

Promoting Social-Emotional Competence and Preventing Challenging Behaviors in Young Children: Effective Teaching Practices

*The Promotion-Prevention-Intervention Approach of Three National Technical Assistance Centers**

Program-wide goals for teachers in preschool settings

- Developing strong teaming relationships
- Developing partnerships with families
- Creating classroom environments that support the active engagement of all children
- Teaching social emotional skills intentionally to all children
- Teaching social emotional skills with sufficient intensity to individual children who are at risk of challenging behavior

Universal promotion (Tier 1)

- Responsive interactions
 - Supporting children's play
 - Responding to child conversations
 - Supporting communication of children with special needs
 - Providing positive feedback and encouragement of appropriate behavior
 - Building relationships with children
- Preventive classroom practices
 - Adequate materials
 - Defined play centers
 - Balanced schedule (large and small group)
 - Structured transitions
 - Individualized instructions for children who need support
 - Small number of rules taught and promoted
 - Activities designed to engage children
 - Clear directions
- Sample teacher tools for Tier 1 in preschool
 - Tools for working on "building relationships" CSEFEL—
<http://csefel.vanderbilt.edu/resources/strategies.html#tools>
 - Book list—focused on social emotional skills CSEFEL—
<http://csefel.vanderbilt.edu/resources/strategies.html#list>
 - Book nooks CSEFEL—

- <http://csefel.vanderbilt.edu/resources/strategies.html#booknook>
- ☐ Enhancing emotional vocabulary in young children CSEFEL--
http://challengingbehavior.org/do/resources/teaching_tools/toc/folder8/8a_enhancing_emot_voc.pdf
- ☐ Family tools—making the most of playtime CSEFEL—
http://csefel.vanderbilt.edu/documents/make_the_most_of_playtime_2.pdf
- ☐ Teacher tools—classroom rules TACSEI—
http://challengingbehavior.org/do/resources/teaching_tools/toc/folder3/3a_class_rules.ppt
- ☐ Teacher tools—circle time tips TACSEI—
http://challengingbehavior.org/do/resources/teaching_tools/toc/folder7/7a_circle_scripted_story.ppt
- ☐ Relaxation resources CECMHC—
<http://www.ecmhc.org/relaxation.html>
- ☐ Observation toolkit CECMHC (Tiers 1-3)-- EC Program Wide Benchmarks of Quality, short-form versions of the Teaching Pyramid Observation Tool (TPOT) and The Pyramid Infant Toddler Observation Scale (TPITOS), the Behavior Incident Report for home and school, the Classroom Environment Observations, the Classroom Engagement Observation, and Classroom Behavior Record Template
http://www.ecmhc.org/observation_toolkit.html

Targeted social-emotional supports (Tier 2)

- Social emotional teaching strategies
 - Teach children to identify and express emotions
 - Teach and support self-regulation
 - Teach and support strategies for handling anger and disappointment
 - Teach and support social problem solving
 - Teach and support cooperative responding
 - Teach and support friendship skills
 - Teach and support collaboration with peers
- Sample teacher tools for Tier 2 in preschool
 - ☐ Scripted stories for social situations CSEFEL—
<http://csefel.vanderbilt.edu/resources/strategies.html#scriptedstories>
 - ☐ You got it! Teaching social skills CSEFEL—
<http://www.naeyc.org/files/yc/file/200611/BTJFoxLentini.pdf>
 - ☐ Feeling charts/Emotions faces/Solutions kit/Problem solving steps CSEFEL— <http://csefel.vanderbilt.edu/resources/strategies.html>
 - ☐ Helping children control anger and disappointment TACSEI--
http://challengingbehavior.org/do/resources/teaching_tools/toc/folder4/4_a_csefel_anger_article.pdf

- ❑ Family tools—teaching your child about feelings CSEFEL—
<http://csefel.vanderbilt.edu/resources/family.html>
- ❑ You’ve got to have friends-- friendship building tools TACSEI—
http://www.challengingbehavior.org/do/resources/teaching_tools/toc/folder2/2b_csefel_friends_article.pdf
- ❑ Visual strategies—making a visual schedule TACSEI—
http://www.challengingbehavior.org/do/resources/teaching_tools/toc/folder5/5b_how_make_vis_sched.pdf
- ❑ Everyday ideas for increasing children’s opportunities to practice social skills and emotional competencies
<http://www.ecmhc.org/ideas/index.html>

Intervention practices in preschool (Tier 3)

- Individualized interventions
 - Convene team to develop interventions
 - Collect data to determine nature of problem behavior
 - Develop individualized behavior support strategies
 - Implement behavior support plan with consistency
 - Conduct ongoing monitoring of child progress
 - Revise plan as needed
 - Partner with families and colleagues in plan implementation

- Sample teacher tools for Tier 3 in preschool
 - ❑ Observation cards/ Functional assessment interview form CSEFEL—
<http://csefel.vanderbilt.edu/resources/strategies.html>
 - ❑ Family tools—responding to your child’s bite CSEFEL—
<http://csefel.vanderbilt.edu/resources/family.html>
 - ❑ Teaching tools for young children with challenging behavior
http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm
 - ❑ Teacher support planning sheet TACSEI—
http://www.challengingbehavior.org/do/resources/teaching_tools/toc/folder1/1f_teacher_support.doc
 - ❑ Routine based supports guide TACSEI
http://www.challengingbehavior.org/do/resources/teaching_tools/toc/folder1/1e_routine_based.pdf
 - ❑ Complete Guide to Positive Behavior Support TACSEI—
http://www.challengingbehavior.org/explore/pbs_docs/pbs_complete.doc
 - ❑ Six Steps of PBS learning module TACSEI --
<http://www.challengingbehavior.org/explore/pbs/process.htm>
 - ❑ Recognizing and addressing trauma in infants and young children CECMHC—
<http://www.ecmhc.org/tutorials/trauma/index.html>
 - ❑ Facilitating Individualized Interventions to Address Challenging Behavior: Toolkit -Teaching tools for individualized interventions, functional

- assessment, developing, implementing and monitoring behavior support plans CECMHC
http://www.ecmhc.org/facilitating_toolkit.html
- Positive Behavior Support (PBS) Case Study TACSEI--
http://www.challengingbehavior.org/explore/pbs/case_studies.htm

References

Hemmeter, M.L., Fox, L., & Snyder, P. (2014). *Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms, Research Edition*. Baltimore, MD: Brookes Publishing Co.

Hemmeter, M.L., Ostrosky, M.O., & Corso, R.M. (2012). Preventing and addressing challenging behavior: Common questions and practical strategies. *Young Exceptional Children*, 15:2, 32-46.

National Technical Assistance Centers Supporting Social Emotional Development and Prevention of Challenging Behavior in Infants, Toddlers, and Young Children

*CSEFEL = Center on the Social and Emotional Foundations for Early Learning www.vanderbilt.edu/csefel

*TACSEI = Technical Assistance Center on Social Emotional Interventions www.challengingbehavior.org

*CECMHC = Center on Early Childhood Mental Health Consultation www.ecmhc.org

What does Kansas MTSS say about practices within the Teaching Pyramid Model?

The information in this guide draws on the rich, research-validated practices of School-wide Positive Behavioral Interventions and Supports (SW-PBS, PBIS); for preschool, it relies on program-wide implementation of the Teaching Pyramid model (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003; Hemmeter, Ostrosky, & Fox, 2006; Powell, Dunlap, & Fox, 2006) and applications of this model within Program-Wide Positive Behavioral Interventions and Supports (PW-PBIS).

Kansas MTSS Structuring Module 2 Behavior (June, 2012)
<http://www.kansasmtss.org/resources.htm>