Promoting children's social emotional development and addressing challenging behavior:

Supporting teachers' use of effective practices

Mary Louise Hemmeter
Lise Fox
Agenda

• Orientation to the Center and Pyramid
• Overview of training materials
• Fidelity of implementation
• Coaching to achieve sustainable change
CSEFEL

- National Center focused on promoting the social emotional development and school readiness of young children birth to age 5.

- Jointly funded by the Office of Head Start and the Child Care Bureau, under the auspices of the Administration on Children, Youth and Families at the U.S. Department of Health and Human Services.
CSEFEL

- Vanderbilt University
- University of Illinois
- University of South Florida
- University of Colorado at Denver and Health Sciences Center
- ZERO TO THREE
- Georgetown University Center for Child and Human Development
CSEFEL
Guiding Principles/Values

• Supporting young children’s social and emotional development to prevent challenging behaviors;

• **Individualizing interventions** to meet children’s and families’ unique interests, strengths, and needs;

• Promoting **skill building with enough intensity** to affect change;

• **Implementing strategies in the context** of naturally occurring routines and environments;

• Ensuring fidelity of use through a **systematic change process**; and

• **Modifying strategies** to meet the cultural and linguistic diversity of families and children.
What Works Briefs and WWB Training Kits
New Materials – Coming Now

• Research Syntheses
  – Infant mental health
  – Effects of Maternal Depression
  – Implementing and sustaining practices
• New What Works Briefs
• What Works Briefs Training Kits
• Decision-making Guidelines
• Tools for Families
Implementation of Interventions to Promote Young Children’s Social and Behavioral Outcomes
Center Collaborators

- University of Kansas
- University of South Florida
- Georgetown University
- Vanderbilt University
- University of Colorado Denver
For children served under IDEA

- Provide a unified message and approach to the field
- 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
A great deal of attention has been devoted in recent years to the notion of "evidence-based practice." Along with numerous other fields, early intervention has been affected by this focus. Efforts have been made to identify interventions and programs that do or do not qualify as "evidence-based" (see Honig, Carr, Halle, McRae, Dellan & Winkley, 2005), and practitioners themselves are being evaluated in terms of the extent to which they practice evidence-based procedures. The following provides an explanation of what it means to be an evidence-based practitioner.

Evidence-based practice refers to the use of interventions, strategies, and supports that have research demonstrating their effectiveness. Practices that are evidence-based are those that have been demonstrated to be effective in multiple research studies that document similar outcomes. A particularly useful definition of evidence-based practices was offered by DuPaul, Forrest, and Coppers (2002): Practices that are informed by research on which the characteristics and consequences of environmental variables are empirically established and the relationship directly informs what a practitioner can do to produce a desired outcome.

An evidence-based practitioner is an individual involved in interventions and supports for young children with disabilities and uses evidence-based practices. Evidence-based practitioners include teachers, therapists, counselors, social workers, and anyone else who deliberately attends to empirical data for the practices they use in their work with children.

Selection of practices that are evidence-based

While there is no set formula for determining which intervention strategy to use to meet a particular intervention need, we suggest that the following questions can help to narrow the field.

Has the intervention been evaluated in a peer-reviewed journal?

Has the intervention been replicated across investigators, settings, and participant?

Are there alternative interventions that are less restrictive, better researched, or perhaps more effective or efficient?

Is the intervention within the existing skill set of practitioners, or do they need prior training and consultation?

Has the intervention been shown to produce outcomes like those intended?

How will we evaluate the intervention if we decide to implement?
POSITIVE SOLUTIONS FOR FAMILIES

Eight Practical Tips for Parents of Young Children with Challenging Behavior

Has life with your young child become filled with conflict and confusion? Does it seem as if even the simplest activity can turn quickly into disaster when your child's behavior is out of control? Are you beginning to feel as if things are getting worse instead of better? You're not alone. Many, if not most, parents find themselves struggling with the challenging behavior of their young child at some point in time. The good news is that there are evidence-based effective strategies that you can use to create positive solutions for your family.
Teaching Tools

Routine Based Support Guide

University of South Florida
Louls de la Parte Florida Mental Health Institute
Division of Applied Research & Educational Support

Rochelle Lentini
Bobbie Vaughn
Lise Fox
Training Challenges

• Identify a reporter, facilitator, time keeper
• Discuss your training challenges around social emotional and behavior (5 min.)
• Develop a list of your top 5 challenges
• Share back (round robin, 1 idea per table)
CSEFEL Pyramid Model:
Promoting Social Emotional Competence in Infants and Young Children

- **Intervention**
  - Children with intensive support needs

- **Prevention**
  - Children at Risk

- **Promotion**
  - All children
“Promoting Social Emotional Competence” Video

- Feature length video
- Overview of Framework
- English and Spanish
- Open captioning
Training Modules

- Suggested Agenda
- List of Materials Needed, including Video Clips
- Trainer Scripts
- Trainer PowerPoint Slides
- Participant Handouts
Training Modules

• 3rd Edition of Training Modules
  – Focused on 2 – 5 year olds
  – Expanded activities, scripts, handouts
  – More case examples
  – New videoclips with guidance for presenters
  – More diverse examples
  – Information on program wide implementation
- Available in English & Spanish
Nurturing and Responsive Relationships
Module 1: Promoting Children’s Success: Building Relationship and Creating Supportive Environment

Topics included in this module:
• Building positive relationships with children and families
• Designing environments, schedules, and routines
• Establishing rules
• Implementing activities that promote child engagement
• Modifying and adapting materials and activities to meet the individual needs of all children, including those with disabilities
• Providing encouragement and descriptive praise to children
Building Relationships

• Why is it important?
  – Creating a safe environment for children
  – Ensuring that all children, even those with the most challenging behaviors, have access to ongoing positive relationships
• How do we build relationships with children and their families?
• How do we build relationships with staff?
What are some things that this teacher does to build positive relationships with children?
“Every child needs one person who is crazy about him.”

Uri Bronfenbrenner
High Quality Supportive Environments
Classroom Arrangement and Environmental Supports

- Physical Design
- Environmental Cues
- Schedules and Routines
- Transitions
- Promoting Engagement
  - Large group activities
  - Small group activities
  - Design of learning centers
  - Adaptations and Modifications
- Simple Rules/Expectations
- Ongoing Monitoring and Positive Attention
Targeted Social Emotional Supports

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing and Responsive Relationships

Effective Workforce
Module 2: Social Emotional Teaching Strategies

Topics included in this module:
• Identifying teachable moments
• Facilitating the development of friendship skills
• Teaching problem solving
• Teaching children to recognize and express emotions
• Teaching anger management
Targeted Social Emotional Supports

• What to Teach
• When to Teach
• How to Teach
What to Teach

- Friendship Skills
- Emotional Literacy
- Anger Management
- Problem Solving
Identifying Teachable Moments
How to Teach

• Direct teaching
• Incidentally during naturally occurring activities/routines
• Use a variety of materials
  – Social stories/books
  – Puppets
  – Dolls
Emotional Literacy

…the ability to identify, understand, and express emotions in a healthy way
On Monday
When it Rained

Glad Monster
Sad Monster
Turtle Technique

Step 1

1..  OUCH!

Step 2

STOP

Step 3

2..

Step 4

3..
Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching the “Turtle Technique”
By Rochelle Lentini
March 2005
Solution Kit

Get a Teacher

Wait and take turns.
“Practical Strategies for Teaching Social Emotional Skills”

28 min. feature length video

Highlights strategies and approaches that early childhood personnel and families can use to systematically target social emotional supports that build young children’s skills
Intensive Individualized Interventions
Module 3A & B: Individualized Intensive Intervention

Topics included in this module:
• Identifying the function of challenging behavior
• Identifying behaviors and social skills to target for intervention
• Developing a plan for supporting social-emotional development and preventing challenging behavior
• Using a team approach to addressing challenging behavior and social emotional need
“If a child doesn’t know how to read, we teach.”

“If a child doesn’t know how to swim, we teach.”

“If a child doesn’t know how to multiply, we teach.”

“If a child doesn’t know how to drive, we teach.”

“If a child doesn’t know how to behave, we……… teach? …….punish?”

“Why can’t we finish the last sentence as automatically as we do the others?”

Tom Herner (NASDE President) Counterpoint 1998, p.2)
Process of Individualized Positive Behavior Support (IPBS)

Step 1: Establishing a collaborative team and identifying goals

Step 2: Gathering information (functional assessment)

Step 3: Developing hypotheses (best guess)

Step 4: Designing behavior support plans

Step 5: Implementing, monitoring, and refining behavior support plan
Behavior Support Plan

- **Behavior Hypotheses** - Purpose of the behavior, your best guess about why the behavior occurs
- **Prevention Strategies** - Ways to make events and interactions that trigger challenging behavior easier for the child to manage
- **Replacement Skills** – New skills to teach throughout the day to replace the challenging behavior
- **Responses** - What adults will do when the challenging behavior occurs to ensure that the challenging behavior is not maintained and the new skill is learned
About Cooper

- 2 years, 7 months
- Part C services of speech/language therapy
- Diagnoses of Expressive/Receptive Language Delay, Behavioral Disorder
- Lives with parents, one brother (age 3 1/2 years)
- Strengths - social, likes music, fine motor skills, strong family support system
- Challenging Behaviors - Aggression, Noncompliance, Property Destruction, Self-Injurious Behavior, Running Away
- Significant risk of Preschool Expulsion
Develop Plan

• Team Based
• Focused on understanding the purpose of Coop’s challenging behavior - importance of gathering information
• Developed a comprehensive plan that includes:
  – Strategies for preventing his challenging behavior
  – New skills
  – Adult responses
• Implemented plan
  – Provide support to teachers
Hypotheses

Cooper engaged in challenging behavior:

1. In an attempt to get out of activities that were unpredictable or had unclear expectations
2. In an attempt to get out of activities that were non-preferred (difficult, boring)
3. In an attempt to get out of activities associated with high levels of noise or people
4. In an attempt to get peer or teacher attention
Prevention Strategies

- Visual cues/photo schedule/stop signs
- Social stories for routines
- First/Then boards
- Choice chart
- Preferred items
- Manipulatives
- Modified materials
- Remove distractions
- Add quiet area in room
- Add breaks
- Peer buddy
New Skills

• Teach how to verbally initiate/terminate interactions
• Teach how to initiate appropriate physical affection
• Teach how to appropriately ask for “break” or “help”
• Teach how to respond to loud or over-stimulating situations
Teacher Responses

- Clear instructions
- Redirect
- Specific positive feedback
- Provide choice
- Provide consistent verbal “All done” countdowns
- Promote active participation with modeling
- Encourage verbal communication
- Monitor and anticipate difficult play activities provide option to leave area
With PBS
With PBS
New Skills

Mean Frequency of Replacement Skills During Unstructured Activities
- Freeplay: Baseline 1, Intervention 11
- Circle: Baseline 1, Intervention 6
- Organizer Play: Baseline 1, Intervention 7

Mean Frequency of Replacement Skills During Structured Activities
- Centers: Baseline 2, Intervention 9
- Art: Baseline 0, Intervention 2

Mean Frequency of Replacement Skills During Outside Activities
- Playground: Baseline 1, Intervention 4
Challenging Behavior

Mean Frequency of Aggression During Unstructured Activities

- Freeplay
  - Baseline: 24
  - Intervention: 3

Mean Frequency of Aggression During Structured Activities

- Circle
  - Baseline: 8
  - Intervention: 1

Mean Frequency of Aggression During Outside Activities

- Organized Play
  - Baseline: 7
  - Intervention: 0.5

- Centers
  - Baseline: 19
  - Intervention: 2

- Art
  - Baseline: 2
  - Intervention: 0

- Playground
  - Baseline: 5
  - Intervention: 2
Infant Toddler Modules
Infant Toddler Training Modules

- Same conceptual framework – Pyramid
- Similar format
  - Presenter scripts
  - PowerPoint slides
  - Handouts
  - Videoclips
- Many activities, reflections, inventories/self assessments for learning and planning
Module 1: Social Emotional Development within the Context of Relationships

Topics included in this module:
- Social Emotional Wellness
- Experiencing, Expressing and Regulating Emotions
- Temperament
- The Balance of Close, Secure Relationships & the Ability to Explore
- Developmental Course of Social Emotional Wellness
- Children’s Social Emotional Development with the Context of Families
- Using Relationship to Promote S-E Development
Module 2: Responsive Routines Environments, and Strategies

Topics included in this module:

- Careful Observation
- Responsive Routines and Schedules
- Responsive Environments
- Strategies to Build Emotional Literacy
- Strategies to Build Social Skills
- Working in Partnership with Families
Module 3: Individualized Intensive Intervention with Infants and Toddlers

Topics included in this module:
- Social Emotional Wellness
- Ways of Communicating Unmet Needs and Distress
- When Behavior Goes Off Track: Using Our Understanding to Develop Initial Responses
- How family circumstances may impact behavior
- Paying Attention to the Effects of Challenging Behavior on the Caregivers
- Enlisting the Help of Families/Parents
- Using a Program Process to Develop a Support Plan
Infant Toddler Training Modules

- Maps on to preschool modules
  - Overlap to toddlers
  - Based on unique developmental needs of children
- Currently being translated into Spanish
- Available on the CSEFEL website
Module 3A & B: Individualized Intensive Intervention

Topics included in this module:
• Identifying the function of challenging behavior
• Identifying behaviors and social skills to target for intervention
• Developing a plan for supporting social-emotional development and preventing challenging behavior
• Using a team approach to addressing challenging behavior and social emotional need
Fidelity of Intervention

- Fidelity = degree to which interventions are carried out as planned
- Determined by accuracy and consistency of implementation
- Fidelity is reduced by:
  - Complex interventions
  - Unclear directions or specific instructions
  - Provider knowledge, history, or expectations

Gomez, Walls, & Baird (2007)
## Coaching Impact

Joyce and Showers, 2002

<table>
<thead>
<tr>
<th>TRAINING COMPONENTS</th>
<th>KNOWLEDGE</th>
<th>SKILL DEMONSTRATION</th>
<th>USE IN THE CLASSROOM</th>
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<tr>
<td>Theory and Discussion</td>
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<td>..+Demonstration in Training</td>
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<td>...+ Practice &amp; Feedback in Training</td>
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<td>...+ Coaching in Classroom</td>
<td>95%</td>
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OUTCOMES
% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom
According to Rush and Shelden, 2008

• “Coaching is an evidence-based adult learning strategy used for interacting with parents and other care providers to recognize what they are already doing that works to support child learning and development as well as building upon existing or new ideas.”
Coaching Teachers

• Occurs between the teacher and someone with specific expertise based on:
  – Goal setting
  – Skill development
  – Actions that produce results (i.e., behavior change)

• Different from mentoring
  – Mentors are typically peers
  – Mentors have shared experience
Coaching Elements

- Joint planning
- Observation
- Action/practice
- Reflection
- Feedback

(Rush & Shelden, 2008 www.fippcase.org)
The Teaching Pyramid Observation Tool (TPOT)

- The TPOT was developed to measure the extent to which the Teaching Pyramid practices are being implemented in a classroom.
- Provides information that can be used to identify professional development and support needs of teachers.
Using the TPOT

• Observations
  – Conducted for a minimum of 2 hours
    • Must observe centers or free play and at least one teacher-directed activity
  – Focus of observation is lead teacher’s behavior

• Interviews
  – For those practices that cannot be observed in a 2-hour observation
Format of the TPOT

• Three types of Items
  – Environmental items (Items 1-7) - yes/no based on observation
  – Ratings of practices (items 8-22) - ratings based on observation and/or provider report
  – Red Flags (items 23-38) - yes/no based on observation
Environmental Arrangement

Items

- Clear boundaries
- Move easily around room
- Lack of large open spaces
- Adequate number of centers
- Materials support play
- Preparation of centers
- Classroom rules
Items based on observations and/or provider report

- Schedule and Routines
- Transitions between activities
- Teachers engage in supportive conversations with children
- Promoting children’s engagement
- Teaching children behavior expectations
- Providing directions
- Effective strategies to respond to problem behavior
- Teaching social skills and emotional competencies
- Teaching children to express emotions
- Teaching problem solving
- Supporting friendship skills
Items are scored based on provider report

- Supporting children with persistent problem behavior
- Communication with families to promote involvement
- Involving families to support social emotional development and addressing problem behavior
- Strategies to build collaborative teaching with other adults
Red Flag Items 23-38

- Represents issues related to provider training, support, or program practices
- Indicates areas for immediate training
- Scored as yes/no
Items 8-22 Scoring

• Score each indicator
  – yes or no
  – not applicable or no opportunity
  – observation or interview (report)

• Assign a score of 0-5 on each item
  – 0 not all indicators under “1” receive a yes
  – 1 all indicators under “1” yes and all indicators under “3” no
  – 2 all indicators under “1” yes and some of “3” yes
  – 3 all indicators under “1” and “3” yes and none of “5”
  – 4 all indicators under “1” and “3” yes and some of “5”
  – 5 all indicators across items scored as yes
Sample Item

11. Promoting children’s engagement

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| **A classroom receives a score of “0” if all behaviors under a score of “1” are not observed**

**Notes:**

- **Y** _N (1.1) Teacher offers general guidance to children to select activities or use materials to promote engagement*
- **Y** _N (1.2) Teacher provides fun activities that will support the engagement of almost all of the class *
- **Y** _N (1.3) Teacher communicates with children on eye level almost all of the time *
- **Y** _N (3.1) Structured large-group (e.g., circle) activities are structured so that children are actively engaged (responding, interacting) almost all of the time
- **Y** _N (3.2) Teacher assists individual children in selecting center activities and becoming actively engaged*
- **Y** _N (3.3) Children are provided with multiple opportunities to make meaningful choices within activities (choosing center, choosing how to use materials, choosing where to sit, etc.)
- **Y** _N (3.4) Teacher frequently comments positively on children who are engaged in activities
- **Y** _N (5.1) Teacher assists individual children who are exhibiting problem behavior within an activity become actively engaged (score N/O if no opportunity to observe) *
- **Y** _N (5.2) Teacher modifies instruction or activity when children lose interest in large- and small-group activities

* indicates that the behavior was observed
**Sample Item and Scoring Notes**

**11. Promoting children’s engagement**

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**Notes, definitions, and examples on specific indicators:**

(1.1) Examples include the provider saying: “You could build a tall tower with those blocks” to a group of children who are wandering around the block area.

(1.2) For this indicator to be scored Y, almost all of the class must be engaged almost all of the time. Periods of wait time or activities that do not engage children would score N for this indicator.

(1.3) In order to score a Y on this indicator, teachers must use child-sized chairs or sit on the floor with children during large group time and activities. Teachers must be down on the child’s level most of the time when having conversations, engaging in play, or interacting in any way with the children.

(3.2) An example of a provider offering materials to promote engagement is if a child is not attending during a large group activity, the provider could offer a manipulative for that child to hold that goes along with the activity, or the provider might give that child a specific job during the activity to keep the child engaged. Another example of a provider guiding a non-engaged child might be during free choice time if a few children are wandering around, the provider might start up a new fun activity in one of the centers, such as getting out pladoh or bubbles, to attract children to pick a center and get engaged in play.

(5.1) A child might be having difficulty engaging in an activity and exhibiting problem behavior if they are having trouble manipulating materials, interacting with peers, understanding the activity or the expectations for the activity. If this occurs, a provider should take the necessary steps to either help the child get involved appropriately in the activity or help the child pick a different activity where they could become meaningfully engaged.
16. Teaching children to express emotions

Tell me how you teach or help children learn about emotions. This includes helping children recognize and deal with their own emotions, or recognize and respond appropriately to other’s emotions. Give me some examples of the emotions you teach or help children learn. What strategies do you use? What materials do you use?

Tell me how you teach or help children deal with their anger. What strategies do you use? What materials do you use?

How do you individualize instruction around emotions? Can you give me a few example?

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<td><strong>Y</strong> N  (1.1) Teacher models and/or labels own emotions appropriate ways to express emotions</td>
<td><strong>Y</strong> N  (3.1) Teacher uses a variety of strategies to teach children how to recognize emotions in themselves, other children, and adults*</td>
<td><strong>Y</strong> N  (5.1) Teacher uses a variety of strategies to teach children how to respond to other children’s emotions</td>
<td><strong>Y</strong> N  (1.2) Teacher teaches about a variety of both positive and negative emotions</td>
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<td>Teacher uses a variety of strategies to teach children how to recognize emotions in themselves, other children, and adults*</td>
<td>Teacher validates children’s emotions by labeling them and helping children talk about their emotions</td>
<td>Teacher provides children with strategies to use when they are angry to calm down</td>
<td>Teacher individualizes instruction on emotions based on children’s developmental needs. Procedures and materials vary across children</td>
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TPOT Manual

- Created to provide further clarification and increase reliability of observers
- Provides clarification for many indicators within the items (items that are clarified in the manual are noted with an asterisk)
- Provides both examples and non-examples when necessary
TPOT Large Group Practice Activity
TPOT Practice: Table Activity
Professional Development

• Implementation Fidelity is the Goal!
• Ongoing Process
• Include All Staff
• Avoid Train and Hope!
Professional Development

• Workshops
• Make and Take
• Peer Coaching
• Case Discussion Groups
• Curriculum Development
• Mentoring
• Others?
TPOT Support: Group Case Study

Case Study: Ellen
- Teaches 3 year olds in full day community preschool
- Skilled in her interactions with children and supporting children with challenging behavior
Ellen’s 3yr Class Pre TPOT Graph

Key
1-7. Environment                    15. Social Skills
8. Schedules                          16. Express Emotions
9. Transitions                         17. Problem Solving
10. Conversations 18. Friendship Skills
11. Promot Engagement 19. Persistent Problem Behavior
12. Behavior Expectations 20. Communication w/Families
14. Problem Behavior 22. Relationships w/ Adults
23 – 38. Red Flags

Perfect Scores
Env = 7
Anchor= 5
Red Flags = 0

ENV = 7
Anchor= 2.87
Red Flags = 0
TPOT Support: Group Case Study

Team Activity

- Review Ellen’s TPOT summary for areas of strength, emerging skills, and professional development.
- What skills should be targeted?
- Let’s create an action plan
TPOT Support: Team Case Study

Case Study: Mallory
- teaches pre-k in full day community preschool classroom of children who are at-risk
Mallory’s Pre-K Pre/Post TPOT Graphs

Key

1-7. Environment
8. Schedules
9. Transitions
10. Conversations
11. Promot Engagement
12. Behavior Expectations
13. Providing Direction
14. Problem Behavior
15. Social Skills
16. Express Emotions
17. Problem Solving
18. Friendship Skills
19. Persistent Problem Behavior
20. Communication w/ Families
21. Involving Families
22. Relationships w/ Adults
23 – 38. Red Flags

PRE

POST

Perfect Scores
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Anchor = 5
Red Flags = 0

ENV = 7 / 5
Anchor = .733 / 1.0667
Red Flags = 4 / 6
TPOT Support: Group Case Study

Team Activity

- Review Mallory’s TPOT summary for areas of strength, emerging skills, and professional development (Brainstorm on chart paper)
- Select one skill to target, create an action plan for that skill (fill out plan on handout)
- Report back to the larger group
Adopting the Pyramid: Program-Wide

- Program-Wide Commitment
- Data-Based Decision Making
- Administrative Support

- High Quality Supportive Environments
- Targeted Social Emotional Supports
- Intensive Interventions

- Teacher Training and Technical Assistance
- Well-Defined Procedures
- Partnerships with Families

- Nurturing and Responsive Caregiving Relationships
SEK-CAP Story

• Available from www.challengingbehavior.org