

# Research to Practice: The Teaching Pyramid and Program- Wide Applications

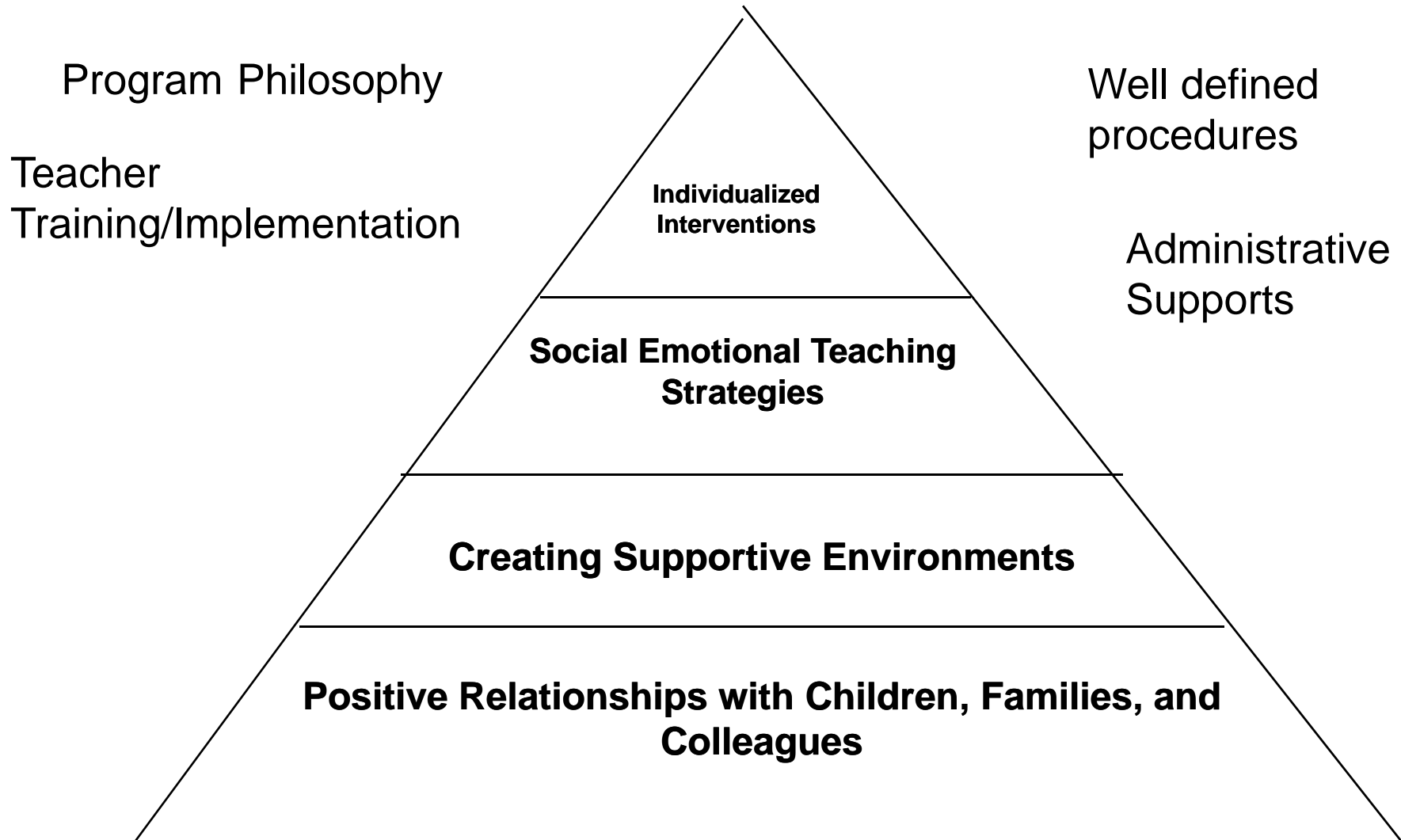
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and Emotional Foundations  
for Early Learning*



# Promoting Social Emotional Competence



# Issues in Implementing these Practices in Community Based EC Settings

- Many early childhood programs do not have policies and procedures in place related to behavior support and guidance
- When policies and procedures are in place:
  - they often are not communicated clearly to staff and families
  - they often are not implemented consistently
- Teachers report challenging behavior as their primary training need



# Issues in Implementing these Practices in Community Based EC Settings

- IHEs report that their graduates are least prepared to address the needs of children with the most challenging behavior
- Many early childhood programs do not have expertise in behavior support or resources to access this expertise



# Critical Elements of a Program Wide Model in EC Programs

- Administrative buy-in and commitment
- Buy-in from staff
- Family involvement and buy-in
- Developmentally appropriate and clearly articulated expectations for children's social behavior
- Intentional strategies for teaching social skills, supporting emotional competence, and acknowledging children's behavior



# Critical Elements of a Program Wide Model in EC Programs

- Strategies for addressing problem behavior
- Team based, individualized approach for addressing ongoing problem behavior
- Ongoing professional development
- Strategies for supporting teachers
- Process for monitoring outcomes



# Program Wide Models

- Florida; Palma Ceia Presbyterian Preschool
- Kansas; SEK-CAP Head Start
- Illinois; Valeska-Hinton Early Childhood Education Center



# Palma Ceia Presbyterian Preschool

- A community preschool in 21<sup>st</sup> year of operation
- Inclusive model
- NAEYC accredited, staff serve as validators





# Collaboration for PBS

- Conflict between wanting to serve children with all special needs and wanting to provide safe, high quality program
- Failure of expert model
- Search for comprehensive, integrated strategy
- Match between philosophy and PBS



# Universal Foundation

- Well planned and responsive learning environments
- High quality interactions between staff and children
- Staff “toolkit” of effective behavior management strategies
- Environmental arrangement
- Predictability
- Visual cues
- Culture allowing reflection and honesty



# Individualized Positive Behavior Support

- Collaborative Teaming
- Functional Assessment
- Behavior Support Plan Development
- Implementation and Monitoring



# SEK-CAP Head Start



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# SEK-CAP Head Start

- Rural program in Southeast Kansas
- Covers over 7,000 square miles in 12 counties
- Serves 768 children and families
- Employs 174 staff in the Early Childhood Services Department
- 14 centers, 17 classrooms, 25 home visitors and 19 child care partners



# Why They Wanted a Program Wide Model

Even with ongoing training about behavior, staff reported:

- leaving work in tears
- unable to “deal” effectively with all children
- high levels of stress and burnout
- looking to outside “experts” to “solve” problems in the classroom



# They developed a system wide, comprehensive plan that included:

- Administrative leadership and commitment
- Reallocation of resources
- Professional development plan
- Plan for ongoing, onsite support for teachers and home visitors
- Monitoring and evaluation





# “Together We Can” Support Positive Behavior at Valeska Hinton



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# A few facts

- Peoria Public Schools
- Title I, ISBE Block Grants, Special Education, Head Start, Even Start, Early Head Start
- 400+ children - birth through grade 1
- 26% have IEP's
- 76% low income



# Why?

## **OUR GOALS:**

- Increase time for instruction
- Positive interactions
- Staff feel supported
- Staff have clearly defined and systematic strategies
- Involve parents



# Their Program Wide Model

- Administrative leadership and commitment
- Buy in from all groups of program staff
- Team based planning
- Identification of program wide expectations for behavior
- Ongoing training and support for teachers
- Clearly articulated plan for children who need an individualized plan
- Peer to peer support systems



# Program Wide Behavior Expectations

**Be Respectful**  
**Be Safe**  
**Be a Team Player**



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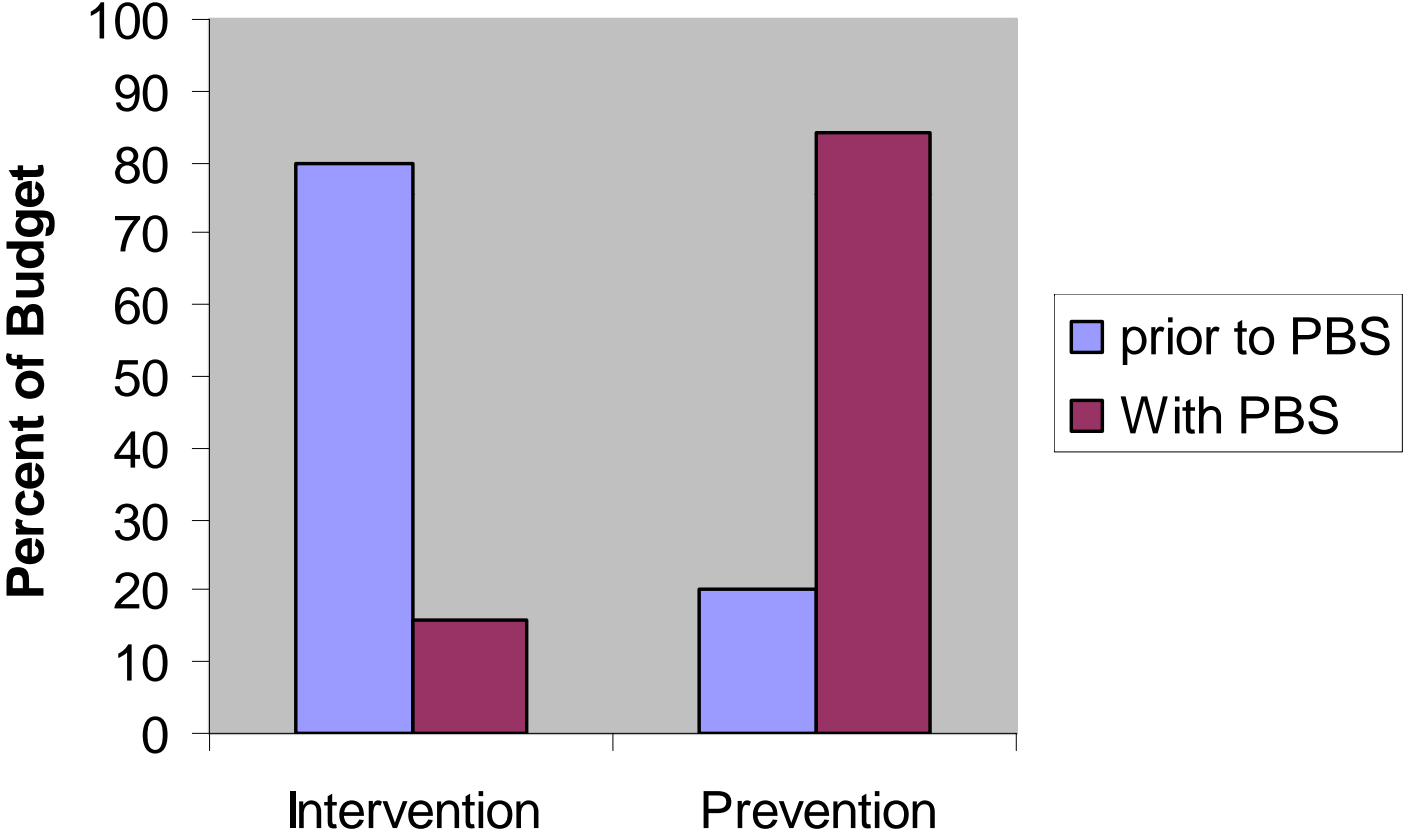


# Outcomes Across Programs

- Improved staff satisfaction
- Decreased turnover
- Increase in overall program quality
- Clearly articulated and implemented policies and procedures
- More intentional teaching and purposeful in supporting children's emotional development
- Elimination of “time-out”
- Less reliance on “outside” experts
- Stronger collaboration with mental health providers



# Mental Health Allocation



# State Level Implementation - Delaware

...To develop a state-wide system to train and support the Early Care and Education Community, in partnership with Families, to use evidence based practices and strategies to meet the social and emotional needs of Delaware's children.



# Sponsoring Agencies

- Department of Education
- Family Workplace Connection
- Center for Disabilities Studies
- Children & Families First
- Delaware Early Childhood Center



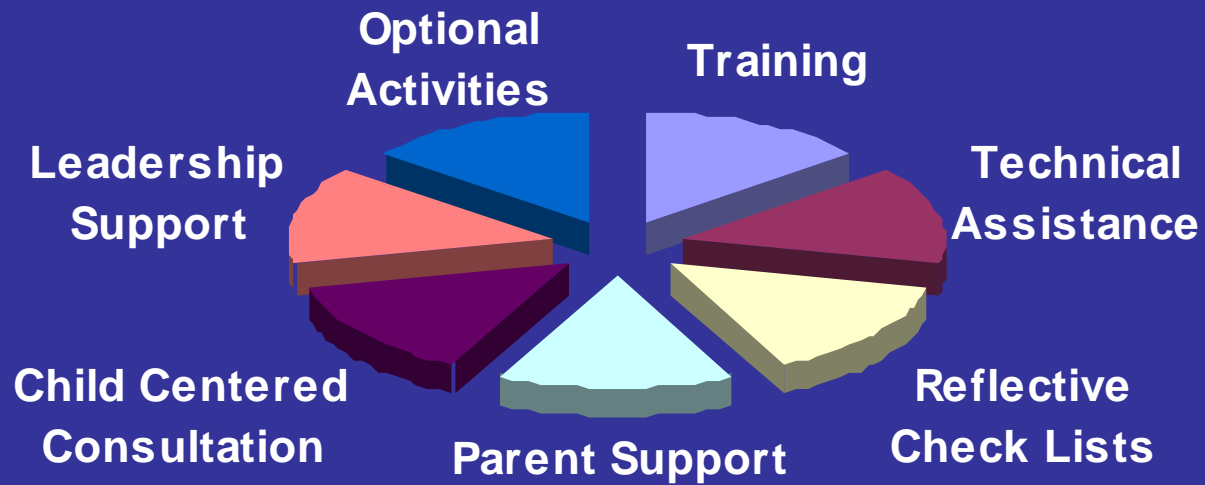


# Role of a Sponsoring Agency

- Training and/or technical assistance part of mission and/or responsibility
- Agree to infuse content into ongoing activities
- Maintain TWO Master Trainers
- Monitor implementation/annually report
- Agree to serve on State Core PIE Team/participate in collaborative activities
- Issue Delaware First clock hours for approved training

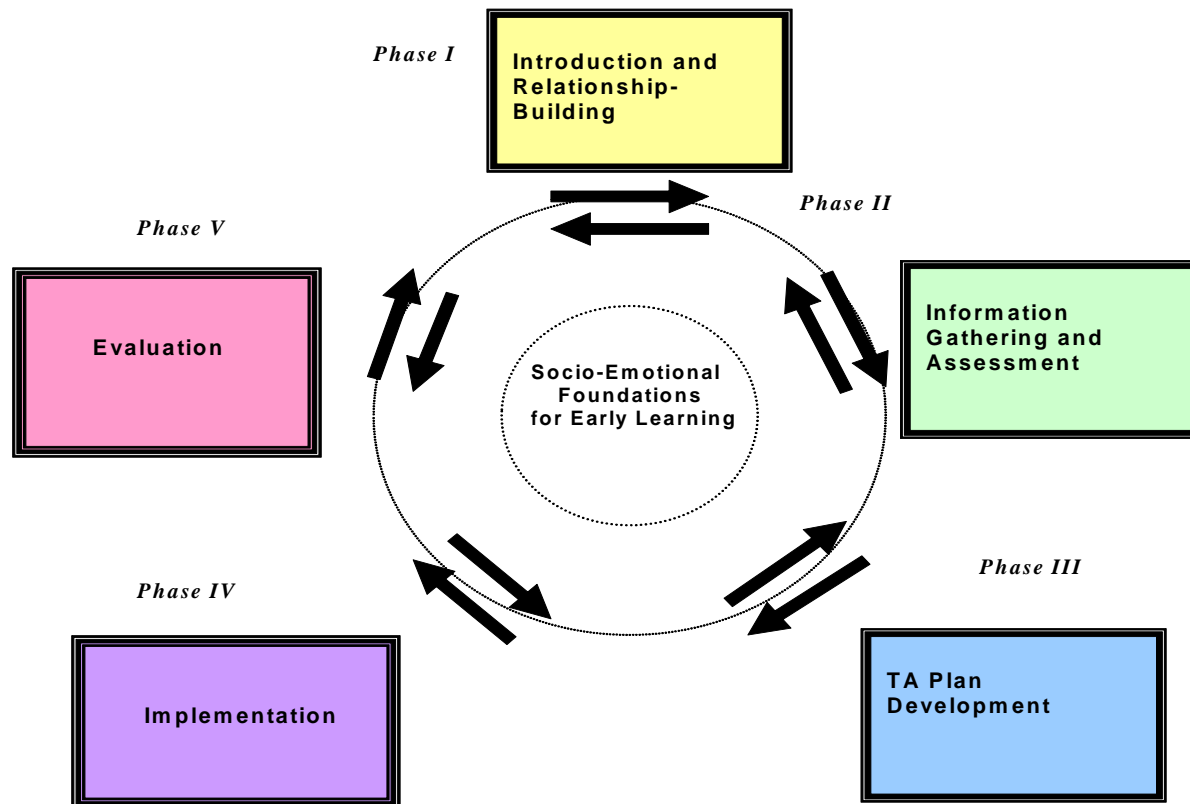


# Partners In Excellence



# TA Flow Chart

## Delaware PIE Project TA Planning Process



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# Promising Practices

- The development of a statewide approach that:
  - supports a consistent message around social emotional development and prevention of challenging behaviors for all early care and education providers
  - involves collaborative efforts and “buy-in” across state agencies/programs
  - evaluates teacher and child outcomes



# Promising Practices

- The development of a statewide training model with components to support training and on-going mentoring for early care and education providers



# LESSONS LEARNED

- Link to a broad community/school readiness agenda
- Start with a core group of partners with common interests to serve on leadership team
- Seek the support of credible support systems
- Start with broad based representation of early care and education
- Offer training credits for early care and education community



## Lessons Learned (cont.)

- Provide support systems for trainers, TA providers and administrators of sites
- Be patient , flexible, and make adjustments
- Include opportunities for ongoing self reflection/formal evaluation

