

Promoting Social and Emotional Development in Young Children A Self-Assessment Of Program Practices

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Glossary of terms



Prepared in support of the Nebraska FRIENDS (Fostering Relationships and Emotional Health to Nurture Developmental Success) For more information about this statewide initiative, see <http://ectc.education.ne.gov/partnerships/ecmh/pbs.htm>



Directions at a glance

1. Read through the three assessments to become familiar with the format.
2. Start with Assessment 1 completing all of the items.
3. Address each area that needs attention using the Action Plan.
4. After completing Assessment 1, move on to Assessment 2
5. Repeat these steps until all three assessments are completed and the indicator items are in place.

Promoting Social and Emotional Development in Young Children

A Self-Assessment of Program Practices – Assessment 1 – Getting Ready

This Early Childhood Program Self-Assessment is based on the Center on the Social and Emotional Foundations of Early Learning (CSEFEL) Teaching Pyramid. CSEFEL is a national resource center funded by the Office of Head Start and the Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

The Teaching Pyramid model supports Social and Emotional competence in infants and young children. CSEFEL has developed extensive, user-friendly training materials, videos, and print resources which are available directly from their Web site <http://www.vanderbilt.edu/csefel/> to help early care, health and education providers implement this model. Nebraska resources are highlighted throughout this assessment.

The assessment is designed to help early childhood programs self-assess their current practices in supporting Social and Emotional development. It uses the Teaching Pyramid levels as a framework. This is the first of three assessments and prompts programs to consider training focused specifically on Social and Emotional development and promote positive relationships amongst staff, families, and with children. The three assessments, each with five sections, should be completed in order. Programs should work through each section as a team, first reflecting on current practices and then prioritizing items identified as needing further development. A sample Action Plan is provided to help address areas of need.

Upon completion of the three assessments, a program will be ready to further implement the strategies found on the CSEFEL Web site, including a systematic approach to supporting young children’s Social and Emotional development. Improving practices related to Social and Emotional development contributes to overall program quality and impacts child outcomes. Optimal learning for all children takes place in safe, secure, and high quality settings.

Teaching Pyramid



Instructions: Review each item beginning with the Assessment 1 - Getting Ready, Section 1. Ideally, the program team reviewing each section would include an administrator, a teacher/early childhood caregiver, a paraprofessional, and a parent. Be sure to complete all items.

See the following for an example:

Example 1 – Record evidence of your practice, if present

Item	Evidence of the practice in place	Things I need to do	Prioritize 1, 2, 3	Resource Material
I.1.a. Program has a staff handbook	Handbook given to each staff member on hiring, reviewed annually			Nebraska Early Childhood Training Center Management Training Program in Early Childhood Care and Education http://ectc.education.ne.gov/train/man_trng.html

OR

Example 2 – Record things to do, if not present

Item	Evidence of the practice in place	Things I need to do	Prioritize 1, 2, 3	Resource Material
I.1.a. Program has a staff handbook		Handbook needs to be developed.	1	Nebraska Early Childhood Training Center Management Training Program in Early Childhood Care and Education http://ectc.education.ne.gov/train/man_trng.html

After completing a section, prioritize the items to be addressed. Rank them 1 (to work on first), 2, or 3 (of least priority for the section). Use the Action Plan at the end of each section to identify steps to improve a particular practice.

After completing all of items in each of the five sections the Assessment 1 - Getting Ready, move on to the second assessment: Getting Set. Repeat the process. It is important that you have evidence of each item in the “Evidence of the practice in place” section before moving on. Each section may require time to put new practices into place. Once all three assessments are complete, you are ready to consider further implementation of the CSEFEL strategies.

When the “evidence of practice” column calls for “cite examples,” users should be able to provide an objective description of the practice such that an observer could read and then recognize what is being described. Examples should be seen in the setting consistently, daily, and by all staff members. See the following as an example:

Item I.2.a: “Staff are responsive to children’s needs” – When Johnny fell down and cried, Sally (child care provider) went to him, rubbed his back and asked if he was okay.

Reflect on your program practices through a “Social and Emotional lens,” asking, “Are we promoting positive Social and Emotional development in young children? What are we doing well, and what needs to be changed?”

Assessment 1 - Getting Ready

Section 1. Effective Workforce

Item	Evidence/Observation and/or self reflection of the practice in place	Things I need to do	Prioritize 1, 2, 3	Resource Material
I.1.a. Program has a staff handbook.	Handbook			Nebraska Early Childhood Training Center developed training <i>Management Training Program in Early Childhood Care and Education</i> http://ectc.education.ne.gov/train/man_trng.html
I.1.b. Staff turnover less than 25% per year.	Divide the number of employees who have left the organization within a year, by total number of employees who work for that organization in the same year.			Early Childhood Training Center Media Center http://ectc.education.ne.gov/mediactr.html Staff Burnout in Child Care Settings http://www.ericdigests.org/pre-9218/staff.htm
I.1.c. Staff ratio meets licensing requirements.	See licensing standards			Licensing Standards http://www.hhs.state.ne.us/crl/childcare/childcareeducationx.htm

Item	Evidence/Observation and/or self reflection of the practice in place	Things I need to do	Prioritize 1, 2, 3	Resource Material
I.1.d. Staff are trained in Social and Emotional development.	Staff training records			<p>Nebraska Early Childhood Training Center developed training: <i>Safe and Secure Learners from the Start Training</i> http://ectc.educatione.gov/train/safe_secure/safe_secure.htm</p> <p>Center on the Social and Emotional Foundations for Early Learning http://www.vanderbilt.edu/csefel/</p> <p>Early Learning Guidelines booklet and Training http://ectc.education.ne.gov/elg/elg.htm Approaches to Learning, Social & Emotional Development</p> <p>Nebraska Early Childhood Core Competencies http://ectc.education.ne.gov/projects_opp/core_comp/ Social and Emotional Development Child Growth and Development</p>
I.1.e. Staff meets licensing requirements	Qualification requirements in licensing handbook			<p>Nebraska Department of Health and Human Services Child Care Licensing http://www.hhs.state.ne.us/CRL/childcare/childcareindex.htm</p>

Item	Evidence/Observation and/or self reflection of the practice in place	Things I need to do	Prioritize 1, 2, 3	Resource Material
I.1.f. Regular supervision is provided for staff on maintaining daily schedules and routines.	Staff are observed and feedback provided.			<p>Nebraska Early Childhood Training Center developed training Management Training Program in Early Childhood Care and Education http://ectc.education.ne.gov/train/man_trng.html</p> <p>Early Childhood Training Center Media Center resources http://ectc.education.ne.gov/mediactr.html</p>
I.1.g. If there are other requirements that must be met in addition to licensing, staff/child ratios are in compliance with the most stringent governing regulation.	See standards that apply			<p>Nebraska Department of Health and Human Services Child Care Licensing http://www.hhs.state.ne.us/CRL/childcare/childcareindex.htm</p> <p>Head Start Performance Standards http://www.acf.hhs.gov/index.html</p> <p>Nebraska Rule 11 http://www.education.state.ne.us/ech/rule11.htm</p> <p>Nebraska Early Childhood Education Endowment Fund - Quality Indicators http://www.earlychildhoodendowment.org/grants.htm</p>

Item	Evidence/Observation and/or self reflection of the practice in place	Things I need to do	Prioritize 1, 2, 3	Resource Material
I.1.h. The program has a parent handbook that includes policies.	Handbook			Nebraska Early Childhood Training Center developed Training <i>Management Training Program in Early Childhood Care and Education</i> http://ectc.education.ne.gov/train/man_trng.html Early Childhood Training Center Media Center resources http://ectc.education.ne.gov/mediactr.html

Action Plan

Goal (address the item here that needs attention): _____

Action Steps (What will be done?)	Who is responsible?	What resources are needed?	Timeline	Complete

Assessment 1 – Getting Ready

Section 2. Nurturing and Responsive Relationships

Item	Evidence of the practice in place	Things I need to do	Prioritize 1, 2, 3	Resource Material
I.2.a. Staff are responsive to children's needs throughout the day, i.e. pleasant exchanges, listening, comforting.	Observation and/or self reflection, self reflection, cite example			<p>Early Childhood Training Center developed training: <i>Safe and Secure Learners from the Start Training</i></p> <p>Center on the Social and Emotional Foundations for Early Learning http://www.vanderbilt.edu/csefel/</p> <p>Early Learning Guidelines booklet and Training http://ectc.education.ne.gov/elg/elg.htm</p> <p>Core Competencies Interacting with Children http://ectc.education.ne.gov/projects_opp/core_comp/</p> <p>Early Childhood Training Center developed Training: <i>Safe With You Training</i></p>
I.2.b. Staff seek information from parents about their child.	During registration process, written information about the child's routine, likes and dislikes is collected.			<p>Early Childhood Training Center Media Center From Parents to Partners: Building a Family-Centered Early Childhood Program</p>
I.2.c. Conversations and friendships among staff does not interfere with caregiving/teaching.	Supervisor Observation and/or self reflection, self reflection			<p>Nebraska Early Childhood Training Center developed training: <i>Safe and Secure Learners from the Start Training</i></p>

Item	Evidence of the practice in place	Things I need to do	Prioritize 1, 2, 3	Resource Material
I.2.d. Information about the child's needs are shared with appropriate staff when a child is enrolled.	System in place for sharing information such as a notebook			Management Training Program in Early Childhood Care and Education http://ectc.education.ne.gov/train/management.html
I.2.e. There is a system in place for sharing child related information with appropriate staff daily.	System in place for sharing information such as a notebook			Management Training Program in Early Childhood Care and Education http://ectc.education.ne.gov/train/management.html
I.2.f. Staff consistently responds to the physical needs of each child.	Daily schedule allows for routines such as toileting, hand washing, etc (via Observation and/or self reflection, staff noted to respond to individual child requests/needs)			Early Childhood Training Center Media Center Getting In Tune: Creating Nurturing Relationships with Infants and Toddlers It's Not Just Routine: Feeding, Diapering, and Napping Infants and Toddlers, second edition
I.2.g. Staff talk to parents about the child's interests.	Daily informal communication with parents			Early Childhood Training Center Media Center From Parents to Partners: Building a Family-Centered Early Childhood Program

I.2.h. Parents are welcomed in the setting at any time.	Observation and/or self reflection, self reflections, staff handbook		<p>Early Childhood Training Center Media Center Protective Urges: Working with the Feelings of Parents and Caregivers</p> <p>Family Involvement in Early Childhood http://www.ed.gov/offices/OERI/ECI/digests/98may.html</p>
I.2.i. Children’s greetings and departure are positive.	Observation and/or self reflection, self reflection, staff handbook		<p>Early Childhood Training Center Media Center Better Kid Care: Comings and Goings Smoothing Those Difficult Transitions</p>
I.2.j. Children are welcomed from all backgrounds.	Program policy		<p>What Works Briefs Brief #2 <i>Understanding the Impact of Language Difference on Classroom Behavior</i> http://www.vanderbilt.edu/csefel/wwb.html</p>

Action Plan

Goal (address the item here that needs attention): _____

Action Steps (What will be done?)	Who is responsible?	What resources are needed?	Timeline	Complete

Assessment 1 - Getting Ready

Section 3. High Quality Supportive Environments

Item	Evidence of the practice in place	Things I need to do	Prioritize 1, 2, 3	Resource Material
I.3.a. Facility is in compliance with licensing requirements.	Appropriate license for the facility			Nebraska Department of Health and Human Services Child Care Licensing http://www.hhs.state.ne.us/CRL/childcare/childcareindex.htm
I.3.b. Children are encouraged to talk to peers and staff during the day.	Observation and/or self reflection, self reflection			Early Learning Guidelines booklet and Training http://ectc.education.ne.gov/elg/elg.htm
I.3.c. Materials in the environment encourage the use of language, and enhance literacy opportunities.	*A variety of books are accessible to the children			Early Learning Guidelines booklet and Training http://ectc.education.ne.gov/elg/elg.htm Read for Joy Training http://ectc.education.ne.gov/train/rfj.html
I.3.d. There is sufficient space for activities to take place.	Room is well arranged with space for play, Observation and/or self reflection, self reflection			Environment Rating Scales Training http://ectc.education.ne.gov/train/ers/2008/Hastings/Hastings.htm

Item	Evidence of the practice in place	Things I need to do	Prioritize 1, 2, 3	Resource Material
I.3.e. A current schedule is posted for staff, children, and parents to see.	Schedule			Early Childhood Training Center Media Center Daily Routine: A Day in the HighScope Preschool, revised
I.3.f. There is a balance of large motor and fine motor, active and quiet activities planned.	Schedule			Early Childhood Training Center Media Center Daily Routine: A Day in the HighScope Preschool, revised
I.3.g. Children are allowed to explore and play without being restricted.	Absence of play pens, walkers, children not left in high chairs or other restrictive devices, Observation and/or self reflection, self reflection			Early Childhood Training Center Media Center Space to Grow: Creating a Child Care Environment for Infants and Toddlers Together in Care: Meeting the Intimacy Needs of Infants and Toddlers in Groups
I.3.h. Environment is clean and in good repair.	Observation and/or self reflection, self reflection			Environment Rating Scales Training http://ectc.education.ne.gov/train/ers/2008/Hastings/Hastings.htm

*Books include feelings, stories about people, include real pictures, reflect different cultures and abilities, reflect non sexist roles

Assessment 1: Getting Ready

Action Plan

Goal (address the item here that needs attention): _____

Action Steps (What will be done?)	Who is responsible?	What resources are needed?	Timeline	Complete

Assessment 1 - Getting Ready

Section 4. Targeted Social and Emotional Supports

Item	Evidence of the practice in place	Things I need to do	Prioritize 1, 2, 3	Resource Material
I.4.a. Staff schedule time in their daily plans to teach social lessons.	Lesson plans			Early Childhood Training Center Media Center Building Strong Foundations: Practical Guidance for Promoting the Social-Emotional Development of Infants and Toddlers
I.4.b. Expectations of children are age-appropriate.	Lesson plans, Observation and/or self reflection			Early Learning Guidelines booklet and Training http://ectc.education.ne.gov/elg/elg.htm

Action Plan

Goal (address the item here that needs attention): _____

Action Steps (What will be done?)	Who is responsible?	What resources are needed?	Timeline	Complete

Assessment 1 - Getting Ready

Section 5. Intensive Intervention

Item	Evidence of the practice in place	Things I need to do	Prioritize 1, 2, 3	Resource Material
I.5.a. Resources to provide intervention when children need additional support are identified.	Program Handbook, Staff handbook, cite resources			Behavioral Heath Regions 402/ 471-3121 http://www.hhs.state.ne.us/beh/nebhrbg.htm Nebraska ChildFind Steve Miller Toll free 888-806-6287 or 402-471-0734 Planning Region Team 402-471-2598 http://www.education.state.ne.us/edn/map.htm

Action Plan

Goal (address the item here that needs attention): _____

Action Steps (What will be done?)	Who is responsible?	What resources are needed?	Timeline	Complete

Sources:

Environment Rating Scales. Thelma Harms, Richard Clifford, Debby Cryer. Frank Porter Graham Institute, Carrboro, North Carolina.

Nebraska Early Childhood Education Endowment Fund Quality Indicators. Attachment A and B. <http://www.singasongofsixpence.org/>

Nebraska Rule 11. <http://www.education.state.ne.us/ech/rule11.htm>

Nebraska Early Childhood Training Center. <http://ectc.education.ne.gov/>

The website has links to numerous early childhood resources.

The Early Childhood Training Center **Media Center** has a collection of over 10,000 items on a wide range of topics. You can use the website to search the media collection or contact the media center staff at 402-557-6885.

The web-based **training calendar** provides search features by topic and location.

For more information contact Martha Nash, Martha.Nash@nebraska.gov or phone 402-557-6892.

Developed by: the Nebraska FRIENDS Professional Development Committee

Promoting Social and Emotional Development in Young Children

A Self-Assessment of Program Practices – Assessment 2 – Getting Set

This Early Childhood Program Self-Assessment is based on the Center on the Social and Emotional Foundations of Early Learning (CSEFEL) Teaching Pyramid. CSEFEL is a national resource center funded by the Office of Head Start and the Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

The Teaching Pyramid model supports Social and Emotional competence in infants and young children. CSEFEL has developed extensive, user-friendly training materials, videos, and print resources which are available directly from their Web site <http://www.vanderbilt.edu/csefel/> to help early care, health and education providers implement this model. Nebraska resources are highlighted throughout this assessment.

The assessment is designed to help early childhood programs self-assess their current practices in supporting Social and Emotional development. It uses the Teaching Pyramid levels as a framework. This is the second of three assessments, and prompts programs to look more specifically at the staff's application of Social and Emotional practices within their environment, materials, and interactions with families and children. The three assessments, each with five sections should be completed in order. Therefore, before completing this assessment, everything in the Assessment 1 - Getting Ready should be in place. Programs should work through each section as a team, first reflecting on current practices and then prioritizing items identified as needing further development. A sample Action Plan is provided to help address areas of need.

Upon completion of the three assessments a program will be ready to further implement the strategies found on the CSEFEL Web site including a systematic approach to supporting young children's Social and Emotional development. Improving practices related to Social and Emotional development contributes to overall program quality impacts child outcomes. Optimal learning for all children takes place in safe, secure, and high quality settings.

Instructions: Review each item beginning with the Assessment 2 - Getting Set, Section I. Ideally, the program team reviewing each section would

Assessment 2: Getting Set

Teaching Pyramid



include an administrator, a teacher/early childhood caregiver, a paraprofessional and a parent. Be sure to complete all items. See the following for an example:

Example 1 – Record evidence of your practice, if present

Item	Evidence of the practice in place	Things I need to do	Prioritize 1. 2. 3	Resource Material
II.1.a. Time is set for paid staff training on a monthly basis.	Staff handbook, staff Training record			Management Training Program in Early Childhood Care and Education http://ectc.education.ne.gov/train/man_trng.html

OR

Example 2 – record things to do, if not present

Item	Evidence of the practice in place	Things I need to do	Prioritize 1. 2. 3	Resource Material
II.1.a. Time is set for paid staff training on a monthly basis.		Staff meeting to discuss a way to do training during paid hours.	1	Management Training Program in Early Childhood Care and Education http://ectc.education.ne.gov/train/man_trng.html

After completing a section, prioritize the items to be addressed. Rank them 1 (to work on first), 2, or 3 (of least priority for the section). Use the Action Plan at the end of the document to identify steps to improve a particular practice.

After completing all of items in the Assessment 2 - Getting Set, move on to the next assessment: Go. Repeat the process. It is important that you have evidence of each item in the “Evidence of the practice in place” section before moving on. Each section may require time to put new practices into place. Once all three assessments are complete, you are ready to consider further implementation of the CSEFEL strategies.

When the “evidence of practice” column calls for “cite examples,” users should be able to provide an objective description of the practice such that an observer could read and then recognize what is being described. Examples should be seen in the setting consistently, daily and by all staff members. See the following as an example:

Item I.2.a: “Staff are responsive to children’s needs” – When Johnny fell down and cried, Sally (child care provider) went to him, rubbed his back and asked if he was okay.

Reflect on your program practices through a “Social and Emotional lens,” asking, “Are we promoting positive Social and Emotional development in young children? What are we doing well, and what needs to be changed?”

Assessment 2 – Getting Set

Section 1. Effective Workforce

Item	Evidence of the practice in place	Things I need to do	Prioritize 1, 2, 3	Resource Material
II.1.a. Time is set for paid staff training on a monthly basis.	Staff handbook, staff Training record			Management Training Program in Early Childhood Care and Education http://ectc.education.ne.gov/train/man_trng.html
II.1.b. Staff do self assessments that identify areas of improvement.	Documentation in staff files			Management Training Program in Early Childhood Care and Education http://ectc.education.ne.gov/train/man_trng.html Core Competencies Self Assessment http://ectc.education.ne.gov/projects_opp/core_comp/
II.1.c. Staff accept and recognize the importance of teaming with parents, and take note of family beliefs and customs.	Staff handbook, Observation and/or self reflection, self reflection, parent report			Nebraska Early Childhood Training Center developed training: <i>Safe and Secure Learners from the Start Training</i> Early Childhood Training Center Media Center resources http://ectc.education.ne.gov/mediactr.html

Item	Evidence of the practice in place	Things I need to do	Prioritize 1, 2, 3	Resource Material
II.1.d. A Training or professional development plan is in place.				Management Training Program in Early Childhood Care and Education http://ectc.education.ne.gov/train/man_trng.html Core Competencies Resources http://ectc.education.ne.gov/projects_opp/core_comp/
II.1.e. Staff participate in an annual evaluation, identifying their strengths and goals.	Staff handbook, staff file			Management Training Program in Early Childhood Care and Education http://ectc.education.ne.gov/train/man_trng.html
II.1.f. Staff participate in training on inclusionary practices.	Professional Development Plan			Nebraska Early Childhood Training Center <i>SpecialCare Training</i> Early Childhood Training Center Media Center resources http://ectc.education.ne.gov/mediactr.html
II.1.g. Staff participate in Early Learning Guidelines Training or curriculum.	Professional Development Plan			Early Learning Guidelines booklet and Training http://ectc.education.ne.gov/elg/elg.htm

Action Plan

Goal (address the item here that needs attention): _____

Action Steps (What will be done?)	Who is responsible?	What resources are needed?	Timeline	Complete

Assessment 2 - Getting Set

Section 2. Nurturing and Responsive Relationships

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
II.2.a. Program handbook reflects a philosophy of partnering with parents.	Program handbook			Management Training Program in Early Childhood Care and Education http://ectc.education.ne.gov/train/man_trng.html
II.2.b. Staff have parent/teacher conference and/or home visits to share information.	Program handbook, documentation of conference/home visits			Management Training Program in Early Childhood Care and Education http://ectc.education.ne.gov/train/man_trng.html
II.2.c. Staff eat meals with children.	Observation and/or self reflection, Staff Handbook			Early Childhood Training Center Media Center Feeding Young Children in Group Settings.
II.2.d. Staff interact with children during play.	Observation and/or self reflection, cite examples			What Works Briefs Brief 6 <i>Using Environmental Strategies to Promote Positive Social Interactions</i> http://www.vanderbilt.edu/csefel/www.html

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
II.2.e. Communication between children is encouraged.	Staff ratio, Observation and/or self reflection			Early Learning Guidelines booklet and Training http://ectc.education.ne.gov/elg/elg.htm
II.2.f. Staff react consistently to each child's behaviors and not the situation.	Observation and/or self reflection			Nebraska Early Childhood Training Center developed Training: <i>Safe and Secure Learners from the Start Training</i>
II.2.g. Staff develop an ongoing, appropriate and professional relationship with parents.	Observation and/or self reflection			Nebraska Early Childhood Training Center developed Training: <i>Safe and Secure Learners from the Start Training. Module Five, Teaming with Parents</i>

Action Plan

Goal (address the item here that needs attention): _____

Action Steps (What will be done?)	Who is responsible?	What resources are needed?	Timeline	Complete

Assessment 2 - Getting Set

Section 3. High Quality Supportive Environments

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
II.3.a. A simple checklist is used in the classroom that identifies best practices.	Checklist in place			Classroom checklist example http://www.elc-manatee.org/Quality%20Classroom%20Checklist.pdf
II.3.b. Simple positive rules are posted and understood by the children and staff.	Rules posted Observation and/or self reflection			Technical Assistance Center on Social and Emotional Intervention Handouts http://www.challengingbehavior.org/do/resources/handouts.htm
II.3.c. Children are verbally reinforced for positive behavior.	Observation and/or self reflection			Nebraska Early Childhood Training Center developed Training: <i>Safe and Secure Learners from the Start Training</i>
II.3.d. Staff demonstrate an understanding of developmental stages.	Lesson plans, cite examples			Early Learning Guidelines booklet and Training http://ectc.education.ne.gov/elg/elg.htm

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
II.3.e. Knowledge of the developmental stages of Social and Emotional skills are used in responding and interacting with children.	Observation and/or self reflection, Training record			<p>Early Learning Guidelines booklet and Training http://ectc.education.ne.gov/elg/elg.htm</p> <p>Core Competencies Social and Emotional Development http://ectc.education.ne.gov/projects_opp/core_comp/</p>
II.3.f. Schedule includes a balance of structure and flexibility.	Schedule			<p><u>Creative Curriculum</u> <u>HighScope</u> <u>AEPS</u></p>
II.3.g. There are minimal transitions, with no waiting.	Schedule			<p>What Works Briefs 4 <i>Helping Children Make Transitions between Activities</i> http://www.vanderbilt.edu/csefel/wwb.html</p>
II.3.h. Screening and informal assessment are conducted on a regular basis.	Tools, documentation of results			<p>Nebraska Early Childhood Training Center developed Training: <i>Safe and Secure Learners from the Start Training</i></p> <p>Early Childhood Training Center Media Center resources</p>
II.3.i. Practice/learning centers are defined with appropriate materials accessible	Observation and/or self reflection, cite examples, lesson plans			<p>Early Childhood Training Center Media Center Room Arrangement as a Teaching Strategy</p>

Assessment 2: Getting Set

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
II.3.j. Variations and adjustments are made to meet the needs of each child.	Observation and/or self reflection, cite examples			Nebraska developed online training First Connections: http://ectc.education.ne.gov/partnerships/firstconnections.htm Early Childhood Training Center Media Center resources
II.3.k. Evidence that assessment is linked to daily planning.	Lesson plans			Early Childhood Training Center Media Center Observing Young Children: Learning to Look, Looking to Learn

Action Plan

Goal (address the item here that needs attention): _____

Action Steps (What will be done?)	Who is responsible?	What resources are needed?	Timeline	Complete

Assessment 2 - Getting Set

Section 4. Targeted Social and Emotional Supports

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
II.4.a. Staff understand the importance of intentionally teaching social skills on an individual basis	Staff Training, handbook, lesson plans			Nebraska Early Childhood Training Center developed training: <i>Safe and Secure Learners from the Start Training</i>
II.4.b. Books about emotions/feelings are available.	Observation and/or self reflection			Nebraska Early Childhood Training Center developed training: <i>Safe and Secure Learners from the Start Training</i> Center on Social and Emotional Foundations for Early Learning book list http://www.vanderbilt.edu/csefel/documents/booklist.pdf
II.4.c. Children are verbally reinforced for positive behaviors and redirected effectively.	Observation and/or self reflection, cite examples			Nebraska Early Childhood Training Center developed training: <i>Safe and Secure Learners from the Start Training</i>

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
II.4.d. Activities and materials are used to help children understand social skills and cooperative play (working together).	Observation and/or self reflection, cite examples, lesson plans			Early Childhood Training Center Media Center Room Arrangement as a Teaching Strategy
II.4.e. Children are encouraged to put their feelings into words.	Observation and/or self reflection, cite example			Nebraska Early Childhood Training Center developed training: <i>Safe and Secure Learners from the Start Training</i>

Action Plan

Goal (address the item here that needs attention): _____

Action Steps (What will be done?)	Who is responsible?	What resources are needed?	Timeline	Complete

Assessment 2 – Getting Set

Section 5. Intensive Intervention

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
II.5.a. Document behavior incidents				
II.5.b. Contact identified resources to support and further evaluate the child				<p>Behavioral Health Regions 402/ 471-3121 http://www.hhs.state.ne.us/beh/nebhrbg.htm</p> <p>Nebraska ChildFind Steve Miller Toll free 888-806-6287 or 402-471-0734</p> <p>Planning Region Team 402-471-2598 http://www.education.state.ne.us/edn/map.htm</p>

Action Plan

Goal (address the item here that needs attention): _____

Action Steps (What will be done?)	Who is responsible?	What resources are needed?	Timeline	Complete

Sources:

Environment Rating Scales. Thelma Harms, Richard Clifford, Debby Cryer. Frank Porter Graham Institute, Carrboro, North Carolina.

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Developed by: the Nebraska Early Childhood FRIENDS Professional Development Committee

Assessment 2: Getting Set

Promoting Social and Emotional Development in Young Children

A Self-Assessment of Program Practices – Assessment 3 - Go

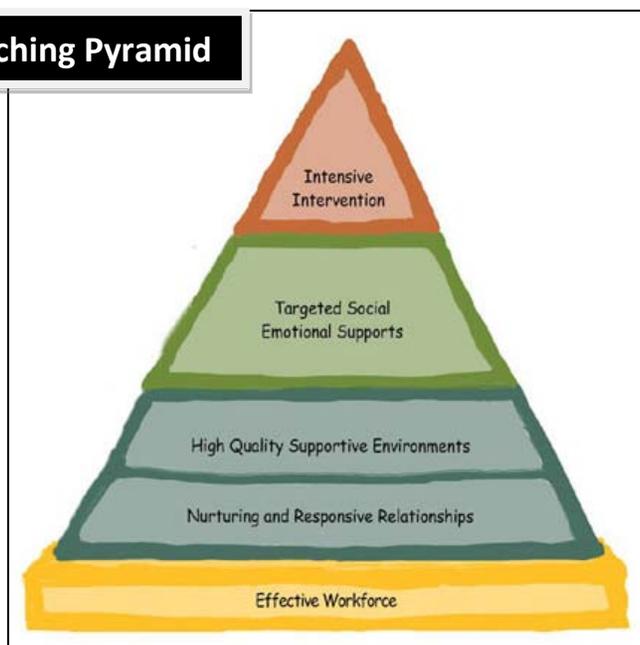
This Early Childhood Program Self-Assessment is based on the Center on the Social and Emotional Foundations of Early Learning (CSEFEL) Teaching Pyramid. CSEFEL is a national resource center funded by the Office of Head Start and the Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

The Teaching Pyramid model supports Social and Emotional competence in infants and young children. CSEFEL has developed extensive, user-friendly training materials, videos, and print resources which are available directly from their Web site <http://www.vanderbilt.edu/csefel/> to help early care, health and education providers implement this model. Nebraska resources are highlighted throughout this assessment.

The assessment is designed to help early childhood programs self-assess their current practices in supporting Social and Emotional development, it uses the Teaching Pyramid levels as a framework. This is the third of three assessments, each with five sections; the assessments should be completed in order. This assessment prompts programs to identify and use a Social and Emotional curriculum, achieve a quality level score on the Environment Rating Scale, and promote the inclusion of children with special needs through intentional and individualized strategies. Programs should work through each section as a team, first reflecting on current practices and then prioritizing items identified as needing further development. A sample Action Plan is provided to help address areas of need.

Upon completion of the three assessments a program will be ready to further implement the strategies found on the CSEFEL Web site including a systematic approach to supporting young children's Social and Emotional development. Improving practices related to Social and Emotional development contributes to overall program quality impacts child outcomes. Optimal learning for all children takes place in safe, secure, and high quality settings.

Teaching Pyramid



Instructions: Review each item beginning with the Assessment 3 – Go, Section 1. Ideally, the program team reviewing each section would include an administrator, a teacher/early childhood caregiver, a para, and a parent. Be sure to complete all items. See the following for an example:

Example 1 – Record evidence of your practice, if present

Item	Evidence of the practice in place	Things I need to do	Prioritize 1. 2. 3	Resource Material
III.1.a. Stable staff	Turnover of less than 25%			Training and Supporting Personnel http://www.challengingbehavior.org/explore/presentations_workshops.htm

OR

Example 2 – Record things to do, if not present

Item		Things I need to do	Prioritize 1. 2. 3	Resource Material
III.1.a. Stable staff		Determine ways to reduce turnover, interview staff	1	Training and Supporting Personnel http://www.challengingbehavior.org/explore/presentations_workshops.htm

After completing a section, prioritize the items to be addressed. Rank them 1 (to work on first), 2, or 3 (of least priority for the section). Use the Action Plan at the end of the document to identify steps to improve a particular practice.

After completing all of items in the Assessment 1 - Getting Ready, move on to the Getting Set assessment. Repeat the process. It is important that you have evidence of each item in the “Evidence of the practice in place” section before moving on. Each section may require time to put new practices into place. Once all three assessments are complete, you are ready to consider further implementation of the CSEFEL strategies.

When the “evidence of practice” column calls for “cite examples,” users should be able to provide an objective description of the practice such that an observer could read and then recognize what is being described. Examples should be seen in the setting consistently, daily and across staff members. See the following as an example:

Item I.2.a: “Staff are responsive to children’s needs” – When Johnny fell down and cried, Sally (child care provider) went to him, rubbed his back and asked if he was okay.

Reflect on your program practices through a “Social and Emotional lens,” are we promoting positive Social and Emotional development in young children? What are we doing well, and what needs to be changed?

Assessment 3 - Go

Section 1. Effective Workforce

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
III.1.a. Stable staff	Turnover of less than 25%			Training and Supporting Personnel http://www.challengingbehavior.org/explore/presentations_workshops.htm
III.1.b. Plan is in place for supporting children when there is a staff change, which includes parents.	Observation and/or self reflection, cite example, handbook			Center on the Social and Emotional Foundations for Early Learning Creating Social Stories http://www.vanderbilt.edu/csefel/practicalstrategies.html
III.1.c. Staff support the implementation of new strategies to support Social and Emotional development.	Cite examples			Nebraska Early Childhood Training Center developed training: <i>Safe and Secure Learners from the Start Training</i> Center on the Social and Emotional Foundations for Early Learning http://www.vanderbilt.edu/csefel/
III.1.d. Staff are trained in an evidence-based curriculum.	Training records			Early Childhood Training Center Media Center and Training Catalog Creative Curriculum HighScope AEPS

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
III.1.e.. A written policy about inclusion is in place.	Program handbook			Early Childhood Training Center Media Center Child Care and the Americans with Disabilities Act, Tape 3: Working with Parents and Community Resources Beginning Together http://cainclusivechildcare.org/bt/
III.1.f. Staff demonstrates they care for all children regardless of disabilities, special circumstances, and/or individual needs.	Roster of children, program handbook			Early Childhood Training Center Media Center TrainerVision: Inclusion, Volume 1 Core Competencies http://ectc.education.ne.gov/projects_opp/core_comp/ Early Childhood Training Center Media resources http://ectc.education.ne.gov/mediactr.html
III.1.g. A potential leadership team is identified.	Document of leadership team membership			Center on the Social and Emotional Foundations for Early Learning http://www.vanderbilt.edu/csefel/
III.1.h. Participation in self studies focusing on promoting Social and Emotional competence.	Records of self studies			What Works Briefs http://www.vanderbilt.edu/csefel/wwb.html Early Childhood Training Center materials http://ectc-library.nde.ne.gov/cgi-bin/opac.exe/search

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
III.1.i. Staff participate in an annual program self-assessment.	Self assessment			Environment Rating Scale http://www.fpg.unc.edu/~ECERS/
III.1.j. Reflective supervision is practiced.	Staff handbook			Early Childhood Training Center Media Center Reflective Supervision: A Relationship for Learning
III.1.k. Staff have planning time together.	Staff schedules Plans that reflect joint planning			Nebraska Early Childhood Training Center Management Training Program in Early Childhood Care and Education http://ectc.education.ne.gov/train/man_trng.html
III.1.l. Staff are qualified, as determined by program standards and Nebraska's Core Competencies.	Staff records			TEACH http://www.nebraskaeyc.org/ Nebraska's Core Competencies http://ectc.education.ne.gov/projects_opp/core_comp/index.htm

Action Plan

Goal (address the item here that needs attention): _____

Action Steps (What will be done?)	Who is responsible?	What resources are needed?	Timeline	Complete

Assessment 3 - Go

Section 2. Nurturing and Responsive Relationships

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
III.2.a. Continuity of care is practiced ages birth to three.	Program design documentation			Early Childhood Training Center Media Center Caring for Infants and Toddlers in Groups Developmentally Appropriate Practice
III.2.b. Builds positive teacher/child relationships through one-to-one interactions and communications, acknowledges children's accomplishments and efforts, recognizes the child as an individual.	Observation and/or self reflection, handbooks			What Works Briefs Brief 12 Building Positive Teacher-Child Relationships http://www.vanderbilt.edu/csefel/wwb.html
III.2.c. Children are supported when there is a temporary staff change.	Cite examples			Early Childhood Training Center Media Center Caring for Infants and Toddlers in Groups Developmentally Appropriate Practice

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
III.2.d. A consistent communication system is in place with parents.	Written communication system, parent report			Early Childhood Training Center Media Center Communication and Professional Growth
III.2.e. A consistent policy for involving parents is in place.	Written policy, parent report			What Works Brief 16 Fathers and Father-Figures: Their Important Role in Children's Social and Emotional Development http://www.vanderbilt.edu/csefel/wwb.html
III.2.f. Sensitivity to individual children's needs is demonstrated.	Observation and/or self reflections, example cited, lesson plans			What Works Brief 9 What are Children Trying to Tell Us? http://www.vanderbilt.edu/csefel/wwb.html
III.2.g. Parents are asked for input regarding the program.	Parent meeting notes			Early Childhood Training Center Media Center From Parents to Partners: Building a Family-Centered Early Childhood Program
III.2.h. Social and Emotional development is intentionally addressed in parent/child contacts.	Observation and/or self reflection, documentation of parent/teacher conference, home visits, parent report			Early Childhood Training Center Media Center Communication and Professional Growth

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
III.2.i. Children are assisted with becoming involved in their initial activity after greeting.	Observation and/or self reflection Staff Handbook			Early Childhood Training Center Media Center <u>Creative Curriculum</u> <u>HighScope</u> <u>AEPS</u>
III.2.j. Staff intentionally listen and respond to children.	Observation and/or self reflection			What Works Brief #21 Fostering Emotional Literacy in Young Children: Labeling Emotions http://www.vanderbilt.edu/csefel/wwb.html
III.2.k. Staff are a resource to parents.	Observation and/or self reflection			PTI Nebraska www.pti-nebraska.org/
III.2.l. Parents are active and equal members of the problem-solving process.	Written documents			Early Childhood Training Center Media Center From Parents to Partners: Building a Family-Centered Early Childhood Program
III.2.m. Partnerships with the community are evident.	Written agreements			NeAEYC, Red Cross, Social Service agencies, schools, child cares, health organizations

Action Plan

Goal (address the item here that needs attention): _____

Action Steps (What will be done?)	Who is responsible?	What resources are needed?	Timeline	Complete

Assessment 3 - Go

Section 3. High Quality Supportive Environments

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
III.3.a. A score of 5 or higher in all areas of the appropriate Environment Rating Scale by either an outside or internal trained evaluator.	ECERS/ITERS/FCERS score			Environment Rating Scale http://www.fpg.unc.edu/~ECERS/
III.3.b. Children are allowed to make choices.	Observation and/or self reflection, lesson plans			What Works Brief # 15 Using Choice and Preference to Promote Improved Behavior http://www.vanderbilt.edu/csefel/wwb.html
III.3.c. Schedules reflect large and small group time.	Schedule			What Works Brief #3 <i>Helping Children Understand Routines and Classroom Schedules</i>
III.3.d. Schedules provide active and quiet play.	Schedule			Early Childhood Training Center Media Center Child Care in Action: Infants and Toddlers Daily Routine: A Day in the HighScope Preschool, revised

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
III.3.e. Routines are in place.	Schedule, Observation and/or self reflection			Early Childhood Training Center Creative Curriculum HighScope AEPS
III.3.f. Learning is fun.	Observation and/or self reflection, lesson plans			Early Learning Guidelines Booklet and Training http://ectc.education.ne.gov/elg/elg.htm
III.3.g. Social and Emotional skills are identified as part of the lesson plan.	Lesson plans			Early Childhood Training Center Media Center Beyond Behavior Management: The Six Life Skills Children Need to Thrive in Today's World

Action Plan

Goal (address the item here that needs attention): _____

Action Steps (What will be done?)	Who is responsible?	What resources are needed?	Timeline	Complete

Assessment 3 - Go

Section 4. Targeted Social and Emotional Supports

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
III.4.a. A social curriculum is in place.	Lesson plans			Creative Curriculum HighScope Second Steps Wise Ways
III.4.b. Lesson plans reflect Social and Emotional goals throughout the day.	Lesson plans			Creative Curriculum HighScope AEPS
III.4.c. Children are involved in resolving conflicts.	Observation and/or self reflection			<i>What works Brief 8</i> <i>Promoting Positive Peer Social Interactions</i> http://www.vanderbilt.edu/csefel/wwb.html
III.4.d. Staff recognize each child's attempts to express their emotions and respond appropriately.	Observation and/or self reflection, examples			What Works Brief #19 <i>Helping Children Express their Wants and Needs</i> What Works Brief #20 <i>Expressing Warmth and Affection to Children</i> http://www.vanderbilt.edu/csefel/wwb.html

III.4.e. Children with special needs are included in group social play.

Observation and/or self reflection, lesson plans

What Works Brief #13

Inclusion: the Role of the Program Administrator

<http://www.vanderbilt.edu/csefel/wwb.html>

Action Plan

Goal (address the item here that needs attention): _____

Action Steps (What will be done?)	Who is responsible?	What resources are needed?	Timeline	Complete

Assessment 3 - Go

Section 5. Intensive Intervention

Item	Evidence of the practice in place	Things I need to do	Prioritize 1,2,3	Resource Material
III.5.a. A plan is in place for children who need additional support in developing appropriate social behaviors.	Plans			What Works Brief #10 <i>Positive Behavior Support: An Individualized Approach for Addressing Challenging Behavior</i> Brief #18 <i>Logical Consequences</i> http://www.vanderbilt.edu/csefel/wwb.html
III.5.b. A behavior specialist is identified who will provide an assessment based intervention that results in an individualized behavior support plan.	Contract Child's file			Early Childhood Mental Health Consultation http://download.ncadi.samhsa.gov/ken/pdf/SVP05-0151/SVP05-0151.pdf
III.5.d. Children with special needs are included in group play.	Observation and/or self reflection			Early Childhood Training Center Media Center The Developmentally Appropriate Inclusive Classroom in Early Years

Action Plan

Goal (address the item here that needs attention): _____

Action Steps (What will be done?)	Who is responsible?	What resources are needed?	Timeline	Complete

Sources:

Environment Rating Scales. Thelma Harms, Richard Clifford, Debby Cryer. Frank Porter Graham Institute, Carrboro, North Carolina.

Nebraska Early Childhood Education Endowment Fund Quality Indicators. Attachment A and B. <http://www.singasongofsixpence.org/>

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GLOSSARY

Self-Assessment of Program Practices

Words and concepts found in 3 phases of Self-Assessment

Action Plan	An Action Plan is a process for establishing goals and objectives (intentions) for program planning. The plan is completed by the program staff or team and is a written document that guides efforts in accomplishing specified goals and objectives. The Action Plan includes 1) action steps, 2) person(s) responsible, 3) needed resources to implement action steps, 4) timeline for implementation, and 5) assessment of accomplishment.
Early Childhood Self-Assessment	The Early Childhood Program Self-Assessment is a three-part series designed for program staff and/or teams to assess the level of implementation of best practices for promoting Social and Emotional competence in young children. It is recommended that the three parts of the self-assessment (e.g., 1. Getting Ready, 2. Getting Set, and 3. Go) be used in sequence to assess program practices and in preparation for further implementation of the Teaching Pyramid.
Evidence	Evidence is information that leads to confirmation or proof that supports a claim. When program teams are asked to list “evidence,” the expectation is that there will be tangible facts or data that help support their claim. Evidence is observable and measurable.
Framework	A framework is intended for individualization of practice, based upon the identified program elements (i.e., program setting, staffing, child needs, self-assessed program needs, etc).
Program	In this context, a program is defined as any early childhood setting (i.e., pre-school, childcare, Head Start, etc) in Nebraska.

Program Quality

Program quality in early childhood emphasizes a child-centered approach with trained, nurturing, and responsive adults who are kind and gentle, and protect children’s health and safety while providing a wealth of experiences that lead to essential learning. Program quality is reflected in (a) results for children, (b) attainment of specified goals and objectives of the program, and (c) developmental appropriateness. Program quality is measured by standards of practice as evidenced in National Association for the Education of Young Children (NAEYC) Accreditation, Environment Rating Scales, Nebraska Early Learning Guidelines, the Teaching Pyramid, and evidence-based curriculums, birth to five.

Social and Emotional Competence

Social and emotional competence refers to children’s ability to demonstrate and/or develop positive ways to experience and regulate emotions, develop relationships with others, and feel safe to explore and learn.

Teaching Pyramid Model

The Early Childhood Teaching Pyramid Model is a visual representation of multiple interrelated levels of Social and Emotional concepts and practices and how those levels are connected. It is structured to guide the teacher/provider to reflect on and implement early childhood practices designed to support Social and Emotional competence in young children. The model was developed by the Center on Social and Emotional Foundations for Early Learning.

Levels in the Teaching Pyramid:	The Teaching Pyramid is structured in levels to demonstrate a continuum of supports for all children in early childhood programs. The pyramid focuses on the development of Social and Emotional competence in young children through evidence-based practice. These practices are designed to promote developmentally appropriate behaviors, using prevention, intentional teaching, and individualized intervention.
<i>Foundation: Effective Workforce</i>	This base level, Effective Workforce, is the foundation required for implementation of the Teaching Pyramid. It includes effective program policies and procedures that reflect appropriate practice in addition to well trained, stable staff who are committed to continuous improvement.
<i>Nurturing and Responsive Relationships</i>	This level represents positive, supportive relationships among all those involved in the program (children, families, program staff, and other professionals.) These relationships are essential to effective implementation of evidence-based practices that promote Social and Emotional competence in young children.
<i>High Quality Supportive Environments</i>	High quality environments support young children’s Social and Emotional development through room arrangement, equipment selection, open ended materials, predictable schedules and routines. Environments that are well designed and implemented in ways that support the development of appropriate behavior and social skills provide developmentally appropriate materials that promote children’s participation in meaningful activities, teach children about rules and expectations, and use positive attention and encouragement to assure development of positive behavior.
<i>Targeted Social and Emotional Supports</i>	Specific strategies are identified to systematically support children to develop competence in emotional literacy, problem solving, impulse control, and building and maintaining friendships. These strategies are used intentionally to prevent problem behaviors and to modify or change them if they do occur.

Intensive Intervention

Intensive intervention is a process used for those children who continue to exhibit social and/or emotional issues or other challenging behaviors, even after the foundational levels of the pyramid have been implemented.

Elements of Intensive Intervention

Elements of Intensive Intervention include:

1. Behavior support team: A team, which may include the teacher, paraprofessional, parents, mental health consultant, and others involved in the child's life, is created to identify the goals of intervention.
2. Functional behavior assessment: A data gathering process that provides information about the purpose of the child's challenging behavior.
3. Hypotheses development: Identification of the challenging behavior in terms of the, description of the challenging behavior, responses that maintain the challenging behaviors, purpose(s) of behavior).
4. Behavior support plan: The design of the plan is simplified to include 4 elements:
 - (a) Hypotheses: The best guess as to the function(s) of the child's challenging behavior
 - (b) Prevention strategies: Strategies that help the child manage behaviors within the natural context.
 - (c) Replacement skills: Skills explicitly taught throughout the day to replace challenging behaviors
 - (d) Responses: Adult behaviors that will occur in response to the child's challenging behaviors.
5. Implementing, monitoring, and evaluating outcomes.
6. Refining the plan as necessary.