WEDGING IN SOCIAL EMOTIONAL LEARNING:

Finding A Practical Application of the Pyramid Model to Meet Early Childhood Education Standards

Tiered Intervention

Evaluations

Standards

It's a *Teaching* Pyramid!

Children with persistent challenges → **Positive Behavior Support**

→ **Social Skill Curricula**

Children at-risk →

High Quality Early Education

All Children →

"If a child doesn't know how to read, *we teach*.

If a child doesn't know how to swim, *we teach*.

If a child doesn't know how to multiply, *we teach*.

If a child doesn't know how to drive, *we teach.*

If a child doesn't know how to behave, *we………...*

…….teach? *……punish?*

Why can't we finish the last sentence as automatically as we do the others?"

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

WHAT'S THE BIG DEAL?

What's the Big Deal?

- Prevalence rates for young children with challenging behavior range from 10-30% (Campbell, 1995)

- Young children with challenging behavior are more likely to experience:
  - Early and persistent peer rejection
  - Mostly punitive contacts with teachers
  - Family Interaction patterns that are unpleasant for all participants
  - School Failure (Dunlap, G., Strain, P.S., Fox, L., Carta, J., Conroy, M., Smith, B., et al, In Press)

- Over 65% of students identified with emotional & behavioral disorders drop out of school leading to poor job outcomes, limited income and a pattern of failure that persists into adulthood (US DOE 2005)

What's the Big Deal?

- Social and behavioral competence in young children predicts academic performance in the first grade over and above their cognitive skills & family background (Raver, C.C. & Knitzer, J., 2002)

- Around 48% of children with problem behaviors in kindergarten have been placed in special education by the 4th grade (US Department of Health & Human Services, 2000)

- Students with Disabilities:
  - Have more than three times the number of serious misconduct incidents per 1000 students than typically developing students (US General Accounting Office 2001)
  - 1/3 of adolescents with disabilities have been suspended or expelled (US DOE 2005)
  - Challenging behavior is observable in even the youngest children served by IDEA – 10-40% of children served by Part C have behavioral concerns. (US DOE 2001)

Expulsion Rates

- National PreK Expulsion Rate: 6.7 per 1000 students
- Tennessee Expulsion Rate: More than 10 per 1000 students.
- 4 year-olds expelled at a rate 50% greater than 3 year-olds
- Boys expelled at a rate 4.5x that of girls.

WHAT CAN I DO ABOUT IT?

What Can I Do About It?

- Recent publications identify critical preschool skills related to early school success, many of which are social and behavioral skills (Hemmeter, M.L., Santos, R., & Ostrosky, M.M., 2006)

- However, findings from surveys, focus groups and interviews indicate that most EC personnel do not have the skills they need to promote social and emotional development and prevent and address challenging behavior.
  - Teachers, administrators and family members identify this lack of knowledge and skill as the biggest challenge to effective practice more than finances, collaboration and attitudes (Smith, B.J., 2006)

What Can I Do About It?

- Teachers report that challenging behavior is their number one training need and promoting social emotional development as the second. (Hemmeter, M.L., 2006)

- Eighty (80%) of teachers report that problem behavior negatively affects their job satisfaction (Hemmeter, M.L., 2006)
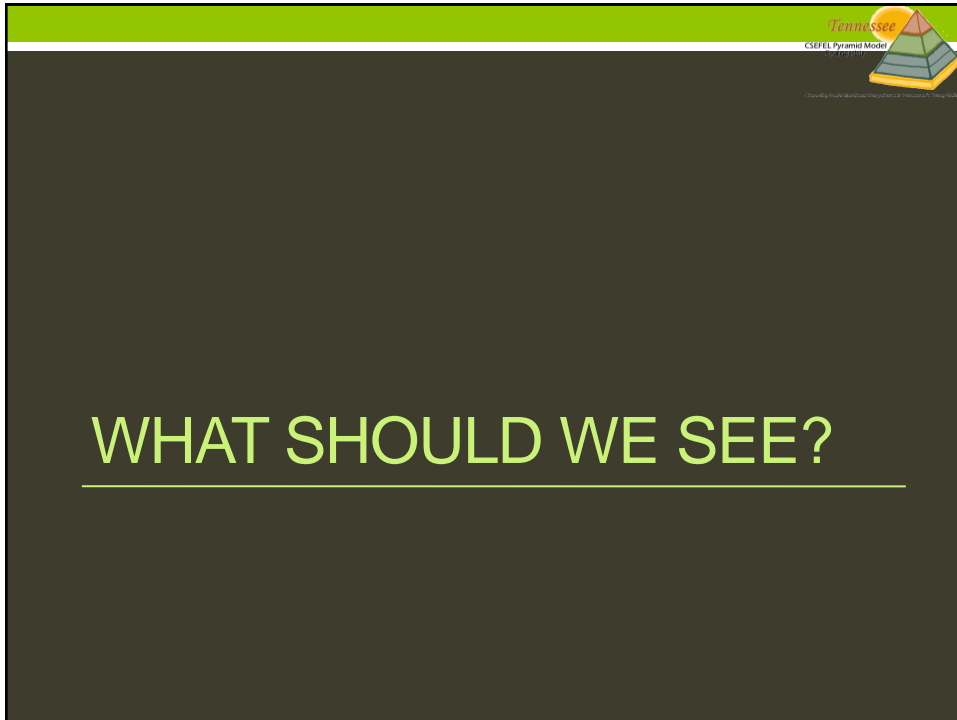
WHAT SHOULD WE SEE?

What Should We See?
When Pyramid Model/PBIS is Used Program-Wide

Outcomes for Children

- The number of children identified as having challenging behavior and referred for mental health services has decreased.
- Children understand and follow behavior expectations
- Children support each other in following behavior expectations
- Children are able to transition from one classroom to another without difficulty
- Children adjust to the classroom more quickly

Source: Classroom Observations, Head Start Center Observation Form, DEC Recommended Practices Program Assessment, and the Early Childhood Environment Classroom Rating System (ECERS)

What Should We See?

When Pyramid Model/PBIS is Used Program-Wide

Outcomes for the Program

- Reduce outside referrals
- Eliminate "time-out" as a practice
- Improve overall program quality
- Increased use of comprehensive strategies and team planning
- Changes in individual interventions
- A 50% reduction in staff turnover
- Improved staff satisfaction

Source: Classroom Observations, Head Start Center Observation Form, DEC Recommended Practices Program Assessment, and the Early Childhood Environment Classroom Rating System (ECERS)

Classroom Implementation Approach

Training programs focused on the helping teachers to promote children's positive social-emotional competence are associated with children's increased social skills and a reduction in problem behaviors. (Bierman, K. L, et. al, 2008)

- Teachers show significantly:
  - Greater enjoyment of time with children
  - Greater enthusiasm for teaching
  - More emotionally secure base for children
  - Less anger, sarcasm, and harshness (Raver, C.C. et al, 2009)

- Children show significantly:
  - Less (observed) aggressive/disruptive behaviors
  - Less (teacher reported) internalizing (withdraw, sad) and externalizing (aggressive/disruptive) behaviors (Raver, C.C. et al, 2009)

Discussion: There's No Time!

"I don't have time to teach all of these things. I'm already busy teaching literacy, science, health, math *and* completing portfolios, and other assessments!"

MAKING THE CONNECTION

Where to find the Pyramid Model in Early Childhood Education Standards

Finding Commonality in
ECE Classroom Standards/Evaluations

- Currently Used Classroom Standards/Evaluations in Tennessee:
  - CLASS Toddler/CLASS Pre-K
  - Common Core
  - TNELDS
  - TN State Content Standards
  - ITERS-R/ECERS-R
  - High Scope
  - *Coming Soon: PARCC*

WHAT Common Language?

ITERS & ECERS

- Most Commonly Used Environment Rating Scales
- Covers Classroom Environments for Children Birth-5

INFANT/TODDLER ENVIRONMENT RATING SCALE
REVISED EDITION

Updated with additional notes and a

Thelma Harms   Debby Cryer   Richard M.

EARLY CHILDHOOD ENVIRONMENT RATING SCALE
REVISED EDITION

Updated with additional notes and a new expanded scoresheet

Thelma Harms   Richard M. Clifford   Debby Cryer
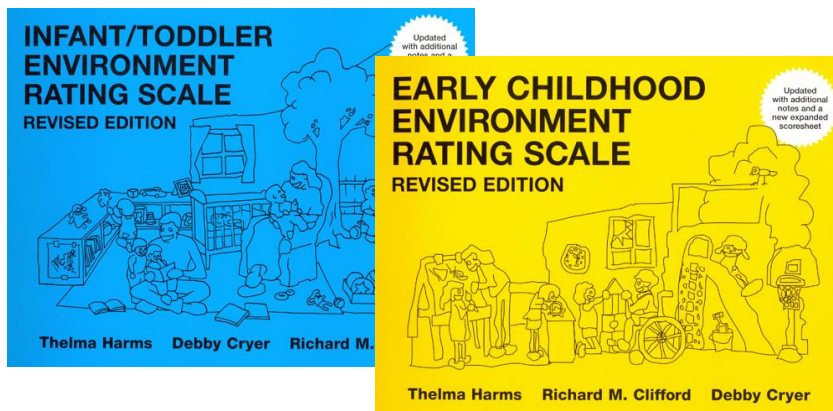
ECERS

The revised ECERS contains items related to:

- Interaction (staff-child, child-child and discipline),
- Curriculum (nature/science and math/number)
- Health & Safety

EARLY CHILDHOOD ENVIRONMENT RATING SCALE
REVISED EDITION

Updated with additional notes and a new expanded scoresheet

Thelma Harms   Richard M. Clifford   Debby Cryer
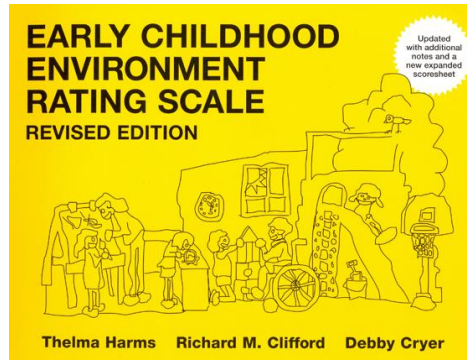
Examples of ECERS Standards

• Creative room arrangement (well defined interest centers, accessible materials)	• **ECERS-R** (Space & Furnishings) 4. Room Arrangement **Module 1: Classroom Arrangement**
• Concepts are introduced in response to children's interests or to solve problems.	• **ECERS-R** (Language-Reasoning) 17. Using language to develop reasoning skills **Module 2: Problem Solving Skills**

Classroom Assessment Scoring System (CLASS)

The CLASS Pre-K (ages 3 to 5) tool assesses teacher–child interactions through a 2- 3 hour observation cycle.

- **Three key domains of teacher–student interaction**:
  - Emotional Support
  - Classroom Organization,
  - Instructional Support

- **Developmentally appropriate descriptions** of what effective interactions look like in pre-K classrooms
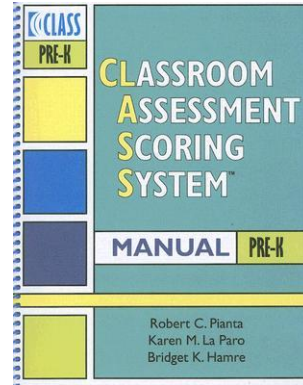
Classroom Assessment Scoring System (CLASS)

- **Gives a picture of classroom interactions**

- **Highlights areas of strength and areas for growth** to encourage professional development

- **Identifies programs' most urgent needs**: accountability, professional development, and research
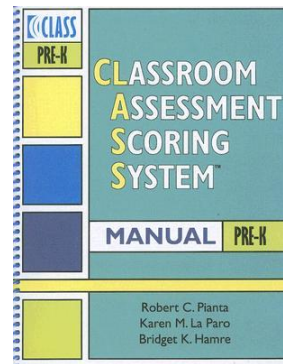
Examples of CLASS Pre-K Standards

• Maximizing learning time through use of routines, organized activities & directions	• Domain: Classroom Organization Dimension: Productivity **Module 1: Schedules & Routines, Directions & Feedback**
• Level of expressed anger, hostility or aggression by teacher and/or students	• Domain: Emotional Supports Dimension: Negative Climate **Module 1: Directions & Feedback Module 2: Emotional Literacy, Teaching Impulse & Anger Management**
• Interactions with students & class that emphasize students' interest, motivation & point of view.	• Domain: Emotional Supports Dimension: Regard for Student Perspectives **Module 1: Building Nurturing & Responsive Relationships Module 2: Emotional Literacy**

Tennessee Early Learning Developmental Standards (TN-ELDS)

- First developed in 2004 to provide documentation of the continuum of developmental milestones from birth-5.
- Four year old standards were revised & adopted by the State Board of Ed in August 2012.
- Birth-48 month standards were revised in 2013 & adopted in 2014.
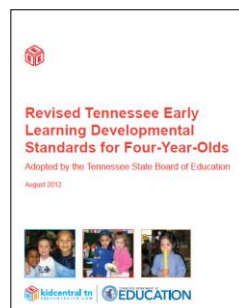
Tennessee Early Learning Developmental Standards (TN-ELDS)

Birth-48 Months

- Approaches to Learning (AL)
- Social Emotional Development (SE)
- Language and Early Literacy (LE)
- Math (MA)
- Science (S)
- Social Studies (SS)
- Creative Arts (CA)
- Physical Development (PD)

4 Year Olds (PK)

- Approaches to Learning (AL)
- Social Emotional (SE)
- Reading:
  - Informational Text (RI)
  - Literature (RL)
  - Foundational Skills (RF)
- Writing (W)
- Speaking and Listening (SL)
- Language (L)
- Math
  - Counting & Cardinality (CC)
  - Operations & Algebraic Thinking (OA)
  - Measurements and Data (MD)
  - Geometry (G)
- Science (S)
- Social Studies (SS)
- Creative Arts (CA)
- Physical Development & Health (PD)

Examples of TN-ELDS 4 Year Old Standards

• Demonstrate awareness and understanding of safety rules.	• Physical Development & Health (Personal Health & Safety)
	Module 1: Behavior Expectations &Rules
• Recognize that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.	• Social Studies (Civics, Citizenship, and Government)
	Module 1: Building Positive Relationships, Behavior Expectations & Rules
• Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (i.e. trade, take turns, share, wait) with or without adult guidance and support.	• Social Emotional (Regulate own response to needs feelings, and events)
	Module 2: Anger Management, Problem Solving

Common Core State Standards

"The Common Core is a great opportunity to show that without your ability to self-regulate, to problem solve, and to work in teams, you're not going to be able to develop the critical thing that is necessary to achieve at this new more rigorous curriculum."

-Eric Gordon
Superintendent, Cleveland Metropolitan School District

[Educational Summit: Beyond Bullying, Safe Schools Successful Students. Teachers College, Columbia University (2013)]

Common Core State Standards

- Only Reading and Math standards for Pre-K through 5th Grade
- Adopted by 45 states & the District of Columbia (4 territories & the DoD)
- Standards are a FRAMEWORK not a CURRICULUM
- Developmentally appropriate, and build on each other each year.

Common Core State Standards

- But most importantly:

Common Core opens the door for
more **flexible** classrooms & **non-cognitive learning**
within **academic** teaching.

Examples of
Common Core State Standards

- Speak audibly and express thoughts, feelings, and ideas clearly	- CCSS Reading: Speaking and Listening (SL)
	Module 2: Emotional Literacy
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	- CCSS Reading: Speaking and Listening (SL)
	Module 1: Building Nurturing and Responsive Relationships **Module 2: Emotional Literacy, Friendship Skills**
- Make sense of problems and persevere in solving them	- CCSS Mathematics: Math Practice All Grades Standard 1
	Module 2: Problem Solving Skills

Tennessee Content Standards

- Standards have been developed in themed content areas for PreK-5th Grade
- Standards include:
  - Arts Education
  - Computer Technology
  - Personal Health and Wellness
  - Social Studies
  - Science

Examples of
State Content Standards

• Explain the purpose of rules and laws	• Content Standard Social Studies
	Module 1: Behavior Expectations & Rules
• Identify the importance of developing and maintaining healthy relationships	• Content Standard Personal Health & Wellness
	Module 1: Building Nurturing and Responsive Relationships **Module 2: Emotional Literacy, Friendship Skills**
• Experiment with sensory and emotional experiences to create a character	• Content Standard Art (Theater) First Grade Standard 2.1
	Module 2: Emotional Literacy,

READING THE CROSSWALKS

TTACCT Pre-K
TTACCT Infant-Toddler
Common Core/State Standards

CLASS & The Pyramid Model

CLASS and The Pyramid Model:

CLASS Pre-K	Descriptions	Pyramid Model
CLASS Pre-K Domain		**Tiers and Concepts**
Emotional Supports	The teachers ability to support social and emotional functioning	Nurturing and Responsive Relationships – High Quality Supportive Environments – Targeted Social Emotional Supports
Dimensions		
• positive climate	Emotional connection, respect & enjoyment between teacher and students	Building Positive Relationships
• negative climate	Level of expressed anger, hostility or aggression by teacher and/or students	Directions & Feedback Emotional Literacy Teaching Anger Management & Problem Solving Skills
• teacher sensitivity	Awareness & responsivity to students' academic and emotional needs	Building Positive Relationships Emotional Literacy Directions & Feedback
• regard for student perspectives	Interactions with students & class activities that emphasis students' interest, motivation & point of view	Building Positive Relationships Emotional Literacy
Classroom Organization	The process of organization & management of students' behavior, time & attention	Nurturing and Responsive Relationships – High Quality Supportive Environments – Targeted Social Emotional Supports – Behavior Interventions
Dimensions		
• behavior management	How effectively teachers monitor, prevent, and redirect behavior	Behavior Expectations & Rules Directions & Feedback Teaching Anger Management Teaching Problem Solving Teaching Friendship Skills
• productivity	Maximizing learning time through use of routines, organized activities & directions	Schedules & Routines Directions & Feedback
• instructional learning formats	Provides interesting activities & materials that keep students engaged	Classroom Design Schedules & Routines
CLASS Pre-K Domain		**Tiers and Concepts**
Instructional Supports	Effective support of cognitive & language development	Nurturing and Responsive Relationships – High Quality Supportive Environments – Targeted Social Emotional Supports
Dimensions		
• concept development	Use of instructional discussions & activities to encourage use of higher-order thinking skills instead of rote instruction	Emotional Literacy Teaching Anger Management Teaching Problem Solving Teaching Friendship Skills
• quality of feedback	Teachers extend learning through their responses to students' ideas, comments and work	Directions & Feedback
• language modeling	Facilitating and encouraging student language	Emotional Literacy Teaching Problem Solving Teaching Friendship Skills

PreK CROSSWALK

- Tool includes a crosswalk for referencing connections to Classroom Standards AND for seeking out more information on a given topic.

- **Full Infant-Toddler Crosswalk has 5 Sections:**
  - CSEFEL/Pyramid Model Topic area
  - TTACCT-IT (more on this in a moment)
  - ITERS-R
  - TN-ELDS
  - CLASS (Toddler)

- **Full Pre-K Crosswalk has 5 Sections:**
  - CSEFEL/Pyramid Model Topic Area
  - TTACCT (more on this in a moment)
  - ECERS-R
  - TN-ELDS
  - CLASS (Pre-K)

Pyramid Model Crosswalk

Tennessee Pre-K Classroom Standards

Pyramid Model Introduction for Teachers

Pyramid Model Session	Related Pyramid Model Materials
Session 1: An Introduction to Challenging Behavior	Picture of Pyramid-Handout http://www.challengingbehavior.org/do/resources/documents/pyramid_model_handout.pdf

	Pyramid Model Module	TTACCT	ECERS-R (as numbered on score sheet)	CLASS Pre-K	TNELDS
M O D 1	Session 2: Building Positive Relationships	1, 6	18, 17	Positive Climate, Teacher Sensitivity, Student Perspective, Quality Feedback	SE.PK.4, SE.PK.5, SL.PK.1b, SL.PK.3, SL.PK.4, SS.PK.4
	Session 3: Classroom Design	7, 8, 9, 10, 11, 12	1, 4, Specifics: 19-27	Student Perspective, Productivity	AL.PK.1, AL.PK.2, AL.PK.4
	Session 4a: Schedule & Routines	2, 14	34, 35, 36	Positive Climate, Teacher Sensitivity, Student Perspective, Instructional Learning	AL.PK.1, AL.PK.2, AL.PK.9, SE.PK.13, AL.PK.9
	Session 4b: Directions & Feedback	4, 15	30, 34	Positive Climate, Teacher Sensitivity, Behavior Management, Productivity, Quality Feedback	AL.PK.9 SE.PK.3, SE.PK.13
	Session 5: Behavior Expectations & Rules	3, 13	14, 31, 33	Positive Climate, Teacher Sensitivity, Student Perspective, Instructional Learning	PD.PK.9 SE.PK.12, SE.PK.13, SE.PK.14 SS.PK.4, SS.PK.5

Pyramid Model Crosswalk
Tennessee Infant/Toddler Classroom Standards

Pyramid Model Introduction for Teachers	
Pyramid Model Session	**Related Pyramid Model Materials**
Session 1: Pyramid Model Introduction & Overview	**Picture of Pyramid-Handout** http://www.challengingbehavior.org/do/resources/documents/pyramid_model_handout.pdf

	Pyramid Model Module	**TTACCT-I/T**	**ITERS-R (as numbered on score sheet)**	**CLASS Toddler**	**TN-ELDS Birth-48 Months**
M O D 1	Session 2: Social Emotional Development within the Context of Relationships	1	27	Positive Climate Regard for Child's Perspective Teacher Sensitivity Quality Feedback Language Modeling	
	Session 3: Temperament, Attachment, & Building Relationships	2, 11	25, 36	Positive Climate Regard for Child's Perspective Teacher Sensitivity Quality Feedback	

About the Common Core Crosswalk (Kindergarten-First Grade)

1. Pyramid Model Introduction for Teachers

2. Full Crosswalk:
   - Pyramid Model Training Module/Topic Area (Based on K-1 Train-Coach-Train)
   - TDOE Standards (Common Core & Content)

About the Common Core Crosswalk (Kindergarten-First Grade)

3. Addressing Specific Challenging Behavior(s) with Teachers & Parents
   - Form & Function of Challenging Behavior
   - Prevention Strategies
   - Replacement Skills

4. Tennessee Standards Reference Guide

Reading Your Crosswalk: Decoding the Crosswalk

Discussion: Missing Resources?

"I don't have any social emotional books, games or songs. I need all of my planning time to take care of regular classroom activities – I can't spend it making things for these *extra* activities."

WEBSITE NAVIGATOR

Walk me through those confusing sites…

Team Tennessee Website:
http://teamtn.tnvoices.org

Here's where you can find out about upcoming trainings & events.

Here's where you can get in touch with us or send someone else to get in touch with us!

Here's where you can download documents & look for new resources from us!

Here's where you can chat with each other about implementation progress.
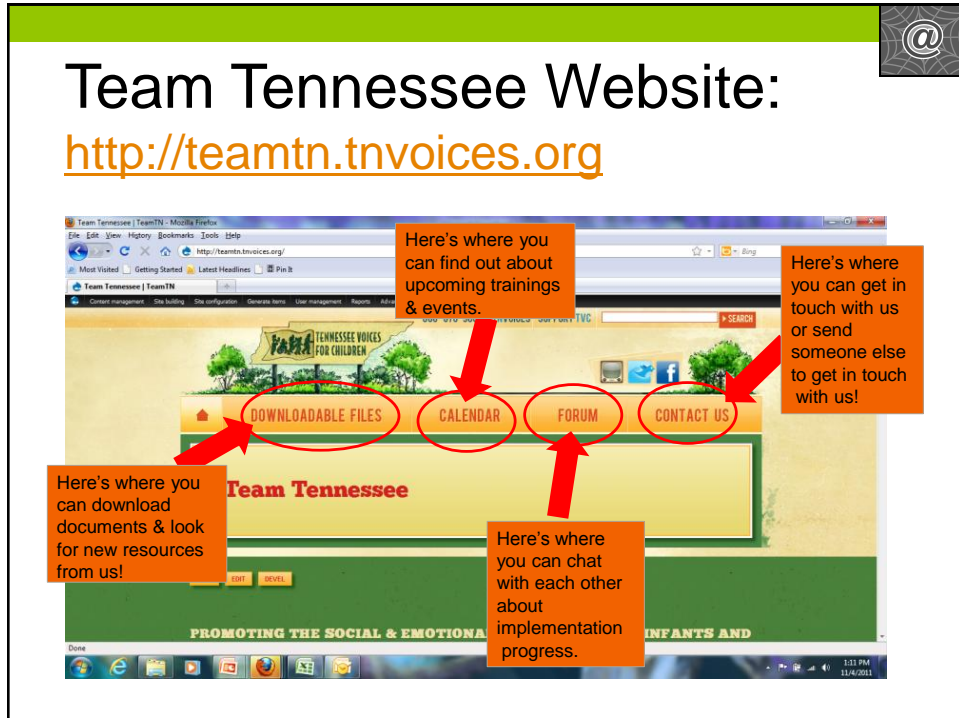
Team TN Resources to Note:

Pyramid Model Resource Sheet-Administrators

Pyramid Model Resource Sheet-Family

Pyramid Model Resource Sheet-Educators

- Links to Resources, Training Materials, Information
- All listed by age group.
- Many of the resources listed in the guides are found on the CSEFEL and TACSEI websites

How to Start Finding Materials/Resources (Easier than Website Surfing!)

Pyramid Model Resource Sheet-*Administrators*
Pyramid Model Resource Sheet-*Family*
Pyramid Model Resource Sheet-*Educators*

Most Important!
Where can I find all the Pyramid Model Implementation Materials?

CSEFEL: http://csefel.vanderbilt.edu

Find a variety of resources for Pyramid Model Implementation

Learn About CSEFEL & the Pyramid Framework

CSEFEL Resources to Note:

What Works Briefs- (WWB)

- Cover Topics across the tiers of the Pyramid.

- 24 briefs in English & Spanish

- Appropriate for administrators, teachers & parents.
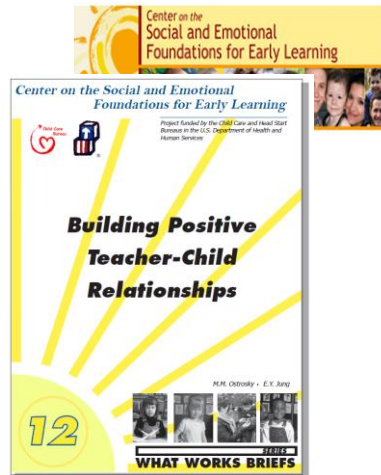
TACSEI: www.challengingbehavior.org
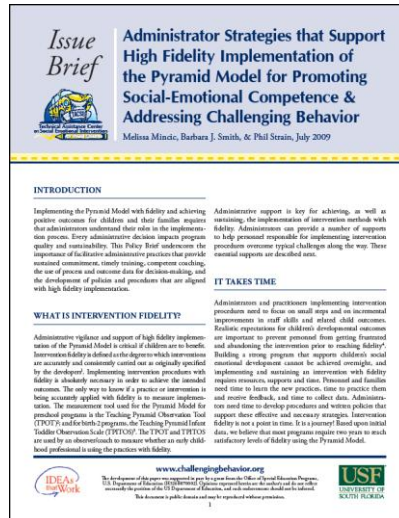

What are you looking for?

Learning about new materials on the website

All about TACSEI

TACSEI Resources to Note:

Issue Briefs:

- 5 different briefs about Pyramid Model Implementation

TACSEI Resources to Note:

Backpack Connection Series

- A series of 14 handouts <u>for parents</u> covering:
  - Emotions
  - Social Skills
  - Routines & Schedules
  - Challenging Behaviors

- Build relationships from school to home

- Encourage social emotional development.

SO, WHAT ELSE?

What do YOU, as a implementer, need from us?

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