Linking Practices to Promote Language, Literacy, and Social Development

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IDEAs
that Work

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
  - o Capacity building approach
  - o Goal of scaling up
  - o Training expertise
  - o Implementation support
  - o Establishing demonstrations

- Critical elements
  - o Adult learning
  - o Practice adoption
  - o Implementation integrity
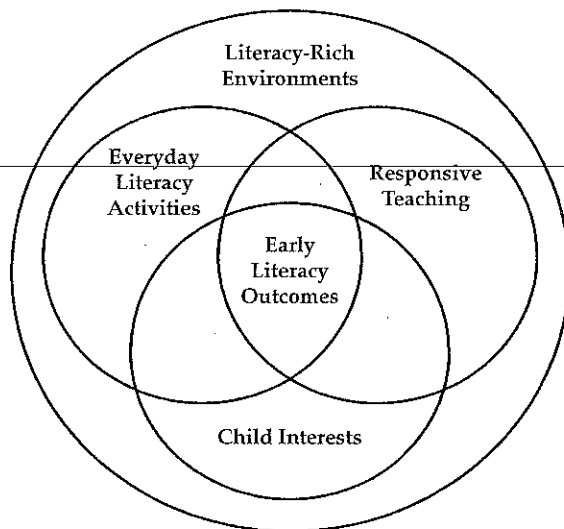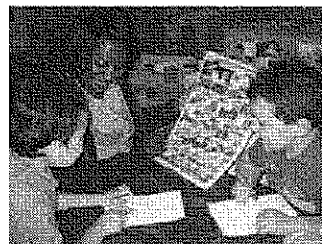 - o Sustainability

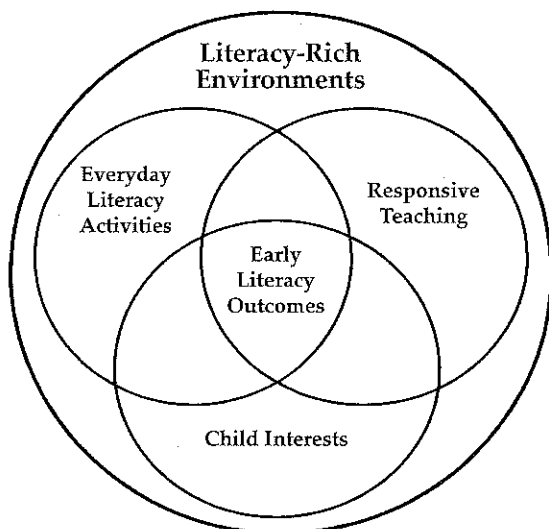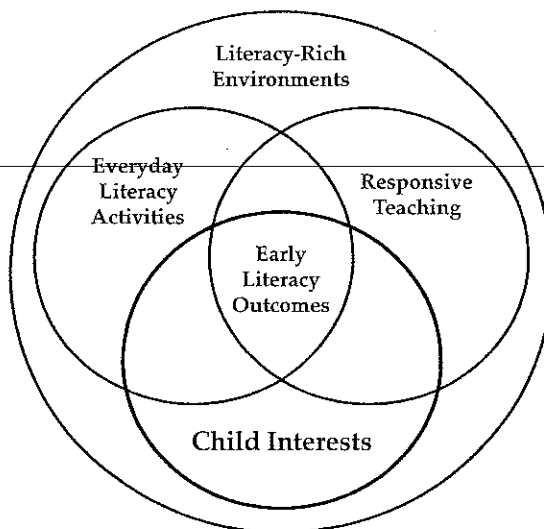o   o
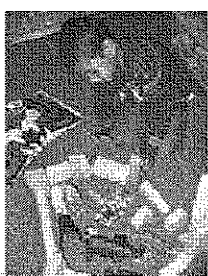
Center for Early Literacy Learning

CELL Early Literacy Learning Model

Literacy-Rich
Environments

Everyday
Literacy
Activities

Responsive
Teaching

Early
Literacy
Outcomes

Child Interests

Focus On *Literacy-Rich Environments*

Literacy-Rich
Environments

Everyday
Literacy
Activities

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Focus on *Child Interests*

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Focus On *Everyday Literacy Activities*

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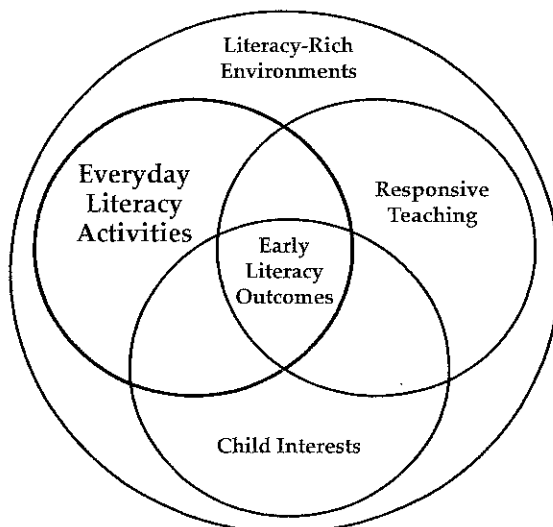
Child Interests

Focus On *Responsive Teaching*

Literacy-Rich Environments

Everyday Literacy Activities

Responsive Teaching

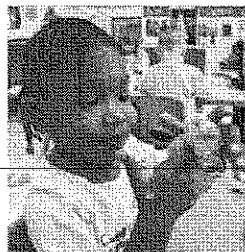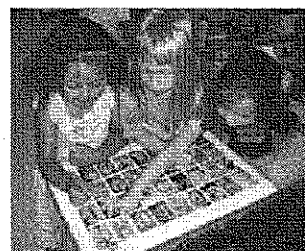Early Literacy Outcomes
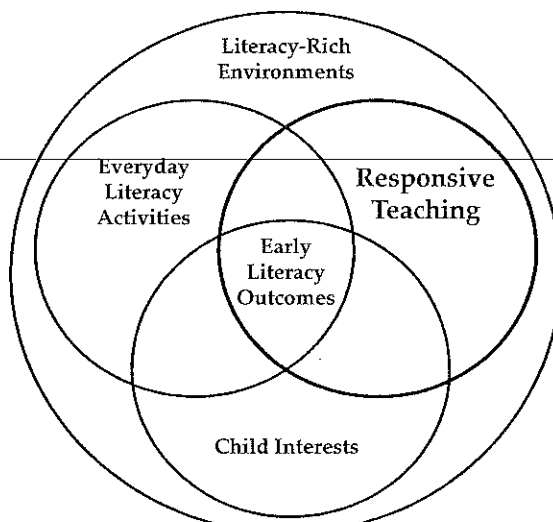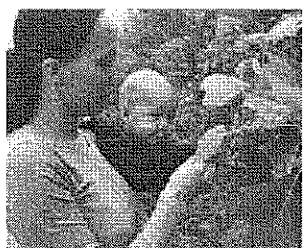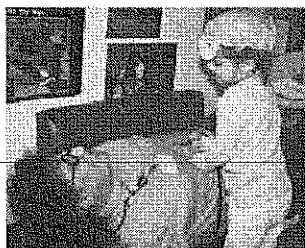
Child Interests

CELL Early Literacy Learning Model: Adaptations

Literacy-Rich Environments

Adaptations

Everyday Literacy Activities

Responsive Teaching

Early Literacy Outcomes

Adaptations

Adaptations
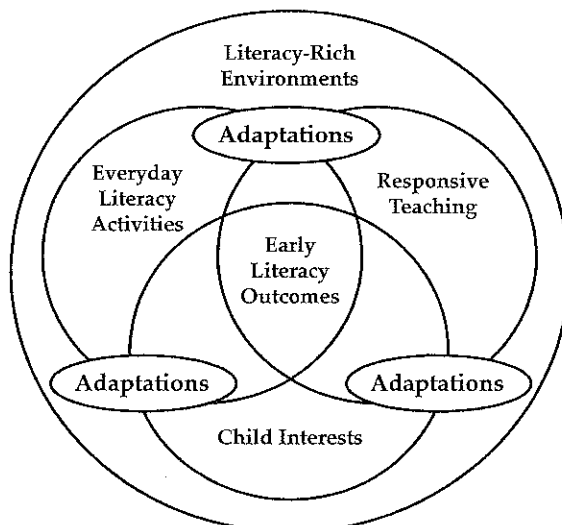
Child Interests

Bringing It All Together

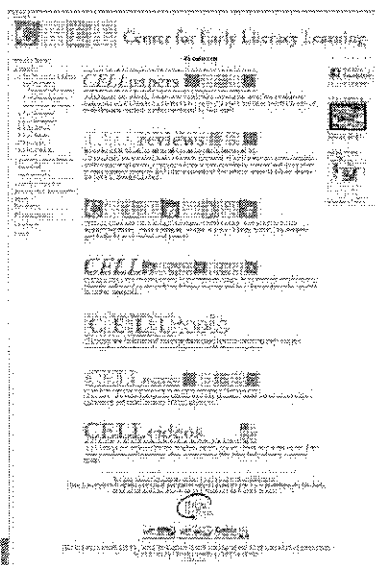- **Child Interests** are the catalyst for learning opportunities and Cycle of Mastery for every child.

- **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

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Products page of CELL website, www.earlyliteracylearning.org

Two Types of CELL Practice Guides

Universal Practice Guides

Practice Guides with Adaptations
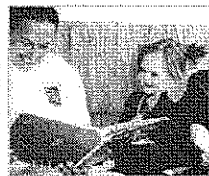

Example of *CELLpractices* for Preschoolers

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 |

Example of Universal *CELLpractices* for Parents Spanish-Language Translation

Example of *CELLpractices* with Adaptations

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.

Tools
Everyday Literacy Activities

Early Childhood Classroom Interests Tool

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
for Young Children

www.challengingbehavior.org

The Pyramid Model:
Promoting Social and Emotional Competence and
Addressing Challenging Behavior

Tier 3: Few Children →

Assessment based intervention that results in individualized behavior support plans

Intensive Intervention

Tier 2: Some Children →

Targeted Social Emotional Supports

Universal Promotion: All Children →

High Quality Supportive Environments

Nurturing and Responsive Relationships

Effective Workforce

Program-Wide Adoption

Program-Wide
Commitment

Teacher Training
and Coaching

Data-Based
Decision Making

*including screening and
progress monitoring*

Partnerships
with Families

Well-Defined
Procedures

ALL Levels Require
Administrative Support

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing and Responsive Relationships

Effective Workforce

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
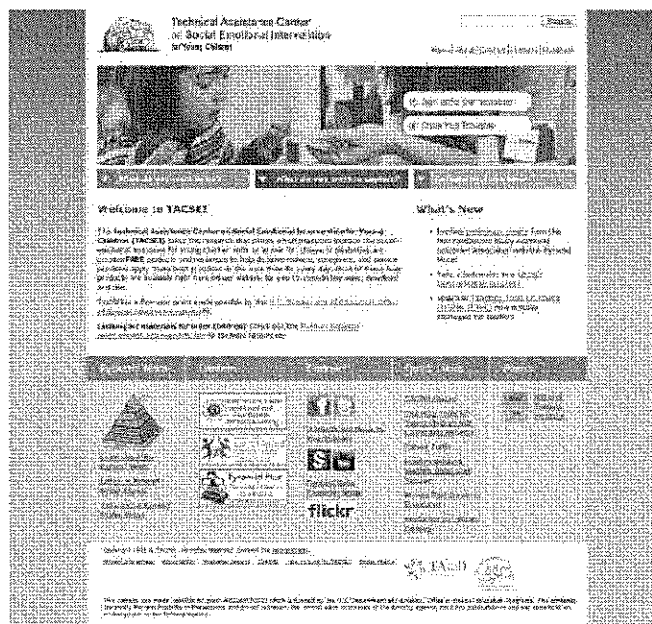
Roadmap to Effective Intervention Practices Series
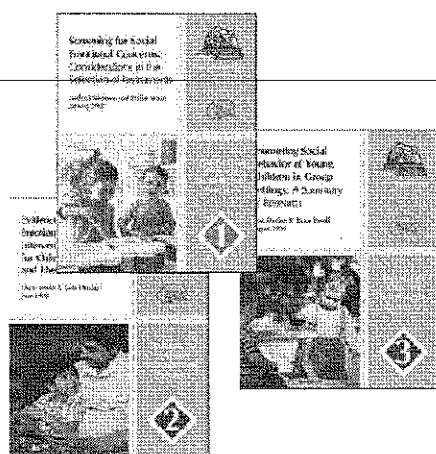
1. Screening for Social Emotional Concerns: Considerations in the Selection of Instruments

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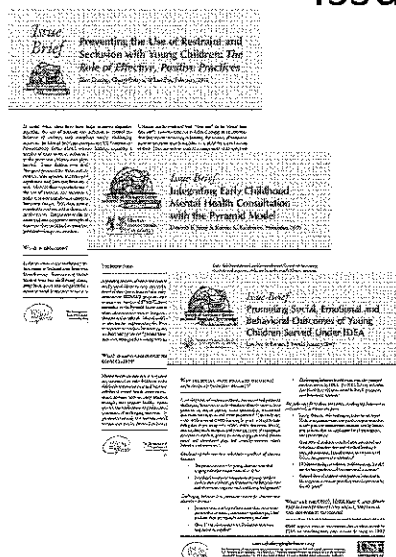
✓ Promoting Social, Emotional and Behavioral Outcomes of Young Children Served Under IDEA
✓ Preventing the Use of Restraint and Seclusion with Young Children
✓ Integrating Early Childhood Mental Health Consultation with the Pyramid Model
✓ Administrator Strategies that Support High Fidelity Implementation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

Teaching Tools for Young Children with Challenging Behavior
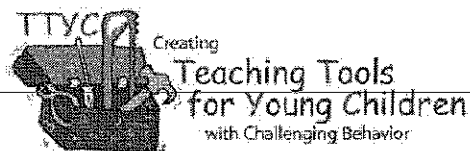
The Teaching Tools gives teachers practical strategies to create a plan to support young children who are having challenging behavior

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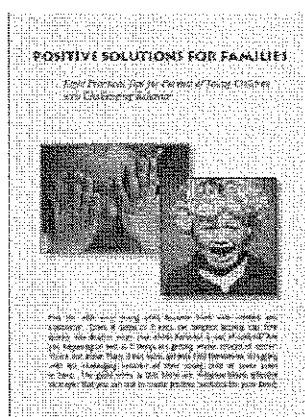
This four-page brochure provides parents with *eight practical tips* they can use when their young children exhibit challenging behavior.

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

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

Back Pack Connection
www.challengingbehavior.org

Complete Guide to
Individualized Positive Behavior Support

Positive Behavior Support
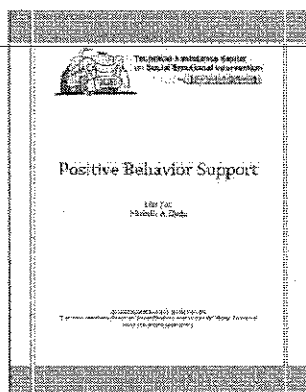
- ✓ Designed as a "take-away" tool to accompany the TACSEI Six Steps of I-PBS (Positive Behavior Support) learning modules on the TACSEI site
- ✓ Word document that outlines the entire individualized intervention process
- ✓ Includes links to all the forms, information sheets and worksheets described 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
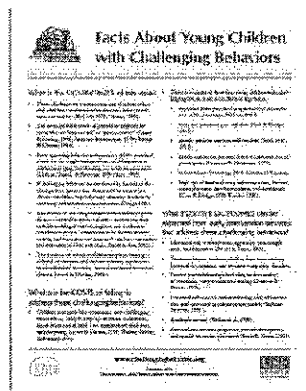
Young children with challenging behavior have a significant risk of continued problems, school failure, and social adjustment problems.

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
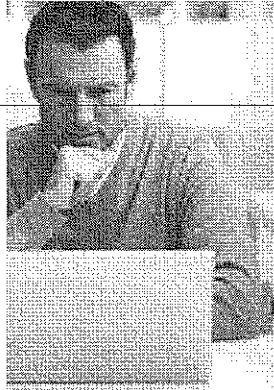
✓ Positive Behavior Interventions and Supports from Preschool to High School: A Conversation about Implementation

✓ 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
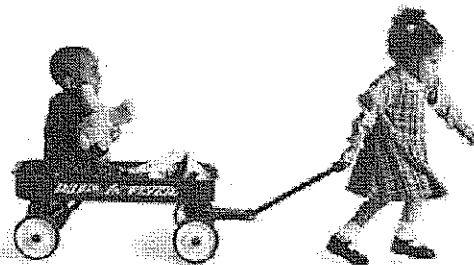
Updates from TACSEI and CSEFEL

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
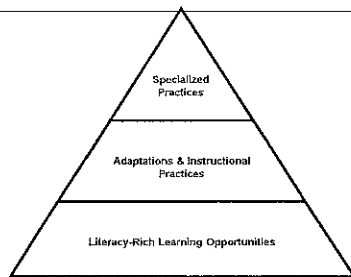
CELL Hierarchy of Intervention Practices
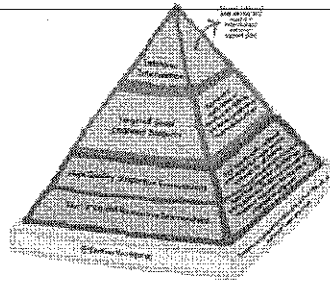
Pyramid Model

Link to Website

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

Implementing Effective Classroom Practices to Support Young Children's Social Emotional, Language, and Early Literacy Development
A Collaboration between TACSEI and CELL

Technical Assistance Center
on Social Emotional Intervention for Young Children

Center for
Early Literacy Learning

RESPONSIVE RELATIONSHIPS

Promoting Social Emotional Development	AS A CLASSROOM TEACHER, DO I...	Promoting Language and Literacy
To strengthen the relationship with the child and model responsivity and reciprocity.	*Greet each child at the door every morning.*	To encourage exploration in expressive and receptive language.
To strengthen the relationship with the child, model prosocial behavior, and encourage child sense of self.	*Address children, always using their names and position myself at their eye level.*	To establish a responsive relationship that supports active participation within early literacy activities.
To encourage prosocial behavior, persistence, and mastery by noting child effort, appropriate behavior, caring interactions, following expectations, and accomplishments.	*Use specific and descriptive encouragement for children's skills, behavior, and activities.*	To support children's engagement and competence within literacy activities such as shared book reading and writing by using specific and descriptive encouragement.
In order to foster prosocial interactions, help the child build relationships with peers, support the child to negotiate peer interactions, and strengthen cooperative interactions.	*Join children's play and support/expand their interactions.*	In order to encourage children to try new literacy skills and behaviors provide access to a variety of literacy materials, join in interest based play, and introduce new information and challenges during active engagement.

9/9/2011

1

To provide children with clear directions in the manner that they can understand so that they can meet expectations. When children have behavioral issues, use a calm, positive, and supportive tone of voice.	*Give directions that are short, simple, and specific. Make sure children understand the directions I have given.*	To enhance receptive language and support active participation with in early literacy activities, give directions that are short and specific.
Encouraging children to share their observations, thoughts, and feelings promotes the development of social competence, confidence in pro social interactions, and sense of self and personal expression.	*Respond to children's comments by asking questions and elaborating on what they say. Have ongoing conversations with children about their ideas and interest.*	To support active engagement and increased literacy knowledge, enhance vocabulary and develop listening comprehension, respond to children's comments by asking questions and elaborating on what they say.
Using individualized supports is critical to ensuring that all children can build relationships with adults and peers and share their thoughts and perspectives.	*Identify ways to have conversations with children who are non-verbal, language-delayed, or have English as a second language.*	Adults may consider adaptations to the instructions, materials or activities in order to support a child's ability to communicate and have conversations with others. Some examples are using sign language, pointing, or writing.
A variety of efforts should occur to share information with families about their children's strengths and accomplishments and to share information on what families can do to promote social emotional competence.	*Encourage the involvement of parents and families by offering families practical suggestions for supporting their children's development.*	To increase the support children have within interest based, everyday literacy activities find different ways to involve parents and families to promote their knowledge of and involvement in early literacy activities.
To support caregivers in understanding child's social emotional development, gain an understanding of family culture and beliefs that might influence social and behavioral expectations, and provide family with support for promoting social emotional development within home and community contexts.	*Make home visits to strengthen relationships with families and gain an understanding of the child within the family context.*	To support caregivers in providing a variety of early literacy experiences and opportunities to their child such as responding to their child's interests or providing literacy activities during everyday routines.
Share information about community resources related to social emotional development and challenging behavior.	*Share information about community resources.*	To enhance everyday literacy learning opportunities that may occur within the community, such as the library or park.

9/9/2011

2

To strengthen partnership with families and share information on the program and their child's experiences in the classroom.	*Use a variety of methods to communicate with families (home visits, phone calls, notes home, newsletter, school websites, email, classroom visits...)*	To strengthen partnership with families and share information regarding early literacy learning, use families preferred communication methods.
PROVIDE SUPPORTIVE ENVIRONMENTS		
To establish predictability and ensure that children understand the expectations of the classroom.	*Post daily schedules and routines with visual displays.*	To support children's print awareness as well as provide an adaptation to the instruction during daily routines and transitions.
To provide a predictable routine, promote child understanding of expectations, and prepare children for changes that will occur in the regular schedule.	*Review schedule and refer to it throughout the day.*	By specifically pointing to the words and pictures in the daily schedule the child receives meaning of the function and purpose of print.
To provide the child with group learning experiences that provide opportunities for strengthening interactive skills, self regulation, turn taking, and learn group behavior standards.	*Plan both large and small group activities throughout each day.*	To provide several opportunities for a child to practice literacy throughout the day. Practice and engagement lead to competence.
To promote the child's appropriate engagement and interest in activities. When classrooms lack balance, child challenging behavior is more likely to occur.	*Include a balance of teacher-directed and child-directed activities.*	By following a child's lead, the adult can determine the child's interests and level of participation. The adult may then respond with teacher directed activities that match the child accordingly. This will enhance the literacy learning opportunities.
Classrooms should be arranged so that children can independently move around and select activities and materials. Classroom arrangement should make it easy for adults to supervise and support children's play and social interactions.	*Have a classroom arrangement that allows children to move easily in the classroom.*	Environmental adaptations allow children to move easily within the classroom giving them access to early literacy materials.

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To ensure that children who need additional support are able to be appropriately engaged, build relationships with peers and experience success in the classroom.	*Provide support and special preparation for children who might need additional learning opportunities, adapted materials and activities, peer support, or more support to follow the routine etc.*	To provide necessary adaptations so a child can fully participate in all classroom literacy activities with peers.
Classroom centers should be designed with enough materials to support the appropriate and sustained play of the children within the center. Center boundaries should be clear so that children understand the expectations for the center and use of materials.	*Offer an adequate number and variety of centers to maintain children's interest and support the number of children at each center (1 center for every 4 children).*	A literacy-rich classroom offers an adequate number of learning centers that contain a variety of literacy materials in order to maintain a child's interest. It also maintains a responsive adult that models the function of such literacy materials and activities.
Supporting the active engagement of children will prevent child problem behavior.	*Structure activities so children are actively engaged almost all of the time (i.e., actively participating). Change an activity when children lose interest.*	The more that children actively engage in a literacy activity the more competent they become in literacy practices which will eventually lead to mastery.
Transitions that are confusing, impose prolonged wait time for an activity, or are not conducted in an orderly manner can lead to child problem behavior. To support child appropriate behavior, children should anticipate the transition and understand the steps and expectations for transitions.	*Develop transition games, songs, or other supports to ensure all children are actively engaged in the transition. Actively engage all children in the transition even those who are waiting for their turn. Provide individual prompts (verbal, visuals...) to children who might have difficulty transitioning.*	Embed early literacy activities during transition times in order to increase the opportunity for children to explore oral language and print, such as songs, storytelling, and books.
To promote children's engagement in social interactions, learning activities, and play.	*Provide frequent, intentional and situationally interesting learning opportunities that promote the participation and development of all children.*	Literacy learning opportunities must occur frequently and in a manner in which children are fully engaged in the activity.
Using the personal interests of children promotes their interest and engagement within activities and support their expression of interests and identity.	*Use personal interest of individual children to create learning opportunities and activities.*	Using a child's personal interests to create literacy learning opportunities increases child participation in the activity and child learning.

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PROVIDE TEACHING OPPORTUNITIES TO ALL CHILDREN AND TARGETED INTERVENTIONS FOR CHILDREN WITH SPECIAL NEEDS

Encouraging children who are working together, supporting their peers, and interacting appropriately promotes social development.	*Make positive and specific comments about children who are working together and helping each other*	Lots of specific comments and encouraging verbal interactions with peers builds vocabulary and language skills.
Teaching and discussing friendship skills with children encourages prosocial development and creates a climate of caring.	*Use a variety of strategies to specifically teach new skills and behaviors*	Instructional adaptations can help children learn new skills and behaviors.
The promotion of friendships skills is enhanced when teachers provide multiple opportunities for children to initiate and practice friendship skills.	*Provide intentional learning opportunities that promote the development of all children.*	Identify and provide learning opportunities involving your child's peers that encourage the use of language and print skills.
Teachers promote and model friendships skills as they interact with children and the other adults in the classroom.	*Model skills and behaviors with children and other adults.*	To highlight the functional purpose of literacy for children, be sure to model and talk about literacy activities you use every day in the classroom, e.g. "I'm writing my to-do list".
By teachers labeling their own emotions, children learn the language of emotion expression and how to appropriately express emotions.	*Model and label my own emotions and appropriate ways to express emotions.*	To support children's development of receptive and expressive emotional language.
Teachers might use books, songs, games, puppets, role plays, art, and embedded learning opportunities to provide children with multiple opportunities to identify and express emotions.	*Use a variety of strategies to teach children about emotion words and how to recognize emotions in themselves and others.*	To encourage expressive and receptive language regarding emotions through literacy activities, such as books, songs, role play, etc.
By validating children's emotions, children learn that they can express their emotions in appropriate ways.	*Validate children's emotions by labeling them and allowing them to talk about how they feel.*	To support children's exploration of their emotions and enhance receptive and expressive language.
Support children in developing strategies for coping with and regulating their strong emotions such as anger and frustration.	*Promote the development of self-regulation including teaching strategies that children can use to cope with their strong emotions.*	Use language strategies to help children cope with their strong emotions and learn important vocabulary.

9/9/2011

Support children in their development of social problem solving by specifically teaching the steps to generate and evaluate problem solutions. Offer materials (e.g., visuals of problem solving steps or solutions) and increase opportunities for children to practice problem solving skills.	*Specifically teach the steps to solving problems in a variety of ways including engaging children to generate solutions to common classroom challenges*	When developing activities around problem solving, provide materials (e.g., visuals of problem solving steps or solutions) and increased opportunities for children to practice problem solving skills.
Intentional learning opportunities and supports should be provided to promote the social and emotional development of children who might have skill delays in understanding and expressing emotions, problem solving, and friendship skills.	*Provide support to individual children who might need additional learning opportunities, adapted materials, or supports (e.g. peer support)*	To encourage active participation in language and literacy activities provide appropriate adaptations to support an individual child such as adapting the environment to ensure that the child has access to literacy materials, adapting the material within the literacy activity, adapting instruction given to the child, adapting the activity, or providing physical assistance.

PROVIDE INDIVIDUALIZED INTERVENTIONS TO CHILDREN WITH MORE INTENSIVE SUPPORT NEEDS

To provide effective interventions for children with persistent challenging behavior, the teacher should know the processes and procedures for initiating a functional behavior assessment.	*Identify when children have intensive support needs and seek the assistance of a team for problem solving and plan development*	To provide the most effective adaptations when necessary review the adaptations continuum. Ask others to observe the child to determine the extent in which the child is currently participating and how the adaptation will increase the child's level of participation.
To develop an individualized plan of behavior support, the teacher should partner with the family and other professionals on the team to conduct the functional assessment and design the behavior support plan.	*Partner with the family and other professionals to identify support needs and develop a plan*	To determine which types of adaptation(s) or assistive equipment will increase the child's ability to participate in the literacy activity.
To develop a plan, the teacher will provide functional assessment information and observations to inform the development of behavior hypotheses.	*Collect data and conduct observations to inform the development of the plan of support.*	To determine if the child is participating at a greater level than before the adaptation, whether there is a need for additional adaptations, and if the adaptation could be generalized to other activities.

9/9/2011

To effectively address persistent challenging behavior, intervention should occur in all environments and be implemented by all caregivers. The behavior support plan will include antecedent prevention strategies, the instruction of replacement skills, and strategies to promote prosocial behavior.	*Participate in the design of a plan that can be used in all environments (classroom, home, community)*	To increase the opportunities a child has to participate in everyday literacy activities be sure the plan includes the necessary adaptations in every context (home, classroom, community).
The implementation of the behavior support plan with integrity is important to ensuring the effectiveness of the behavior support plan.	**Make sure I understand how to implement every part of the support plan – ask for training, support, or additional resources if needed.**	To ensure that the child is able to fully participate in the early literacy activity.
When implementing individualized interventions for addressing challenging behavior, progress monitoring data is used to evaluate the plan effectiveness and indicate when changes in the plan might be needed.	**Make sure that I have a plan to collect data on child progress.**	To determine if the adaptation provided has increased the child's level of participation in language and literacy activities and whether it is necessary to continue providing.
Provide the family with information, support, and encouragement as they implement the behavior support plan within home and community settings.	**Assist families in implementing the plan at home and in the community.**	To provide information and support to parents as they increase their child's opportunities to participate in home and community literacy activities.

9/9/2011

Social Validity Pilot

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

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

Social Validity Pilot

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

o *85% -the computer program helped them understand and use the combined practices*

o *94% -the computer program was a good way to help identify combined practices that promote children's development*

o *94% -use of the computer program to combine the practices was worth their time and effort*

o *73% -the computer program had a moderate time saving value*

Suggestions for Next Steps

o *More depth in the content –*

o *Complete Tier 4,*

o *Increase video clips*

o *More efficient movement through the computer program- too many clicks*

o *Consider other ways to organize the materials – perhaps by routines*

o *Create a home-based companion*

Reflections

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

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