

Supporting Social and Emotional Health Using the CSEFEL Pyramid Model



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Overview of:



- Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
- NC/CSEFEL Pyramid Model Partnership
- DCDEE's statewide initiative *Promoting Healthy Social Behaviors in Child Care Centers*

CSEFEL: Center on the Social and Emotional Foundations for Early Learning



- 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.

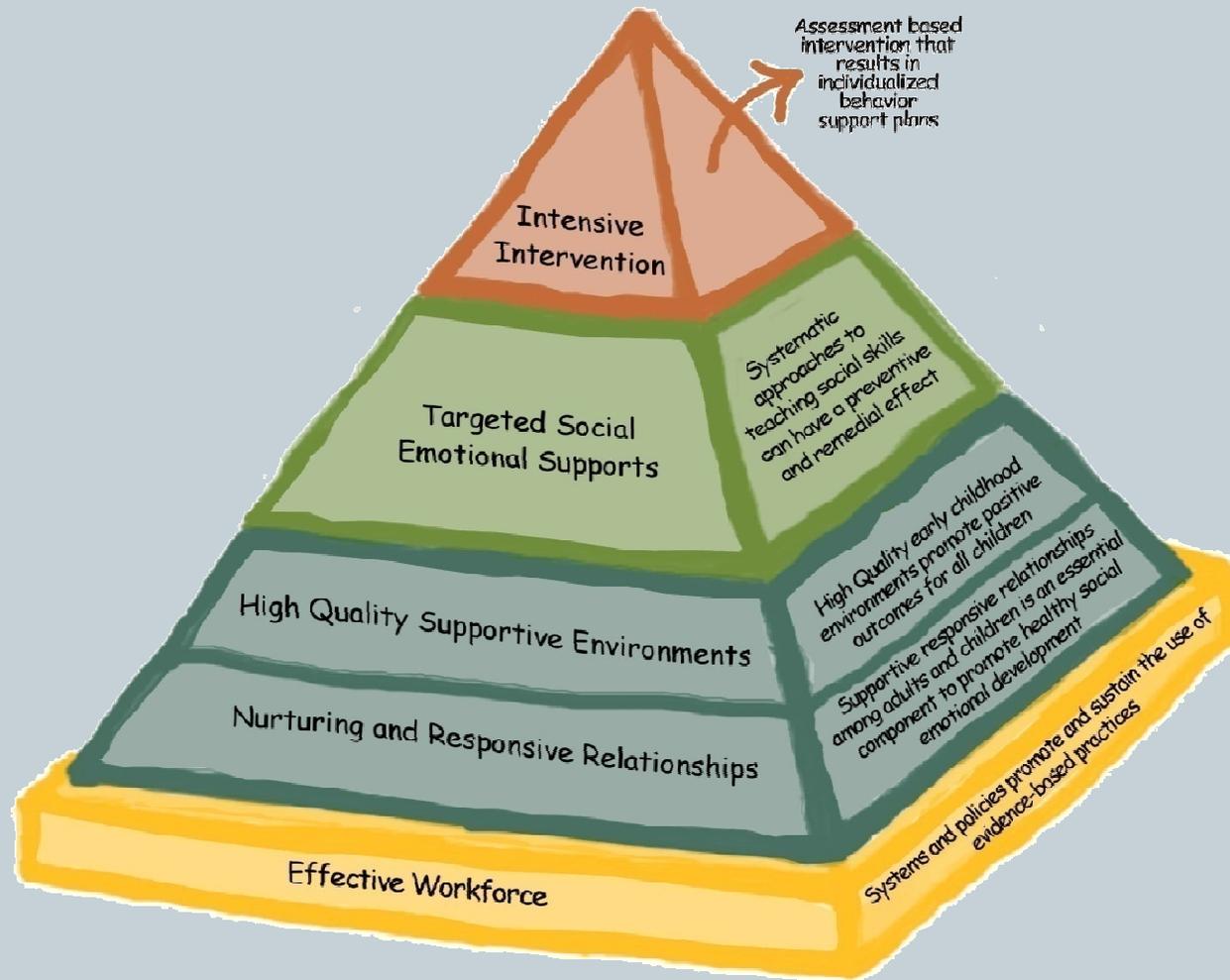
CSEFEL's Charge: Years 1-5

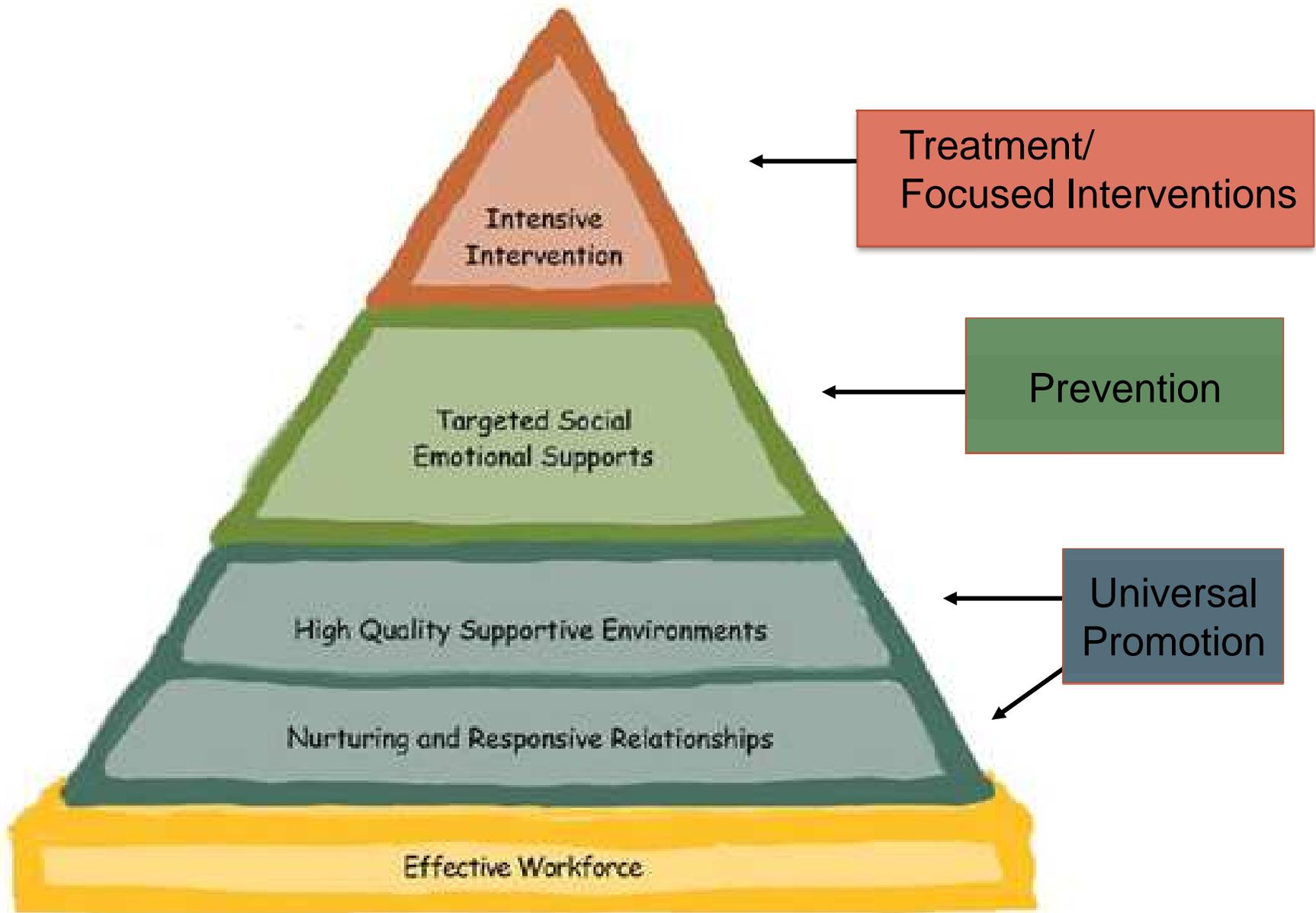


- Analyze and synthesize the research on social emotional development and translate the findings into materials that are practical and accessible
- Disseminate evidence-based practices and materials via an interactive website

<http://csefel.vanderbilt.edu/>

The Pyramid Model for Supporting the Social and Emotional Competence of Infants and Young Children











Treatment/
Focused Interventions



CSEFEL's Charge: Years 5-10



- Continuation of:
 - Analysis and synthesis of S-E research and translation of findings into practical, accessible materials.
 - Dissemination of evidence-based practices and materials via an interactive website.
- Refunded with a focus on engaging in intensive training and technical assistance to selected states to foster professional development that sustains the use of effective practices at the local level.

CSEFEL Partnership States



- California
- Colorado
- Hawaii
- Iowa
- Massachusetts
- Maryland
- Nebraska
- North Carolina
- Tennessee
- Vermont
- Wisconsin

Components of Statewide Partnerships



1. Convene an interagency, collaborative planning team

NC/CSEFEL Pyramid Model Partnership includes:

- NC Division of Child Development and Early Education
- NC Child Care Resource and Referral Council
- Head Start/Migrant Head Start
- NC Partnership for Children
- NC Department of Public Instruction
- NC Division of Public Health
- FPG Child Development Institute
- NC Community College System

Components of Statewide Partnerships



1. Convene an interagency, collaborative planning team
2. Develop a Statewide Cadre of Trainers
3. Create Coaching Capacity
4. Select and Support Pyramid Model Demonstration Sites
5. Evaluate Outcomes
6. Scale-up and Sustain the Efforts

What Has This Meant for NC's Children?



North Carolina

CSEFEL Pyramid Model
Partnership



Promoting Social Emotional Competence in North Carolina's Young Children

Promoting Healthy Behaviors in Child Care Centers



An initiative of the
NC Child Care Resource and Referral Council
funded by
NC Division of Child Development and Early Education

Promoting Healthy Social Behaviors in Child Care Centers: Origin



1. Impact of Social-Emotional Health
 - Off to a Good Start, 2000*
 - Neurons to Neighborhoods, 2001*
 - Eager to Learn, 2002*
 - Set for Success, 2002*
 - Ready to Enter, 2002*
 - Emotions Matter, 2002*
 - Hardwired to Connect, 2003*
2. Frequency of Preschool Expulsions
 - Prekindergarteners Left Behind, 2005*

Behavior Problems on the Rise



- Increase in serious emotional and behavioral difficulties in very young children, especially those involving self-regulation and communication
- Aggression increasingly evident among younger and younger children
- Estimates of 10% of preschool children display challenging behavior in clinical range
- Estimates rise to 35% in high-risk, low-income populations
- Preschool teachers report that children's disruptive behavior is the single greatest challenge that they face

Journal of the American Medical Association, 2003

West, Denton, & Reaney, 2001, Dept. of Education Report

Kupersmidt, Bryant, & Willoughby, 2000, Behavioral Disorders

Set for Success, 2001

Trajectory of the Behavior Problems



- Research shows that preschool social, emotional and behavioral competence predicts academic success
- Nationally, kindergarten teachers report that almost half of children enter school without the social skills necessary for optimal learning
- Aggressive and disruptive behavior in second grade can be predicted by attendance in preschool settings high in behavioral problems and low in teacher-child closeness
- Early onset behavior problems are the single best predictor for many future negative outcomes

Neurons to Neighborhoods, 2001

Blair, 2002

Howes, 2002

Center for Evidence-Based Practices, 2004

Promoting Healthy Social Behaviors in Child Care Centers: Goal



To prevent and address the challenging behaviors of children enrolled in North Carolina licensed child care centers by systematically and intentionally promoting the social-emotional health of these young children, using the CSEFEL Pyramid Model

Promoting Healthy Social Behaviors in Child Care Centers: Activities



- Provide programmatic mental health consultation through evidence-based, research-based, relationship-based **technical assistance**
- Provide **specialized training** based on current research and evidence-based best practices
- **Provide access** to current S-E research and implications for practice
- **Collaborate** across systems

Promoting Healthy Social Behaviors in Child Care Centers: Accomplishments



Since 2005, Behavior Specialists have supported:

- 5,434 teachers in
- 3,044 classrooms caring for
- 43,166 children.

Of these children:

- 690 required individual intensive supports.

Of this subset of children most at risk for expulsion:

- 673 maintained their child care placement.

FY06-09 client center expulsion rates reduced by 45%

Teachers/Administrators Report:



- Administrators report:
 - Calmer classrooms
 - Increased child retention
 - Increased staff retention
- Teachers report:
 - Increased confidence in ability to prevent and address challenging behaviors
 - Success of CSEFEL classroom strategies
 - Renewed enthusiasm for teaching

The Pyramid Model Works!



Questions?