responsive Routines Inventory

Provide responsive routines for infant feeding and toddler eating	What I do now/My plans
Welcome families to eat with their children	
Respect the mother's wish to breast-feed and adapt routines appropriately	
Provide a system for documenting families' wishes on issues related to weaning from the breast or bottle and then respect those wishes	
Ask families about their cultural and family preferences for the child's eating habits, needs, and food preferences	
Provide daily information to the family about how, when, and what the child ate	
Sit with toddlers for eating rather than hovering above or running around waiting on them	

Responsive Routines Inventory

Provide responsive routines for infant feeding and toddler eating	What I do now/My plans
Respond to infants' and toddlers' non-verbal, as well as verbal, requests and comments while feeding and/or eating with the children	
Hold infants gently for bottle-feeding. Babies need to be held for feeding to ensure safety and to meet their emotional needs. Talk softly, hum, sing or be quiet according to the infant's cues	
Speak in a soft, encouraging, and positive way to the children during feeding and eating activities	
Respond when infants and toddlers indicate that they are hungry or want more food and respect them when they indicate that they are satisfied or want to stop eating	
Provide opportunities for toddlers to begin to serve themselves, pour milk out of a small pitcher, and clean the table with a sponge. Accept accidents and sensual explorations of food as part of the learning process	
Use feeding time for infants as an opportunity for emotional connections between the adult and child	

Responsive Routines Inventory

Provide responsive routines for infant feeding and toddler eating	What I do now/My plans
Use eating time for toddlers as an opportunity for emotional connections between adults and children and between/among children	
Observe children during feeding and eating times. Are children enjoying the experience?	
Provide responsive routines for diapering and toilet learning	What I do now/My plans
Provide pictures of family members or other interesting pictures on the wall at the baby's eye level in the diapering area	
Make diapering a special time for adults to be emotionally present with children, following their cues	
Use encouraging and positive words at all times	
Use talk such as "first" and "next" and words that are comforting	

Responsive Routines Inventory

Provide responsive routines for diapering and toilet learning	What I do now/My plans
Use talk such as “first” and “next” and words that are comforting	
Encourage children to participate in the routine (stand and pull up their own pants, etc.)	
Coordinate toilet learning with the family to provide continuity for the child from home to program	
Never force toddlers to use or stay on the toilet.	
Use diapering/toileting times as opportunities for emotional connections between adults and children.	

Responsive Routines Inventory

Provide responsive routines for sleeping/resting	What I do now/My plans
Gently rock or pat infants who need help to get to sleep. Watch and listen for them to signal when they want to be picked up from a crib and respond positively and quickly to their signals	
Provide toddlers with a cot that is labeled with her/his first name and a special symbol or picture. Sheets, pillows and blankets are labeled in the same way	
Plan and implement a transition time from play to sleep with a predictable sequence for toddlers. To build positive relationships read stories, talk gently, and/or pat a child gently to sleep according to the child's needs. Toddlers may pick a special book or have their own stuffed toy or blanket if needed	
If toddlers have a difficult time sleeping, they may need additional patting, songs, books read, a lovie, or earphones with very soft music playing	
Allow toddlers to sleep/rest only as long as they need. A quiet activity is planned for those who wake up	

Responsive Routines Inventory

Provide responsive routines for sleeping/resting	What I do now/My plans
Help toddlers transition from nap to wake-time by holding and rocking them or rubbing their backs as they start to wake	
For toddlers, prepare the nap area before lunch, so that if they become tired or fall asleep during lunch, the teacher can help them transition to nap time	
Use sleeping/resting times as opportunities for emotional connections between adults and children and for social interactions with peers	
Provide responsive greeting and goodbye times	What I do now/My plans
Greet each infant and toddler and his/her family member(s) warmly in the morning to assist in the transition from home to the child care center/home and to give family members a chance to communicate needs, priorities and concerns	
Help each child say goodbye to family member(s) and move to an activity	

Responsive Routines Inventory

Provide responsive routines for greetings and goodbye times	What I do now/My plans
For a child having difficulty with separation, plan staff assignments to allow the child's primary teacher appropriate time to help the child become more comfortable when arriving or leaving. Comfort the child and tell him/her when the family member will return—after lunch, after nap, etc.	
Greet family members warmly when they pick up the child. This helps children transition from child care to family at the end of the day and is an opportunity to describe the child's day. Give each infant and toddler a special goodbye	
Use transition routines as opportunities to build emotional connections between the child and his/her family, the teacher and child, and between and among peers	

Adapted with permission from Wittmer & Petersen (2006)

Needs Assessment 6: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Develops schedules and routines	3	2	1	NA	
<input type="checkbox"/> Routines are individualized for each infant and toddler					
<input type="checkbox"/> Offers a predictable yet flexible sequence of routines each day					
<input type="checkbox"/> Focuses on the order in which things happen rather than the time and allows children to “set the pace”					
<input type="checkbox"/> Helps infants and toddlers learn about routines or schedules through verbal cues and pictures					
<input type="checkbox"/> Talks with children about specific sequence of events					
<input type="checkbox"/> Invites infants and toddlers to take part in daily routines (having them help when dressing, providing stepstools to allow toddlers to begin hand washing on their own, passing items at mealtimes)					
<input type="checkbox"/> Provides explanations when necessary changes in the routine take place					
<input type="checkbox"/> Ensures that group activities (if provided) are short and focused, and that materials and set up is completed ahead of time					
<input type="checkbox"/> Asks families about the routines at home and works to integrate home routines into the center based routines					
Eating	3	2	1	NA	
<input type="checkbox"/> Welcomes families to eat with their children, and respects the family’s culture and decisions around serving, feeding and eating with toddlers when they participate					
<input type="checkbox"/> Supports breastfeeding mothers by adapting routines and providing spaces to nurse and pump					
<input type="checkbox"/> Provides a system for documenting families’ wishes on issues related to weaning from breast or bottle and respects families’ wishes					
<input type="checkbox"/> Responds to children’s non-verbal as well as verbal requests and comments while eating					
<input type="checkbox"/> Holds infants gently for bottle feeding; sits with toddlers for eating and creates opportunities for them to successfully feed themselves					

Needs Assessment 6: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Diapering and Toileting	3	2	1	NA	
<input type="checkbox"/> Makes the transition to diapering comfortable and predictable for children					
<input type="checkbox"/> Makes diapering and toileting a special time for adults to be present with children					
<input type="checkbox"/> Organizes diapering area and supplies to allow for one-on-one interactions between infants/toddlers and caregivers					
Sleeping	3	2	1	NA	
<input type="checkbox"/> Prepares nap area for toddlers when they are becoming tired so they can transition to nap time as they are ready, allows toddlers to wake up when they are ready and has a quiet activity planned for early risers					
<input type="checkbox"/> Provides each infant with his own crib, and provides toddlers with cots, sheets, pillows and blankets that are labeled with first name and picture symbol					
<input type="checkbox"/> Sings, play lullabies, holds, rocks, carries, and offer infants and toddlers a book, doll or teddy bear while getting ready for nap time					

Needs Assessment 6: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Develops schedules and routines	3	2	1	NA	
<input type="checkbox"/> Designs schedule to include a balance of large group and small group activities					
<input type="checkbox"/> Designs schedule to minimize the amount of time children spend making transitions between activities					
<input type="checkbox"/> Implements schedule consistently					
<input type="checkbox"/> Teaches children about the schedule					
<input type="checkbox"/> Provides explanations when changes in the schedule are necessary					
Designs activities to promote engagement	3	2	1	NA	
<input type="checkbox"/> Plans and conducts large group activities with specific goals in mind for the children					
<input type="checkbox"/> Varies the topics and activities in the large group from day to day					
<input type="checkbox"/> Provides opportunities for children to be actively involved in large group activities					
<input type="checkbox"/> Varies speech and intonation to maintain the children's interests in the large group activity					
<input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in large group activities					
<input type="checkbox"/> Plans and conducts small group activities with specific goals in mind for each child					
<input type="checkbox"/> Plans and conducts fun small group activities					
<input type="checkbox"/> Uses peers as models during small group activities					
<input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in small group activities					
<input type="checkbox"/> Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity					
<input type="checkbox"/> Uses a variety of ways to teach the expectations of specific activities so that all children understand them					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					

Birth—5 Module I Lesson 8

Minimizing Challenging Behavior During Transitions

Handouts



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Giving Good Directions

Rewrite each of these directions in a way that tells the children exactly what you want them to do.

Original directions	Directions that are clear and positively stated
No running!	
We don't bite!	
That's not what we're doing now.	
Will you please clean up, okay?	

CHALLENGE:

These directions are clearly and positively stated – can you rewrite them in a way that gives children a choice about what to do or how to do it?

Original directions	Directions that offer a choice
Sit down, please.	
Put on your coat and boots.	
It's time to line up.	
Cut an orange triangle for a nose and glue it in the middle of the face.	

Needs Assessment 7: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Ensures smooth transitions	3	2	1	NA	
<input type="checkbox"/> Structures transitions so children do not have to spend excessive time waiting with nothing to do					
<input type="checkbox"/> Teaches children the expectations associated with transitions					
<input type="checkbox"/> Provides warnings to children prior to transitions					
<input type="checkbox"/> Individualizes the warnings prior to transitions so that all children understand them					
Giving Directions	3	2	1	NA	
<input type="checkbox"/> Gains child's attention before giving directions					
<input type="checkbox"/> Minimizes the number of directions					
<input type="checkbox"/> Individualizes the way directions are given					
<input type="checkbox"/> Gives clear directions					
<input type="checkbox"/> Gives directions that are positive					
<input type="checkbox"/> Gives children time to respond to directions					
<input type="checkbox"/> Gives children choices and options when appropriate					
<input type="checkbox"/> Follows through with positive acknowledgments of children's behavior					
<input type="checkbox"/> Reduce wait times and "forced transitions" by allowing children to initiate and transition to other activities when they are ready (when they are hungry for snack they can eat, diapering/toileting when needed not on a group schedule)					
<input type="checkbox"/> Assigns specific jobs to children who have difficulty transitioning ("Jason, will you go get our rope from the shelf so we can get ready to go outside?")					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					

Birth—5 Module 1 Lesson 9

Creating and Teaching Clear Expectations and Rules

Handouts



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Needs Assessment 8: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Establishes and enforces clear rules, limits, and consequences for behavior	3	2	1	NA	
<input type="checkbox"/> Identifies appropriate classroom rules with children					
<input type="checkbox"/> Teaches rules in developmentally appropriate ways					
<input type="checkbox"/> Provides opportunities for children to practice classroom rules					
<input type="checkbox"/> States rules positively and specifically (avoids words “no” and “don’t” as much as possible)					
<input type="checkbox"/> Keeps rules to manageable number (3-6)					
<input type="checkbox"/> Frequently reinforces children for appropriate behavior					
<input type="checkbox"/> Identifies consequences for both following and not following rules					
<input type="checkbox"/> Makes sure all adults in classroom know rules and consequences					
<input type="checkbox"/> Enforces rules and consequences consistently and fairly					
Engages in ongoing monitoring and positive attention	3	2	1	NA	
<input type="checkbox"/> Gives children time and attention when engaging in appropriate behavior					
<input type="checkbox"/> Monitors adults’ interactions with children throughout the day					
Uses positive feedback and encouragement	3	2	1	NA	
<input type="checkbox"/> Uses positive feedback and encouragement contingent on appropriate behavior					
<input type="checkbox"/> Provides descriptive feedback and encouragement					
<input type="checkbox"/> Conveys enthusiasm while giving positive feedback and encouragement					
<input type="checkbox"/> Uses positive feedback and encouragement contingent on child’s efforts.					
<input type="checkbox"/> Provides nonverbal cues of appreciation					
<input type="checkbox"/> Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children					
<input type="checkbox"/> Involves other adults in acknowledging children					
<input type="checkbox"/> Models positive feedback and encouragement frequently					

Continued

Needs Assessment 8: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
	3	2	1	NA	
Uses age appropriate expectations to guide children's behavior	3	2	1	NA	
<input type="checkbox"/> Uses simple words or phrases explaining natural consequences such as, "It hurts your friend when you pull his hair"					
<input type="checkbox"/> Provides opportunities for children to practice classroom expectations ("See the picture of the truck? Please put the truck back right there.")					
<input type="checkbox"/> Uses a combination of natural and logical consequences and encourages children to be responsible for their own behavior					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					

Birth—5 Module 2 Lesson 1

Pyramid Model as a Framework for Teaching Social Emotional Skills

There are no handouts for this lesson.



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Birth—5 Module 2 Lesson 2

Teaching Social Emotional Skills All Day, Every Day

Handouts



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Needs Assessment 9: Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Interacts with children to develop their self-esteem	3	2	1	NA	
<input type="checkbox"/> Demonstrates active listening with children					
<input type="checkbox"/> Avoids judgmental statements					
<input type="checkbox"/> Responds to children's ideas					
<input type="checkbox"/> Recognizes children's efforts					
<input type="checkbox"/> Shows empathy and acceptance of children's feelings					
Shows sensitivity to individual children's needs	3	2	1	NA	
<input type="checkbox"/> Respects and accommodates individual needs, personalities, and characteristics					
<input type="checkbox"/> Adapts and adjusts accordingly (instruction, curriculum, materials, etc.)					
<input type="checkbox"/> Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics					
Encourages autonomy	3	2	1	NA	
<input type="checkbox"/> Provides children with opportunities to make choices					
<input type="checkbox"/> Allows children time to respond and/or complete task independently before offering assistance					
<input type="checkbox"/> Creates opportunities for decision making, problem solving, and working together					
<input type="checkbox"/> Teaches children strategies for self-regulating and/or self-monitoring behaviors					
<input type="checkbox"/> Includes social interaction goals on all individualized plans or curricula and integrates children's social and emotional development in the planning of activities and experiences					
<input type="checkbox"/> Program implements a primary caregiving model					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					

Birth—5 Module 2 Lesson 3

How to Teach Social Emotional Skills

Handouts



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Intentional Instruction: Instructional Strategies

Peer Mediated Strategies

Peers can be powerful instructional agents for other children. Their interactions are often very motivating for the child with social emotional delays. Peer mediated instruction refers to the use of peers to prompt, model, and reinforce the child who is learning a target skill. When planning to use peer mediated instruction, you might need to prepare the child without the disability by giving the peer information on how to initiate an interaction and how to interpret the child's communicative responses.

There are several approaches the teacher might use to implement peer mediated instruction. She might ask children if they are willing to serve as a peer buddy for a child in the classroom. Once children are recruited, they are told how long and when they need to stay with their buddy and provided clear directions of what to do together (e.g., "Take Christopher to the sand table. Show him how to fill a bucket with sand. Then, show him how to pour it out."). When buddies play together, the teacher monitors the interaction and provides feedback. Teachers need to be cautious about limiting the demands on buddies (beware of buddy burn out) and should select several children who might serve as buddies to ensure that there are ample children willing to interact with the target child and that they can collectively come up with engaging play ideas. Another approach for preparing and instructing peer buddies, is to give them simple directions such as ("Stay with your

friend", "Play with your friend", and "Talk with your friend"). Finally, another strategy might be to provide a script with visuals for the play interaction and encourage the peer buddy to implement the script. The visuals on the script can depict the sequence of the activity using photos (e.g., photographs of building a block tower depicting each step).

Sample skills that can be taught using **Peer-Mediated** Instruction:

- Greet peers or adults
- Explore new environment, object, or toy
- Participate in simple turn-taking social games
- Share and takes turns with peers
- Participate in group activity
- Follow routine and rules
- Follow rules in simple games
- Use materials for intended purpose
- Transition from activity

Mand-Model

Mand-model is used to help children use the language they have learned within appropriate contexts. In this procedure, the teacher arranges the environment in a way that will gain the child's interest. For example, you might begin playing with a toy to capture the child's attention. When the child expresses interest, you mand (i.e., verbally instruct) the child to respond. For example, you might say "Tell me what you want" or "Say ____". If the child responds correctly, you provide the toy. If the child does not give you the response, you model what you want the child to say. For example, you might say "Parker say, I want to play with the

train". If the child says the response, you provide the toy or object and expand on what the child said (e.g., "You said I want to play with the train. Parker wants to play with the train and push it on the track."). If the child does not say anything, you provide the toy and restate the model. The goal in mand-model is not to make the child use language to get the object or interaction. The goal is to assist the child in knowing when and how to use his words.

Mand-model could also be used for helping a child comment or label. For example if you are teaching a child to use feeling words in an activity where you are asking the child to identify the expression on a photo, you can use mand-model to teach the child how to label the photo. To gain the child's attention you could provide a photo or picture in a book. When the child looks at the picture, you might say "What feeling is this?" If the child responds correctly, you provide specific praise "That's right, this face looks sad." If the child needs an additional prompt, you model what to say "This face looks sad." If the child responds by saying "sad", you provide specific praise and an expansion "You said that the face is sad. This is a sad face."

Sample skills that can be taught using **Mand-Model**:

- Ask for a turn
- Ask for a toy
- Greetings
- Partings
- Giving compliments
- Identify feeling word
- Ask to play

Intentional Instruction: Instructional Strategies *(continued)*

Least-to-Most Prompting

Least-to-Most prompting might be used when the child has the skill, but does not use it in the target context (e.g., the child knows to pass the toy but does not do it during circle time). Least-to-most prompting begins with the least intrusive prompt and uses more intrusive prompts as corrective feedback. The goal in the prompting hierarchy is to ensure that the child successfully uses the skill or behavior.

The first step is for the teacher to design a hierarchy or order in which she will deliver prompts. The order begins with the least intrusive prompt which is typically a verbal direction or the presentation of the item and an expectant look. If the child fails to respond to that prompt, the teacher follows with the next level of prompt. This could be a verbal direction such as “Pass the toy to Ryan.” If the child does not respond, the teacher might move to a physical prompt such as touching the child’s hand. If the child fails to respond to that level of prompting, the teacher would use the most intrusive prompt, hand-over-hand assistance. The goal is to ensure that the child uses the skill successfully. When the child responds correctly (no matter the prompt level), the child should receive specific praise and the natural reinforcer involved in the activity.

Sample skills that can be taught using

Least-to-Most Prompting:

- Pass a toy
- Activate a toy
- Sign language or gestures
- Use communication device
- Transition from activity
- Put materials away

Most-to-Least Prompting

Most-to-least prompting is used to teach a child a new skill. It is an appropriate instructional strategy to use when the child does not know how to perform the behavior. For example, if you want to teach a child to give an object or toy to another child and the child does not know how to pass a toy, most-to-least prompting might be an effective strategy to use.

The first step is for the teacher to design a hierarchy or order in which she will deliver prompts. The order begins with the most intrusive prompt which is typically hand-over-hand assistance. The teacher determines how many times she will use the most intrusive prompt and the criterion for the child’s response to the prompt and then moves to the next level of the hierarchy that is less intrusive than the previous step. For passing a toy, the first prompt might be to pass the toy on the direction of “give the toy to ____” and provide hand-over-hand assistance. After 3 days of guiding the child each time with full assistance, the teacher moves to providing the prompt of touching the child’s hand. She continues to use that level of prompt until the child performs the skill with just the touch prompt for four consecutive days with no errors. If the child makes an error (i.e., does not pass the toy with the touch prompt), the correction is to use the previous prompt (hand-over-hand assistance). The next level of prompt might be to provide the verbal direction only of “Give the toy to ____.” Again, if the child makes an error, the teacher uses the previous prompting level to correct the child and if that level of prompting does not work, the teacher moves back to the first prompt level of hand over hand assistance.

Sample skills that can be taught using

Most-to Least Prompting:

- Pass a toy
- Activate a toy
- Sign language or gestures
- Use communication device
- Transition from activity
- Put materials away

Activity

Teaching Targeted Social and Emotional Skills

1. Identify the skill to teach (remember to identify a skill that is observable and measurable!): _____
2. Identify the prompting approach that will be used to teach the skill (e.g., peer-mediated; mand-model; least-to-most; most-to-least): _____
3. Use the matrix below and discuss when and how the skill will be taught. On the matrix, identify all the activities where prompting can occur and identify the learning opportunities that might occur in the activity. The matrix already lists major activities that often occur in a preschool classroom schedule. Feel free to add additional activities.

Activity	Skill:
Arrival	
Large Group Time	
Free Choice/Centers	
Clean-Up	
Snack/Meals	
Outdoor Play	
Departure	

Needs Assessment 10: Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Provides instruction to aid in the development of social skills	3	2	1	NA	
<input type="checkbox"/> Includes social interaction goals on the IEP					
<input type="checkbox"/> Teaches appropriate social skills through lessons and role-playing opportunities					
<input type="checkbox"/> Incorporates cooperative games, lessons, stories, and activities that promote altruistic behavior into planning					
<input type="checkbox"/> Structures activities to encourage and teach sharing					
<input type="checkbox"/> Structures activities to encourage and teach turn taking					
<input type="checkbox"/> Structures activities to encourage and teach requesting and distributing items					
<input type="checkbox"/> Structures activities to encourage and teach working cooperatively					
<input type="checkbox"/> Shows an understanding of developmental levels of interactions, play practices, and individual children					
<input type="checkbox"/> Plans and supports multiple experiences occurring simultaneously within a group of children, especially infants and toddlers (i.e. a child may be being fed; another sleeping; a few playing; etc.)					
<input type="checkbox"/> Has a written plan, developed with families, for each child in care that addresses current strengths, needs and areas of focus or interests and respects and accommodates individual needs, personalities, and characteristics					
<input type="checkbox"/> Provides materials, activities and interactions that are both familiar and new/challenging					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					

Birth—5 Module 2 Lesson 4

Targeted Teaching of Friendship Skills

Handouts



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Development of Play Skills for Infants and Toddlers

Age	Play
Birth to 3 Months	<ul style="list-style-type: none"> • Responds to caregivers • Coos and smiles • Responds to familiar voices • Focuses on objects
4 to 7 Months	<ul style="list-style-type: none"> • Enjoys social games with caregiver • Likes exploratory play supported by caregiver • Plays some games with caregiver like peek-a-boo and patty cake
8 to 12 Months	<ul style="list-style-type: none"> • Begins to imitate play actions or behavior of others, especially caregiver • Plays hiding games, songs and rhymes with caregiver • Plays alone without caregiver for short periods
13 to 24 Months	<ul style="list-style-type: none"> • Enjoys play with objects • Increased interest in watching other children play (onlooker) • Primarily plays alone (solitary) • May offer toys to caregiver or other children • May choose independent play close to other children (parallel) but not interact with them
13 to 24 Months	<ul style="list-style-type: none"> • May play with other children but in an occasional or limited way (associative) • Some cooperation and talking with other children • May take leader/follower roles in play • Some pretend play • Still plays alone frequently • Interactive level moving toward (cooperative play)

0–4 Months

- Infants like to look at each other.
- Infants prefer to look at faces, especially at eyes.
- By 2-3 months, an infant will smile at another infant.
- A 3-month-old infant lying on his back will reach out to touch a peer next to him/her.

4–8 Months

- Infants may poke, push, pat, etc., another baby to see what that other infant will do. They often look very surprised at the reaction they get.
- Infants like to look at, approach other infants, and initiate (Selby & Bradley, 2003).
- Infants smile and laugh at each other.
- Infants cooed at each other (Porter, 2003)
- Infants as young as 6-months of age showed more interest in peer strangers than in adult strangers (Brooks & Lewis, 1976).
- Six-month-olds showed more excitement at photos of 6-month-olds than at photos of 9- and 12-month-olds (Sanefuji, Ohgami, & Hashiya, 2006)
- Infants may interact with peers with their whole body: rolling into them, crawling over them, licking or sucking on them, or sitting on them.

8–12 Months

- Infants like to touch each other and crawl around beside each other.
- Nine-month-olds preferred to look at photos and movies of babies their own age, rather than at 6- and 9-month-olds (Sanefuji, Ohgami, & Hashiya, 2006).
- Peek-a-boo is a favorite game at this age, but an adult may need to start the game.
- When an infant is placed together with one other infant (pairs), more frequent, complex, and intense peer interaction occurs than when an infant is with many peers.
- Infants can understand another's goals and use this awareness to govern their own behavior (Brownell, Ramani, & Zerwas, 2006).
- Because infants are now more goal-oriented, they may push another infant's hand away from a toy or crawl over another baby in order to get a toy.
- Children begin to communicate in a variety of ways: actions that pacify, threatening actions, aggressive actions, gestures of fear and retreat, actions that produce isolation (Montagner, 1984; Pines, 1984)

12–18 Months

- Infants may touch the object that a peer holds. This may be a positive initiation and interactive skill (Eckerman, Whatley, & McGehee, 1979).
- Infants show or give a toy to another child (Porter, 2003).
- Infants may gesture or try to talk to another child.
- Infants initiate play with another infant (Porter, 2003).
- Infants will imitate each other at this stage (e.g. making a joyous symphony of spoons banging on the table at meal time). They communicate with each other by imitating (Trevvarthen & Aitken, 2001).
- Actions are carried out with the intention of attaining a goal; however, goals can change from moment to moment (Jennings, 2004).
- 10- to 12-month-olds preferred to look at other infants of their own gender (Kujawski & Bower, 1993).
- Toddlers communicate using their bodies (Lokken, 2000; Porter, 2003).
- Toddlers share at least 12 themes in their play (e.g. positive affect to share meaning). The children use laughter to indicate understanding of each other's actions. They encouraged each other to repeat their performances by laughing and/or smiling (Brenner & Mueller, 1982).
- Prosocial behavior is present.
- Friendships: preferences for another child began around 12 months (Howes, 2000).
- 4-18-month-olds imitated 3-step sequences and imitated peers better than they imitated adults (Ryalls, Gul, & Gyalls, 2000).
- 14- to 18-month-olds could imitate peers both 5 minutes and 48 hours after they observed the peer (who had been taught particular actions with toys) (Hanna & Meltzoff, 1993).
- Children are little scientists at this age, experimenting to see how things work. This affects how they "get along" with peers. They are constantly doing things to other children to see what response they will get.
- They will enjoy looking at books together by forming an informal group (this means they move in and out of the group) around the legs, lap, and arms of a favorite parent or teacher.
- They love sand and water and playing with different sizes of safe bottles and balls. When each has his own bin or tub of water or sand, play goes more smoothly.

- Between 13 and 15 months of age, 27% of children engaged in complementary and reciprocal play. Children demonstrated action-based role reversals in social games such as run and chase or peek-a-boo displays (Howes & Matheson, 1992).
- Between 16 and 18 months of age, 50% of children engaged in complementary and reciprocal play and 5% began cooperative social pretend play. Children enacted complementary roles within social pretend play (Howes & Matheson, 1992).
- Biting may appear as children bite others “to see what happens,” to get the toy they want, or to express frustration. On the cusp of communicating well, they may communicate through their mouths in the form of a bite.

18–24 Months

- Between 19 and 23 months of age, 56% of children played complementary and reciprocal games and 6% engaged in cooperative social pretend play (see 12–18 months for definitions) (Howes & Matheson, 1992).
- They may have toddler kinesthetic conversations as they follow a leader in moving around the room—moving in and out of the group, taking turns as leader and follower—as if in a conversation of listening and talking. They are learning valuable turn-taking skills (Lokken, 2000a, 2000b.; Shanok, , & Wittmer, and Capatides).
- Toddlers may congregate and cluster and herd together. When a teacher begins playing an interesting activity with one child, children often come running from the corners of the room.
- They may work together constructing with blocks, with one the leader and the other the follower (Porter, 2003).
- They may work together toward a common goal.
- Friends are more likely to touch, lean on one another, and smile at each other than are children who are not friends.
- Toddler friendship is “proximity seeking,” wanting to be close and to show affection, such as smiling, laughing and hugging. Friends prefer each other as interaction partners (Whaley & Rubenstein, 1994).
- Most toddlers can show kindness to others who are feeling distressed. Toddlers, however, may assume that what will comfort them will also comfort the distressed child. So, the one child may offer his

blanket or bottle to the hurt or sad child (Zahn-Waxler, Radke-Yarrow, & King, 1979).

- Some are capable of offering help to others who are hurt or sad. Some may have an impressive repertoire of altruistic behavior, and if one thing doesn't work they will try another way (Zahn-Waxler, Radke-Yarrow, & King, 1979).
- Toddlers begin saying “mine” and “yours.” Children who began saying “mine” between 18 and 24 months of age were more likely to say “yours” and share at 24 months (Hay, 2006).
- Pushing, shoving, grabbing, and hitting may occur as children struggle over “mine for as long as I want it” and “yours, but I want it, too.”
- Toddlers may have conflicts over small toys more than large, non-movable objects (DeStefano & Mueller, 1982).
- Conflicts can play a positive role in peer development as children learn that others have ideas that are different from their own and that negotiation needs to occur (Chen, Fein, Killen, & Hak-Ping, 2001); Eckerman & Peterman, 2001; Shantz, 1987).

24–36 Months

- Two-year-olds share meaning (for example, different types of hits have different meanings to children (Brownlee & Bakeman, 1981).
- Two year olds are becoming true social partners. The majority of 27-month-olds could cooperate to accomplish a task (Brownell, Ramani, & Zeruas, 2006).
- Children become more positive and less negative in their social play between 24 and 36 months (Chen, et al, 2001).
- Twos understand the difference between “ownership” and “possession” (Fasig, 2000).
- Two-year-olds use a variety of words for a variety of functions such as to describe, explain differences, foster a sense of membership in a social group, and develop a pretend play script (Forman & Hall, 2006).
- Twos guide other children through prompting, demonstration, and affective signals in relation to a goal (Eckerman & Didow, 2001).
- Twos can comfort other children with pats, hugs, and kisses and attempt to remove the cause of another's distress.

- Two-year-olds can protect and warn another child and warn and suggest solutions to peer problems (Murphy, 1936).
- Six dimensions are present in 2-year-olds' friendships: helping, intimacy, loyalty, sharing, similarity, and ritual activity (1994).
- Children can express glee. They laugh, show delight, and experience joy and hilarity with each other (Lokken, 2000a, 2000b).
- Children use many strategies during conflicts (Hay, 2006). They may insist, reason, offer alternative proposals, compromise, ignore, request an explanation, or use physical force (Chen, 2001). They raise their voice, talk faster, and emphasize certain points (Brenneis & Lein, 1977).
- One child may dominate another (Hawley & Little, 1999).
- Biting occurs for many reasons, primary among them being that children are learning to "use their words" and take another person's perspective (Wittmer & Petersen, 2006; Wittmer, in press).
- Children who are aggressive need support to feel safe, learn alternative strategies, early intervention, or mental health strategies (NICHD, 2004; Tremblay, 2004)).

Adapted with permission from Wittmer & Petersen (2006)

Strategies for supporting the development of friendship skills in infants and toddlers

Examine the physical environment to ensure that there is enough space for infants, toddlers, and adults to engage in social activities. Examples: comfy areas on the floor, rockers/gliders.
Evaluate the physical environment for spaces for two or more children to enjoy side by side activity and for adults to be seated close by for supervision. Examples: lofts, rocking boats, block areas, climbing boxes or play houses.
Evaluate the daily schedule for multiple opportunities to develop play skills each day. Examples: indoor and outdoor play times.
Provide enough materials and equipment that allow and encourage two or more children to interact. Examples: large mirrors, stacking toys, cars, dolls, puzzles, or other manipulative materials.
Encourage toddlers to help each other and do routines together. Examples: hand washing, brushing teeth, cleaning up toys.
Provide positive guidance and verbal support for playing together and helping each other. Examples: "Maria and Tasha, you are doing such a good job rolling out the play dough together." "Tasha, please hand Maria her spoon." "Gabriel, will you take this book to Benji?"
Read books about friends, playing together, helping each other, etc.
Practice turn taking and sharing. Play turn taking games.
Imitate what a child is doing. For example, sit next to the child and stack blocks.
Describe one child's activity to another out loud, drawing the children to notice each other. For example, "Charles is lining the blocks up on the carpet. You are stacking the blocks up high."

You've Got to Have Friends

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Cesar is one of the more popular children in his preschool class. He often lands his classmates in creating unusual and fun imaginary games. He readily shares toys and materials, often proposing a trade that works for all. Cesar laughs a lot, he is enthusiastic, and he almost always says, “Yes” when a classmate asks him to play or has a different play idea. Cesar also says nice things to his classmates and acknowledges their accomplishments. When it is time to choose a friend for an activity Cesar is always in great demand.

Chloe is one of Cesar’s classmates. She spends most of her time in preschool staying close to her teacher, occasionally hovering around a gang of children playing together. Chloe doesn’t say much to her classmates and they in turn seldom speak to her. Chloe, in fact, has lots of skills. She knows what to do with toys and utensils; she knows the usual “scripts” that emerge in imaginary play. Chloe seldom gets chosen by another classmate to participate together. In her world of social isolation she occasionally appears sad to the outside observer.

The behavioral contrast between Cesar and Chloe is profound. Cesar has classmates who advocate for him, encourage him, and include him. Chloe, on the other hand, is like an invisible member of the class. No one asks, “Where’s Chloe;” no one says, “We need Chloe;” no one says, “Come

on Chloe!” The differing social worlds experienced by Chloe and Cesar not only predict very divergent developmental trajectories in preschool, but they set the occasion for life-long consequences. Based upon longitudinal and retrospective research it is clear that Cesar is on a developmental path toward self-confidence, continual friendships, school success, and healthy adult adjustment. Chloe is sadly on a developmental path toward deepening isolation, loneliness, and adult mental health problems. Indeed early friendships are the most powerful single predictor of long-term adjustment.

What behaviors lead to friendship?

Several discrete behaviors that young children engage in during play with each other are directly related to having friends (Tremblay, Strain, Hendrickson & Shores, 1981). That is, children who do more of these behaviors are more likely to have friends. These specific behaviors including:

Organizing Play – with preschoolers these are usually, “Let’s” statements, such as, “Let’s play trucks.” Often these “Let’s” statements are followed by suggestions about roles (e.g., “You be the driver”) or specific activities (e.g., “Roll it to me”).

Sharing – sharing takes many forms among preschoolers. Children with friends request in the form of, “Can I have some paint” and they also oblige share requests from peers.

Assisting Others – assisting also takes many forms at the preschool level. Children can help each other onto or off of an apparatus, they can tell or show a friend how to do something, or

they can assist someone in distress.

Giving compliments – While these behaviors do not often occur among preschoolers they tend to have a powerful effect on the formation of friendships. Preschoolers compliment one another’s successes, buildings, and appearances.

In addition to engaging in these discrete behaviors, the formation of friendship is equally dependent upon two patterns of interaction. First, it is necessary for children to be reciprocal in their interactions. Reciprocity has two dimensions. Initially, children need to be responsive to the social bids of others. Also, over a period of time (say several months), it is important that there be a relatively equal number of occasions that each member of a friendship dyad starts an interaction. In addition to reciprocity, friendship patterns of interaction are also characterized by the length of interaction occurrences. That is, friendship pairs engage in more lengthy episodes.

Setting the stage for friendship

Prior to beginning instruction in friendly behavior, teachers need to attend to five elements of the classroom. First, an inclusive classroom where children with disabilities are meaningfully included in natural proportions is critical to setting the stage (Guralnick, 1990). Second, the presence and pre-selection of cooperative use toys and materials increase the opportunities for social interaction. Cooperative use toys are those that naturally lend themselves to two or more children playing together. See Box 1 for a list. Third, it is necessary to examine all classroom routines and embed social interaction

You've Got to Have Friends (continued)

instruction and practice opportunities throughout the day. Box 2 provides an example of how one teacher decided to embed social opportunities in her classroom routines. Fourth, in order to ensure that social interaction instruction has the necessary importance; teachers need to include social interaction goals and objectives on a child's IEP/IFSP. While these goals are likely to be the most critical for the child's later development, they often do not appear on IEPs or IFSPs (McConnell, McEvoy, Odom, 1992). This could be due to the fact that many assessments do not include these skills as test items. Finally, and most importantly, teachers need to devote energy toward creating a classroom climate with an ethos of friendship. When one walks into a classroom where a teacher has done this successfully you see adults give time and attention to children when they engage in friendly behaviors, you hear adults talk nicely to one another, you hear children supporting one another's friendly behavior and overall you get a sense that friendship is the ultimate goal.

Cooperative Use Toys

Balls
Puppets
Wagons
Two telephones
Teeter-totters
Dress-up clothes
Dramatic play materials
Tire swings
Rocking boats
Board games

Box 1. Cooperative Use Toys

Example of schedule with embedded friendship opportunities

Arrival	<ul style="list-style-type: none"> Find a "buddy" to walk with from the bus to class. One child is assigned to be the "greeter" and greets children by name as they arrive.
Circle Time	<ul style="list-style-type: none"> One child is selected to pass out the circle time props to each classmate. As the child progresses around the circle they call each child by their name and say "pick a ____." Each child then responds with, "Thanks (child's name)." After children have a chance to use the circle time prop they will trade with a friend. Children identify a "buddy" to play with at choice time. The pair must decide together where they will play first.
Free Choice	<ul style="list-style-type: none"> Children will play with their "buddy" (assigned or selected) for the first ten minutes of free choice time. If they stick with their buddy the whole time they get special reward (sticker, stamp on hand, etc.). Adults watch for friendly behaviors and provide reinforcement when appropriate. Set up the "buddy" table. Children must find a friend to play at the table with in order to gain access to the high preference toys there.
Small Group	<ul style="list-style-type: none"> Plan cooperative art projects: "Buddy Art" Teach children to play board games (e.g., "Barnyard Bingo," "Candy Land," "Don't spill the beans"). Put children in charge of different materials needed for the small group project (e.g., Tommy has the glue, Helen has the sequins, Haley has the paper, Finot has the scissors, etc.). The children must use their peers name to request materials. Adults reinforce children for sharing.
Outside	<ul style="list-style-type: none"> Pre-select cooperative use toys for outside play (e.g., tire swings, wagons, double tricycles, balls, etc.). Adults organize peer play (e.g., Duck, Duck, Goose; Red Rover; Farmer in the Dell; tag, etc.). Adults watch for and reinforce friendly behavior at appropriate times.
Snack	<ul style="list-style-type: none"> Have each child in charge of different snack items (e.g., Joey has juice, Haley has crackers, Sam has orange slices, Ben has cups, Olivia has peanut butter, Cody has napkins). Children have to ask each other for the snack items from a peer. Adults reinforce children for sharing.
Story time	<ul style="list-style-type: none"> Select books with friendship themes.
Goodbye Circle	<ul style="list-style-type: none"> Compliment circle – children have a chance to give a friend a compliment while passing around the "compliment bear." One child can pass out backpacks from the cubbies as children are about to leave. One child can say goodbye to each classmate.
Transitions	<ul style="list-style-type: none"> During choice time, instead of transitioning to a center – transition to a friend (use a friend picture schedule). Children can hold hands going from one activity to another. One child can give children a high-five as they come in from outside. During clean-up, adults watch for and reinforce children's helping behavior.

Box 2

Strategies for developing friendships

Setting the stage is a necessary element of supporting children's developing friendships. However, some children will require systematic teaching in order to develop the skills that lead to having friends. This teaching involves instruction that often includes modeling appropriate behavior and providing practice opportunities with feedback.

Modeling principles. Modeling can include adults or peers demonstrating the friendship skill, or video-based modeling with short vignettes of children engaging in friendly behavior (Webster-Stratton & Hammond, 1997). Often it is effective to model both examples and non-examples followed by opportunities for correct responding.

There are three guiding principles of effective role-play modeling strategies. The first guiding principle of modeling is to use invisible support, that is, call on the child who you are confident will model the skill appropriately before calling on a child who will need more support.

Second, sometimes when children are modeling the friendship skill in front of their peers they can get carried away with being silly or inappropriate. It is important to give the child another chance and support so that they are successful in demonstrating the skill positively. This allows them to receive positive reinforcement from the teacher for doing the skill.

Third, because role plays typically involve only one or two children at a time, it is necessary to plan ways for the rest of the children to be actively engaged. This can include giving a thumbs up for friendly behavior and a thumbs down for unfriendly; patting themselves on the back if this is a behavior they do; clapping when the role play is over; saying "ready, set, action" before the role play begins; or having a popsicle stick sign with a happy face on one side and a sad face

on the other (children show the happy face when the behavior being modeled is friendly and the sad face when the behavior being modeled is unfriendly). It is also important to keep track of who has had a chance to role play and ensure that all of the children in the class get a turn during the week.

Modeling with video and puppets.

The use of video and puppets to help model friendship skills can be very effective with young children. Video based modeling is particularly effective for several reasons. First, videos can capture pristine examples of children using friendly behavior. These examples can be used to generate discussion about the friendly behavior, and the context in which it is used on the video. Also, these examples can be used as a standard with which to compare the children's practice attempts. Video vignettes can also display non-examples. These vignettes can be used to teach children to discriminate between friendly and unfriendly behavior and prompt children to develop and share alternative behaviors and solutions if initial ideas are not effective. Second, video clips can be frozen (paused) and children can be prompted to attend to the often fleeting salient features of the friendly behaviors and the context in which they occur. Children can also make predictions about "what will happen next" when the child featured in the video uses a friendly or unfriendly behavior. Third, the very format of video is particularly powerful in engaging and keeping children's attention.

Similar to video, puppets are very engaging to young children. Since the play of preschool children often involves fantasy, puppets, in essence, join children in this fantasy world while modeling positive friendship skills. Because adults are in control of the puppet, the puppet can always be a responsive play partner. The puppet can model friendly play, and when

appropriate and planned, can model non-examples. Puppets in the image of children are particularly effective because they provide a proximate model. That is, children are more likely to emulate the behavior of models that look like themselves. Additionally, some children will disclose more about their feelings and friendship problems to puppets than to adults, especially if adults are historically not seen as trustworthy by the child.

Preparing peer partners. When typical children are assisting their classmates with special needs to acquire friendships skills it is necessary for them to learn to suspend social rules in order not to feel rejected. In the usual course of events, interactions between typical children are usually quite reciprocal. If someone asks nicely to play they usually get a positive response. On the other hand, as children with special needs begin to acquire peer interaction skills they often reject the social overtures of their peers and they seldom initiate play. Using role-play and rehearsal strategies, there is a well-researched set of procedures for teaching typical peers to be persistent with their social behavior while their peers with special needs are becoming more fluent. Simply put, adults model peer rejection, provide verbal feedback ("That's what might happen when you ask kids to play") and then provide a behavioral alternative that they reinforce ("if that happens, try again" —"good, you tried again.").

The buddy system. Often it is helpful to utilize a "buddy system" when trying to increase the friendship skills of children. Right before a free-play period children are assigned to a buddy role, meaning that they begin freeplay in some planned play activity with a certain child. In utilizing a buddy system there are several rules to follow. First, it is important to always have two or more buddies for each child with special needs. This arrangement helps to keep the play

You've Got to Have Friends (continued)

interesting for the socially competent children and it helps to create the conditions for maximizing the number of diverse play ideas. Second, it is important to rotate buddies for several reasons. First, rotating buddies helps to ensure that children have the opportunity to engage in friendship skills with the widest variety of playmates. Second, rotating helps to avoid buddy-burnout, a condition in which children come to respond negatively to their helper role because they always play with the same individual. Third, one can optimize the buddy system by pairing the most popular and liked children with those that need the most help. This type of pairing can lead to other children simultaneously helping their peers because the “cool” kids are doing it. Finally, at the end of a play period children should receive specific praise for being buddies – praise that specifically enumerates the friendly ways they interacted with their assigned partner.

Priming. Teachers can increase the likelihood of children using friendship skills with specific priming strategies. For example, prior to a freeplay period teachers can ask children who they are going to play with, they can ask what specific toy or material they are going to share, and they can provide practice opportunities. A practice opportunity might include, “Hey Josh, let's pretend I am Cody and you are going to ask me to play trucks.” Josh would then practice asking, with or without adult prompting, and the adult would provide reinforcement or corrective feedback for Josh's social initiation to play.

Suggesting play ideas. Teachers can increase the duration of peer play by providing suggestions or prompting role reversals. Expanding play ideas can occur by suggesting new ways of playing with the materials, new ways for dramatic play to unfold, and new ways of including more children in a game or activity. When a teacher notices children are disengaging from play with one another, he or she can

prompt the children to reverse dramatic play roles (“how about you be the mom now and she is the baby?”). This can reengage children in the play sequence and lead to more lengthy social encounters.

Direct modeling. Another way to keep children engaged in friendly play is to directly model desired behaviors as a play partner. When teachers notice that children are becoming less engaged they can join the play group and provide specific models of friendly behavior. For example, a teacher might join two children who are playing together and begin to share the materials available.

Reinforcement. While it is almost always necessary to reinforce children for their friendly behavior it is also the case that the proper use of reinforcement requires ongoing attention to several key factors. First, timing of reinforcement delivery is crucial. As long as children are engaged in friendly behavior, it is a good idea to withhold reinforcement. While this may seem counterintuitive, evidence suggests that adults' delivery of attention to children at play can have the immediate effect of terminating their play. Given this fact, it is more advisable to comment on children's friendly play shortly after the fact. When commenting on children's friendly play, it is essential to describe the specific friendly behavior(s) that you observed. Instead of saying, “you're playing so nicely together” say, “you are taking turns and saying nice things to each other.” This descriptive commenting provides children with specific feedback about what they are doing well. For many children, teachers may need to provide lots of reinforcement early on. Once children start to use their friendly behaviors, however, teachers need to begin the process of slowly removing their specific feedback from the ongoing play. The goal is not to remove all teacher reinforcement, but to provide sufficient opportunity for friendly play in and of itself to become reinforcing.

Conclusion

Several thousand years ago, Aristotle suggested the following about friendship— “who would choose to live, even if possessed with all other things, without friends.” Based upon what is now known from longitudinal studies, it is clear that Aristotle was on the right track (Asher & Renshaw, 1981). It is also the case that the vast majority of children with special needs do not develop friendship skills without thoughtful instruction. In this paper we have highlighted the specific skills known to influence friendship at the preschool level. These skills and patterns of behavior may be considered as the scope of instruction most likely to lead to friendship. We also describe a variety of strategies for creating a classroom climate conducive to friendship development. Finally, we describe specific strategies for teaching friendship skills.

One of the struggles that all teachers face is how best to allocate their always limited, always stretched resources. We hope that this paper successfully communicates the fundamental importance of friendship skills along with a straightforward set of strategies to maximize children's opportunities to live in a social world where “everyone knows their name.”

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Activity

Embedding Friendship Opportunities into Daily Schedules

Schedule	Opportunity
Arrival	
Circle Time	
Center Time	
Small Group	

Outside	
Snack	
Story Time	
Goodbye Circle	
Transitions	

Needs Assessment 11: Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Uses prompting and reinforcement of interactions effectively	3	2	1	NA	
<input type="checkbox"/> Provides sincere, enthusiastic feedback to promote and maintain social interactions					
<input type="checkbox"/> Waits until interactions are finished before reinforcing; does not interrupt interactions					
<input type="checkbox"/> Models phrases children can use to initiate and encourage interactions					
<input type="checkbox"/> Gives general reminders to "play with your friends"					
<input type="checkbox"/> Facilitates interactions by supporting and suggesting play ideas					
<input type="checkbox"/> Ensures that interactions are mostly child-directed not teacher-directed during free play					
Capitalizes on the presence of typically developing peers	3	2	1		
<input type="checkbox"/> Utilizes peers as models of desirable social behavior					
<input type="checkbox"/> Encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.)					
<input type="checkbox"/> Demonstrates sensitivity to peer preferences and personalities					
<input type="checkbox"/> Shows an understanding of developmental levels of interactions and play skills					
Utilizes effective environmental arrangements to encourage social interactions	3	2	1		
<input type="checkbox"/> Considers peer placement during classroom activities					
<input type="checkbox"/> Effectively selects, arranges, and utilizes materials that promote interactions (high interest, novel, culturally meaningful)					
<input type="checkbox"/> Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful)					
<input type="checkbox"/> Develops interaction opportunities within classroom routines (i.e., table captain, clean-up partner, snack set-up, etc.)					

continued

Needs Assessment 11: Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Uses prompting and reinforcement of interactions effectively	3	2	1	NA	
<input type="checkbox"/> Encourages peer interaction					
<input type="checkbox"/> Remains nearby during social interactions to provide security, comfort, encouragement, guidance or facilitation if needed					
<input type="checkbox"/> Communicates behavioral expectations by letting children know what they should do. For example, says “hands on your lap instead of your neighbor” instead of “don’t hit.”					
<input type="checkbox"/> Talks about “friends” and “playing with friends”					
<input type="checkbox"/> Facilitates interactions by supporting and suggesting play ideas where more than one child can play					
<input type="checkbox"/> Ensures that interactions are mostly child-directed throughout the day					
<input type="checkbox"/> Uses naturally occurring opportunities to begin to talk about turn taking and sharing					
<input type="checkbox"/> Caregiver plays games and interacts using give and take or turn taking					
<input type="checkbox"/> Models playing alongside children and recognizes children’s efforts to play with one another					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					

Birth—5 Module 2 Lesson 5

Targeted Teaching of Emotional Literacy

Handouts



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Enhancing Emotional Vocabulary in Young Children

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Four-year-old Shantay is an avid builder with blocks. At free play he has busied himself with an elaborate tower construction. To complete his masterpiece he needs an elusive triangle piece. As he searches the room in vain for the last, crucial piece his initial calm hunt becomes more hurried and disorganized. He begins to whimper and disrupt other children's play. His teacher approaches and asks what the matter is. Shantay swiftly turns away to resume his now frantic search. This behavior persists for several minutes until the signal for cleanup is given, whereupon Shantay launches into a major, 15-minute tantrum.

Four-year-old Kelly is relatively new to preschool. She wants to play with her new classmates, but is too shy and frightened to approach and join in with the group. This day at free play she intently watches, as three other girls are absorbed in an elaborate tea party, complete with pandas and wolves. With a forlorn look, Kelly passively observes the ongoing play. Her teacher approaches and says, "Honey, is something wrong?" Kelly shrugs her shoulders. Her teacher persists, "Kelly are you frustrated?" Kelly says, "Yes." Her teacher then reminds her of the class rule; if you feel frustrated, ask a friend or teacher for help. Kelly and her teacher quickly discuss how she might get another animal and ask her classmates if the zebra can come to the party.

In each of these cases, children experience some of the common, often-repeated challenges of life in preschool. Shantay, in the end, was overwhelmed by his feelings of frustration. Unable to label his legitimate feeling he acted-out—a sure recipe for not getting his needs met. Kelly, equally upset and, in this example, paralyzed temporarily by her social anxiety was able to achieve an outcome she deeply desired. She was able to do this by the good teaching that had previously occurred. She was able to communicate her need and access strategic help to get that need met. In contrast with Shantay, Kelly's experience demonstrates one of the ways that emotional literacy enables children to be socially competent. Consider two other case examples of emotional literacy at work.

Tony is a master of rough and tumble play. As a game of superheroes commences, Tony runs headlong into other children. Two of his playmates happily reciprocate; smiling and giggling they continue their preschool version of "slam dancing." Tony, however, seeks out other partners as well. In particular, Eddie and Darrin want no part of this. They frown as he approaches and yell, "No." Tony seems to interpret their behavior as an invitation for more. Both Eddie and Darrin start to cry and quickly seek out their teacher who has Tony sit quietly for 2 minutes while play continues. This time-out angers Tony and he pouts alone for the remainder of free play.

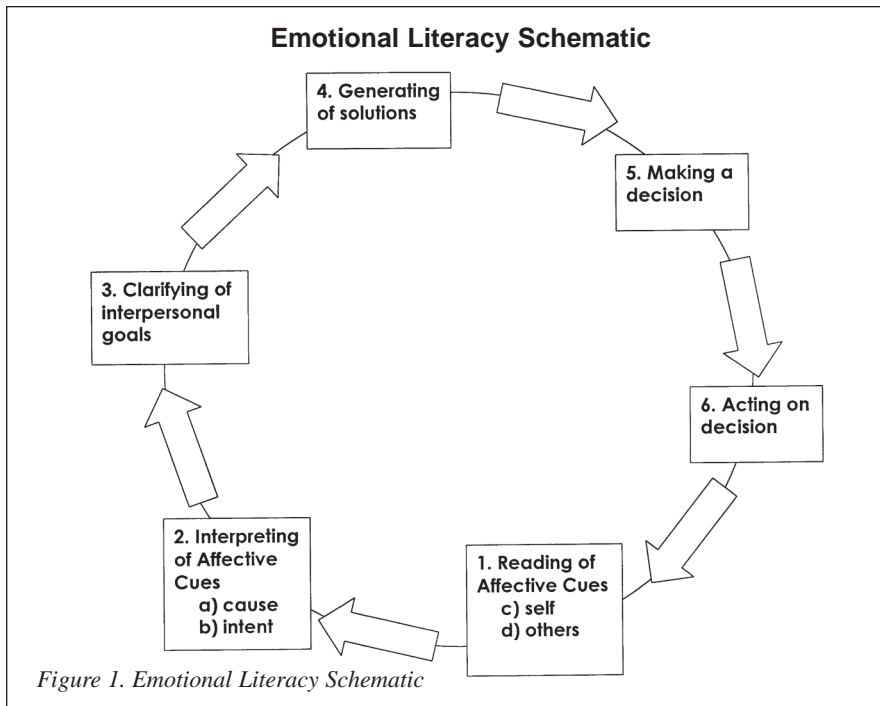
Tamika loves to play dress-up. This day at free play she asks Seth to join her, but he says, "Later," and goes about his computer play. Tamika then gets a big hat and takes it to April. April just frowns and goes about

tending to the hamster cage. Tamika next takes the hat to Bo. "Bo," she says, "let's go play." Again she is rebuffed. Finally Tamika finds a play partner in Darrin; who is walking from one activity area to the next.

In these two scenarios great variation can be noted in children's ability to read social cues. Tony's choice of rough and tumble partners is ubiquitous. His inability to read social cues ultimately resulted in a poor outcome. Tamika, on the other hand, was readily able to read social cues and, as a result of good teaching, she had a strategy (try again with another friend) to achieve her desired outcome.

Figure 1 below provides an overall schematic of children's emotional literacy (Crick & Dodge, 1994; Lemerise & Arsenio, 2000). Note first that the foundational element, the necessary context, for emotional literacy development is a supportive, caring relationship (see Joseph & Strain, 2002). In order to act upon the social environment in ways that are collectively supportive and rewarding it is first necessary for children to read the affective cues of others and of themselves. Discriminating among affective states such as anger, sadness, frustration, and happiness requires a vocabulary of feeling words. Like other forms of literacy the richer the vocabulary, the more rewarding the experiences. In this article we will concentrate on how to build a meaningful lexicon of feeling words. This instructional emphasis bears, not coincidentally, a close resemblance to cognitive behavior modification (Meichelbaum, 1976).

Enhancing Emotional Vocabulary in Young Children *(continued)*



Once children are reading and correctly labeling affective cues from words, internal stimuli, and body language they then proceed to make crucial judgments about both the cause and the intent of other's affect (e.g., Tamika has, appropriately, a neutral judgment about peers' lack of interest in her play and she simply proceeds to look until she finds a willing partner). Many children, however, make crucial errors at this point. Partly because of an absence of feeling words they often interpret the behavior of others as intentionally hurtful and eventually act out in ways that invariably lead to social isolation and stigmatization (Kazdin, 1989).

Once children make a judgment about cause and intent they proceed, in this model, to clarify their interpersonal goals. In earlier examples, Tony wanted to play rough and tumble, Tamika wanted to play dress-up, Kelly wanted to join in the tea party, and Shantay just wanted that final block.

The clarification of goals then allows children to generate solutions to achieve their goals. Solutions might include a self-regulation notion such as, "I need to calm down." Solutions might be trying again, finding someone to help, trying a different way, and so on. Solution generation, however, must be followed by a contingent decision-making paradigm. For example, children might be taught to consider if the solution is fair, if it has worked before, if it is a safe, if it would result in positive feelings, and so on. Finally, children act in accordance with their decision. While we will focus only on establishing a vocabulary of feeling words that permit accurate reading of affective cues and accurate interpretation of cause and intent, teachers need to be aware that many children will require careful step-by-step instruction from reading affective cues to acting on decisions.

Emotional literacy is the ability to recognize, label, and understand feelings in one's self and others. It is a

prerequisite skill to emotional regulation and successful interpersonal interactions and problem solving and is one of the most important skills a child is taught in the early years (Denham, 1986; Webster-Stratton, 1999). Limited emotional literacy, on the other hand, can result in misperceptions of feeling in one's self and others.

Building emotional vocabulary

In order to correctly perceive feelings in yourself and others, you first have to have words for those feelings, a feeling lexicon. Many children are either "happy" or "mad" and miss all the subtle gradations of feelings in-between because they do not have labels and definitions for those emotions. A large and more complex feeling vocabulary allows children to make finer discriminations between feelings; to better communicate with others about their internal affective states; and to engage in discussions about their personal experiences with the world. Children with disabilities (Feldman, McGee, Mann & Strain, 1993; Walker, 1981) and children from low income families (Eisneberg, 1999; Hart & Risley, 1995; Lewis & Michalson, 1993) have more limited feeling vocabularies than their typically developing and middle income peers. Parents and teachers can foster emotional vocabulary by teaching feeling words and their emotional definitions. Adults can increase children's feelings words by teaching different feeling words and definitions directly; incidentally in the context of conversation and play; and through special activities.

Adults can teach feeling words directly by pairing a picture or photo of a feeling face with the appropriate affective label. Preschoolers are better at recognizing feelings with drawn

Enhancing Emotional Vocabulary in Young Children *(continued)*

pictures at first then progressing to photographs. Children's books are an excellent way to label feeling faces with children. Many books are written explicitly about feelings and contain numerous feeling words. *See Box 1 for some of our favorites.*

Children's Books featuring feeling faces and words

- *On Monday when it rained* by Cheryl Kachenmeister,
- *Glad Monster, Sad Monster: A Book About Feelings* by Anne Miranda & Ed Emberley (Illustrator)
- *My Many Colored Days* by Seuss, Steve Johnson (Illustrator), Lou Fancher (Illustrator)
- *When Sophie Gets Angry- Really, Really Angry...* by Molly Garrett Bang
- **Feelings** (Reading Rainbow Book) by Alike
- *I'm Mad* (Dealing With Feelings) by Elizabeth Crary, Jean Whitney (Illustrator)
- *I'm Frustrated* (Dealing With Feelings) by Elizabeth Crary, Jean Whitney (Illustrator)
- *When I Feel Angry* by Cornelia Maude Spelman, Nancy Cote (Illustrator)

Box 1

Adults can also teach children new feeling words by explicitly providing emotion labels as children experience various affective states. For example, an infant smiles brightly and the parent says, "Oh, you are happy." Similarly, Kelly's teacher noticed her aroused state and labeled it "frustrated."

Labeling a child's affective state allows them to begin to identify their own internal states. This is an important step in learning to regulate emotions (Joseph, 2001; Lochman & Dunn, 1993; Webster-Stratton, 1999). For example, one needs to recognize (this happens most effectively when there is a label) their affective state, say, "angry" before they can proceed

with steps to regulate or calm down. A first step would be to vocalize this negative feeling ("I'm mad") versus acting out. Using varied and complex feeling words will develop powerful feeling vocabularies for children. Box 2 provides a list of more complex feeling words that 3-5 year olds who are developing language normally know (Joseph, 2001; Ridgeway, Waters & Kuczaj, 1985).

Feeling Words

Affectionate	Gloomy
Agreeable	Guilty
Annoyed	Ignored
Awful	Impatient
Bored	Important
Brave	Interested
Calm	Jealous
Capable	Joyful
Caring	Lonely
Cheerful	Lost
Clumsy	Loving
Confused	Overwhelmed
Comfortable	Peaceful
Cooperative	Pleasant
Creative	Proud
Cruel	Relaxed
Curious	Relieved
Depressed	Safe Satisfied
Disappointed	Sensitive
Disgusted	Serious
Ecstatic	Shy Stressed
Embarrassed	Strong
Enjoying	Stubborn
Excited	Tense
Fantastic Fearful	Thoughtful
Fed-up	Thrilled
Free	Troubled
Friendly	Unafraid
Frustrated	Uncomfortable
Gentle	Weary
Generous	Worried

Box 2

Adults can also plan special activities to teach and reinforce the acquisition of feeling words. Children can "check in" each morning by picking a feeling face picture that best depicts their affective state and sticking it next to their name. Children can be

encouraged to change their feeling face throughout the day as their feelings change. Teachers can make feeling dice by covering small milk cartons with paper and drawing a different feeling face on each side. Children can toss the dice; label the feeling face and describe a time they felt that way. Box 3 lists some other fun feeling activities.

Feeling Activities

Pass the hat: The teacher cuts out pictures that represent various feeling faces and places them in a hat (or large envelope) that is passed around the circle as music plays. When the music stops, the child holding the hat picks out a picture designating an emotion and is asked to identify it, express how they look when they feel that way, or describe a time when he or she felt that way.

Feeling hunt: The teacher puts "feeling face" pictures up all around the room (and around the building if possible). Children can be given child-size magnifying glasses, and they walk around looking for different feeling faces. When they find one, they label it and tell a time they felt that way. An expansion of this activity is to provide each child with a "Feeling Face BINGO Board" and they can cross out faces on their boards as they find them around the room.

Mirrors: Children are given small hand held mirrors at circle time or small group. As the teacher reads a story with many feeling words in it – the children make the face to the corresponding affective expression while looking at themselves in their mirrors. Then, the children put their mirrors down and show their peer their "feeling face."

Changing faces: During small group time, children make paper plate faces. The teacher attaches the "mouth" and "eyebrows" to the

Box 3

(continued)

Feeling Activities

(continued)

paper plate with brads. This allows the child to change facial expressions on their plate by changing the mouth from a smile to a frown, and the eyebrows from facing in (angry, frustrated, etc.) to out (worried, scared, surprised, etc.). Children can color the rest of the faces. The teacher can then read a story and pause after key incidents and ask the children to show how they would feel by changing their paper plate face appropriately.

Singing, “If you’re happy and you know it...”: Teachers can add new verses to “If you are happy and you know it” as they introduce new feeling words to the class.

- If you’re happy and you know it, hug a friend
- If you’re sad and you know it, cry a tear – “boo-hoo”
- If you’re mad and you know it, use your words “I’m mad”
- If you’re scared and you know it, get some help, “HEEEELLLLPPP!”
- If you’re silly and you know it, make a face, “BBBBLLLUUUUHHHH!”

For more feeling activities see *Dinosaur School* (Joseph, Webster-Stratton & Reid, 2002; Webster-Stratton, 1990), *PATHS* (Kusche & Greenberg, 1994), or *Second Step Box 3*

model detecting how someone is feeling by looking at their face (noticing their eyebrows, their eyes, and their mouth). This can be accomplished directly and more incidentally throughout the day. Children can then be provided with practice activities and opportunities to notice facial expressions and body language to determine how someone is feeling.

Teachers can model for children how they can tell how someone is feeling by listening to the tone of the person’s voice. Teachers can close their eyes and a puppet or another adult can make a statement such as, “UGGGHH, I can’t get my shoes tied!” and then guess that the person is feeling frustrated. The children can practice by closing their eyes and listening to the teacher make statements using varying tones, then guess how the teacher is feeling.

Teachers can also teach children to think about how someone might feel in certain situations. Children’s literature is a very effective for teaching and practicing this skill. Read a story aloud, pick a situation in the story and ask the children to consider the character’s reactions and feelings. This question invites further conversation. Continue discussing situations for as long as you have the children’s interest. The children’s books in Box 1 can be used very effectively in this matter.

What do you do with a feeling?

Adults can model emotional regulation skills for children by verbalizing the course of action they will take in order to calm down or cope with certain feelings. For example, a teacher doesn’t notice a loose lid on the glitter bottle and consequently spills the contents all over the table and floor. In front of the children she says, “Oh no! Boy, do I feel frustrated. I better take some deep breaths to calm down.” Kelly’s teacher developed a classroom rule that when you feel frustrated you ask a teacher or peer for help. In this

case, when the teacher labels a child’s affective state as “frustrated” the child is primed to ask for help. Eventually the child will be able to label the feeling themselves and seek out an appropriate solution. Adults can proactively teach young children coping strategies for many emotions (taking a deep breath when mad; requesting a break when annoyed; talking to someone when sad, etc.) through modeling and role plays. Positive emotions sometimes need to be regulated as well.

Conclusion

In classrooms that devote planned attention to helping children acquire a rich and varied feeling vocabulary we may expect fewer challenging behaviors and more developmentally sophisticated and enjoyable peer social relations (Denham, 1986). Emotional vocabulary is, however, only part of this picture. For emotional vocabulary teaching to be effective adults must first spend the time necessary to build positive relationships with children (Joseph & Strain, 2002). Within this foundational context of a warm and responsive relationship with children, teachers can maximize their influence to enhance emotional vocabulary.

As the emotional literacy schematic (Figure 1) suggests, having feeling words and being able to recognize emotions in others and in oneself is a necessary but insufficient step toward helping children achieve social and emotional competence. Adults also need to assist children in developing and becoming fluent with the skills of emotional regulation (e.g., calming down; controlling anger and impulse) and problem-solving (e.g., generating solutions to interpersonal problems that are safe, equitable, and result in positive feelings).

In the Box 4 we provide teachers with a brief checklist of classroom characteristics known to promote emotional literacy.

Teaching children to recognize feelings in others

Children can be taught explicitly how to identify feelings in other people. Identifying feelings in others involves noticing facial expressions and body language, listening to the tone of voice and, considering the situational context.

Young children can be taught how to detect the cues of how someone is feeling by having their attention drawn to the salient physical features of someone’s affective state. Teachers can

Enhancing Emotional Vocabulary in Young Children (continued)

Characteristics of Classrooms that Foster Emotional Vocabulary

- Photos of people with various emotional expressions are displayed around the room
- Books about feelings are available in the book corner
- Teachers label their own feelings
- Teachers notice and label children's feelings
- Teachers draw attention to how a child's peer is feeling
- Activities are planned to teach and reinforce emotional literacy
- Children are reinforced for using feeling words
- Efforts to promote emotional vocabulary occur daily and across all times of the day

Box 4

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Needs Assessment 12: Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Promotes identification and labeling of emotions in self and others	3	2	1	NA	
<input type="checkbox"/> Uses photographs, pictures, and posters that portray people in various emotional states					
<input type="checkbox"/> Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings					
<input type="checkbox"/> Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words					
<input type="checkbox"/> Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved					
Explores the nature of feelings and the appropriate ways they can be expressed	3	2	1		
<input type="checkbox"/> Teaches that all emotions are okay, but not all expressions are okay					
<input type="checkbox"/> Labels own emotional states and provides an action statement (e.g., I am feeling frustrated so I better take some deep breaths and calm down)					
<input type="checkbox"/> Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm					
<input type="checkbox"/> Firmly shares concerns about hurting but does not ridicule or use punishment (e.g. says, "I see that it really hurts Jaylen when you pull his hair, look at his face.")					
<input type="checkbox"/> Introduces children to more complicated and varied feelings words					
<input type="checkbox"/> Asks children questions about their feelings					
<input type="checkbox"/> Observes aloud how children's actions influence others in the room (e.g. "It looks like Margaret feels happy when you give her the doll!")					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					

Birth—5 Module 2 Lesson 6

Controlling Anger and Impulse, Self-Regulation, Problem Solving

Handouts



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Helping Young Children Control Anger and Handle Disappointment

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As a result of his teachers' careful selection of toys, materials, and play themes, three-year-old Eduardo now is able to benefit from his active participation in a full range of free play activities. Yet, it is still the case that without this level of planning and subsequent, ongoing praise, Eduardo would spend most days playing alone with a particular Tonka truck. On this day the truck has been retired from service due to a broken and now dangerous part. Visibly upset, Eduardo begins to whimper as his teacher explains the situation with the truck and promises to get it replaced soon. She offers Eduardo other play ideas and begins to play with other trucks herself encouraging him to join in. The disappointment is too overwhelming, however, and Eduardo just sits passively, shaking his head, No. His teacher next prompts several of his usual play partners to, "Ask Eduardo to help with their building." When asked, Eduardo screams "No," stomps over their building project and gets a predictable response from his peers. The teacher intervenes at this point to protect Eduardo, his peers and the ongoing program.

Mattie, a four-year-old in a local Head Start classroom is always the first to organize fun play when the water table comes out each Friday. She often talks with great anticipation and excitement (especially on Thursday) about what she is going to

do at the water table with her friends. On this Friday, the water table has been borrowed by the class next door and is not available. When Mattie realizes that the water table is not available she seeks out her teacher for help. She does this with a clear expression of frustration and disappointment. Her teacher explains what happened and asks Mattie to describe how she is feeling. She says she is frustrated. Her teacher acknowledges the legitimacy of her feelings and asks her if she can think of what she and her classmates have practiced when they feel frustrated. With some prompting, Mattie recalls the plan—takes three deep breaths, tell yourself to calm down, and think of some solutions. Mattie and the teacher generate some options at this point, including: a) playing with her next favorite toy; b) asking her best friend what she wants to play; and c) pretending to use the water table. She chooses b, and has a fun freeplay.

As young children gain a better understanding of emotions, they become more capable of emotional regulation. Controlling anger and impulse is perhaps the most difficult task of emotional literacy. In real life situations that are upsetting, disappointing and frustrating it is a tough undertaking to remain calm. Remaining calm in the presence of adverse situations is not about the suppression of emotions, but the dynamic engagement of affective, cognitive and behavioral processes. In order to regulate emotions one must bring into play the rapid and accurate recognition of physiological arousal, the cognitive process required to think, for example,

"I need to calm down" and, the behavioral pretense of taking a deep breath and reacting calmly. Children who learn to cope with their emotions constructively not only have an easier time with disappointments, aggravation, and hurt feelings that are so ubiquitous in the lives of preschoolers but they also have an easier time relating to other children and adults at home, in school or child care, and on the playground (National Research Council and Institutes of Medicine, 2000).

On the other hand, young children who have failed to master the early regulatory tasks of learning to manage interpersonal conflict and control aggressive and disruptive impulses are more likely than their self-regulated peers to display early conduct problems. Children with conduct problems and poor impulse control are more likely to be peer-rejected and do more poorly in school than children who are more capable at emotional regulation and problem solving (Strain, Kerr, Stagg & Lenkner, 1984). Before children can effectively manage interpersonal conflict, they need to be able to recognize and regulate their own emotional responses and stress level. Teachers can play a significant role in helping children learn to control their anger and impulses and to handle disappointment in appropriate ways by identifying and intervening with children who need extra help in developing these competencies. Some teaching strategies include modeling remaining calm; cognitive behavioral interventions; preparing children for disappointing situations before they occur; recognizing and reinforcing

Helping Young Children Control Anger and Handle Disappointment *(continued)*

when children remain calm; and involving parents and other care providers.

Model remaining calm

Teachers can model how to manage anger and handle disappointment for young children. For example, a teacher can share with her class how she felt angry when someone hit her car in the parking lot – but then she decided that feeling mad wasn't helping her think of good solutions – so she took three deep breaths and thought about something relaxing and then when she felt calm she thought of some solutions for fixing her car. In addition to recalling incidents when one felt angry but remained in control – teachers can also model remaining calm as naturally occurring disappointing, scary, frustrating and difficult situations happen throughout the day (e.g., a fire drill; being yelled at; having something break, etc.).

Teach children how to control anger and impulse

While it may be true that children often hear adults telling them to “calm down,” it is very unlikely that this simple direction will result in any changes in children's affect or behavior. In some instances this kind of command may even escalate a child's angry response. Cognitive behavioral intervention (CBI) strategies can provide children with the requisite skills to control anger and handle disappointment. CBIs offer strategies for teaching appropriate replacement skills to angry outbursts and aggression. CBIs engage a relationship between internal cognitive events and behavioral change through teaching strategies that guide performance and reduce inappropriate behaviors. Using CBI, teachers can provide

young children with strategies to modify their thoughts and promote self-regulation. With preschooler, many accidents occur in classrooms (e.g., children bumping into one another; children knocking over others' constructions) and some children interpret these accidents as purposeful, hostile acts. An essential ingredient of CBI is to help children reframe and modify their processes in order to substitute more neutral interpretations of others' behaviors. The “turtle technique” is a CBI strategy that has been used successfully with preschool and kindergarten age children (Greenberg, Kusche & Quamma, 1995; Webster-Stratton & Hammond, 1997).

The turtle technique was originally developed to teach adults anger management skills then was successfully adapted for school age children (Robin, Schneider & Dolnick, 1976; Schneider, 1974). Since then, the turtle technique has been adapted and integrated into social skills programs for preschoolers (PATHS, Dinosaur School). The basic steps of the turtle technique are:

Recognizing that you feel angry
Thinking “stop”

Going into your “shell” and taking three deep breaths and thinking calming, coping thoughts, “It was an accident. I can calm down and think of good solutions. I am a good problem solver.”

Coming out of your “shell” when calm and thinking of some solutions to the problem.

Teaching the turtle technique to young children can happen at large and small group times. A turtle puppet is helpful and keeps children engaged during the lesson. The teacher can begin by introducing the turtle to the class. After the children get a chance to say hello and perhaps give a gentle pet, the teacher shares the turtle's

special trick for calming down. The turtle explains a time he got upset in preschool (selecting an incident familiar to the children is best). He demonstrates how he thinks to himself “STOP,” then goes in his shell and takes three deep breaths. After he takes three deep breaths, he thinks to himself “I can be calm and think of some solutions to solve my problem.” When he is calm, he comes out of his shell and is ready to problem solve peacefully. The teacher can then invite the children to practice the turtle's secret. Children can “go in their shells” as a group and together take three deep breaths. Then an individual child can model the “turtle technique” in front of the class. Practice small group activities can include making paper plate turtles with moveable heads and arms that “go in their shell.” Children can then rehearse the steps with the paper plate turtle.

Preparing children to handle disappointment

Teachers can help children by rehearsing some strategies to handle disappointment before a potentially disappointing incident occurs. For example, Elizabeth knows that some children will be disappointed because she can only choose one “helper” to feed the pet goldfish. Before she announces who the helper will be she says to the class, “Remember, I will only be able to select one fish feeder today, and that may make some of you feel disappointed. What can you do if you feel disappointed?” The children together snap their finger and say, “Oh well, maybe next time.” Elizabeth says, “That is right you can say – ‘Maybe next time.’” After she selects the fish feeder, she reinforces the children who remained calm and handled their disappointment. Similarly, a teacher can prepare a

Helping Young Children Control Anger and Handle Disappointment (continued)

single child for a disappointing situation before it occurs. Elizabeth knows that Jordan will be disappointed if someone else is on his favorite swing on the playground. Before they leave for outside, she pulls Jordan aside and says, “When we go outside, someone else might be on your favorite swing. And you might feel disappointed. But, what can you do to stay calm?” She supports Jordan to remember his “turtle technique” and helps him think of some solutions such as asking for a turn, saying please and finding something else to do while the child finishes swinging. For added support, because Jordan may not remember when he is in the moment, Elizabeth gives him a small plastic turtle to hold. The turtle prompts Jordan to keep calm and think of solutions.

Posting pictures of the turtle technique (see Box 1) can remind children of the steps to calming down. These can be posted in several places around the room. Visual cues can be particularly helpful for very young children, children who are easily distracted, and children with communication delays. Strategically placed, the visual cues can serve as: a) a permanent reminder for children—that is, children don’t have to remember the steps of the process, b) an efficient prop for teachers such that they can simply point to the next step and not disrupt the ongoing class activity with lengthy dialogue, and, c) a clear, concrete way to communicate with children the specific behavioral steps for which they are being reinforced.

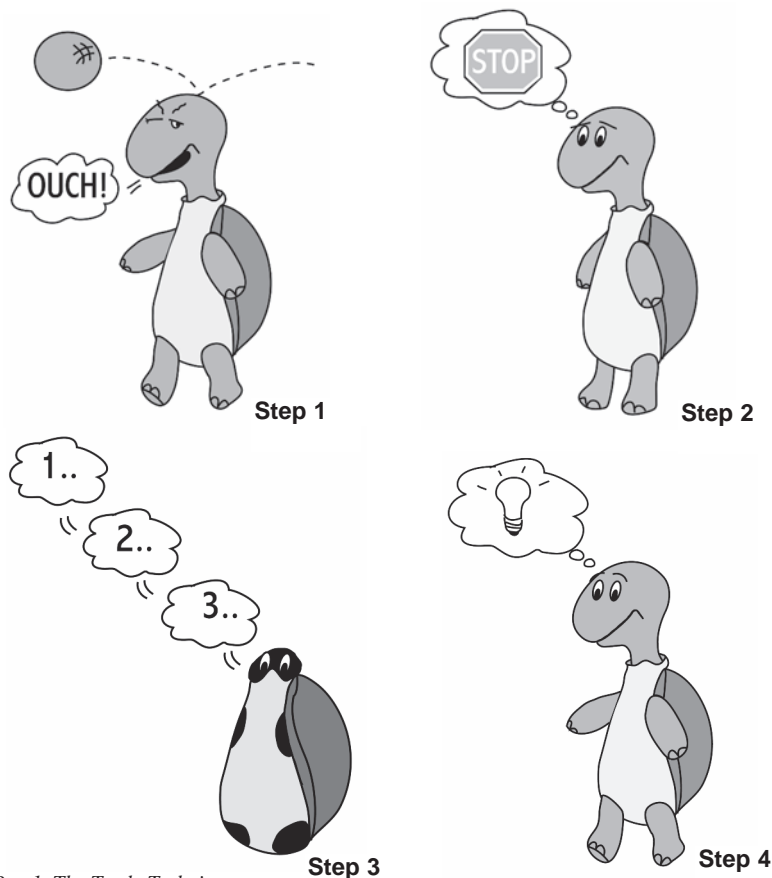
Recognize and comment when children remain calm

There are four key features of a reinforcement system that are likely to help strengthen children’s management of frustration and anger. First, it must be recognized that controlling one’s emotions and subsequent behavior is hard work. As such, reinforcement needs to be frequent and powerful. As frequency depends on the occurrence of behavior, teachers need to be equally vigilant about planning as many opportunities for practice as possible. Teachers may also find that their impact is enhanced when they are especially vigilant to “catch those children being good” who may need the most support. A second key feature is to provide naturally occurring, vicarious reinforcement opportunities. For example, the exchanges that adults have with each other can be planned to achieve this aim. For example, Elizabeth might say, “Wow, Steven you really stayed calm when your watch broke. I’m proud of you.”

Third, we recommend that children be provided the opportunities for self-reinforcement.

For example, children can choose among several favorite items and they can forecast at the beginning of the day what they would wish to acquire for managing anger and frustration. Finally, we recommend keeping reinforcers varied and fun. Box 2 outlines some favorite ideas to consider. This system, when implemented with a high degree of fidelity, sends a clear message to young children that handling anger and impulse in constructive and peaceful ways is greatly valued.

The Turtle Technique



Box 1. The Turtle Technique

Turtle Technique Reinforcing Activities

Super Turtle Award: A certificate is given out at the end of the day noting how a child controlled their anger and impulse.

“Turtle Power” Necklace: A plastic turtle on a string is awarded to a child who was able to remain clam in an upsetting situation.

“Turtle Token Jar”: The teacher has a collection of small plastic turtle counters (or green pom-poms). Every time the teacher catches a child remaining calm and handling disappointment – a turtle token is placed in a clear jar. When the jar is full the class gets to have a turtle celebration.

“Turtle Stack”: Teachers have a supply of construction paper, turtle cut-outs. Each time a child is caught remaining calm in an upsetting or disappointing situation, the teacher puts a paper turtle on the wall. This turtle can have the child’s name on it. The next turtle earned is stacked on top of the first, and so on until the criterion is reached. The class then gets to have a turtle party.

“Turtle Tote”: The teacher selects a child who has done a remarkable job of controlling anger and impulse and sends them home with a stuffed turtle puppet for the evening. The child can then re-tell how they used the turtle technique to their parents.

Box 2: Fun, Reinforcing Activities

Involving parents

Given that there is great variation in child rearing practices specific to teaching children how to deal with frustration and anger, it is essential for teachers to establish effective home-school collaboration. At a minimum we suggest an ongoing

communication system in which a daily report card is sent home that: a) highlights how children have successfully negotiated a frustrating situation and b) suggests ways that family members might further recognize and encourage these accomplishments. An example home report is found in Box 3. In this same spirit of regular communication, teachers may also wish to phone home to report any extraordinary examples of positive child behavior. For many families this can be a most welcome change from the usual events that occasion phone calls from service providers.

For families that are interested in more directed and purposeful intervention in the home, teachers might choose to share a video of themselves modeling strategies, directly teaching techniques, and reinforcing children for successfully calming down. Moreover, teachers should consider the possibility of arranging opportunities for families to share with each other the ways they have been able to encourage their children’s self-regulation.

Conclusion

Emotional regulation is fostered not only by the interventions and strategies described in this article, but also by the confidence and security that a warm, responsive relationship with a caregiver provides young children. Trusting relationships allow children to cope with emotions that, initially without even a feeling vocabulary to describe them or strategies to regulate them, can be overwhelming. Moreover this kind of trusting relationship, by definition, means that children will be more attuned, attentive, and responsive as adults model appropriate self-regulation and praise examples that occur throughout the day.

Strategies like the turtle technique and accompanying teaching supports can clearly offer children the cognitive and behavioral repertoire needed to be good managers of their feelings—particularly those occasioned by frustrating and anger-provoking circumstances. However, for children to be truly competent in the regulation of their emotions they often need additional teaching aimed

GOOD BEHAVIOR REPORT CARD

Eric Young

4/10/02



Dear Parent:

Today Eric did a great job of handling frustration and not getting angry when we ran out of his favorite cookies at snack. Instead of getting upset, Eric took three deep breaths and we talked about other good things to eat.

You can help Eric by:

Asking him to explain how he calmed down
Commenting on what a great job that was
Telling him that you hope he can do that again
when he is frustrated.

Thank you so much,
Mr. Phil

Box 3: Sample letter to parents

Helping Young Children Control Anger and Handle Disappointment (continued)

at helping them build a strategy for generating solutions or alternative behaviors to troubling events.

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Needs Assessment 13: Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day	3	2	1	NA	
<input type="checkbox"/> Labels positive feelings					
<input type="checkbox"/> Labels negative feelings paired with actions to regulate					
Creates a planned approach for problem solving processes within the classroom	3	2	1	NA	
<input type="checkbox"/> Individualizes the planned approach to the appropriate level of the child					
<input type="checkbox"/> Systematically teaches the problem solving steps: a What is my problem? b What are some solutions? c What would happen next? d Try out the solution.					
<input type="checkbox"/> "Problematizes" situations throughout the day to allow children opportunities to generate solutions					
<input type="checkbox"/> Takes time to support children through the problem solving process during heated moments					
<input type="checkbox"/> Comments on and reinforces children's problem solving efforts					
Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom	3	2	1	NA	
<input type="checkbox"/> Helps children recognize cues of emotional escalation					
<input type="checkbox"/> Helps children identify appropriate choices					
<input type="checkbox"/> Helps children try solutions until the situation is appropriately resolved					
<input type="checkbox"/> Displays photographs of children working out situations					
<input type="checkbox"/> Uses real-life situations to practice problem-solving, beginning with defining the problem and emotions involved as appropriate for each age					
<input type="checkbox"/> Allows children an opportunity to work out conflicts before offering guidance and assistance					

Continued

Needs Assessment 13: Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom	3	2	1	NA	
<input type="checkbox"/> Reduces opportunities for conflict (provides more than one of a popular toy, stays between toddlers who may have been biting or hitting frequently)					
<input type="checkbox"/> Shows positive feelings for both children in a conflict					
<input type="checkbox"/> Lets children know through calm approach that conflict is to be expected and that it can be resolved with help					
<input type="checkbox"/> Talks about the fact that feelings can change					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					



Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching
the “Turtle Technique”

By Rochelle Lentini, University of South Florida

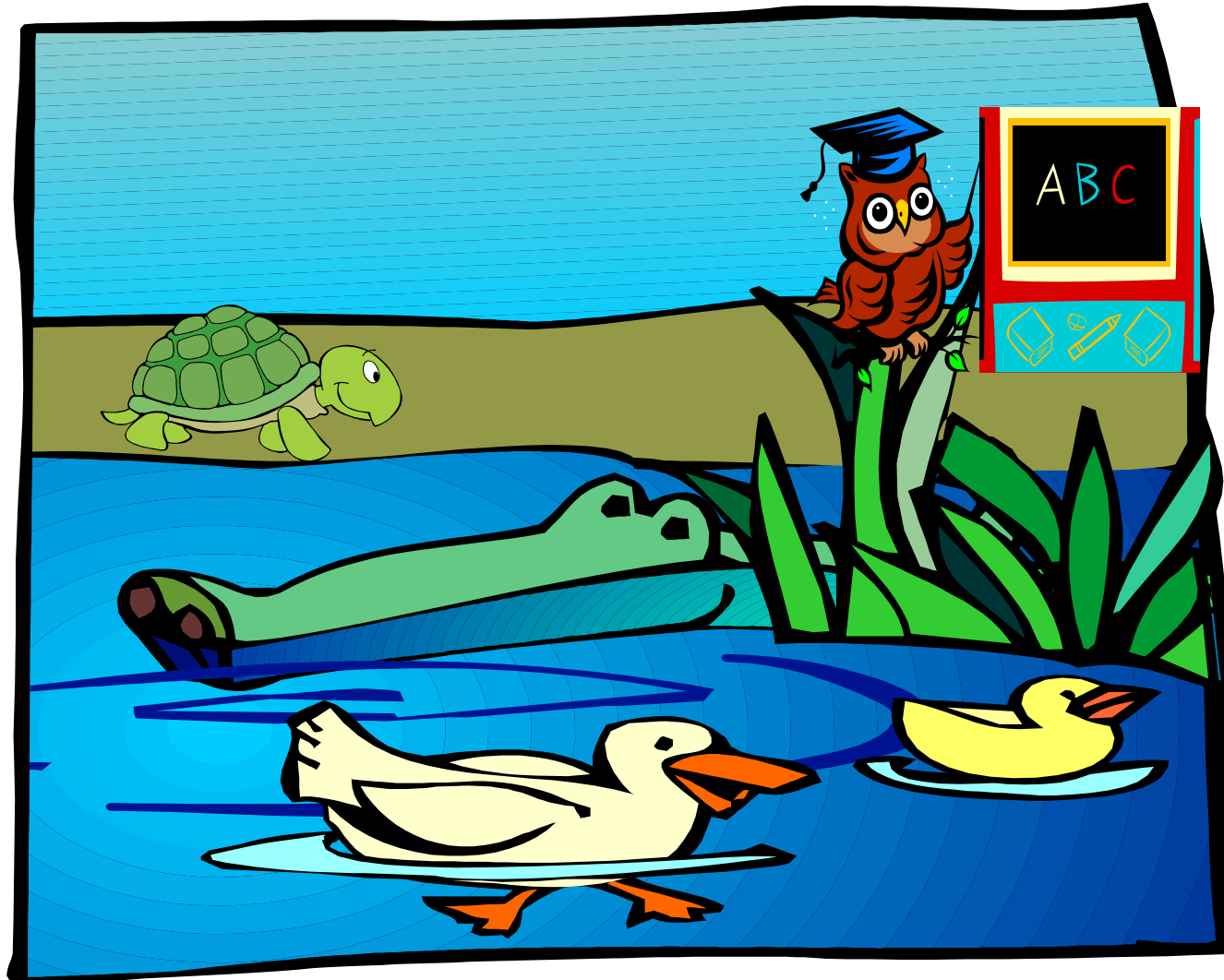
Updated 2007

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.



**Center on the Social
and Emotional Foundations
for Early Learning**

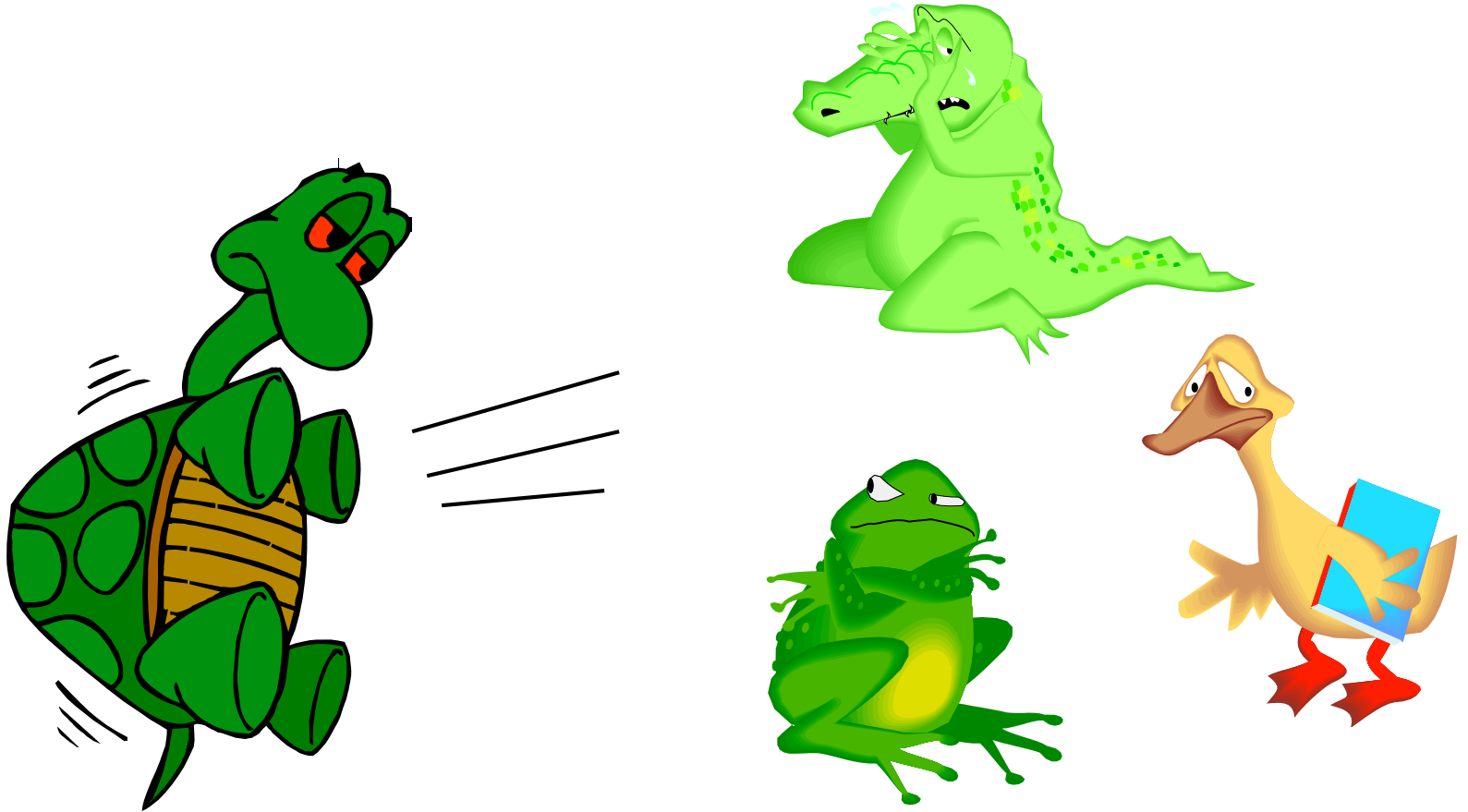
Tucker Turtle is a terrific turtle. He likes to play with his friends at Wet Lake School.



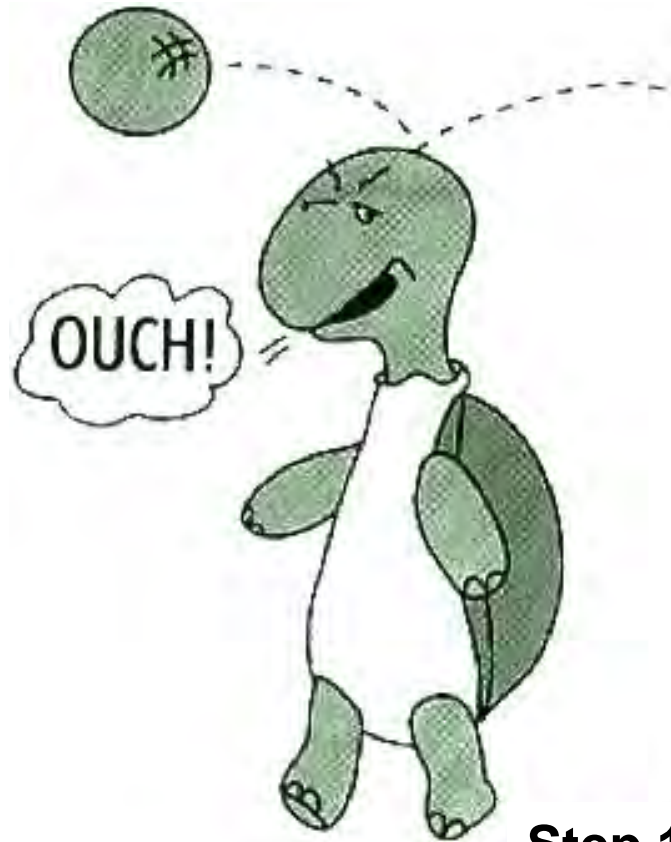
But sometimes things happen that can make
Tucker really mad.



When Tucker got mad, he used to hit, kick, or yell at his friends. His friends would get mad or upset when he hit, kicked, or yelled at them.

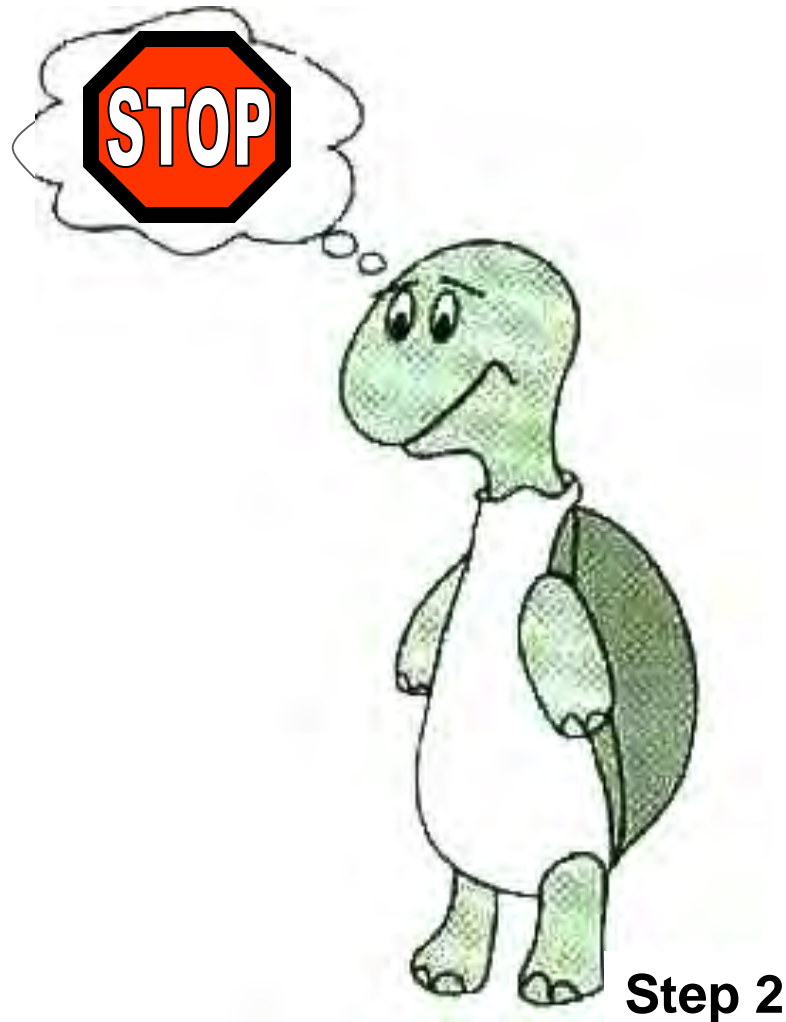


Tucker now knows a new way to “think like a turtle”
when he gets mad.



Step 1

He can **stop** and keep his hands, body, and yelling to himself!



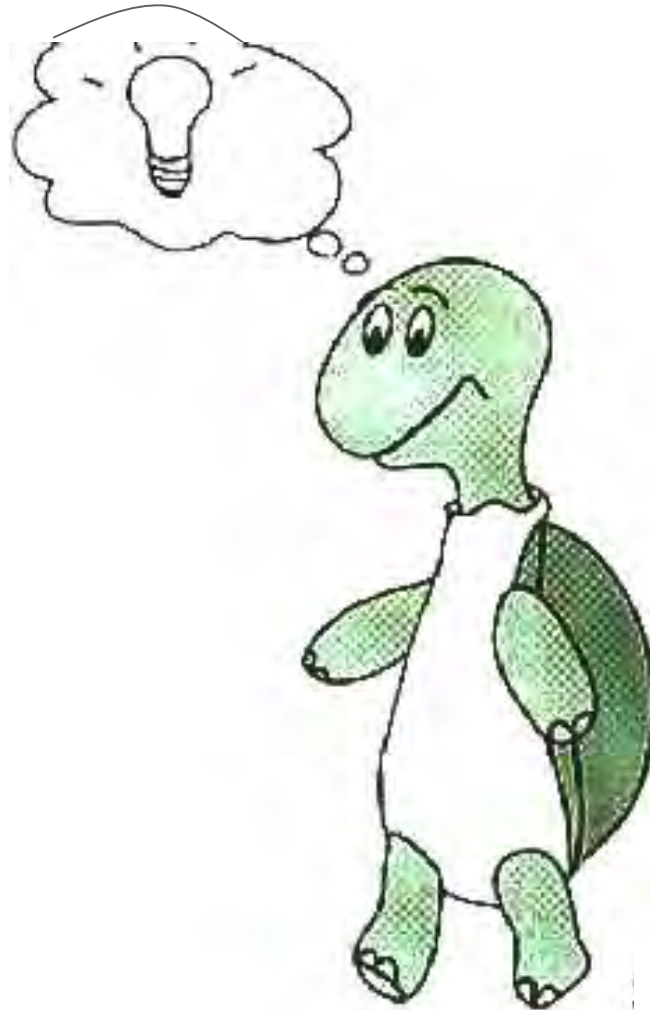
Step 2

He can **tuck** inside his shell and take **3 deep breaths to calm down.**



Step 3

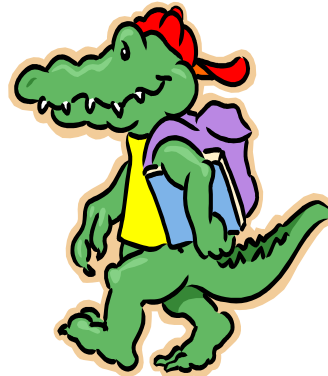
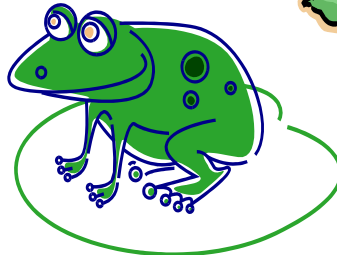
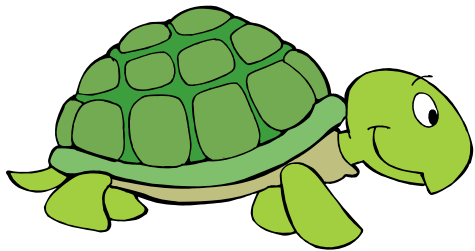
Tucker can then **think of a solution** or a way to make it better.



Step 4



Tucker's friends are happy when he plays nicely and keeps his body to himself. Friends also like it when Tucker uses nice words or has a teacher help him when he is upset.

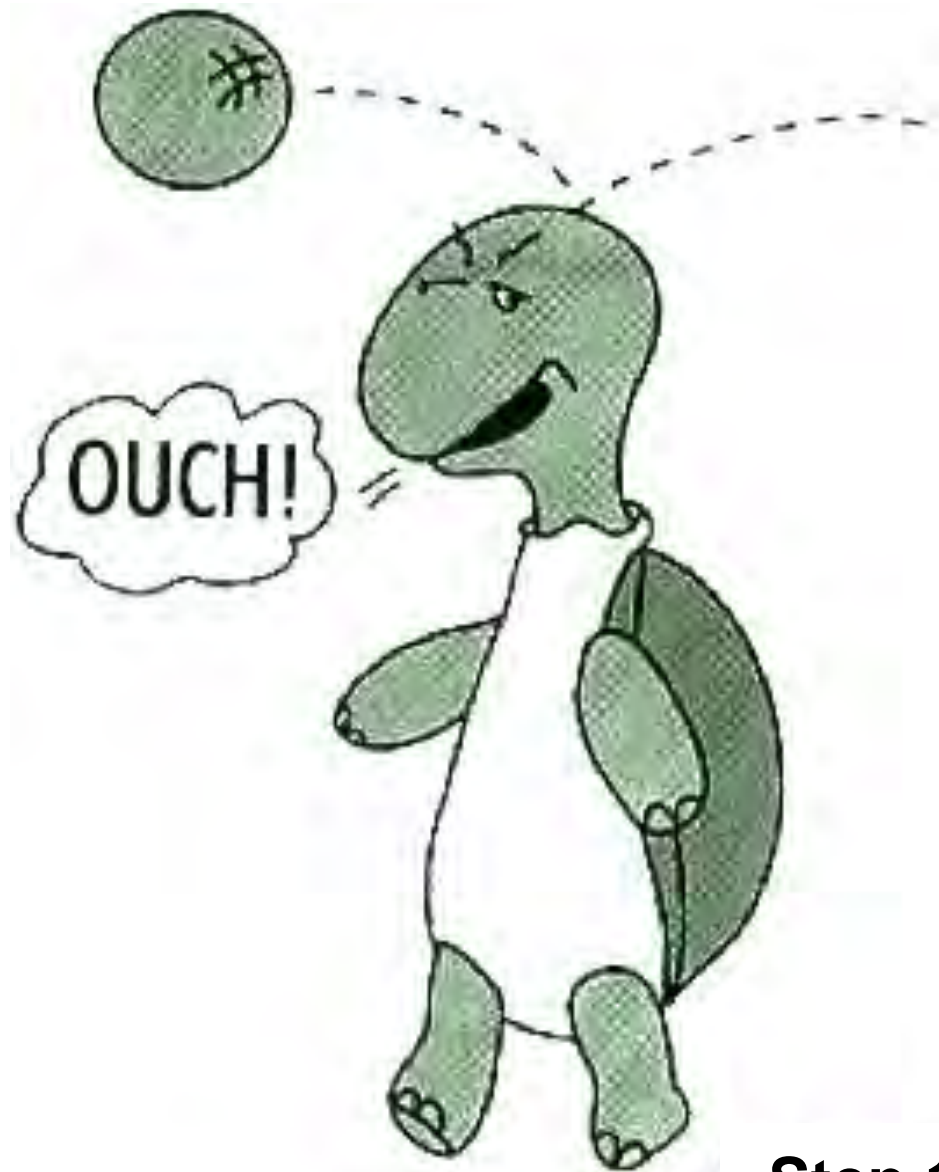


The End!

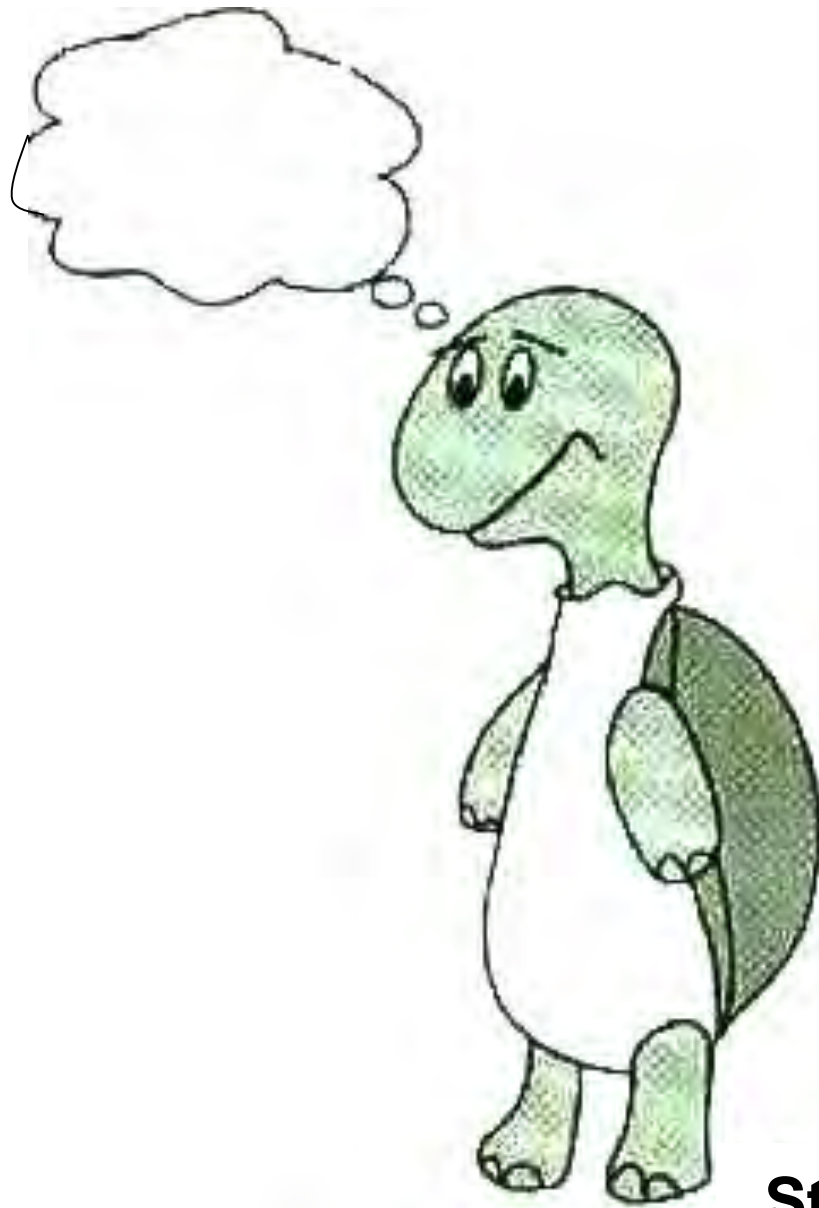


Teacher Tips on the Turtle Technique

- Model remaining calm
- Teach the child the steps of how to control feelings and calm down (“think like a turtle”)
 - Step 1: Recognize your feeling(s)
 - Step 2: Think “stop”
 - Step 3: Tuck inside your “shell” and take 3 deep breaths
 - Step 4: Come out when calm and think of a “solution”
- Practice steps frequently (see cue cards on next 4 pages)
- Prepare for and help the child handle possible disappointment or change and “to think of a solution” (see list on last page)
- Recognize and comment when the child stays calm
- Involve families: teach the “Turtle Technique”



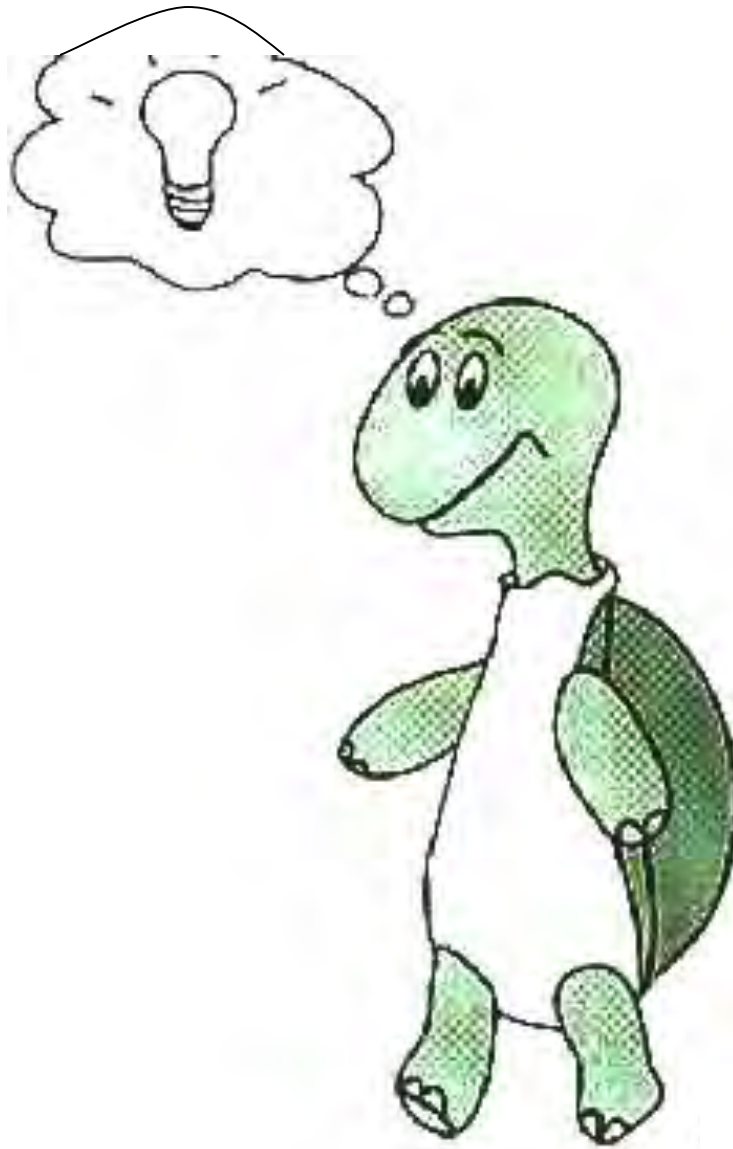
Step 1



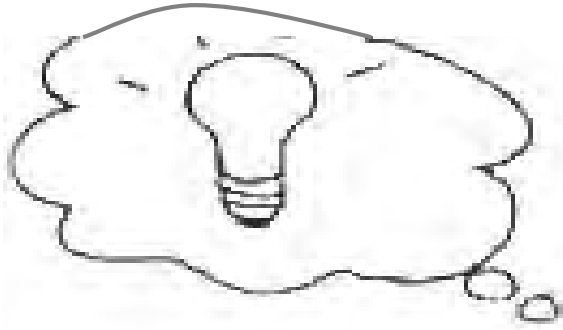
Step 2



Step 3



Step 4



Help the Child Think of a Possible Solution:

- Get a teacher
- Ask nicely
- Ignore
- Play
- Say, "Please stop."
- Say, "Please."
- Share
- Trade a toy/item
- Wait and take turns
- Etc.

Scripted Story Tip

- Please note that you can use real photographs with the line drawings for children that need this level of support. For instance, next to the line drawings, you can glue or Velcro a photograph of the class using the ‘turtle technique’. Snap a photo of the children showing how they stop, think, and take three deep breaths.

Module 3 Lesson 1

Pyramid Model Review

Handouts



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Ideas for Nurturing Yourself



- Start a compliments file
- Cross something off your to-do list
- Go cloud-watching
- Take another route to work
- Pay complete attention to something you usually do on autopilot
- Goof around for a bit
- Create a deliberate habit so there is one more thing you don't have to think about
- Take one minute to be aware of your thoughts, feelings, sensations
- Take one minute to focus on your breathing
- Do one thing today just because it makes you happy.
- Do a mini-declutter
- Unplug for an hour
- Get out of your comfort zone
- Edit your social media feeds by taking out any negative people
- Take three deep breaths
- Get down and boogie
- Stretch out the kinks
- Run (or walk, depending on your current physical health) for a few minutes
- Pick two healthy breakfasts, lunches, and dinners and rotate for the week.
- Stroke your own arm, or if that feels too weird, moisturize.
- Drink an extra glass of water each day
- Pick something from your wardrobe that feels great next to your skin.
- Be still for two minutes
- Get fifteen minutes of sun (with sunscreen!)
- Inhale an upbeat smell
- Have a good laugh
- Take a quick nap when you get home from work
- Check in with your emotions
- Write out your thoughts.
- Stroke a pet
- Ask three good friends to tell you what they love about you.
- Make a small connection with a stranger
- Think about what you're good at, and find an opportunity for it today.
- Take a home spa—Have a long bath or shower, sit around in your bathrobe, and read magazines.
- Ask for help
- Plan a two-day staycation for next weekend

Based on a list by Ellen Bard

Putting it All Together: Problem-Solving Action Plan

What is the behavior?	Why might the child be doing this?	What can I do to prevent this behavior?	What new skills can we teach?
Marcus knocks over blocks when others are building with them	1) He likes to see the blocks fall (cause and effect)	1) Make sure the block area is out of the way of traffic paths 2) Help Marcus build his own tower to knock over	1) Recognizing emotions in others 2) Problem solving
	2) He wants to play with the blocks too	1) Help Marcus ask for some blocks 2) Ask the other children if they could build with Marcus	1) How to ask to join in play

Choose one scenario and fill in the columns. Try to think of at least two possible reasons for the behavior and two possible prevention strategies for each reason.

Karina wanders around the room during free play without engaging in any activity for any length of time.	1)	1) 2)	1) 2)
	2)	1) 2)	1) 2)
Mikey takes toys away from other children.	1)	1) 2)	1) 2)
	2)	1) 2)	1) 2)

Module 3 Lesson 2

What Is Challenging Behavior?

Handouts



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Young Infants: Birth to 9 months

Difficulty Experiencing Emotions

Mom has left two month old baby Jenna in care for the first time. It's been a rough week so far and she really misses being close to mom all day.

Acting Out Behaviors

Withdrawing Behaviors

What might be going on for this baby?

Difficulty Expressing Emotions

Seven month old Isaiah sits with toys in front of him. For a good 15 minutes he is really happy and playing, talking and making noises. Isaiah is great at playing by himself for quite some time, but eventually he gets bored and a little bit lonely.

What might be going on for this baby?

Difficulty Regulating Emotions

Five month old Kayla was born at 29 weeks. Right now it is time for a diaper. Her caregiver reports most infants are usually calm yet responsive during this predictable routine – but it seems to disorient Kayla.

What might be going on for this baby?

Young Infants: Birth to 9 months

Difficulty Forming Close and Secure Relationships

Nine month old Aliyah came to child care six months ago and has very, very slowly come to have a relationship with one caregiver. She will not make eye contact with anyone else and she insists on being held all of the time.

Acting Out Behaviors

Withdrawing Behaviors

What might be going on for this baby?

Difficulty Exploring and Learning

Four month old Jackson absolutely will not tolerate lying on his stomach during “tummy time” (placing a baby on his stomach to provide the baby opportunity to strengthen his neck muscles). He does not like to be on his back much either. He would prefer to be held all of the time.

What might be going on for this baby?

Mobile Infants: 8 to 18 months

Difficulty Experiencing Emotions

Fifteen month old Jasmine sees her teacher set up the water table, her favorite activity.

Acting Out Behaviors

Withdrawing Behaviors

What might be going on for this baby?

Difficulty Expressing Emotions

Ten month old Josiah's oldest sister dropped him off this morning. Usually mom is the one who brings him. She generally stays to chat with the teachers and read him a book but today his sister hands him off and leaves, in a hurry to get to her job. He frequently has a hard time with separation, so mom and the caregivers try to schedule the morning routine with predictable activities every day. While this helpful, on the days when the routine is disrupted Josiah (and everyone else) suffers.

What might be going on for this baby?

Mobile Infants: 8 to 18 months

Difficulty Regulating Emotions

Sixteen month old David cannot seem to adjust to his new classroom. He has gone from being the oldest in a calm, quiet classroom of babies to being the youngest in a room full of rambunctious toddlers.

Acting Out Behaviors
Withdrawing Behaviors

What might be going on for this baby?

Difficulty Forming Close and Secure Relationships

Fifteen month old Arabelle has a significant reaction to anyone who comes into her classroom.

What might be going on for this baby?

Difficulty Exploring and Learning

Eighteen month old Cameron has low muscle tone. She cannot sit up without support and tires

What might be going on for this baby?

Strategies for Responding to Infant and Toddlers' Challenging Behavior and Supporting Infant and Toddlers' Social Emotional Development

Social Emotional Development Goal

Help Child to:

- Experience, regulate and express emotions
- Form close and secure interpersonal relationships
- Explore the environment and learn

All Strategies for Responding to Infant and Toddler Challenging Behavior Should Meet the Following Criteria:

- Acknowledge distress
 - Offer comfort
 - Use words
 - Be attuned to (or in sync with) the child's individualized needs
 - Help the child achieve the understood intention
 - Be developmentally appropriate
-

Example Strategies:

Systematic strategies

- Observe to understand the meaning of the behavior
- Track and document frequency, duration, and intensity
- Chart time of day behavior occurs
- Use self reflection to appropriately respond to behavior
- Share reflections/access thoughts and opinions of others
- Attempt to understand and empathize with the child's experience
- Monitor progress of social emotional skill development and concerning behavior reduction

Strategies to soothe

- Shush (e.g. saying, "shhhhhhhhhh, shhhhhhhh"), white noise (e.g. running a vacuum cleaner, white noise machine, or hair dryer)
- Rock
- Hold, carry, use slings or carriers to keep child close to one's body
- Hold baby on side or stomach
- Outside time, fresh air
- Sing
- Encourage sucking (pacifier, fingers)
- Swaddle
- Encourage transitional objects of comfort (e.g. blankets, dolls, stuffed toy, etc.)
- Stay calm
- Stay physically close

Modify Environment and Interactions

- Reduce and/or minimize number of caregivers
- Make adjustments based on child's temperament (e.g. offer more time for a slow-to-warm up child; offer more physical activity for a active child)
- Make appropriate environmental changes (e.g. reduce stimulation, increase stimulation)
- Shadow child (e.g. for a limited time provide as much one-on-one attention and monitoring as possible)
- Provide extra time and attention including touch

Provide increased predictability and consistency

- Stick to consistent routines (e.g. diaper the same way in the same place using the same language; read books before nap;)
- Use consistent simple words (e.g. "Food?; You want food?"; "Look with your eyes")
- Develop a plan of action/responses and stick to plan
- Set limited clear consistent limits (e.g. "No biting"; "gentle touch")

Model, coach, teach appropriate behavior (e.g. "This is a gentle touch"; "Feel the gentle touch")

- Teach sign language or gesture for common words
- Validate child's feelings and/or experience (use exaggerated facial expression, tone of voice and gestures to mirror the child's emotion) (
- Phrase demands in the affirmative ("Bottom on the chair"; "Feet on the floor")
- Notice when child is engaging in desired behavior ("You gave Sam a turn with that toy")
- Recognize positive behavior ("That's nice touching"; "You're so calm now." "You pointed to the toy")
- Label child's and others' emotional experience ("You look sad."; "Tyrus looks so angry")
- Use books to illustrate emotions and social skills (e.g. Hands are Not for Hitting; Teeth Are Not for Biting; etc.)

Use distraction ("Let's play with this toy instead")

- Offer substitute behavior ("you can bite this apple" "you can bite this teething ring";)

Module 3 Lesson 3

A Relationship-Based Approach to Understanding Challenging Behavior

Handouts



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

What is My Perspective

What is My Perspective

I am Michael. What is my perspective? I felt:

I am the child playing with Micheal _____. What is my perspective? I felt.....

I am caregiver_____What is my perspective? I felt.....

Needs Assessment 3A: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
	3	2	1	NA	
Develops individualized approaches to support children in distress	3	2	1	NA	
<input type="checkbox"/> Understands the relationship between infants' and toddlers' social emotional development and challenging behaviors					
<input type="checkbox"/> Is present and offers calm words of support during a toddler "tantrum." If the child is in danger of hurting self or others, gently holds child and provides explanation					
<input type="checkbox"/> Develops individualized approaches for children who have difficulty with routines and transitions					
<input type="checkbox"/> Engages in reflection with peers, supervisor, consultants and/or coach for a child exhibiting difficulty with certain routines or transitions					
<input type="checkbox"/> Adjusts responses to child's behavior based on effectiveness					
<input type="checkbox"/> Response to behavior is matched to the cause, purpose, or meaning of the behavior rather than a one –size-fits all approach					
<input type="checkbox"/> Works with families to share and explore techniques to try both at home and in the program					
<input type="checkbox"/> Shares program strategies for prompting and reinforcing positive behaviors and social practices with parents					
<input type="checkbox"/> Works together with a team to problem solve around issues related to challenging behaviors					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					

Module 3 Lesson 4

Observation as a Strategy

Handouts



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Date of Observation _____ Day _____ Time _____ Child's Initials _____

Observer's Name _____ Observer's Role _____

Location of Observation _____

1 _____ 2 _____ 3 _____ 4 _____

Describe the behavior you observe? (e.g. child turns away from caregiver)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Date of Observation _____ Day _____ Time _____ Child's Initials _____

Observer's Name _____ Observer's Role _____

Location of Observation _____

1 _____ 2 _____ 3 _____ 4 _____

Describe the behavior you observe? (e.g. child turns away from caregiver)

[illegible]

Date of Observation _____ Day _____ Time _____ Child's Initials _____

Child's Name _____ Child's DOB _____ Age _____

Observer's Name _____ Observer's Role _____

Location of Observation _____

1 _____ 2 _____ 3 _____ 4 _____

Describe the behavior you observe? (e.g. child turns away from caregiver)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Needs Assessment 3B: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Team uses information and careful observation to determine the meaning of behavior	3	2	1	NA	
<input type="checkbox"/> Invites family to participate in behavior support process from the beginning					
<input type="checkbox"/> Accommodates family schedule for meetings					
<input type="checkbox"/> Engages in objective observation					
<input type="checkbox"/> Systematically collects data about child behavior					
<input type="checkbox"/> Completes comprehensive interviews with families and others who care for child					
<input type="checkbox"/> Reviews all documentation related to the child (i.e. child's medical records, anecdotal notes, observations, assessments, screening, parent/family information, etc.)					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					

Module 3 Lesson 5

The Collaborative Process

Handouts



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Talking with Families about Problem Behavior: Do's and Don'ts

Do	Don't
<ol style="list-style-type: none"> 1. Begin the discussion by expressing concern about the child. 2. Let the parent know that your goal is to help the child. 3. Ask the parent if he or she has experienced similar situations and are concerned. 4. Tell the parent that you want to work with the family to help the child develop appropriate behavior and social skills. 5. Tell the parent about what is happening in the classroom but only after the parent understands that you are concerned about the child, not blaming the family. 6. Offer to work with the parent in the development of a behavior support plan that can be used at home and in the classroom. 7. Emphasize that your focus will be to help the child develop the skills needed to be successful in the classroom. The child needs instruction and support. 8. Stress that if you can work together, you are more likely to be successful in helping the child learn new skills. 	<ol style="list-style-type: none"> 1. Begin the discussion by indicating that the child's behavior is not tolerable. 2. Indicate that the child must be punished or "dealt with" by the parent. 3. Ask the parent if something has happened at home to cause the behavior. 4. Indicate that the parent should take action to resolve the problem at home. 5. Initiate the conversation by listing the child's challenging behavior. Discussions about challenging behavior should be framed as "the child is having a difficult time" rather than losing control. 6. Leave it up to the parent to manage problems at home; develop a plan without inviting family participation. 7. Let the parent believe that the child needs more discipline. 8. Minimize the importance of helping the family understand and implement positive behavior support.

Adapted from: O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional Assessment and Program Development for Problem Behavior*. Pacific Grove, CA: Brooks/Cole Publishing.

FUNCTIONAL ASSESSMENT INTERVIEW FORM—YOUNG CHILD

Child with Challenging Behavior(s): _____

Date of Interview: _____

Age: _____ Yrs _____ Mos

Sex: M F

Interviewer: _____ Respondent(s): _____

A. DESCRIBE THE BEHAVIOR(S)

1. What are the behaviors of concern? For each, define how it is performed, how often it occurs per day, week, or month, how long it lasts when it occurs, and the intensity in which it occurs (low, medium, high).

	Behavior	How is it performed?	How often?	How long?	Intensity?
1.					
2.					
3.					
4.					
5.					

2. Which of the behaviors described above occur together (e.g., occur at the same time; occur in a predictable "chain"; occur in response to the same situation)?

B. IDENTIFY EVENTS THAT MAY AFFECT THE BEHAVIOR(S)

1. What *medications* does the child take, and how do you believe these may affect his/her behavior?
2. What *medical complication* (if any) does the child experience that may affect his/her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures)?

C. DEFINE EVENTS AND SITUATIONS THAT MAY TRIGGER BEHAVIOR(S)

1. **Time of Day:** *When* are the behaviors most and least likely to happen?

Most likely:

Least likely:

2. **Settings:** *Where* are the behaviors most and least likely to happen?

Most likely:

Least likely:

3. **Social Control:** *With whom* are the behaviors most and least likely to happen?

Most likely:

Least likely:

4. **Activity:** *What* activities are most and least likely to produce the behaviors?

Most likely:

Least likely:

5. Are there particular situations, events, etc., that are not listed above that “set off” the behaviors that cause concern (particular demands, interruptions, transitions, delays, being ignored, etc.)?

6. What one thing could you do that would most likely make the challenging behavior occur?

7. What one thing could you do to make sure the challenging behavior did not occur?

D. DESCRIBE THE CHILD'S PLAY ABILITIES AND DIFFICULTIES

1. Describe how your child plays (With what? How often?).

2. Does your child have challenging behavior when playing? Describe.

3. Does your child play alone? What does he/she do?

4. Does your child play with adults? What toys or games?

5. Does your child play with other children his/her age? What toys or games?

6. How does your child react if you join in a play activity with him/her?

7. How does your child react if you stop playing with him/her?

8. How does your child react if you ask him/her to stop playing with a toy and switch to a different toy?

E. IDENTIFY THE “FUNCTION” OF THE CHALLENGING BEHAVIOR(S)

1. Think of each of the behaviors listed in Section A, and define the function(s) you believe the behavior serves for the child (i.e., what does he/she get and/or avoid by doing the behavior?)

Behavior	What does he/she get? Or what exactly does he/she avoid?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Describe the child's most typical response to the following situations:
 - a. Are the above behavior(s) more likely, less likely, or unaffected if you present him/her with a difficult task?
 - b. Are the above behavior(s) more likely, less likely, or unaffected if you interrupt a desired event (eating ice cream, watching a video)?
 - c. Are the above behavior(s) more likely, less likely, or unaffected if you deliver a “stern” request/command/reprimand?
 - d. Are the above behavior(s) more likely, less likely, or unaffected if you are present but do not interact with (ignore) the child for 15 minutes?
 - e. Are the above behavior(s) more likely, less likely, or unaffected by changes in routine?
 - f. Are the above behavior(s) more likely, less likely, or unaffected if something the child wants is present but he/she can't get it (i.e., a desired toy that is visible but out of reach)?
 - g. Are the above behavior(s) more likely, less likely, or unaffected if he/she is alone (no one else is present)?

F. HOW WELL DOES THE BEHAVIOR WORK?

1. What amount of physical effort is involved in the behaviors (e.g., prolonged intense tantrums vs. simple verbal outbursts, etc.)?
2. Does engaging in the behaviors result in a “payoff” (getting attention, avoiding work) every time?
Almost every time? Once in a while?
3. How much of a delay is there between the time the child engages in the behavior and gets the “payoff”?
Is it immediate, a few seconds, longer?

G. HOW DOES THE CHILD COMMUNICATE?

1. What are the general expressive communication strategies used by or available to the child (e.g., vocal speech, signs/gestures, communication books/boards, electronic devices, etc.)? How consistently are the strategies used?
2. If your child is trying to tell you something or show you something and you don't understand, what will your child do? (repeat the action or vocalization? modify the action or vocalization?)

3. Tell me how your child expresses the following:

MEANS

FUNCTIONS	GRAB & REACH	GIVE	POINT	LEAD	GAZE SHIFT	MOVE TO YOU	MOVE AWAY FROM YOU	HEAD NOD/HEAD SHAKE	FACIAL EXPRESSION	VOCALIZE	IMMEDIATE ECHO	DELAYED ECHO	CREATIVE SINGLE WORD	CREATIVE MULTI WORD	SIMPLE SIGNS	COMPLEX SIGNS	SELF-INJURY	AGGRESSION	TANTRUM	CRY OR WHINE	OTHER	NONE
Requests an Object																						
Requests an Action																						
Protests or Escapes																						
Requests Help																						
Requests a Social Routine																						
Requests Comfort																						
Indicates Illness																						
Shows You Something																						

4. With regard to receptive communication ability:

a. Does the child follow verbal requests or instructions? If so, approximately how many? (List, if only a few).

b. Is the child able to imitate someone demonstrating how to do a task or play with a toy?

c. Does the child respond to sign language or gestures? If so, approximately how many? (List, if only a few.)

d. How does the child tell you “yes” or “no” (if asked whether he/she wants to do something, go somewhere, etc.)?

H. EXPLAIN CHILD'S PREFERENCES AND PREVIOUS BEHAVIOR INTERVENTIONS

1. Describe the things that your child really enjoys. For example, what makes him/her happy? What might someone do or provide that makes your child happy?
2. What kinds of things have you or your child's care providers done to try and change the challenging behaviors?

I. DEVELOP SUMMARY STATEMENTS FOR EACH MAJOR TRIGGER AND/OR CONSEQUENCE

Distant Setting Event	Immediate Antecedent (Trigger)	Problem Behavior	Maintaining Consequences	Function

Questions to Ask Family Members



- What is your child's challenging behavior like for you?
- What have you done in response to his behavior?
- How do you feel when he acts this way?
- When and where does the child behave in this way and what has typically happened before or after?
- Is this behavior new or has the child been acting this way for some time?
- Does the child act this way with others (e.g. father, grandmother or others) and what does that person say about the behavior?
- How do you think the child feels when he is engaging in this behavior? Why do you think he feels that way?
- Do you have any ideas about why the child is acting this way?
- Have there been any changes at home that might help us understand how the child feels?
- How have these changes affected your relationship with the child?
- How has the behavior affected your relationship with the child?

Home Observation Card

Side 1

Child's Name: _____ Date/Time: _____

Activity: _____ Observer: _____

Describe Challenging Behavior:

What Happened Before?

- | | | |
|--|---|--|
| <input type="checkbox"/> Told or asked to do something | <input type="checkbox"/> Playing alone | <input type="checkbox"/> Changed or ended activity |
| <input type="checkbox"/> Removed an object | <input type="checkbox"/> Moved activity/location to another | <input type="checkbox"/> Object out of reach |
| <input type="checkbox"/> Not a preferred activity | <input type="checkbox"/> Told "No", "Don't", "Stop" | <input type="checkbox"/> Child requested something |
| <input type="checkbox"/> Difficult task/activity | <input type="checkbox"/> Attention given to others | <input type="checkbox"/> Other (specify) _____ |

What Happened After?

- | | | |
|--|--|--|
| <input type="checkbox"/> Given social attention | <input type="checkbox"/> Punished or Scolded | <input type="checkbox"/> Put in "time-out" |
| <input type="checkbox"/> Given an object/activity/food | <input type="checkbox"/> Request or demand withdrawn | <input type="checkbox"/> Ignored |
| <input type="checkbox"/> Removed from activity/area | <input type="checkbox"/> Request or demand delayed | <input type="checkbox"/> Given assistance/help |
| <input type="checkbox"/> Other (specify) _____ | | |

Purpose of Behavior:

To Get or Obtain:

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Activity | <input type="checkbox"/> Attention |
| <input type="checkbox"/> Object | <input type="checkbox"/> Food |
| <input type="checkbox"/> Person | <input type="checkbox"/> Place |
| <input type="checkbox"/> Help | <input type="checkbox"/> Other (specify) _____ |

To Get Out Of or Avoid:

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> Activity | <input type="checkbox"/> Attention | <input type="checkbox"/> Transition |
| <input type="checkbox"/> Object | <input type="checkbox"/> Food | |
| <input type="checkbox"/> Person | <input type="checkbox"/> Place | |
| <input type="checkbox"/> Demand/Request | <input type="checkbox"/> Other (specify) _____ | |

Home Observation Card

Side 1

Child's Name: _____ Date/Time: _____

Activity: _____ Observer: _____

Describe Challenging Behavior:

What Happened Before?

- | | | |
|--|---|--|
| <input type="checkbox"/> Told or asked to do something | <input type="checkbox"/> Playing alone | <input type="checkbox"/> Changed or ended activity |
| <input type="checkbox"/> Removed an object | <input type="checkbox"/> Moved activity/location to another | <input type="checkbox"/> Object out of reach |
| <input type="checkbox"/> Not a preferred activity | <input type="checkbox"/> Told "No", "Don't", "Stop" | <input type="checkbox"/> Child requested something |
| <input type="checkbox"/> Difficult task/activity | <input type="checkbox"/> Attention given to others | <input type="checkbox"/> Other (specify) _____ |

What Happened After?

- | | | |
|--|--|--|
| <input type="checkbox"/> Given social attention | <input type="checkbox"/> Punished or Scolded | <input type="checkbox"/> Put in "time-out" |
| <input type="checkbox"/> Given an object/activity/food | <input type="checkbox"/> Request or demand withdrawn | <input type="checkbox"/> Ignored |
| <input type="checkbox"/> Removed from activity/area | <input type="checkbox"/> Request or demand delayed | <input type="checkbox"/> Given assistance/help |
| <input type="checkbox"/> Other (specify) _____ | | |

Purpose of Behavior:

To Get or Obtain:

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Activity | <input type="checkbox"/> Attention |
| <input type="checkbox"/> Object | <input type="checkbox"/> Food |
| <input type="checkbox"/> Person | <input type="checkbox"/> Place |
| <input type="checkbox"/> Help | <input type="checkbox"/> Other (specify) _____ |

To Get Out Of or Avoid:

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> Activity | <input type="checkbox"/> Attention | <input type="checkbox"/> Transition |
| <input type="checkbox"/> Object | <input type="checkbox"/> Food | |
| <input type="checkbox"/> Person | <input type="checkbox"/> Place | |
| <input type="checkbox"/> Demand/Request | <input type="checkbox"/> Other (specify) _____ | |

Home Observation Card

Side 2

Setting Events/Lifestyle Influences:

- ☐ Hunger
- ☐ Uncomfortable clothing
- ☐ Absence of fun activities, toys
- ☐ Too hot or too cold
- ☐ Absence of a person
- ☐ Loud noise
- ☐ Sick
- ☐ Lack of sleep
- ☐ Unexpected loss or change in activity/object
- ☐ Medication side effects
- ☐ Extreme change in routine
- ☐ Other (specify) _____

List Notes/Comments/Unusual Events:

Home Observation Card

Side 2

Setting Events/Lifestyle Influences:

- ☐ Hunger
- ☐ Uncomfortable clothing
- ☐ Absence of fun activities, toys
- ☐ Too hot or too cold
- ☐ Absence of a person
- ☐ Loud noise
- ☐ Sick
- ☐ Lack of sleep
- ☐ Unexpected loss or change in activity/object
- ☐ Medication side effects
- ☐ Extreme change in routine
- ☐ Other (specify) _____

List Notes/Comments/Unusual Events:

Observation Cards**Name:****Observer:****Date:****Time:****General Context:**

Social Context:**Challenging Behavior:****Social Reaction:****POSSIBLE FUNCTION:****Name:****Observer:****Date:****Time:****General Context:**

Social Context:**Challenging Behavior:****Social Reaction:****POSSIBLE FUNCTION:**

Observation Cards**Name:****Observer:****Date:****Time:****General Context:**

Social Context:**Challenging Behavior:****Social Reaction:****POSSIBLE FUNCTION:****Name:****Observer:****Date:****Time:****General Context:**

Social Context:**Challenging Behavior:****Social Reaction:****POSSIBLE FUNCTION:**

Needs Assessment 3C: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Teams use functional assessment	3	2	1	NA	
<input type="checkbox"/> Program has access to mental health consultation and/or additional supports when staff are concerned about a child and/or need additional guidance.					
<input type="checkbox"/> Caregiver or program has partnership/relationship/collaboration with local Part C provider, and provides families with resources for obtaining further assessment/services as needed					
<input type="checkbox"/> Accommodates family schedule by arranging meetings at times convenient for families					
<input type="checkbox"/> Uses observation, medical information, screening, anecdotal notes, information from families, and other information about child					
<input type="checkbox"/> Assists in developing a hypothesis about the meaning of a child's behavior as a member of the team					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					

Module 3 Lesson 6

Designing a Support Plan

Handouts



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Tim's Functional Assessment Interview

Adapted from: O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional Assessment and Program Development for Problem Behavior*. Pacific Grove, CA: Brooks/Cole Publishing.

FUNCTIONAL ASSESSMENT INTERVIEW FORM—YOUNG CHILD

Child with Challenging Behavior(s): Tim

Date of Interview: 1/24

Age: 3 Yrs 6 Mos

Sex: M* F

Interviewer: Lisa Respondent(s): Teacher, Assistant, & Mother

A. DESCRIBE THE BEHAVIOR(S)

1. What are the behaviors of concern? For each, define how it is performed, how often it occurs per day, week, or month, how long it lasts when it occurs, and the intensity in which it occurs (low, medium, high).

	Behavior	How is it performed?	How often?	How long?	Intensity?
1.	Verbal aggression	Threatens ("I'm gonna kill you" while pointing a finger gun "Get away", growls...)	2-5 x/day	5 sec.-1min.	Low-high
2.	Physical aggression	Hits, pushes, kicks, punches, rams w/toy	2-3 x/wk	5 sec.- 30 sec.	High
3.	Property destruction	Throwing or banging toys	2-5 x/wk	5 sec.- 30 sec.	High
4.					

2. Which of the behaviors described above occur together (e.g., occur at the same time; occur in a predictable "chain"; occur in response to the same situation)?

Seems unpredictable at this point. At times he will verbally aggress, then do either physical aggression or property destruction, or they happen independent of each other. Other times he will begin with either property destruction and/or physical aggression and intersperse verbal aggression.

B. IDENTIFY EVENTS THAT MAY AFFECT THE BEHAVIOR(S)

1. What *medications* does the child take, and how do you believe these may affect his/her behavior?

None

2. What *medical complication* (if any) does the child experience that may affect his/her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures)?

None

Tim's Functional Assessment Interview

3. Describe the *sleep cycles* of the child and the extent to which these cycles may affect his/her behavior.

His mother reports that now that he is in school a routine is better established and will sleep through the night. Although she also reports that getting him to "go to bed" is very difficult and that he falls asleep on the couch around 9:00 or 9:30 and is carried to his crib. Then, he sleeps very restlessly and is all over the bed. (Did not sleep through the night until he was 2.5 years.)

4. Describe the *eating routines and diet* of the child and the extent to which these routines may affect his/her behavior.

Eats independently at school for snack. At home, his mother reports that "he is very explicit with getting food cut up," and that "he sees food as a temporary interruption of play and only eats to live." He sits in a high chair while she feeds him. Won't sit in restaurants to eat.

5. Briefly list the child's typical daily schedule of activities and how well he/she does within each activity.

Time	Activity	Child's Reaction
8:00 AM	Wakes, gets dressed, eats breakfast	Better the last 2 wks - month, in the past, has physically resisted dressing and eating.
8:30 AM	To school	Does nicely
8:45 AM	Arrives to school	Greets by shooting with his finger gun, sometimes cries for hug
Until 9:30 AM	Playground	Verbal and physical aggression, property destruction
9:30 AM	Story Time	Sits and attends nicely
9:45 AM	Small Group	Sits and attends nicely
10:00 AM	Wiggle Time	Follows directions and enjoys movement and dancing
10:15 AM	Plan/Centers	Plans nicely, once in centers: verbal & physical aggression, property destruction
10:30 AM	Centers/Snack (cont.)	Eats snack and plays computer nicely, other center areas, especially blocks, he will use verbal and physical aggression, property destruction
11:30 AM	Circle	Sits and attends nicely
11:45 AM	Playground	Verbal and physical aggression, property destruction
12:30 PM	Lunch	Eats nicely
1:00 PM	Nap	Lays on a cot nicely with book
2:15 PM	Snack	Eats nicely
2:35 PM	Good-bye circle	Sits, attends
3:00 PM	Mother picks up	Goes nicely
3:30 PM	Then, the schedule is not consistent. (Sometimes out shopping or home, goes to mall or Target or home to play or sometimes the park.)	Likes to stay busy
	Drives home	Goes nicely
5:30 PM	Arrives at home, plays on floor	Enjoys
6:00 PM	Cont. playing	Does O.K.
6:30 PM	Dad home/Dinner	Picky, resistant, in high chair
7:00 PM	Play	Chooses activities, sometimes rough with toys
9:00 PM	Bath	Difficult to get out, gets physically aggressive

Tim's Functional Assessment Interview

6. Describe the extent to which you believe activities that occur during the day are predictable for your child. To what extent does the child know what he/she will be doing and what will occur during the day (e.g., when to get up, when to eat breakfast, when to play outside)? How does your child know this?

Both family and school feel that his schedule is predictable because they follow the same schedule every day.

7. What choices does the child get to make each day (e.g., food, toys, activities)?

At school child chooses activities outside and during centers, snack, play partners. At home food, afternoon activities, and chooses to behave.

C. DEFINE EVENTS AND SITUATIONS THAT MAY TRIGGER BEHAVIOR(S)

1. **Time of Day:** When are the behaviors most and least likely to happen?

Most likely: - Centers, playground, and between 8:45-9:30 at night during bedtime, and when he is waiting for food at restaurants

Least likely: - In the morning at home and during circle, story, small group, structured activities

2. **Settings:** Where are the behaviors most and least likely to happen?

Most likely: - Playground with train or bikes or a new toy and in centers in blocks, and in the housekeeping center

Least likely: - Story time, wiggle time, planning, small group, and out in public (but occasionally will "get out of control") and with snacks (His mother reports that she will "feed him fun snacks to get him to behave.")

3. **Social Control:** With whom are the behaviors most and least likely to happen?

Most likely: - With teacher or with someone who does not know him (substitute teacher) and Mom

Least likely: - With team teacher next door.

4. **Activity:** What activities are most and least likely to produce the behaviors?

Most likely: - With a highly preferred item or activity or a novel activity, blocks/cars/magnetic people, with family, during outings (with new and different places, especially restaurants), and with change in routine.

Least likely: - Quiet time, story time, at home—when he is playing alone and doing what he wants.

5. Are there particular situations, events, etc., that are not listed above that "set off" the behaviors that cause concern (particular demands, interruptions, transitions, delays, being ignored, etc.)?

(Note: still in diapers, will indicate when soiled and needing to be changed. Often after bowel movement, seems agitated.)

6. What one thing could you do that would most likely make the challenging behavior occur?

Take a preferred toy away or remove him from computer. Mother reports that he will become angry and aggressive if she changes her response to him or ignores him. She says, "He likes to have total control over his mother."

7. What one thing could you do to make sure the challenging behavior did not occur?

Do not set limits. Let him have whatever he wants. Sit and give him one-on-one attention and talk to him. Mother reports - if you let him do whatever he wants, play by his rules, do what he says, and do not change anything.

D. DESCRIBE THE CHILD'S PLAY ABILITIES AND DIFFICULTIES

1. Describe how your child plays (With what? How often?).

Solitary play in dress-up and sometimes at computer. Parallel play at blocks, water table, and science area. At home, plays alone with trucks, planes, trains, puzzles, books, and computer.

2. Does your child have challenging behavior when playing? Describe.

Computer and dress-up, usually plays nicely, but during outside play and blocks (cars, trucks, magnetic bendable people, legos, blocks, bright builders...) he will get aggressive if he sees something he wants, if he wants to join other's play, if a child takes his toy or a piece of his toy, or he perceives a child is going to take his toy. When playing with neighborhood friends, the same occurs.

3. Does your child play alone? What does he/she do?

Yes, he prefers it.

4. Does your child play with adults? What toys or games?

Yes, school reports that he craves one-on-one adult attention. At home he wants to play with mom with everything. With dad, he will play rough and he is tolerant of the roughness.

5. Does your child play with other children his/her age? What toys or games?

Yes, one boy in particular at school and the boy will give in to Tim and try to "fix" situations when he becomes aggressive with others by telling the kids to give him the toy or by giving Tim a duplicate toy. Occasionally, he will play with neighborhood friends (one boy and one girl his age), but he needs to be closely monitored because they will be aggressive with one another. Plays with trucks, cars, trains, and planes.

6. How does your child react if you join in a play activity with him/her?

He's fine at both school and home as long as you do not change or alter what he is doing.

7. How does your child react if you stop playing with him/her?

He's fine at both school and home.

8. How does your child react if you ask him/her to stop playing with a toy and switch to a different toy?

At school he does not like it. He would want to negotiate more time, give reasons why, and tell you he is not finished. At home he does not transition well; says "no" or "just a minute."

E. IDENTIFY THE "FUNCTION" OF THE CHALLENGING BEHAVIOR(S)

1. Think of each of the behaviors listed in Section A, and define the function(s) you believe the behavior serves for the child (i.e., what does he/she get and/or avoid by doing the behavior?)

Behavior	What does he/she get? Or What exactly does he/she avoid?
1. Verbal aggression	Children react and then leave him alone and/or adult attention
2. Physical aggression	Gets a toy or activity or avoids group play or avoids transitions
3. Property destruction	Gets a toy or activity, children run away or back off
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Describe the child's most typical response to the following situations:

- a. Are the above behavior(s) more likely, less likely, or unaffected if you present him/her with a difficult task?

More likely

- b. Are the above behavior(s) more likely, less likely, or unaffected if you interrupt a desired event (eating ice cream, watching a video)?

More likely

- c. Are the above behavior(s) more likely, less likely, or unaffected if you deliver a "stern" request/command/reprimand?

More likely at home, less likely with stern short command at school.

- d. Are the above behavior(s) more likely, less likely, or unaffected if you are present but do not interact with (ignore) the child for 15 minutes?

More likely

- e. Are the above behavior(s) more likely, less likely, or unaffected by changes in routine?

More likely

- f. Are the above behavior(s) more likely, less likely, or unaffected if something the child wants is present but he/she can't get it (i.e., a desired toy that is visible but out of reach)?

More likely

- g. Are the above behavior(s) more likely, less likely, or unaffected if he/she is alone (no one else is present)?

Less likely

F. HOW WELL DOES THE BEHAVIOR WORK?

1. What amount of physical effort is involved in the behaviors (e.g., prolonged intense tantrums vs. simple verbal outbursts, etc.)?

If "verbal negotiation" is not successful, he will be physically aggressive, and then it takes much physical effort to hold him. At home, they give him what he wants to avoid physical effort although he will kick, hit, and throw toys at adults. If escalated, it can last up to 15 minutes.

2. Does engaging in the behaviors result in a "payoff" (getting attention, avoiding work) every time? Almost every time? Once in a while?

Almost every time

3. How much of a delay is there between the time the child engages in the behavior and gets the "payoff"? Is it immediate, a few seconds, longer?

A few seconds, if he does something like crashes a tower or steps on a finger, then the children react and an adult moves in.

G. HOW DOES THE CHILD COMMUNICATE?

1. What are the general expressive communication strategies used by or available to the child? (e.g., vocal speech, signs/gestures, communication books/boards, electronic devices, etc.) How consistently are the strategies used?

Very verbal. At home he tries to negotiate everything.

2. If your child is trying to tell you something or show you something and you don't understand, what will your child do? (repeat the action or vocalization? modify the action or vocalization?)

At school he seems to be understood. At home, he will try to explain it to you then start screaming.

3. Tell me how your child expresses the following:

MEANS

FUNCTIONS	GRAB & REACH	GIVE	POINT	LEAD	GAZE SHIFT	MOVE TO YOU	MOVE AWAY FROM YOU	HEAD NOD/HEAD SHAKE	FACIAL EXPRESSION	VOCALIZE	IMMEDIATE ECHO	DELAYED ECHO	CREATIVE SINGLE WORD	CREATIVE MULTI WORD	SIMPLE SIGNS	COMPLEX SIGNS	SELF-INJURY	AGGRESSION	TANTRUM	CRY OR WHINE	OTHER	NONE
Requests an Object														X								
Requests an Action														X				X				
Protests or Escapes														X				X				
Requests Help														X				X				
Requests a Social Routine														X								
Requests Comfort														X				X				
Indicates Illness														X						X		
Shows You Something														X								

4. With regard to receptive communication ability:

a. Does the child follow verbal requests or instructions? If so, approximately how many? (List, if only a few).

Yes, he doesn't have problems with this. Good language skills.

b. Is the child able to imitate someone demonstrating how to do a task or play with a toy?

Excellent independent play. Imitates well.

c. Does the child respond to sign language or gestures? If so, approximately how many? (List, if only a few.)

N/A

d. How does the child tell you "yes" or "no" (if asked whether he/she wants to do something, go somewhere, etc.)?

Verbally

H. EXPLAIN CHILD'S PREFERENCES AND PREVIOUS BEHAVIOR INTERVENTIONS

1. Describe the things that your child really enjoys. For example, what makes him/her happy? What might someone do or provide that makes your child happy?

At school—computer, outside push toys, train, trucks, adult one-to-one interaction, talking about how things work and why things happen.

At home—any kind of interaction with mommy or daddy especially floor time (cars, crash 'em games).

2. What kinds of things have you or your child's care providers done to try and change the challenging behaviors?

At school—Explicit rules, started 5 day attendance, anticipate negative behaviors, warnings with transitions.

At home—Rules given before outings, if rules not followed, they leave, snacks in stores when he starts getting aggressive, school 5 days a week.

I. DEVELOP SUMMARY STATEMENTS FOR EACH MAJOR TRIGGER AND/OR CONSEQUENCE

Distant Setting Event	Immediate Antecedent (Trigger)	Problem Behavior	Maintaining Consequences	Function

Skills to Be Taught

Time/Activity				

Support Planning Chart

Name: _____

Date: _____

Triggers	Behaviors	Maintaining Consequences
	<div>Function:</div>	
Preventions	New Skills	New Responses
		<p>To Challenging Behavior:</p> <p>To New Skill:</p>

Infant-Toddler Action Support Plan

Child's Name: _____ Date Plan Developed _____

Team Members:

1. _____

2. _____

3. _____

4. _____

Parent's Name _____ Signature _____

Behavior Hypothesis (the meaning of the behavior):

Prevention Strategies:

Skill to Develop	Strategy to Support Development	Person Responsible	When

Responses to Behavior:

Concerning Behavior	Response	Person Responsible	When

On a scale of 1 to 10, how would you rate the child's behavior?

1 2 3 4 5 6 7 8 9 10

Parent Signature _____

Needs Assessment 3D: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
Develops and implements behavior support plan	3	2	1	NA	
<input type="checkbox"/> Works collaboratively with the family to develop an individualized plan					
<input type="checkbox"/> Ensures that the plan addresses family and child care issues; works with parent(s) to encourage a consistent approach across care settings					
<input type="checkbox"/> Designs plan to help meet the child's needs and provide the child with alternative strategies, rather than focusing on eliminating the challenging behavior for the caregiver's purposes					
<input type="checkbox"/> Includes replacement skills					
<input type="checkbox"/> Includes prevention strategies					
<input type="checkbox"/> Includes new responses					
<input type="checkbox"/> Includes supports and resources caregivers and parents may need to fully implement the plan					
<input type="checkbox"/> Clarifies and documents consistent responses to specific behaviors for each person on the team					
<input type="checkbox"/> Uses the support of a mental health consultant when available					
Teaches replacement skills	3	2	1	NA	
<input type="checkbox"/> Replacement skills are taught throughout the day					
<input type="checkbox"/> Replacement skills are taught when challenging behavior is not occurring					
<input type="checkbox"/> Consistently provides positive reinforcement for appropriate behavior					

continued

Needs Assessment 3D: Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Not Applicable	Observations/Evidence
	3	2	1	NA	
Uses process to reflect on children's progress within support plan	3	2	1	NA	
<input type="checkbox"/> Observes, monitors, and documents acquisition of positive behaviors that allow the child to focus his/her energy on developmental growth					
<input type="checkbox"/> Maintains ongoing communication with family about progress at home and in the care setting					
<input type="checkbox"/> Collaborates as a member of a team that meets periodically to review child progress, plan implementation, and to develop new support strategies					
<input type="checkbox"/> Observes, monitors, and documents changes in challenging behavior					

Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is: <i>(copy this right off the Needs Assessment)</i>					
I will work on this teaching practice _____ <i>(time, day, part of routine)</i> <i>(Optional) I will work on this teaching practice with</i> _____ <i>(specific children)</i>					
I will: <i>(describe exactly what you will do if you are implementing this teaching practice)</i>					
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? <i>(Remember to focus on implementation of the teaching practice)</i></p> <p>What data will you collect about implementation of this teaching practice? <i>(Will you record how often you used the practice? What you did? How the children responded?)</i></p>					