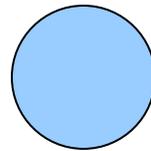
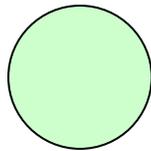
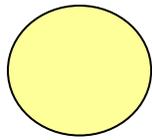


Circle of Support



*A Guide to Community Resources for
Pre-K, Head Start and Early Childhood
Educators*



ALIGNMENT
NASHVILLE

Developed by the
Alignment Nashville Pre-K Committee



Overview of Alignment Nashville

Alignment Nashville (AN) is a unique and scalable framework for developing community schools by bringing community organizations into alignment, creating coordinated support and a positive impact on public schools, children's health, and the success of our community.

In the past, Nashville organizations have worked individually to provide much-needed services. However, the issues concerning our children are far too complex for any single organization to address in isolation. The AN process allows community-wide collaboration among schools, nonprofits, businesses, and government agencies, generating the synergy necessary for sustained improvement in public education and children's health. This collaboration produces:

- **Enhanced capacity** - Very few organizations have the capacity for community-wide impact. A collective effort enhances the results of each organization while generating a much greater overall effect.
- **Higher-quality services** - Expertise from multiple organizations guarantees a broader perspective and a wiser approach.
- **Greater returns on investment** - By working together toward common goals, resources are leveraged, duplication is avoided, and efficiency is greatly increased. Also, AN initiatives have attracted national funding that increases the impact of the local funding used to build pilot programs.

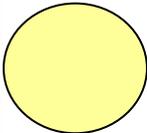
ATTENTION COMMUNITY ORGANIZATIONS:

If you would like to be included in future updates of this guide, please visit the Alignment Nashville website at www.alignmentnashville.org and click on the "Get Involved" link.

Circle of Support:

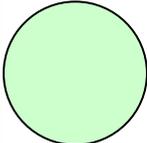
A Guide to Community Resources for Pre-K, Head Start and Early Childhood Educators

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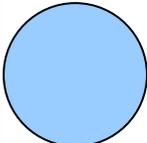
Introduction

Overview of Alignment Nashville
Letter from the Pre-K Committee/How to use this Guide



Section 1: Behavior Issues

MNPS resources
Center on the Social and Emotional Foundations for Early Learning (CSEFL)



Section 2: Community Resources to Support Pre-K Standards

Community resource listings
Matrix of standards/resources for quick reference

Dear Early Childhood Educator,

Your role in preparing our community's youngest children for future success is invaluable, but you can't do it alone. That's why the Alignment Nashville Pre-K Committee developed ***Circle of Support: A Guide to Community Resources for Pre-K, Head Start and Early Childhood Educators***. It is our hope that you will find this guide useful in connecting to resources in the Nashville community to help you provide an enriching experience for your students.

Since many of you have requested information and support in dealing with behavior issues in your classroom, the first section of this guide provides you with valuable information about common behavior issues, methods for addressing these issues, and ways to find more support if needed. The second section of the guide includes information about community resources that address state Pre-K standards.

Again, we hope that this guide is helpful, and we welcome your feedback for future editions of this guide.

Sincerely,

The Alignment Nashville Pre-K Committee
Phyllis Phillips and Flo Kidd, Co-Chairs – MNPS
Mamie McKenzie, Vice-Chair – Tennessee Voices for Children

Alignment Nashville Pre-K Committee members:

Amy	Key	MNPS
Elyse	Adler	Nashville Public Library
Etta	Bell	Nashville Chamber of Commerce
Traci	Bryant	Martha O'Bryan Center
Jennifer	Gamble	Prevent Blindness Tennessee
Debby	Gould	United Way of Tennessee
Nancy	Ledbetter	Nashville State Community College
Judy	Maloney	MNPS
Melba	Marcrum	McNeilly Center
Pam	Matthews	Head Start - Metro Action Commission
Kesha	Moore	MNPS
Rachel	Parker	Bethlehem Centers of Nashville
Martha Ann	Pilcher	Book'em
Jennifer Holmes	Roddy	Susan Gray School - Peabody College VU
Sheryl	Rogers	Books from Birth
Susan	Rollyson	Metro Action Commission - Head Start
Jo Ann	Scalf	Nashville Public Television
Seth	Scholer	Vanderbilt Children's Hospital
Heather	Smith	NAAEYC/Books from Birth of Middle TN
Clare	Terry	United Way Nashville
Colleen	Thomas	MNPS
Ruth	Wolery	Susan Gray School for Children

SECTION 1. Behavior Issues

Recent research suggests that behavior problems and issues in early childhood settings are on the rise. Since many early childhood educators report that they feel ill-prepared to deal with these issues effectively, the Alignment Nashville Pre-K Committee has gathered information and resources to help you deal with these situations.

Resources to support Pre-K teachers

If you teach in a Community-based Pre-K classroom....

...and you have developmental or social-emotional concerns regarding a 3- or 4-year-old student who resides in Davidson County, please encourage the parent/guardian to contact MNPS Child Find (Debbie Umans at 615-259-8702).

If you teach in an MNPS Pre-K classroom...

...the following support services are available to help you and your students:

STUDENT SUPPORT SERVICES/EXCEPTIONAL ED

Please contact Colleen Thomas, Exceptional Education Early Childhood Coordinator at colleen.thomas@mnps.org or 615.259.8702.

S-TEAMS (see graphic on page 5 for more information)

Some students need greater supports and services, so MNPS has created S-Teams to provide more intensive services for any child with behavioral, emotional and social difficulties. Contact the counselor at your school for more information.

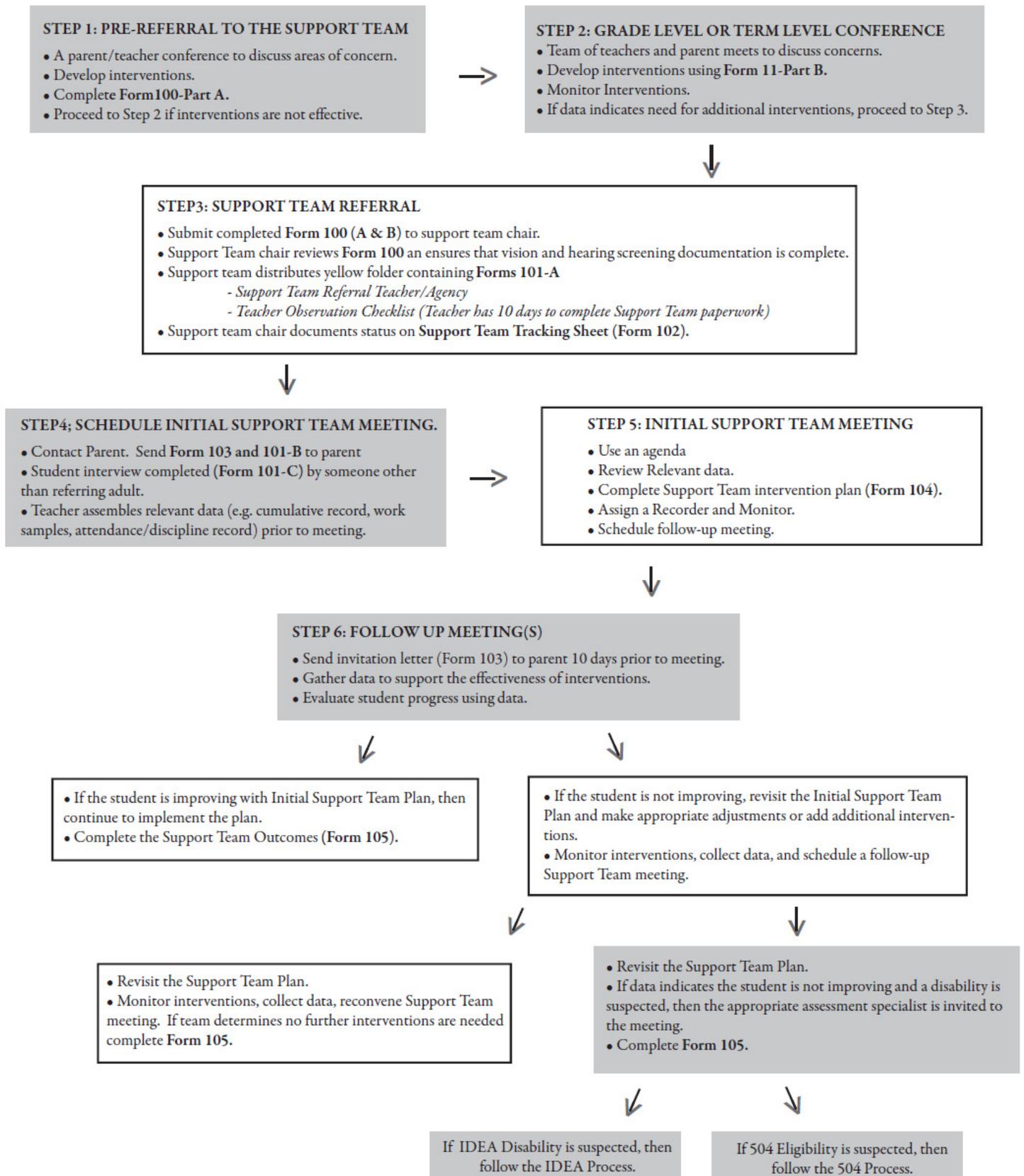
Center on the Social and Emotional Foundations for Early Learning (CSEFL)

The Center on the Social and Emotional Foundations for Early Learning (CSEFL), located at Vanderbilt University, is a five-year project designed to strengthen the capacity of Head Start and child care programs to improve the social and emotional outcomes of young children.

The Center has developed training and technical assistance materials that reflect evidence-based practices for promoting children's social and emotional development and preventing challenging behaviors. The Center also works with professional organizations and Head Start and child care providers to ensure the use of the evidence-based practices in local demonstration sites. The Center maintains a National Advisory Board of professionals and experts from a variety of fields.

Information from CSEFL is included on pages 6-8; for more information and resources, visit the CSEFL website at www.csefl.vanderbilt.edu.

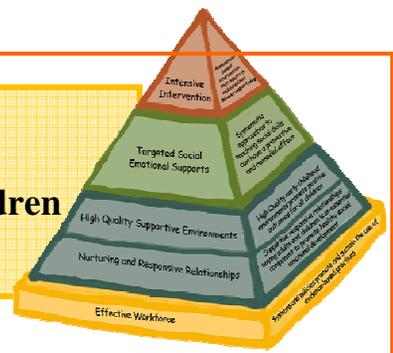
HOW S-TEAMS WORK FOR PRE-K STUDENTS ENROLLED IN MNPS **



**** Any teacher or childcare provider in the community that has concerns regarding a preschool-aged student should encourage the parent/guardian to contact MNPS Child Find through Debbie Umans at 615-259-8702.**

Pyramid Model Resources

For Social- Emotional Development of Young Children



Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

www.vanderbilt.edu/csefel



Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)

www.challengingbehavior.org

CSEFEL Site Highlights:

Practical Strategies: Includes Scripted Stories, Social Emotional Teaching Strategies, and other tools for downloading and using in the classroom.

Book Nooks: Easy-to-use guides designed around popular children's books offer hands-on ways to embed social emotional skill building activities into everyday routines such as art, singing and circle time.

What Works Briefs: Highlight practices, strategies, and intervention procedures that have been found to effectively prevent and address challenging behaviors.

Videos: Provide overview of The Pyramid Model and show the use of practical strategies.

TACSEI Site Highlights:



Teacher's Tool Kit

Select "Table of Contents" option.

Routine Based Support Guide: A "guide" to assist teachers with supporting young children with challenging behavior by offering solutions that address the cause of the behavior with preventative strategies and new skills to teach.

Stop Signs: To print and use as visual cues in the classroom environment.

Visual Schedules Clip Art: To print and use in creating visual schedules.



When to Seek Outside Help for Children's Problem Behavior

The "How Do I Decide?" Series of Guidelines was developed to help you make informed decisions that will positively impact young children's challenging behavior and social-emotional development.

Today, the majority of early education programs enrolls and support young children with and without disabilities. The inclusion of all children within early education and care programs is responsive to federal laws, the values of society, and the best practices of the field. In order to ensure that all children benefit from inclusive programs, there must be collaborative teaming among families, practitioners, and specialists who can ensure that children with special needs are receiving the supports that are essential to promoting their development and learning. In this decision-making guideline, we assume that all children who might be eligible for services under the Individuals with Disabilities Education Act (IDEA) are referred for those services and access that entitlement. Our purpose here is to provide guidance for when to seek outside help for problem behaviors that are outside of the expertise of program staff.

Importance and Rationale

The Teaching Pyramid provides a comprehensive model for promotion, prevention, and intervention on children's problem behavior. Even with careful and consistent implementation of all levels of the Pyramid there may be rare occasions in which programs may need to seek outside expertise. This Decision-Making Guideline includes several potential scenarios in which outside consultation may be appropriate. Guidance is also provided as to the nature of outside assistance that is particularly helpful.

Scenario One

The child's behavior in question is deeply troubling (e.g., hurting animals, fire-setting, injuring others) and so infrequent/unobservable that it is impossible to complete a functional behavior assessment. In this situation, staff might be at a loss to determine the function of problem behavior and therefore cannot implement an intensive individualized (top-of-the-pyramid) intervention. For serious problem behaviors that rarely occur and/or occur when adults may not typically be present and watching, it may be necessary to seek outside help to monitor the child on a continual basis (or close to 24/7, if needed).

Such intensive monitoring should have the completion of a reliable functional behavior assessment as its end-point. Additionally, program staff may want to solicit a diagnostic evaluation by a licensed child psychologist or psychiatrist for behaviors that have a covert quality to them (e.g., the child seems to purposely engage in problem behavior when adults are absent). The goal of this assistance should be to determine if other supports and/or professionals need to be involved in the child's life.

From the Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

Practical Strategies for Teachers

Tools that Encourage Young Children's Social-Emotional Development

All of the materials listed here, in addition to many others, are available for FREE from the CSEFEL website at www.vanderbilt.edu/csefel/

Scripted Stories for Social Situations



are short PowerPoint presentations consisting of a mixture of words and pictures that provide specific information to a

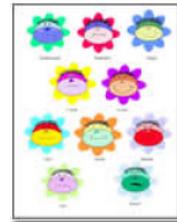
child about social situations such as going to preschool, sitting in circle time, staying safe and using words. When children are given information that helps them understand expectations, their problem behavior within that situation is reduced or minimized. These stories can help children to understand social interactions, situations, expectations, social cues, the script of unfamiliar activities, and social rules. Parents, teachers and caregivers can use these simple stories as a tool to prepare the child for a new situation, to address challenging behavior within a setting or situation, or to teach new skills.

Children's Book List : Using Books to Support Social Emotional Development

This extensive compilation of books that can help young children understand their emotions is organized under multiple topics such as "Being a Friend" or "Sad Feelings" .

Teaching Social Emotional Skills

These tools include a variety of activities and materials to help children promote self-regulation or problem solving. Examples are handouts that feature emotion faces, the "turtle technique" and feeling charts as well as solution kits to help children come up with solutions around problems such as learning how to share, trade, and ask nicely.



Book Nooks These easy-to-use guides were created especially for teachers to provide hands-on ways to embed social emotional skill



building activities into everyday routines such as art, singing and circle time. Each Book Nook is comprised of ideas and activities designed around a popular children's book such as *Big Al*, *Glad Monster Sad Monster*, *Hands Are Not for Hitting*, and *On Monday When it Rained*. Examples of suggested activities include using rhymes to talk about being friends, making masks to help children talk about and identify different feelings, playing a game of what to with hands instead of hitting, and creating art and music using a concept of the day such as sharing.

Section 2. Community Resources

In this section, you will find information about community resources that support state Pre-K standards. We have included an easy reference chart of these resources and the standards they support on pages 14-15.

Warner Park Nature Center

Heather Gallagher
7311 Highway 100
Nashville, TN 37221
615-352-6299
heather.gallagher@nashville.gov

Naturalist-led field trip experiences for pre-schools (Mar-Nov); Nature Center



campus including museum, pond, garden, hiking trails, and

Nature Play area (year-round); educator boxes about different nature topics that can be checked out for 2 weeks at a time.

Cost: no cost; Metro Parks facility
Number of students that can be accommodated: 60 at a time; MUST be divided into groups of 15 with a leader for guided field trip
Does your organization serve a specific geographic area? Middle Tennessee, but primarily southeast-central Davidson county attendees

Nashville Public Library - Bringing Books to Life!

Elizabeth Atack
615 Church Street
Nashville, TN 37219
615-862-5773
elizabeth.atack@nashville.gov

Bringing Books to Life! (BBTL) is an early literacy outreach program of Nashville



Public Library serving Davidson County preschools, pre-k programs, and day care centers. BBTL partners with sites to provide trainings for teachers, story times and puppet shows for children, and workshops for parents/families. All programming is designed to make reading and the library relevant to children's everyday lives.

Cost: BBTL is funded completely through grants and donations to the Nashville Public Library Foundation. There is no charge for services.
Number of students that can be accommodated: One or more classes.
Does your organization serve a specific geographic area? BBTL is only available to preschools, pre-k programs, and day cares within Davidson County.

Global Education Center

Ellen Gilbert
4822 Charlotte Avenue
Nashville, TN 37209
615-292-3023
globaleducationcenter@juno.com

Passport to Understanding hands-on cultural museum presentations on diverse cultures, including storytelling, craft, drum or dance when appropriate



Cost:

Currently, fee is \$3 per child (\$5 if an artist accompanies presenter), but fees are flexible

Number of students that can be accommodated: 30 to 40 maximum is optimal

Does your organization serve a specific geographic area? Middle Tennessee

Conexion Americas

Laura Delgado
800 18th Ave South, Suite A
Nashville, TN 37203
615.320.5152
laura@conamericas.org

Conexion Americas' Parents as Partners program is a nine-week parental engagement program for Latino parents. All workshops are implemented in Spanish by Latino parents trained in the curriculum. The program is implemented at Glencliff High School for parents of middle & high school students. Topics include: Understanding your adolescent, family strength and self-esteem, modeling positive

behaviors, understanding the school system, and preparing for college and higher education. CONTACT: Laura Delgado. At Cole Elementary the program is implemented in two parts: for parents of children in pre-K and kindergarten, and for parents of children in elementary school. Topics include: the home, motivation and self-esteem, academic standards, communication and discipline, the development of language in babies and toddlers, early math experiences for young children, and what parents need to know about kindergarten readiness. CONTACT: Sara Sherman, (615) 333-5043 ext. 1815. Parents from all schools are welcome to attend. The program is free. Childcare and refreshments are provided.

Children's Kindness Network

Patti Madere
P.O. Box 218514
Nashville, TN 37221
615-972-4575
patti@childrenskindnessnetwork.org

CKN presents innovative and educational programs incorporating the arts that teach social-emotional skills that will foster academic success, health, and well-being, and reduce bullying. "Moozie the Cow" is CKN's mascot and ambassador for kindness. Moozie teaches children to be kind to each other, to animals, to the earth, and to



themselves through the use of music, puppetry, and books. In addition to live presentations, CKN has kindness teaching materials, “Moozie Teaches Kindness,” that enhance the development of cognitive, language, literacy, physical, social, and emotional skills, as well as creative expression.

Cost: The costs range from \$45-\$210, depending on the specific needs and budget of the teacher and/or school. Scholarships (full or partial) may be available. In addition, the programs offered can be delivered on a one-time or on-going basis.

Number of students that can be accommodated: The live presentations can accommodate up to 150 students in a gymnasium or auditorium setting. The “Moozie Teaches Kindness” program is best taught in a classroom setting with a maximum of 20 children.

Does your organization serve a specific geographic area? No.

Centerstone Therapeutic Preschool

Melaton Bass-Shelton
230 Venture Circle
Nashville, TN 37228
615 460-4237

mel.shelton@centerstone.org

The Therapeutic Preschool Program works with children 2 -½ to 5 years of age who have been victims of emotional, physical or sexual abuse or who display atypical emotional and or behavioral characteristics. Symptoms can include but are not limited to the following: acting out, biting, hitting, kicking, spitting, destroying property,

fire setting, self-mutilation, sexual acting out, extreme defiance, anxiety, depression, hyperactivity, social withdrawal, or other problematic behaviors. Such symptoms contribute to developmental delays, social isolation and increased acting out. The program provides basic skill building, cognitive and developmental stimulation, therapeutic behavioral treatment, structure, nurturing, parenting skills, case management, and advocacy. Children are taught how to regulate the expression of their feelings, to develop coping skills, communicate their feelings to others, and improve behavior within the classroom, community and home. Children participate in individual and family therapy to address their mental health needs. This service can be provided within Metro Nashville Public Schools, preschools and daycares within the Davidson county area.

Cost: This service is open to all TennCare participants who have a valid DSM IV Diagnosis and will follow all TennCare BHO standards and regulations for providing case management and therapy services

Number of students that can be accommodated: We can accommodate as many students as are in need and referred for this service.

Does your organization serve a specific geographic area? Davidson County

Camelot Care Centers

Andrea Jones
215 Centerview Dr., Ste. 300
Brentwood, TN 37027
615-370-4228
aciones@camelotcare.com

Behavioral Support Services - Camelot offers case management, play therapy, and family therapy, and Intensive In-Home services to those covered by TNCARE Insurance. These services can be provided at school or in the client's home depending upon the level and intensity of services needed. Camelot uses client centered and evidence-based approaches to working with our clients. Camelot strives to highlight successes of all clients as they make positive strides meeting their long and short-term goals. We will work closely with the classroom teacher and parents to meet the needs of your clients.

Cost: We are able to bill TennCare for specific services for clients who have that insurance coverage.

Number of students that can be accommodated: We can accommodate as many children as necessary if we have advance notice. A typical caseload for our staff is 10 children, but again that would depend on the the exact service being provided.

Does your organization serve a specific geographic area? We can provide services to all Davidson Co. Schools and currently provide services throughout TN through our multiple offices

Books from Birth of Middle Tennessee

Heather Smith
3401 West End Avenue, Ste. 460W
Nashville, TN 37203
615-936-7393
heather.s.smith@vanderbilt.edu

Using the Imagination Library Books and their corresponding Reading Activity Sheets, we will have fun reading the stories together and playing games too!

Cost: No fee
Number of students that can be accommodated: 15-20



Adventure Science Center

Jeri Hasselbring
800 Ft. Negley Blvd.
Nashville, TN 37203
615-401-5069
jhasselbring@adventuresci.com

Adventure Science Center can provide the Little Labs science programs at ASC or in schools as outreach.



Cost: At ASC, \$3/child. As outreach, \$100 first program plus mileage, each additional program on same day, \$85
Number of students that can be accommodated: 15 per Little Lab

Community Resources – Alignment with State Pre-K Standards

Organization (page #)	<i>Communication</i>	<i>Early Literacy</i>	<i>Math</i>	<i>Science</i>	<i>SocialStudies</i>	<i>CreativeArts</i>	<i>Physical Development</i>
Adventure Science Center (p. 14)	Uses language for a variety of purposes	Asks many types of questions and responds correctly to many types of questions	Becomes aware of personal space during active exploration of physical environment	Recognizes that people use their 5 senses to explore their environment		Art - Uses a variety of art materials for tactile experience and exploration	
Books from Birth of Middle Tennessee (p. 13)	Uses language for a variety of purposes	Asks many types of questions and responds correctly to many types of questions				Art - Scribbles and paints	
Camelot Care Centers (p. 13)					Begins to understand the reason for rules		Shows empathy and caring for others
Centerstone Therapeutic Preschool (p. 12)	Uses language for a variety of purposes						Shows empathy and caring for others
Children's Kindness Network (p. 11)	Uses language for a variety of purposes	Understands story events and overall theme and conversations	Understanding of numbers and their association with objects	Recognizes that living things live in different environments	Begins to understand the reason for rules	Art - Uses a variety of art materials for tactile experience and exploration	Shows empathy and caring for others
Conexion Americas (p.							

11)							
Global Education Center (p. 10)	Participates in conversations	Relates plot of story to self and own experiences	Becomes aware of personal space during active exploration of physical environment	Recognizes that people use their 5 senses to explore their environment	Discriminates individual/culture/community	Art/Music - Responds to artistic creations or events	Shows empathy and caring for others
Nashville Public Library - Bringing Books to Life! (p. 10)	Uses language for a variety of purposes	Understands story events and overall theme and conversations				Art/Music - Responds to artistic creations or events	Participates in the group life of class
Warner Park Nature Center (p. 10)	Uses language for a variety of purposes	Asks many types of questions and responds correctly to many types of questions	Becomes aware of personal space during active exploration of physical environment	Recognizes that people use their 5 senses to explore their environment	Begins to understand the reason for rules	Music - Responds to and uses sounds	Participates in the group life of class



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421 Great Circle Road, Suite 100
Nashville, Tennessee 37228

More Resource Guides
are available at

www.alignmentnashville.org