

Linking Practices to Promote Language, Literacy, and Social Development

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This Session

- Technical assistance for program improvement
- Changing practices to result in improved outcomes
- Center for Early Literacy Learning
- Technical Assistance Center on Social Emotional Intervention
- Linking of practices

Making a Difference

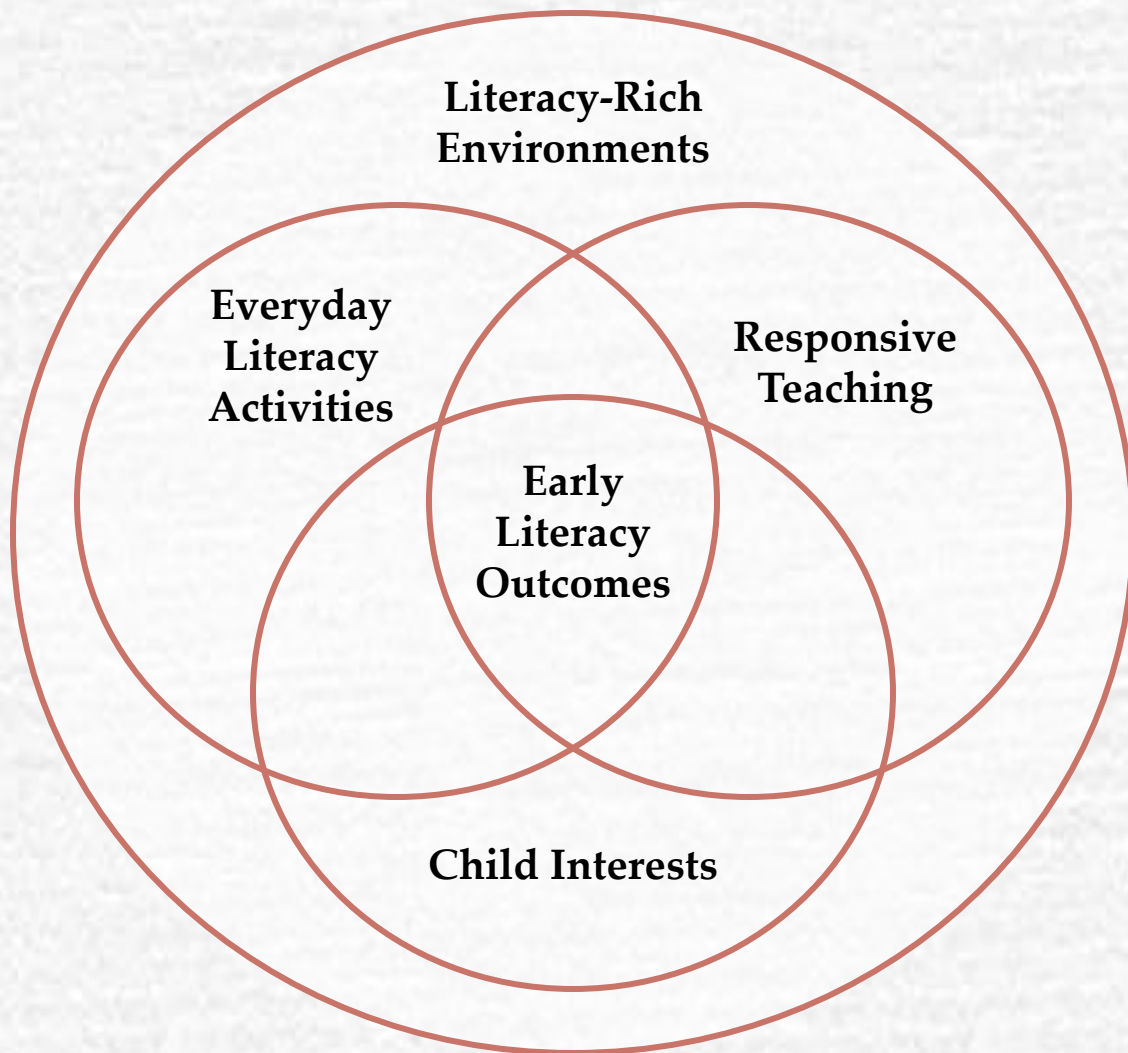
- Working within states
 - **Capacity building approach**
 - **Goal of scaling up**
 - **Training expertise**
 - **Implementation support**
 - **Establishing demonstrations**
- Critical elements
 - **Adult learning**
 - **Practice adoption**
 - **Implementation integrity**
 - **Sustainability**

CELL

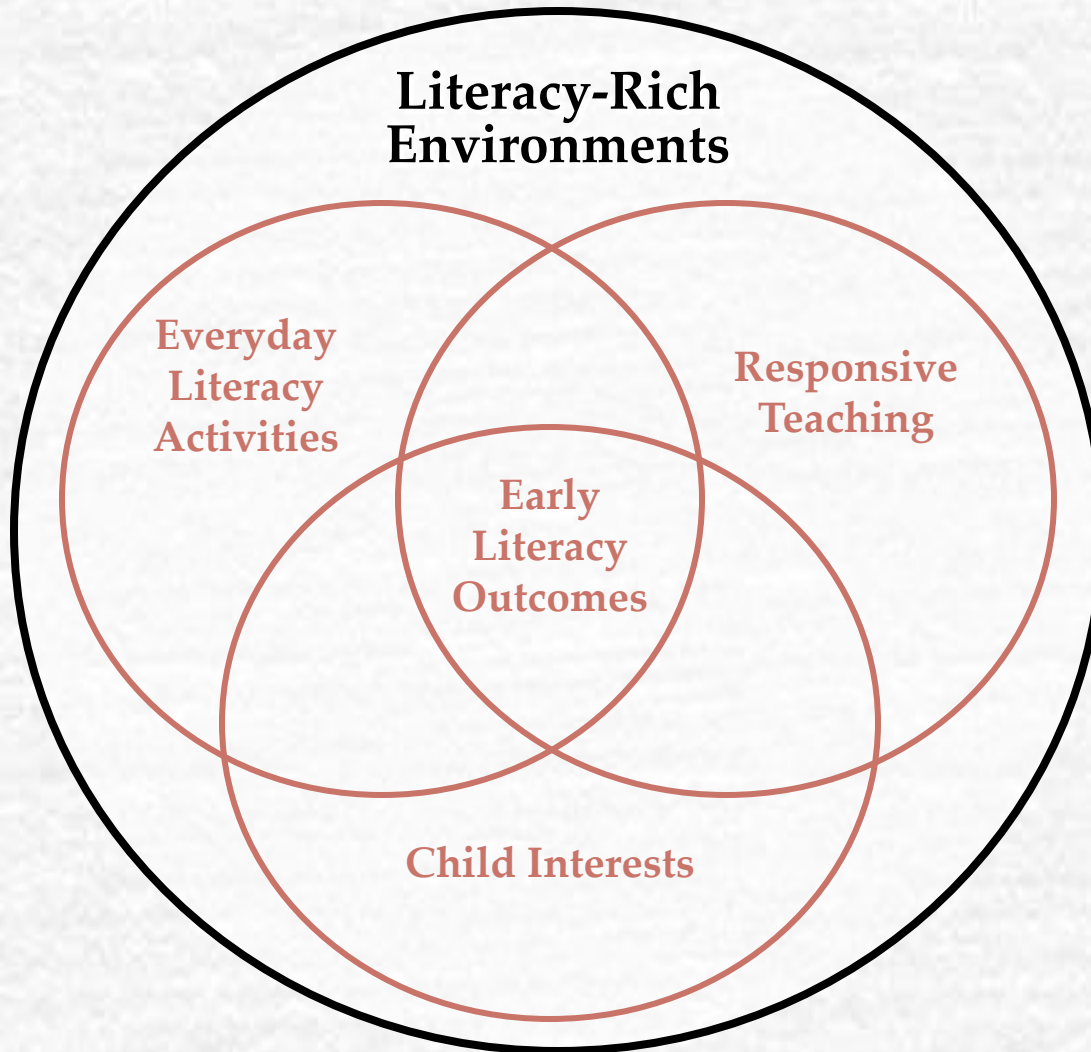
Center for Early Literacy Learning



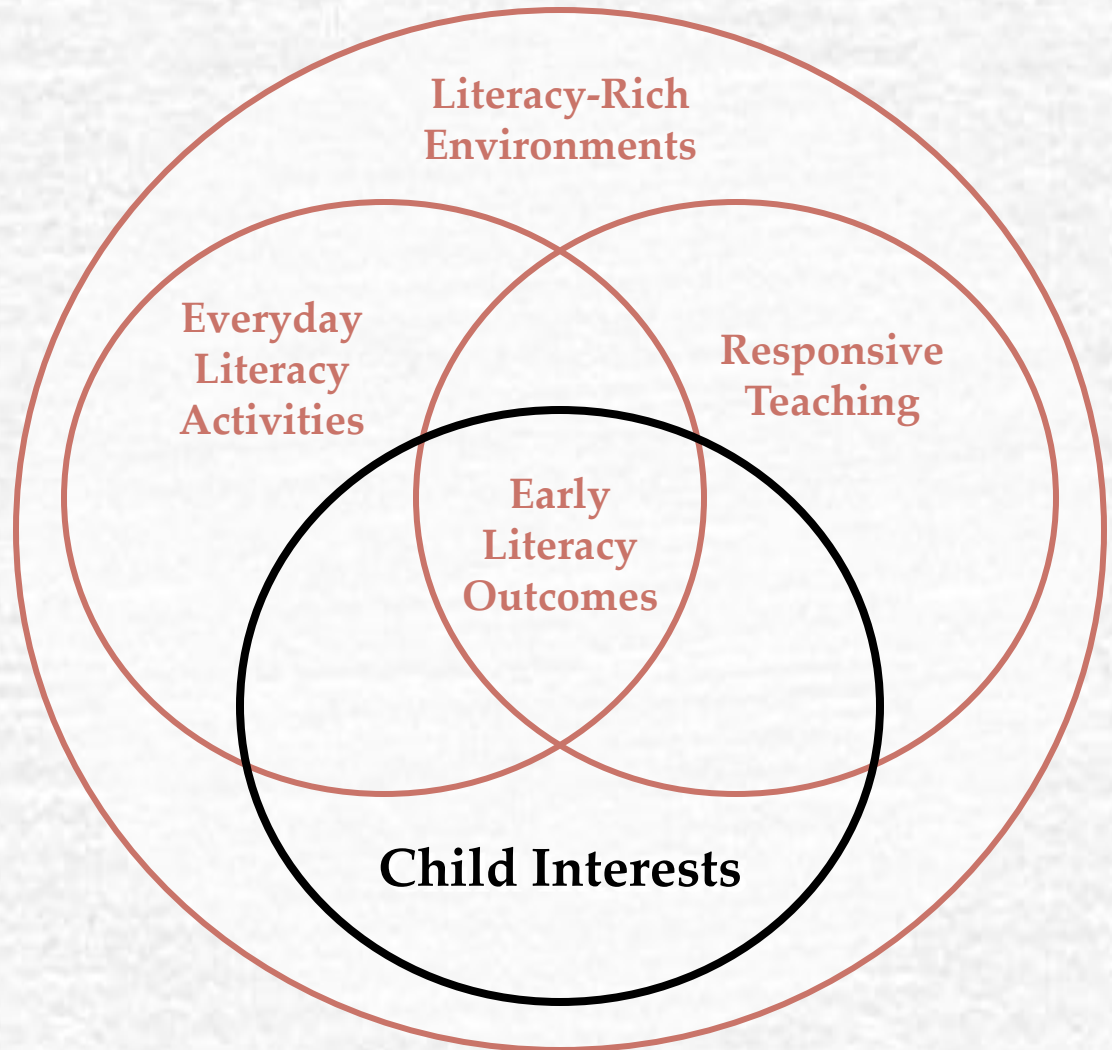
CELL Early Literacy Learning Model



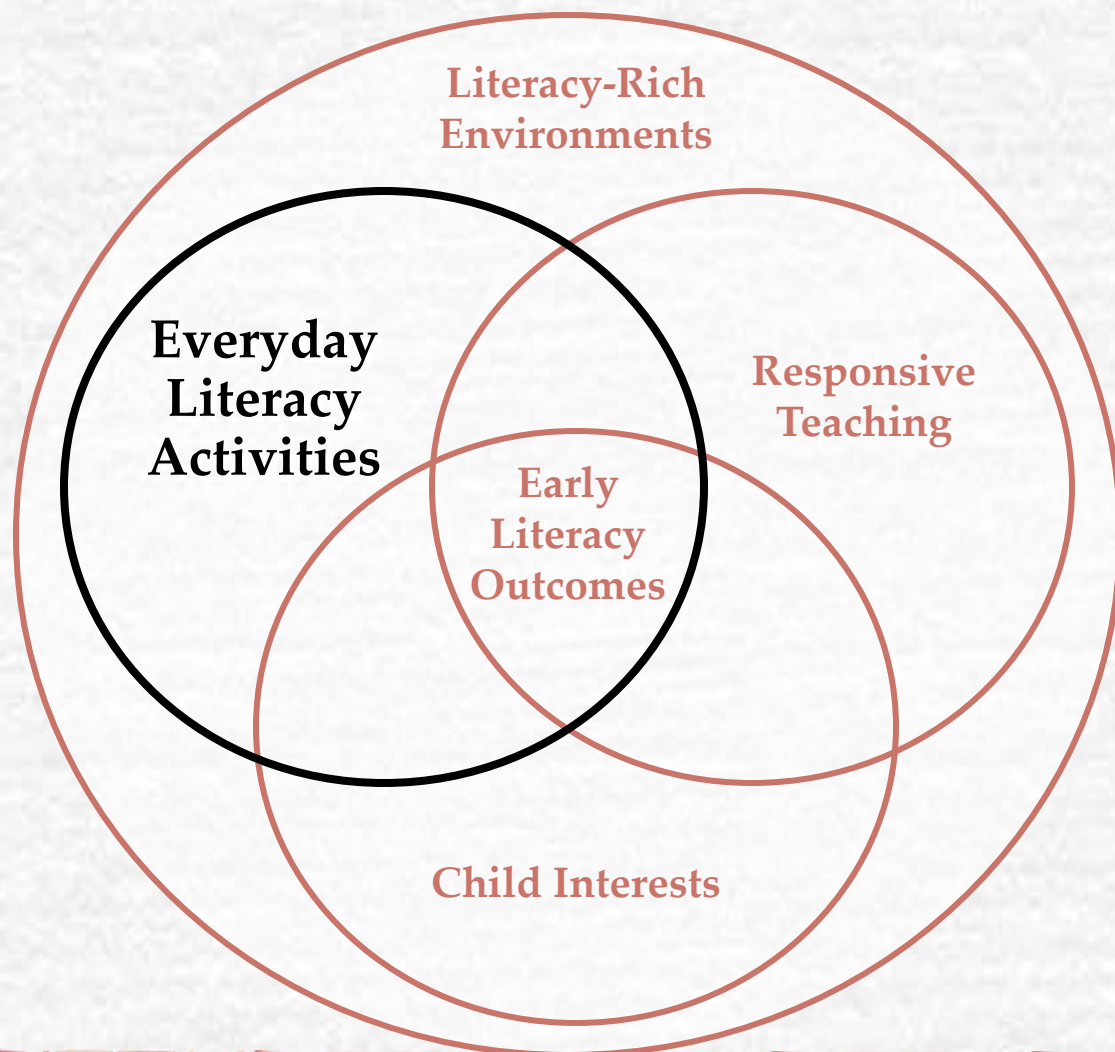
Focus On *Literacy-Rich Environments*



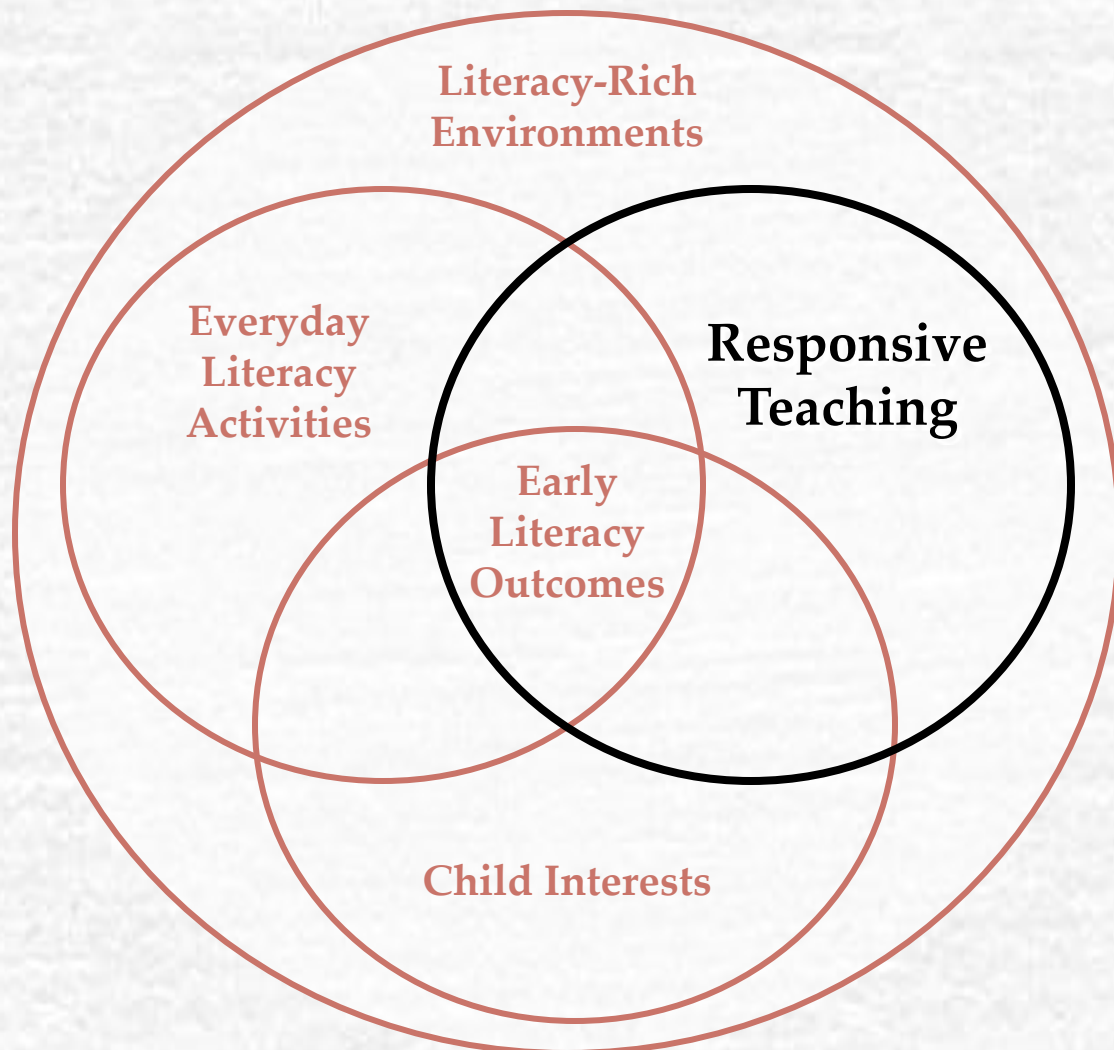
Focus on *Child Interests*



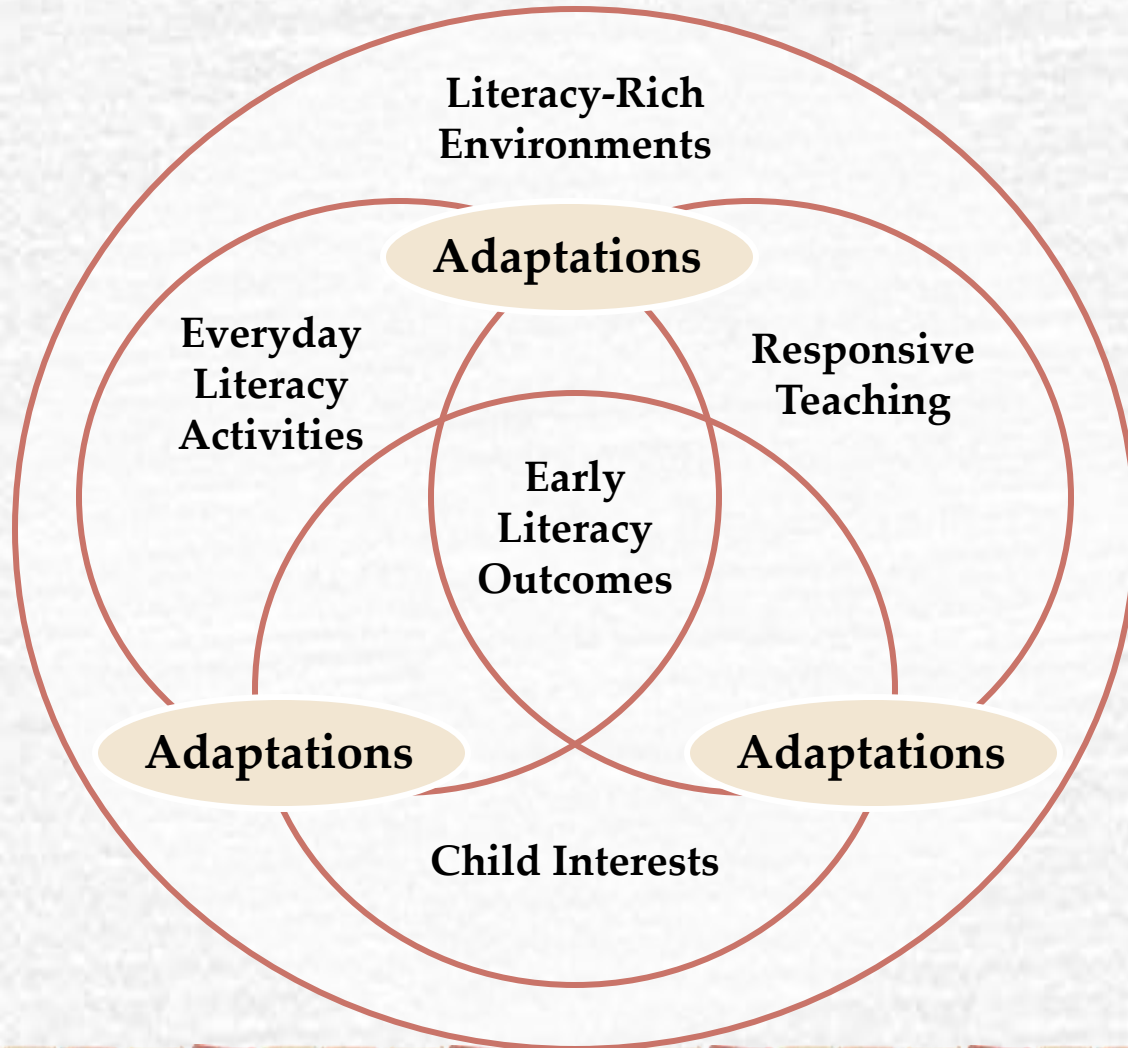
Focus On *Everyday Literacy Activities*



Focus On *Responsive Teaching*



CELL Early Literacy Learning Model: Adaptations



Bringing It All Together

- **Child Interests** are the catalyst for learning opportunities and Cycle of Mastery for every child.
- **Participation** is the main focus when considering adaptations for a child with disabilities or special needs.
- **Adaptations** may be necessary to maximize a child's ability to participate



Products page of CELL website, www.earlyliteracylearning.org

Home

CELL Center for Early Literacy Learning

What's New?

Products

- CELL Practice Guides
- For Parents
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- For Practitioners
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- CELL Notes
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Technical Assistance

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Center Activities

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CELLpapers

CELLpapers are articles that provide background information about the conceptual frameworks used to guide Center for Early Literacy Learning activities and the results of evaluation and research studies conducted by CELL staff.

CELL reviews

CELL reviews are practice-based research syntheses of early communication, language, and literacy development. These syntheses involve systematic analysis and integration of small bodies of research that have investigated the same or similar practices having the same or similar outcomes.

CELLnotes

CELLnotes are one- to two-page summaries of the findings from practice-based research syntheses. These summaries, written in a user-friendly format, are designed specifically for practitioners and parents.

CELLpractices

CELLpractices include descriptions of the methods, steps, or procedures for promoting adoption and use of evidence-based literacy learning practices by practitioners, parents, and other caregivers.

CELLtools

CELLtools are collections of evidence-based practices for improving early literacy learning. For practitioners to use with parents and other caregivers.

CELLcasts

CELLcasts are multimedia presentations including podcasts, audio mp3s, downloadable Quicktime®, and online versions of CELL practices.

CELLvideos

CELLvideos are designed for the teacher, parent, trainer, coach and home visitor. Each video introduces and illustrates a key component of the CELL Early Literacy Learning Model.

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CELL is a research-to-practice technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs, Research to Practice Division.

IDEAS the Week

W3: KATHY L.B. W3: ESM Cynthia Tetter

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Two Types of CELL Practice Guides

Universal Practice Guides

Practice Guides with Adaptations



Example of CELLpractices for Preschoolers

Especially for practitioners working with preschoolers!

The First Letter Is . . .

Phonological Awareness

To be able to read when they enter school, preschoolers need to be familiar with letter sounds. Making the connection between pictures and letter sounds is a great way to introduce preschoolers to the alphabet.

What is the practice?

While looking at picture books with preschoolers in your class, have them name the pictures. Repeat the name of the picture while placing emphasis on the beginning letter of the word. Have the children sound out the word or beginning letter of the word with you. Books that have pictures of the beginning letter by itself will help preschool children begin to recognize written letters.



What does the practice look like?

There are many ways to help preschool children make connections between pictures and letter sounds. Reading and sharing books with your students provides a great time for pointing out things on the page and asking about beginning letter sounds. Point out letter sounds on signs around the classroom, on labels of items, or anywhere that children see written words.

How do you do the practice?

Follow the children's interests when choosing books or other reading materials.

- If some of the children in your class like horses, read a book or share a magazine about horses with them. Point to the pictures while having them sound them out. You could point to a picture of a saddle and ask them with what sound/letter it starts. Remember to be encouraging and patient with the children.
- Play a game like 'I Spy' with the class. Instead of giving the usual clue, say "I spy something that starts with a B. Do you remember what sound the B makes? It makes a 'buh' sound." Let the children have fun finding things in the room that start with the letter's sound.

How do you know the practice worked?

- Are the children becoming familiar with letter sounds?
- Do the children show more interest in picture books?
- Do the children make connections between letter sounds and words?

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Take a look at more first letter sounds

Sounds Like Fun!

The children in Alma's preschool class enjoy playing an alphabet game. Alma calls out a letter sound and the children have to find something that begins with that sound. They can move two steps forward each time they are first to find something. The first person to reach the finish line that Alma made on the floor is the winner. Alma says, "Letter C" as she holds up a card with a large letter printed on it. "Kkk" she says to the class, pronouncing the hard C sound. "Who can find something that begins with the letter C?" "Cup!" Mia calls out excitedly as she picks up a cup in the play kitchen. Alma replies, "That's right! You can move two steps forward." With a proud smile, Mia takes two steps closer to the finish line.



Everyday Opportunity

Several children in Chris' preschool class are curious about a very large package that has been delivered to their center. They gather around to watch as Chris starts to open the package. Seeing the children's interest, Chris pauses and says aloud "Hmmm, I wonder what could be in here?" She points to the words on the side of the box. "Let's see, what does this word say?" She points at the first letter in one of the words. "That's the letter B. What sound does B make?" One of the children says, "Ba." Chris repeats the sound, "Bbb." She then reads the word aloud to the children, emphasizing the first sound, "Bbb-boww. Let's see what's in here." She removes the tape to reveal paper bowls for morning cereal. "Just what we need for breakfast!" she says.



Sign Along and Learn

Amanda teaches an inclusive preschool class, in which three of the children are deaf. She uses sign with them so they can join in the activities with the rest of the class. At circle time, Amanda chooses an alphabet book to read to the children. As she reads aloud, "A is for Airplane," she makes the sign for the letter A. She also points to the picture of the airplane on the page and signs the word. She does this for each page, so that all of the children, including those who are deaf, can learn the letter names and the corresponding words.



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Organization of Practice Guides

- **Linguistic Processing and Print-related**
 - **Linguistic Processing**
Listening Comprehension
Oral Language
Phonological Awareness
 - **Print-Related**
Print Awareness
Written Language
Alphabet Knowledge
Text Comprehension
- **Infants, Toddlers, and Preschoolers**
- **Parent and Practitioners**



Example of CELLpractices for Toddlers in 2 Versions

For PARENTS

For PRACTITIONERS

Take a look at more letters and symbols

The Sign Game

Marta, who is 3 years old, and her dad like to play the sign game when doing errands. When they get in the car and start driving, Marta's dad says, "I see a red sign. What should I do?" Marta squeals back, "Stop! Stop sign!" As her dad stops the car, he says "This is glad you know that the red sign means stop." When they get to the store, Dad points to an arrow on the door. He says, "What should I do now, Marta?" Again she laughs and says, "Go in." Dad points out an arrow, explaining to Marta what it means, and becomes part of their game.



Picture Signs

Nicky is a toddler who sometimes messes things. He has learned, along with his mom, to use a picture sign to help his memory. Mom made signs with pictures on them. They have taped them to the door. A sign with a red symbol for not to touch the stove. The picture of the kitchen sink with his own and photos of his favorite toys, mark baking. Mom and Nicky make new words to remind himself and his family down the old ones as he no longer

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Especially for parents of toddlers!

Letters and Symbols Are Everywhere

Symbols and Letters

Learning that symbols and printed letters have meaning is an important early learning skill for toddlers. Symbols and letters are everywhere in a toddler's world. It is important to help her begin to understand what they mean.

What is the practice?

As you move around your community together, you will find opportunities to help your child understand signs. For example, she can learn that a red sign with the word STOP means that a car or bus must stop.

What does the practice look like?

Signs (stop signs) and symbols (flash-food logos) can help your toddler learn that symbols and words have meaning. She will benefit by seeing the connections between symbols and letters and the things they represent.

How do you do the practice?

Discover ways to help your toddler see these connections as you go out in your community together.

- Begin by noticing the words or signs that catch your toddler's attention. Perhaps she will notice the blinking Open sign in a shop window or the red stoplight hanging over the street.
- Follow your child's lead by acknowledging what she notices. "I see you looking at that blinking sign in the window."
- Explain what the sign means. "That sign says Open and it means we can go in the store and buy something."
- Go to the door and show her that it is open and you can go inside.
- The next time you see an Open sign on a store, point it out to your toddler and remind her what it means.
- When you see a sign or symbol that you think your toddler will like, point it out. Explain what it means. (An ice cream cone, a steaming coffee cup, a lit lightbulb sign, etc.)



How do you know the practice worked?

- Does your toddler more frequently notice signs or symbols?
- Does your toddler enjoy looking at the signs you show her?
- Does your toddler ask you about the signs or symbols she sees?

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COURTESY ALASKA LITERACY LEARNING

Take a look at more letters and symbols

Finding Fun With Traffic Signs

Ryan likes to play with cars and trucks, riding them across his grandmother's house. In order to help Ryan learn about symbols and letters, his grandmother and his grandmother made some traffic signs. They started with a green traffic light, a stop sign, an arrow pointing left, and another pointing right. Beginning with the stop sign and green light, they helped Ryan learn what they mean. When he is riding his car around his grandmother's house, he can go right, he can go left, he can go straight, and he can stop. After he learned what an arrow meant, they made a symbol showing the car in a circle and he can go around. Ryan loves the go with his grandmother and his grandmother had to play with him.



Especially for practitioners working with toddlers!

Letters and Symbols Are Everywhere

Alphabet Awareness

Learning that symbols and printed letters have meaning is an important early skill for toddlers. Symbols and letters are everywhere in a toddler's world. It is important to help toddlers gain an understanding of what they mean.

What is the practice?

A look around the home and neighborhood will present many opportunities for a toddler to begin to learn and understand that letters and symbols have meaning. Point out that red sign with the word STOP on it at the end of the street. Explain that it means that the car or bus has to stop. You can help the toddler connect the word stop and the color red in the sign with the shopping cart.

What does the practice look like?

Look at a magazine or flyer with a toddler. Help her find signs such as traffic signs and symbols such as a favorite food-food restaurant sign. Toddlers recognize the signs we learn that signs and symbols have meaning. The toddler will benefit from these activities. They help her develop and understand that there is a connection between abstract symbols and letters and the objects that they represent.



How do you do the practice?

There are many opportunities to help your toddler make the connection as you move about your community with her.

- Begin by noticing the words or signs that catch the toddler's attention. Perhaps she will notice the blinking Open sign in a shop window or the red stoplight above the street.
- Follow the child's lead by acknowledging what she notices. "I see you looking at that blinking sign in the window."
- Explain what the sign means. "That sign says open and it means we can go in the store and buy something."
- Go to the door and show her that it is open and you can go inside.
- The next time you see an open sign on a store, point it out to your toddler and remind her of what it means.
- When a sign or symbol catches your toddler's eye, point to it and explain what it means.

How do you know the practice worked?

- Does the toddler notice signs or symbols more frequently?
- Does the toddler enjoy looking at the signs you show her?
- Does the toddler ask you about the signs or symbols she sees?

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COURTESY ALASKA LITERACY LEARNING

Example of Universal CELLpractices for Parents Spanish-Language Translation

¡Especialmente para los padres de los niños en edad pre-escolar!

M de mamá

Las rimas y la percepción de los sonidos

Antes que los niños en edad pre-escolar puedan aprender a leer, necesitan familiarizarse con los sonidos de las letras. Vincular los sonidos de las letras con las imágenes, es una forma estupenda de introducir el alfabeto en la vida del niño.

La práctica

Mientras tú y tu niño miran juntos las ilustraciones o fotografías de los libros, que tu pequeño te diga qué es cada imagen. Repite el nombre de la imagen, remarcando el sonido de la primera letra de la palabra. Haz que repita contigo la primera letra. Los libros de abecedarios que muestran cada letra del alfabeto por separado ayudarán a tu niño a aprender a identificar las letras escritas.



¿Cómo es la práctica?

Hay muchas maneras de ayudar a tu hijo a que conecte la imagen de alguna cosa con la primera letra del nombre de la cosa. Por ejemplo: la página de un libro tiene la foto de un león y una letra L bien grande. Esto ayudará a tu niño a conectar la fotografía y la letra con el sonido de la E, que él escucha cuando le lees la palabra "león". La lectura y el leer juntos es un excelente momento para nombrar objetos y hablar sobre los sonidos de las letras.

¿Cómo lo hacemos?

- Al elegir los libros u otros materiales de lectura ten en cuenta los intereses de tu niño. Por ejemplo: Si a tu niño le gustan los caballos, lean un libro o una revista sobre los caballos. Señala y habla sobre las imágenes que vean. Cuando señales la fotografía de una montura, preguntale con qué letra comienza montura o qué sonido tiene la primera letra de la palabra. Se paciente con tu hijo.
- Tómense para nombrar las ilustraciones o fotografías que hayan en un libro. Pídele a tu niño que escuche con atención el sonido de la primera letra de la palabra. Por ejemplo: cuando encuentres la foto de un establo. Ayuda a tu niño a decir "establo" y que escuche cómo suena la "E".
- Una vez que tu niño "oiga" el sonido de la primera letra en una palabra, haz que él piense en otras palabras que tengan el mismo sonido. Trata de encontrar, en el libro, ilustraciones de otras cosas que comiencen con la letra "E" y díganlos juntos.

¿Cómo sabes si la práctica funcionó?

- ¿Tu niño está familiarizándose con los sonidos de las letras?
- ¿Tu niño muestra más interés por los libros?
- ¿Tu hijo está reconociendo las letras, los sonidos de las letras y las palabras?

CELLpractices
Cómo pasa la alfabetización temprana

Echemos un vistazo a más letras y sonidos

Un libro favorito

Lili, de tres años de edad, escoge un libro para que su mamá se lo lea a ella y a Margarita, su hermana mayor. Es un libro que tiene el abecedario y que la mamá les ha leído una y otra vez. A Lili le gusta porque tiene imágenes grandes, brillantes y coloridas. Ella nunca se cansa de mirarlo. Lili le da el libro a su mamá. "Mami, ¿Deseas que te lea tu libro favorito de nuevo?" "Si, mami, léelo." La mamá lee el libro como hace siempre, enfatizando las palabras que riman y los sonidos de cada letra. Esto les encanta a sus hijas. Cuando terminan el libro, Lili sonríe y le pide toda entusiasmada "mami, ¡léelo otra vez!"



¡Una vez más!

Daniel, de 4 años de edad, ama mirar los libros y dar vuelta las hojas. Incluso, le gusta jugar con sus libros. Los apla, pone uno encima del otro. Todas las noches a la hora de acostarse su mamá le lee un libro. Hoy van a leer un libro del abecedario. La mamá de Daniel lee una página y después, apunta con el dedo a las imágenes y dice en voz alta lo que son. Ella señala la letra A y atiende a Daniel a que nombre las cosas que están en esa página que empiezan con esa letra. Si Daniel no sabe cómo decir las cosas, él apunta con el dedo a las fotografías. Entonces, su mamá enfatiza el sonido de la primera letra de la palabra, dice "Aaa...Abeja". Cuando la mamá termina el libro, lo cierra y lo pone sobre la mesa. Daniel lo recoge y se lo da a la mamá y le dice "¡Por favor, una vez más!"

Las letras y las señas

Javier, tiene cuatro años y es sordo. Sus padres han estado usando, desde que nació, el lenguaje de señas con las manos. Es casi la hora de comer y Javier está sentado en la mesa de la cocina mirando unos libros, mientras su papá prepara el almuerzo. La mamá se sienta al lado de Javier y le pregunta (usando señas) si le gustaba que le lea un libro. Javier balancea su mano derecha haciendo la señal para "sí". Entonces, elige un libro del abecedario sobre los animales para que su mamá se lo lea. Ella apunta con el dedo a cada foto y letra y a continuación, hace con la mano la señal para la letra. También señala con el dedo cada foto y dice lo que es usando el lenguaje de señas. Javier elige hacer con su mamá, algunas de las señas de las letras.



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Example of CELLpractices with Adaptations

Especially for preschoolers with disabilities

Write On

Drawing and Writing

Most young children think it's fun to draw and write. A preschool child with a disability may need extra help to do these things. This guide shows ways to help a child who has a hard time holding things, how to use writing tools.

What is the practice?

Make it easier for a child to hold a pencil, crayon, or other tool to draw or write. The easier it is to hold the tool, the easier a child can use it.

What does the practice look like?

Think of a child who can't hold small things like crayons, but who can hold big things like cups. Help her learn to draw or write using large-handled paint brushes or pencils made wide for her hand.



How do you do the practice?

Here are some ideas to help a preschool child draw or write:

- Your child can hold a pencil, pen, or other tool when she is comfortable and stable. If she has a hard time sitting alone, place pillows or towels on each side of her. Secure in her seat, she can pay attention to drawing and writing.
- Give your child big pencils or crayons to write letters and draw. Add rubber grips or foam hair curlers to a crayon or pencil. It will not slip out of her hand. Markers with square barrels, instead of round ones, do not roll and will stay where she sets them down.
- Tape sheets of paper to the table top so they do not move. Let your child make a book by making letters on the paper. She can draw pictures for each page. Staple the pages together or tie them with string. You can also tape sheets of paper to a wall or door to provide a vertical writing experience.
- Hold a small white board so it's easy for your child to use markers or crayons. A slant board, or a 3-inch binder turned sideways, are angled surfaces. They can make it easier for your child to draw and write.
- A fun activity is making a greeting card for someone. Use big crayons or markers that are easy to hold and let her draw on a note card or paper. You can print her message in words under her drawing. Making e-cards on a computer is also fun for young children.
- Let your child write with her fingers in sand, shaving cream, or finger paint to try "writing."

How do you know the practice worked?

- Does your child try to "write" on her own?
- Does your child "work hard" to draw or write?
- Is your child making letters or trying to make letters when writing?

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Take a look at more fun with drawing and writing

Word Walks

Miguel and his older brother sometimes go for "word walks" in their neighborhood with their parents. Since Miguel has limited mobility, his brother likes to pull him in a wagon. The brothers have fun trying to find words on things in the neighborhood. Miguel uses easy-to-grasp crayons to make marks and scribbles on the paper on his clipboard. He "writes" many of the words he sees. Whether the words are on mailboxes or service trucks, Miguel and his brother add new words every day.



"Free Rein" Writing

Julie likes horses. One afternoon, she and her mother go to visit her uncle's stable. Julie has fun petting the horses and feeding them oats. She leaves the stable happy and excited. When they get home, Julie's mother asks if she wants to make a book about her visit. Julie eagerly agrees. Julie has difficulty with fine motor control. Her mom puts a foam curler around a pencil so Julie can easily grip it. She tapes a large sheet of paper to the table so that it won't slide. Julie draws and makes marks on the paper as she tells her mother the story she's "writing." Her mom prints Julie's words at the bottom of the page.

Get on the Stick!

Trayce and her family are at the park. Trayce is a 3-year-old who has trouble drawing or writing with a pen or pencil. While she's playing on the baseball field, Trayce draws large circles in the soft clay with a big stick. Mom notices what Trayce is doing. She leans over next to Trayce and makes the letter T in the clay. "Look!" she says. "It's the first letter in your name. T is for Trayce!" Trayce watches her mom and copies what she does. She makes broad strokes with the stick. Trayce is really proud that she can draw the letter T.



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CELLcasts

Multi-format
recordings
of *CELLpractices* in
three versions:

- iPod™ netcasts
- Online Flash™ animations
- Audio-only netcasts



CELL *pops*

Interactive website pages featuring

- Idea “pop-ups” to make literacy learning part of classroom activities
- A comment box for site users’ idea exchange

CELL *posters*

Downloadable PDF posters for parents

Let everyday preschool classroom activities

POP

with literacy-learning POWER!

Play in the Kitchen Center

Provide store flyers and coupons to use in a pretend grocery store.

Help children make a shopping list for an imaginary trip to the store or menus for a restaurant.

Encourage children to explore writing by providing paper, pencils, and notepads.

Supply empty food containers such as cereal boxes, pointing out the printed names on the containers.

Encourage children to explore print by placing cookbooks, menus, and store coupons in the center.

PRACTICE GUIDES and TOOLS from CELL

CELLpractices, two-page practice guides available online as free, downloadable PDFs

CELLcasts, multi-format recordings of *CELLpractices* (Formats: iPod, online Flash, and audio-only)

CELLvideos, short and lively video illustrations of best practices for promoting early literacy learning

CELLpops, interactive, online visuals highlighting ways everyday activities can POP! with literacy-learning power

CELLposters, printable PDF versions of *CELLpops*

CELLtools, quick aids for assessing literacy experiences and opportunities of an individual child or of an infant, toddler, or preschool class.

www.earlyliteracylearning.org





**Technical Assistance Center
on Social Emotional Intervention**



www.challengingbehavior.org



The Pyramid Model:

Promoting Social and Emotional Competence and
Addressing Challenging Behavior

**Tier 3: Few
Children** →

Intensive
Intervention

Assessment based
intervention that
results in
individualized
behavior
support plans

**Tier 2: Some
Children** →

Targeted Social
Emotional Supports

Systematic
approaches to
teaching social skills
can have a preventive
and remedial effect

**Universal
Promotion:
All Children** →

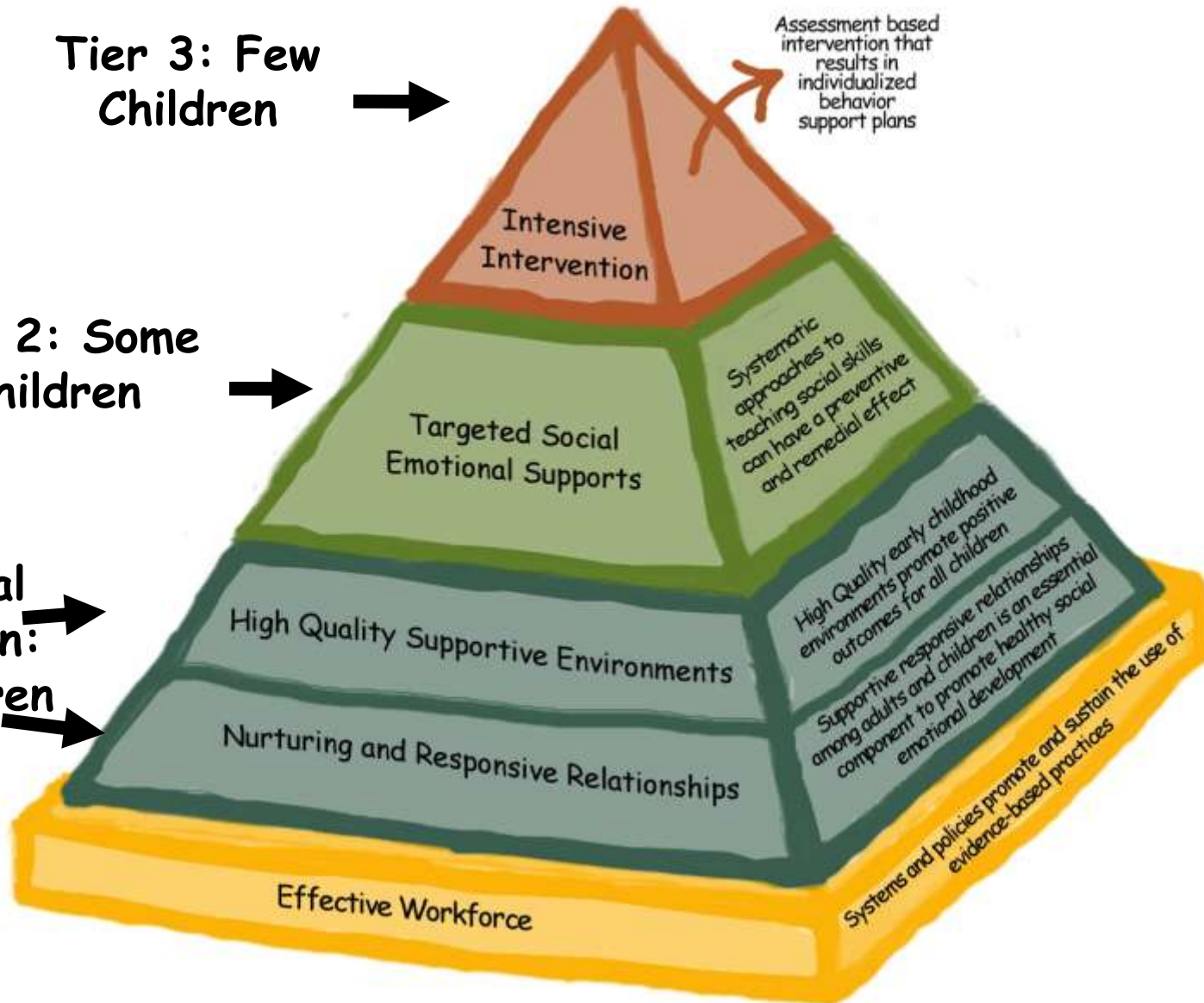
High Quality Supportive Environments

Nurturing and Responsive Relationships

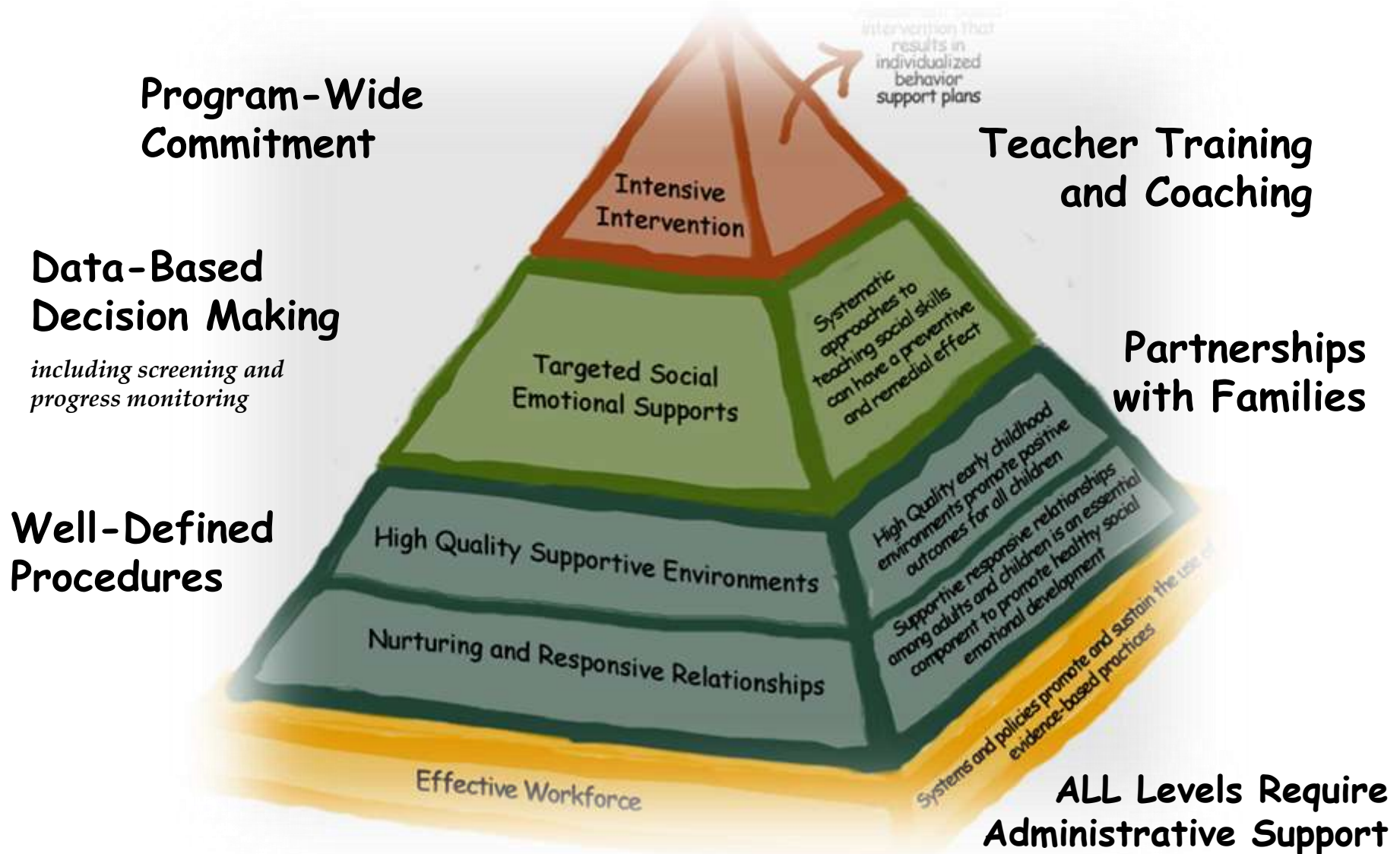
High Quality early childhood
environments promote positive
outcomes for all children
Supportive responsive relationships
among adults and children is an essential
component to promote healthy social
emotional development

Effective Workforce





Systems and policies promote and sustain the use of
evidence-based practices



Program-Wide Adoption



Center Focus

-  Provide a unified message and approach to the field to address challenging behavior and promote social emotional skill development
-  Work in collaboration with existing organizations and technical assistance providers
-  Develop and evaluate models of effective practice
-  Support states to sustain scaled-up implementation of evidence-based models and evidence-based practices

State Capacity Building

Master T/TA Cadre

- ~ Mentored by TACSEI faculty
- ~ Expertise in all aspects of model
- ~ Will provide training (of additional trainers and practitioners), external coaching, guide program-wide implementation, support data collection

Demonstration Sites

- ~ Three local programs that showcase model implementation with fidelity

Data System

- ~ System and procedures for measuring implementation and outcomes and using data for decision-making





Technical Assistance Center on Social Emotional Intervention for Young Children

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▼ What do you want to do?

▼ What do you want to explore?

▼ Communities to Visit...

Welcome to TACSEI

The **Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)** takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates **FREE** products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day. Most of these free products are available right here on our website for you to immediately view, download and use.

TACSEI is a five-year grant made possible by the [U.S. Department of Education, Office of Special Education Programs](#).

Looking for materials for older children? Check out the [Positive Behavior Interventions and Supports site](#) for more resources!

What's New

- Exciting [preliminary results](#) from the first randomized study examining outcomes associated with the Pyramid Model.
- Take a look inside two [TACSEI Demonstration Programs](#).
- Updated! [Teaching Tools for Young Children \(TTYC\)](#) now includes strategies for toddlers.

Pyramid Model	Centers	Connect	Quick Links	Events
 Learn about the Pyramid Model Listen to Pyramid Model Stories Tell Us Your Pyramid Model Story!	  	 Products and News for You to Share  Pyramid Model Facebook Group 	TACSEI States Teaching Tools for Young Children with Challenging Behavior Tucker Turtle Positive Behavior Support (PBS) Web Tutorial Browse Past Issues of E-Updates Resources for Military Families	

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Roadmap to Effective Intervention Practices Series



1. Screening for Social Emotional Concerns: Considerations in the Selection of Instruments
2. Evidence-Based Social-Emotional Curricula and Intervention Packages for Children 0-5 Years and Their Families
3. Promoting Social Behavior of Young Children in Group Settings: A Summary of Research

Issue Briefs



In recent years, there have been major concerns expressed regarding the use of restraint and seclusion to control the behavior of children with disabilities and/or challenging behaviors. In May of 2009, for example, the U.S. Government Accountability Office (GAO) released findings regarding a number of cases in which children were injured or even died. Some children were killed. The report presented the story and its details, state agencies, and state government and how that story was told. Many of these reports and the use of restraint and seclusion as a policy strategy and children's emergency treatment design. Both these reports emphasize restraint and seclusion as an alternative. The purpose of this document and discuss positive strategies of behavior that could lead to children potentially dangerous practices.



WHAT IS RESTRAINT?

Restraint refers to the temporary use of a person or object to force a child into a position or to restrict their movement. Restraint may include physical restraint, such as holding a child down, or verbal restraint, such as telling a child to stop or to be quiet.



INTRODUCTION

A growing number of states and counties the Pyramid Model in early care and center settings. The Pyramid Model is an early childhood mental health consultation program that provides an overview of the Pyramid Model and its various components, such as training, consultation, and consultation. The purpose of this document is to provide an overview of the Pyramid Model and its various components, such as training, consultation, and consultation.

WHAT IS EARLY CHILDHOOD MENTAL HEALTH?

Early childhood mental health consultation is a process that provides an overview of the Pyramid Model and its various components, such as training, consultation, and consultation. The purpose of this document is to provide an overview of the Pyramid Model and its various components, such as training, consultation, and consultation.



Early childhood mental health consultation focuses on increasing the ability of early childhood educators to meet the needs of children with emotional and behavioral challenges.



WHAT ARE SOCIAL, EMOTIONAL AND BEHAVIORAL OUTCOMES FOR YOUNG CHILDREN?

Young children with emotional and behavioral challenges often have difficulties in school settings. These difficulties can include problems with learning, social relationships, and emotional well-being. The purpose of this document is to provide an overview of the Pyramid Model and its various components, such as training, consultation, and consultation.

CHALLENGING BEHAVIOR IS A SUBSTANTIVE PROBLEM FOR MANY CHILDREN

The prevalence rates for young children with challenging behaviors range from 10 to 30%. The purpose of this document is to provide an overview of the Pyramid Model and its various components, such as training, consultation, and consultation.

CHALLENGING BEHAVIOR IS A PARTICULAR CONCERN FOR STUDENTS WITH DISABILITIES

Students with disabilities have more than three times the number of serious emotional behavior problems than typically developing students. The purpose of this document is to provide an overview of the Pyramid Model and its various components, such as training, consultation, and consultation.

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- ✓ Promoting Social, Emotional and Behavioral Outcomes of Young Children Served Under IDEA
- ✓ Preventing the Use of Restraint and Seclusion with Young Children
- ✓ Integrating Early Childhood Mental Health Consultation with the Pyramid Model
- ✓ Administrator Strategies that Support High Fidelity Implementation of the Pyramid Model for Promoting Social-Emotional Competence & Addressing Challenging Behavior

Teaching Tools for Young Children with Challenging Behavior

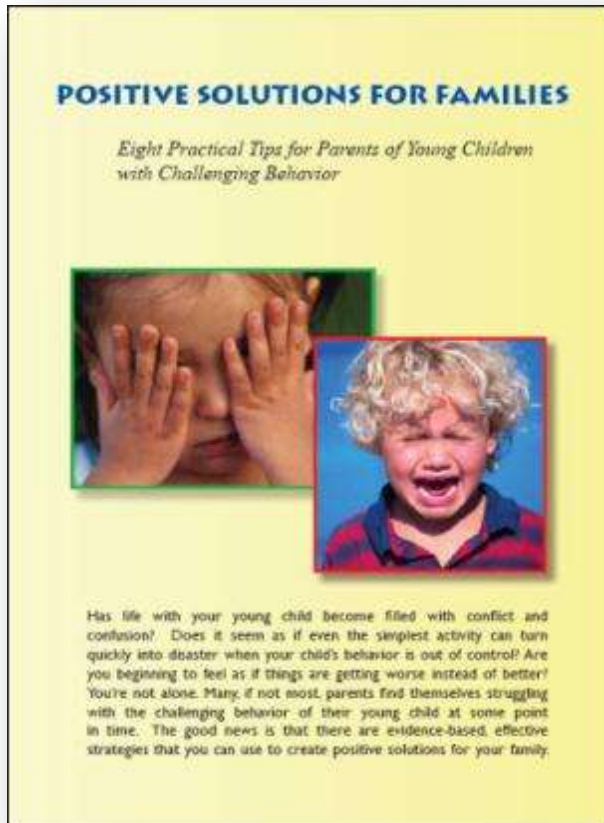


The Teaching Tools gives teachers practical strategies to create a plan to support young children who are having challenging behavior

This tool provides:

1. easy access to ideas and materials such as handouts, worksheets, techniques, strategies, and visuals to support children in the classroom and other learning environments
2. ideas of effective intervention approaches for children who do not need a functional assessment

Positive Solutions for Families



This four-page brochure provides parents with ***eight practical tips*** they can use when their young children exhibit challenging behavior.

Each tip includes:

- ✓ a brief explanation of the tip
- ✓ an example to show parents how they might use the specific approach with their own family in everyday life.

This product is also available in Spanish

Making Life Easier



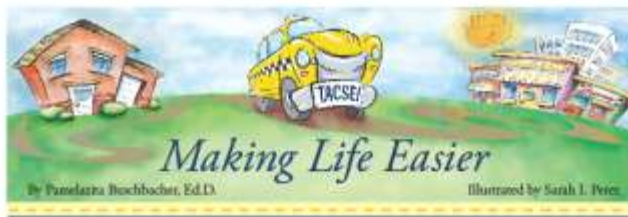
Diapering



For many families, changing a child's diaper becomes a major hurdle. This routine is one that is often not as scheduled or predictable as other activities. It is often unpleasant for adults and not an activity that the young child enjoys. As your child grows older and becomes more mobile and interested in interacting with his world, diaper changing might become even more difficult. While it can be challenging, it is also an opportunity for building a positive, nurturing and supportive relationship with your child. Several proven strategies can help to make diapering a positive and relationship building experience for both of you.

Tip: Prepare your child for the diaper change.

Develop a predictable routine for diapering that can change as your child grows and becomes more mobile and independent. A routine helps the child understand what will happen and what to expect. While changing your child, give your child your undivided and undistracted attention. The calmness in your voice and manner will most likely calm him and encourage his cooperation. Respond to his sounds and interaction with gentle words, naming with your nose under his chin, eye contact, smiling words and words. Respond in a way that you know comfort him and you both enjoy. Babies and toddlers thrive on predictability and learn from repetition. They like and need to know what is going to happen next. The following are strategies that will help your child learn to cooperate with the diaper changing routine.



Running Errands



Running errands (e.g., going to the store, bank, etc.) is one of those essential household activities that all families experience. It is often thought of as a "maintenance" activity that is necessary for the family, but not enjoyable for young children. However, there can be huge benefits in taking your young child along. He learns about his community while spending time with someone he loves and trusts, someone who can help him understand the world beyond home and family. Running errands together offers the chance to build self-confidence, curiosity, social skills, self-control, concentration skills, and sensory exploration. He'll have opportunities to greet and interact with other children and adults with your guidance and support. He will also be able to experience the myriad of smells, tastes, sounds, and textures of the greater world within which he lives.

However, running errands can be extremely difficult if the child has challenging behavior. It's not uncommon for families to feel overwhelmed by their child's challenging behavior and resort to only running errands when someone else can care for the child at home. Sometimes, depending on the errand (e.g., a long shopping trip, parent visit to the doctor), that might be the best strategy. Still, there are steps you can take to help you and your child get the most out of these outings.

Tip: Plan for the transition from home to going out.

Let your child know where you both will be going. This can be done verbally, visually (lines, gestures, using sign language) and/or with sound (tunes, countdowns). Remember to allow time for the transition. Young children need time to shift their focus from one activity to another.

- **Provide a transition warning.** It is given that if you have a young child, he is going to have some trouble with transitioning from one activity/place to another.
- You might try giving him a verbal warning and say, "Moloko, we have to go to the store in 5 minutes. When you are done with your puzzle, we can put your shoes on."

These family guides help families address their child's needs during difficult routines.

Several have been posted on the web; more are in development. You can email TACSEI with your suggestions of routines to address;

lisefox@usf.edu



Backpack Connection Series

About this Series

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model

The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit challengingbehavior.org.

More Information

For more information about this topic, visit TACSEI's website at challengingbehavior.org and type "get attention" in the Search Box in the upper-right corner of the screen.

This publication was produced by the Technical Assistance Center on Social Emotional Intervention (TACSEI) for Young Children funded by the Office of Special Education Programs, U.S. Department of Education (H268070002). The views expressed do not necessarily represent the positions or policies of the Department of Education, May 2012.

How to Teach Your Child to Appropriately Get Your Attention

It is difficult to have a conversation with a child who is unable to successfully capture your attention. This is a social skill that provides social settings and relationships. Children use a variety of ways to get your attention. For example, think about a child who is on the phone. He is pausing her phone conversation a while he needs, he will continue. How can you change this pattern? Get your attention (such as tapping behavior occurs). When you talk at school, you reinforce these patterns which will help to reduce challenges.

Try This at Home

- Model the behavior you are and do it often! If you need attention, tap her on the shoulder to move to her eye level and communicate from there!
- Practice, practice, practice! I new skill. Practice with both siblings and friends. Your child's grandparent or teddy bear tap on someone's shoulder for attention.
- Remind your child of your expectations when you are on the computer or begins to cry for attention. "It looks like you need a break. I am super happy to go. What a great way to get my attention."

- Celebrate when your child does a new skill. "Wow, you tapped shoulder because you want milk. I am super happy to go. What a great way to get my attention."

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How to Help Your Child Understand and Label Emotions

Brooke Bragge, Allyn

You can help your child expand her emotional vocabulary by teaching her words for different feelings. Once she knows and understands these words you can help her to label her own feelings and the feelings of others. For example, do you remember a time when your child had a meltdown at the grocery store or other public place? Perhaps you tried soothing your child by telling her to "calm down" and felt confused and unsure of what to do next when she continued the tantrum. Next time you can better help your child understand and deal with the emotions she is feeling by saying, "You look sad and disappointed. Sometimes I feel that way too. I would do to feel better!" Teaching your child about her emotions can be a fun experience and prevent challenging behavior from occurring in the first place.

Try This at Home

- Simply state how your child is feeling. "You look really excited! I see and your mouth is open."
- State how others are feeling. "Wow, that little boy is really mad. I see making fists with his hands. I wonder why?"
- State how you are feeling. "I am really frustrated that the lawn mower is going to take a break and come up with some solutions to this."
- Use books as teaching tools. There is a huge selection of children's books on emotional literacy. Visit <http://csefel.vanderbilt.edu/resources/> where you will find a book list, book activities and other resources on emotional literacy.

Practice at School

Talk with your child's teacher to see how they are teaching your child about emotions at school. Many emotions are seen and experienced at school. With adult help, children are taught how emotions look and feel on our bodies. Through books and real experiences, teachers show that a child looks sad because he is crying or mad because her fists are tight. As children begin to recognize what emotions look like, they can begin to manage their own emotions and show empathy toward others.

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More Information

For more information about this topic or to see samples of visual schedules, visit TACSEI's website and type "visual schedule" in the Search Box located in the upper-right hand corner of the screen.

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How to Use Visual Schedules to Help Your Child Understand Expectations

Allyn Brown, Brooke Bragge & Bill Gosselin

Adults often use calendars, grocery lists, and "to do" lists to help complete tasks and enhance memory. Children as young as 12 months can also benefit from these kinds of tools and reminders. Often, children do not respond to adult requests because they don't actually understand what is expected of them. When a child doesn't understand what they are supposed to do and an adult expects to see action, the result is often challenging behavior such as tantrums, crying or aggressive behavior. A child is more likely to be successful when they are told specifically what they should do rather than what they should not do. A visual photograph, picture, chart, etc.) can help to communicate expectations to young children and avoid challenging behavior. Unlike verbal instructions, a visual provides the child with a symbol that helps them to see and understand words, ideas, and expectations. Perhaps best of all, a visual schedule keeps the focus on the task at hand and negotiation about tasks is not provided as an option.

Visual schedules (activity steps through pictures) can be used at home to teach routines such as getting ready for school. These types of schedules teach children what is expected of them and reminds them what they should be doing.

When you create a visual schedule, the child should be able to use the schedule to answer the following questions: (1) What am I supposed to be doing? (2) How do I know that I am making progress? (3) How do I know when I am done? (4) What will happen next?

Try This at Home

- Include your child in the creation of the visual schedule as much as possible. Let your child draw the pictures or take photos of your child doing the activity. Children LOVE seeing themselves in photos. You can also ask your child's teacher for help with creating a visual schedule.
- Remember! Following a visual schedule is a skill that children need to learn. You can teach your child how to do this by referring to the schedule often.
- Allow your child to remove the photo of an activity once the activity is done. We all love checking things off our list!
- Choose a difficult time of day (i.e. getting ready for school, bedtime, etc.) to begin. Once it becomes routine, you can easily expand the visual schedule to include your entire day.

Practice at School

Visual schedules are used to show a clear beginning, middle and end. Visuals empower children to become independent and encourage participation. At school, visual schedules can be used to show a daily routine, a sequence of activities to be completed or the steps in an activity. Visuals can also help a child remember classroom rules or other expectations without adult reminders.

The Bottom Line

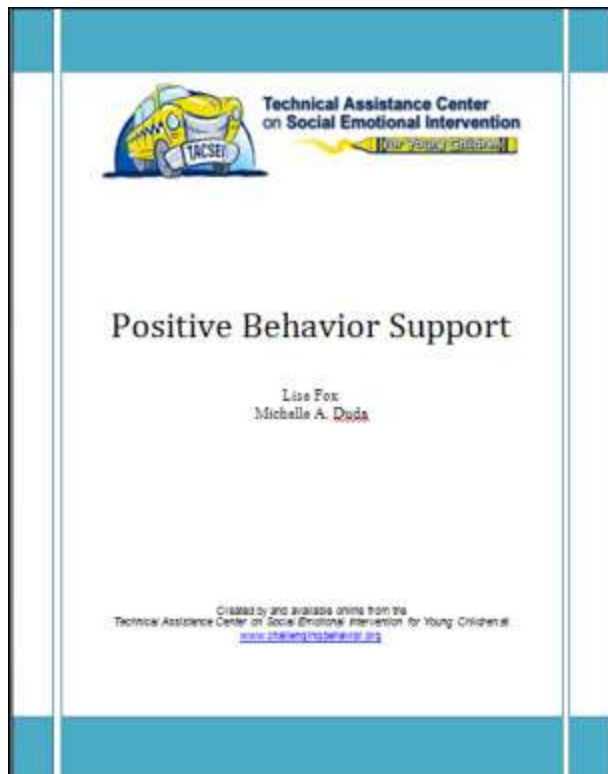
Visual schedules can bring you and your child closer together, reduce power struggles and give your child confidence and a sense of control. Visual schedules greatly limit the amount of "no's" and behavior corrections you need to give throughout the day, since your child can better predict what should happen next.

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Back Pack Connection
www.challengingbehavior.org

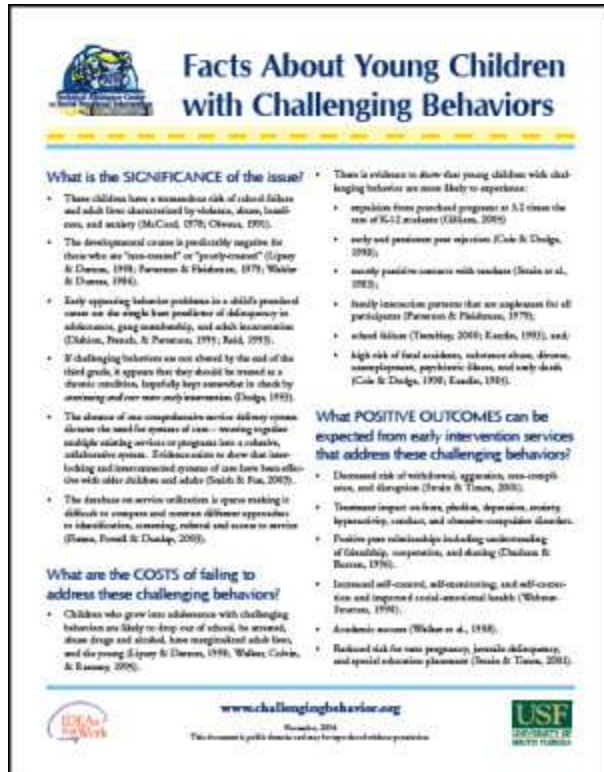


Complete Guide to Individualized Positive Behavior Support



- ✓ Designed as a "take-away" tool to accompany the TACSEI Six Steps of I-PBS (Positive Behavior Support) learning modules on the TACSEI site
- ✓ Word document that outlines the entire individualized intervention process
- ✓ Includes links to all the forms, information sheets and worksheets described in the learning modules
- ✓ Includes links to many websites and other valuable resources

Facts About Young Children with Challenging Behavior



Facts About Young Children with Challenging Behaviors

What is the SIGNIFICANCE of the issue?

- These children have a substantial risk of school failure and adult lives characterized by violence, drugs, homelessness, and anxiety (McCord, 1978; Olweus, 1995).
- The developmental course is predictably negative for those who are "non-treated" or "poorly-treated" (Lipsey & Derzon, 1998; Patterson & Fieldhouse, 1979; Widom & Olweus, 1984).
- Early appearing behavior problems in a child's preschool career are the single best predictor of delinquency in adolescence, gang membership, and adult incarceration (Klimes, French, & Patterson, 1995; Reid, 1993).
- If challenging behaviors are not checked by the end of the third grade, it appears that they should be treated as a chronic condition, largely kept constant in checks by monitoring and over time early intervention (Dodge, 1992).
- The absence of one comprehensive service delivery system decreases the need for systems of care—meaning multiple existing services or programs have a cohesive, collaborative system. Evidence exists to show that interlocking and interconnected systems of care have been effective with older children and adults (Faulk & Fox, 2003).
- The database on service collection is sparse making it difficult to compare and contrast different approaches to identification, screening, referral and access to services (Patterson, Powell & Dodge, 2005).

What are the COSTS of failing to address these challenging behaviors?

- Children who grow into adolescents with challenging behaviors are likely to drop out of school, be arrested, abuse drugs and alcohol, have marginal adult lives, and die young (Lipsey & Derzon, 1998; Widom, Cohen, & Ramsey, 2006).

There is evidence to show that young children with challenging behaviors are more likely to experience:

- aggression from preschool programs to 3.2 times the rate of K-12 students (Gilliam, 2005)
- early and persistent peer rejection (Cole & Dodge, 1993)
- mostly positive contacts with teachers (Strada et al., 1983)
- family interaction patterns that are negative for all participants (Patterson & Fieldhouse, 1979)
- school failure (Tremblay, 2000; Kandel, 1981), and
- high risk of fatal accidents, substance abuse, divorce, unemployment, psychiatric illness, and early death (Cole & Dodge, 1993; Kandel, 1981).

What POSITIVE OUTCOMES can be expected from early intervention services that address these challenging behaviors?

- Decreased risk of withdrawal, aggression, non-compliance, and disruption (Strada & Tison, 2003).
- Treatment impact on fear, phobia, depression, anxiety, hypochondria, conduct, and obsessive-compulsive disorder.
- Positive peer relationships including understanding of identity, cooperation, and sharing (Chaffin & Berman, 1976).
- Increased self-esteem, self-monitoring, and self-expression and improved social-emotional health (Widom-Patterson, 1996).
- Academic success (Widom et al., 1986).
- Reduced risk for teen pregnancy, juvenile delinquency, and special education placement (Strada & Tison, 2003).

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HEALTH SERVICES

Young children with challenging behavior have a significant risk of continued problems, school failure, and social adjustment problems.

This fact sheet provides:

- ✓ a summary of the research on the significance of the issue
- ✓ the social costs associated with young children who have challenging behavior
- ✓ the importance of early intervention

TACSEI Webinars



- ✓ Positive Behavior Interventions and Supports from Preschool to High School: A Conversation about Implementation
- ✓ Pyramid Model and Family Coaching: Using the Pyramid Model in Home Visiting and Part C
- ✓ The Pyramid Framework within Early Intervention Programs: Promoting the Social Development of Infants and Toddlers
- ✓ Preventing Challenging Behavior: A Model for Young Children with Autism Spectrum Disorder
- ✓ Implementing and Sustaining Effective Programs and Services that Promote Good Social, Emotional & Behavioral Outcomes for Young Children with Special Needs (Two Parts)

Pyramid Model Updates

Young Children's *Social-Emotional* Development



*Updates from
TACSEI and CSEFEL*

**Sign Up to Receive our Center Monthly
Updates**

www.challengingbehavior.org

Shared Perspectives

- **Research-Based Practices**
- **Responsive Relationships**
- **Arranged Environments**
- **Embedded Learning Opportunities**
- **Involvement of All Caregivers**
- **Interest-Based Learning**

Skill Promotion

- **Environments should set the stage for learning opportunities**
- **Relationships are the context for learning**
- **Responsive caregivers build and expand on child's interests and initiations**
- **Appropriate development of a skill set**
- **Maximizing the child's engagement**

Effective Practices to Support All Children



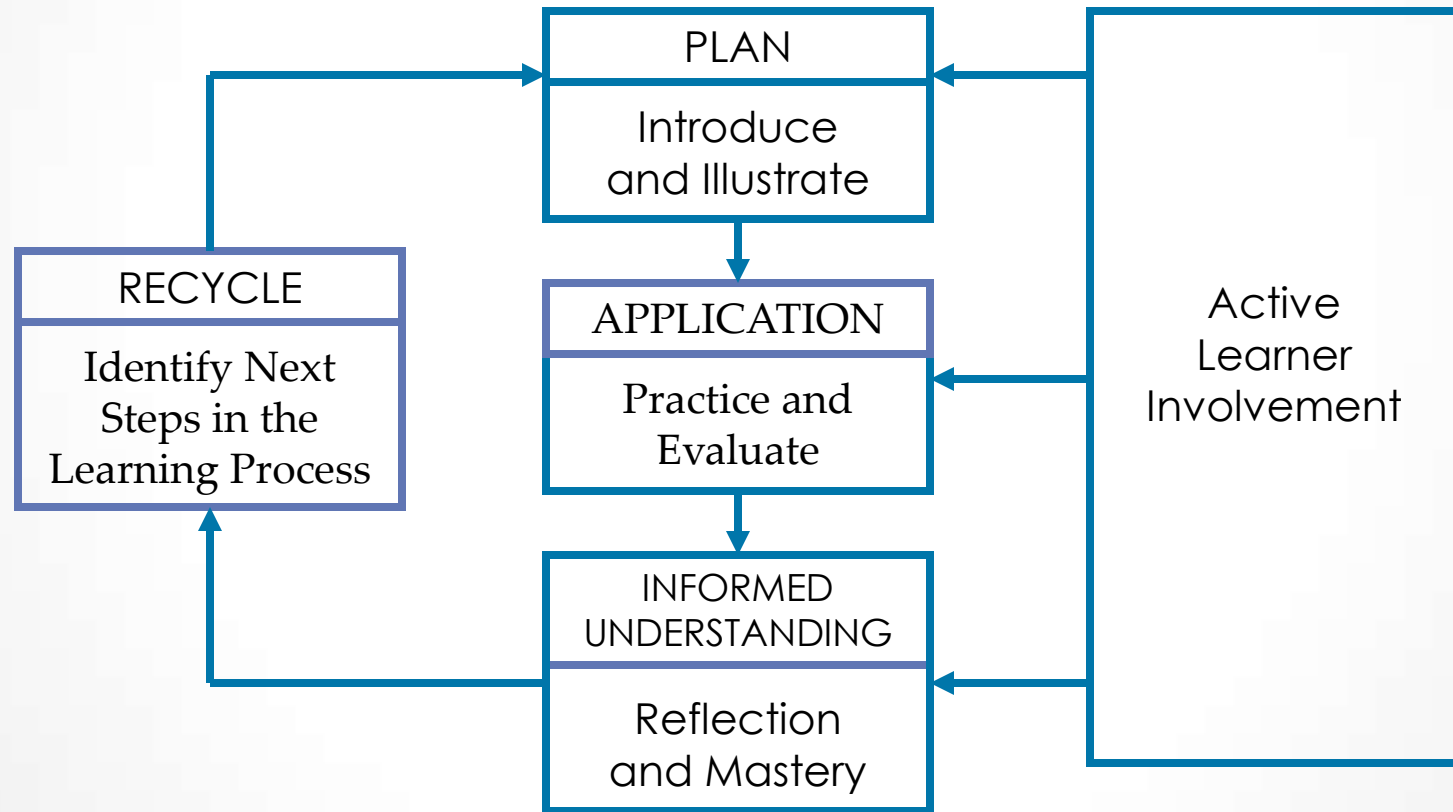
CELL Hierarchy of Intervention Practices



Pyramid Model

PALS

(Participatory Adult Learning Strategy)



Link to Website

- http://earlyliteracylearning.org/TACSEI_CELL/START_HERE.html

Social Validity Pilot

Reflections on **combining social-emotional and early literacy practices:**

- 91% *it made it easier to incorporate the practice into their classrooms*
- 91% *that combining the practices helped children learn both social-emotional and early literacy skills*
- 94% *combining the practices was worth their time and effort*

Social Validity Pilot

Reflections on **use of the computer program** to help combining social-emotional and early literacy practices:

- 85% -the computer program helped them understand and use the combined practices
- 94% -the computer program was a good way to help identify combined practices that promote children's development
- 94% -use of the computer program to combine the practices was worth their time and effort
- 73% -the computer program had a moderate time saving value

Suggestions for Next Steps

- *More depth in the content –*
- *Complete Tier 4,*
- *Increase video clips*
- *More efficient movement through the computer program- too many clicks*
- *Consider other ways to organize the materials – perhaps by routines*
- *Create a home-based companion*

Reflections

Program Improvement relies on the implementation of evidence-based practices with fidelity

- *How do we guide practitioners in the implementation of complex practices?*
- *Is it helpful to bring integrate practices in this manner?*
- *How can we deliver information in the manner that most likely results in implementation?*