

**PROMOTING POSITIVE SOCIAL EMOTIONAL SKILLS FOR ALL CHILDREN- LEADING TO SUCCESS IN SCHOOL AND LIFE**

Strategies for P3

### Who We Are-

- Tim Andrews – ECPBIS Specialist Multnomah Early Childhood Program
- Nancy Anderson, Assistant Director David Douglas School District
- Brooke Chilton Timmons - Early Learning Coordinator – SUN Service System, Early Learning Multnomah

### The “P” of P3- Common interests and collective impact-


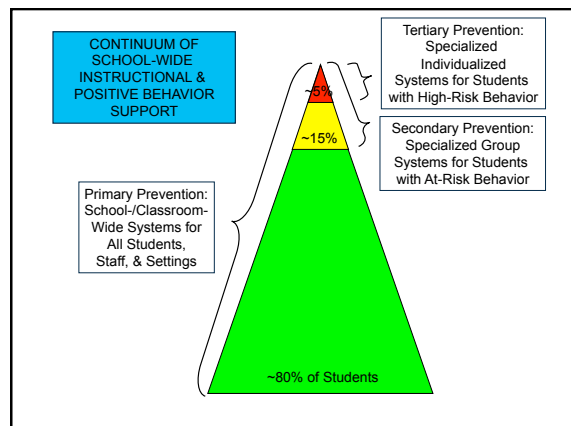
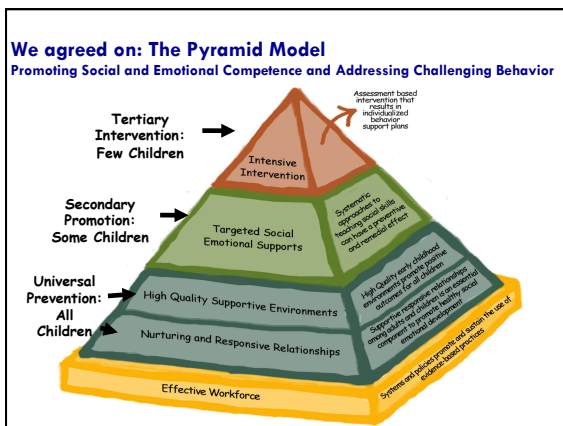
**Who came together**  
 Leadership from Early Childhood Special Education, Head Starts, Community Mental Health & Child Care Resource and Referral

**Why- Explored conditions in our County**  
 High PreK expulsion rates, poor outcomes from therapeutic PreK placements, a variety of training across programs, limited resources, and the need for collaboration and cross sector training.

### Young Children in Our Community-

We worked together sharing and identifying the:


- Children in our community that were at risk.
- Experiences they have before entering K.
- Opportunity gap for many of our youngest learners.
- The collective focus we believed would make a difference.
- Evidence based practices and models we agreed to research and eventually implement.

### Key to Implementing our Model- An Investment in Coaching

	% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom (Joyce and Showers)		
TRAINING COMPONENTS	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
...+Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%

- ### Exploration-
- Research and select evidence based practices that are developmentally appropriate for children birth through K-1;
  - Select EC evidence based program(s) that align with K-5 EBP;
  - Develop a common understanding of the model/program(s) and practices across early childhood sectors;
  - Identify an ECPBIS implementation plan;
  - Identify core trainers/coaches and provide training- ECPBIS Specialists, EC Mental Health Consultants, and Administrators; and
  - Try out the model in safe, ready environments- HS and ECSE

- ### Implementation Sites-
- Develop a site selection process-
    - Request for proposals
    - Criteria- readiness
    - Cross-sector team review and selection
  - Select sites that represent the broader EC community (informal and formal EC care and education, DV shelters, etc.) with possible extensions into K (districts implementing PBIS)
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- ### Implementation-
- Provide trainings and coaching in EC sites.
  - Develop a process with Child Care Resource and Referral- incentives for implementation in child care settings-
    - Submit Trainings to Oregon Registry for Set 1 approval.
    - Expanded training and coaching in more community PreK settings
  - Develop a cross sector training calendar

- ### Family Engagement-
- Training provided on ECPBIS Family Modules
  - Provide coaching with families in their homes
  - Provide training to cross-sector home visitors
  - Extend ECPBIS parent training into K transition work
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- ### P3
- Cross-Sector P3 Leadership Team- ECPBIS/PBIS Community of Practice
    - Implementation Plan for P3- additional sites, coaching, data, policies and practices.
    - Benchmarks of Quality
    - Share the work and extend the work
  - P3 Coaches Group- invite K-5 coaches
    - Continue to refine coaching skills- Practice Based Coaching
    - Increase use of data at sites and across sites, BIRs and TPOTs
  - Connect the ECPBIS with K
    - Provide training/resources for K teachers in EKT
    - Observation and coaching in K through State Innovation Grant

## P3 Innovation Grants-

### David Douglas Innovation Grant

- P3 Shared Professional Learning Opportunities
  - EC and K teachers PBIS PD
  - Earl Boyles work on alignment of P-K1 positive behavior support practices and RTI
- Parent Family Learning Events across 9 elementary schools
- CCRR informal care training in our schools

## P3 Grants-

### Early Learning Multnomah Kinder Innovation Grant

- 26 classrooms- (6 Head Start, 6 pre-school, 14 kindergarten) are aligning practices through ECPBIS
  - Early lessons include importance of:
    - Follow-up coaching for teachers, capacity & relationships
    - Timing of trainings
    - Kindergarten teacher voice
    - Aligned vs. joint professional development between EC and schools

## Examples of P3 Work:

- Early Kindergarten Transition Toolkit and Training: EC BPIS Strategies that Support Self-Regulation
  - Provided to K teachers by ECPBIS Coaches
  - Provided in the summer before EKT Program
  - Materials, make and take

## Nurturing and Responsive Relationships Tier 1 Universal Practices

### Positive Relationships-

- Helps each child feel accepted in the group
- Assists children in learning to communicate and get along with others
- Encourages feelings of empathy and mutual respect among children and adults
- Co-regulation
- Acknowledge feelings for regulation
- Follow child's lead to support regulation

## High Quality and Supportive Environments

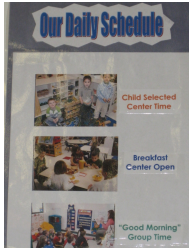
## Classroom Expectations-

- Like school age PBIS, ECPBIS also teaches and reinforces expectations
  - Common school age expectations-
    - Be safe, Be respectful, Be responsible
  - Common early childhood expectations-
    - Be safe, Be friendly, Be a worker

### Visual Schedules-

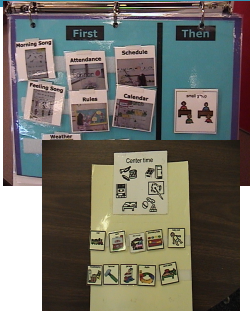
Increase predictability for all children

When children (and adults!) know what to expect...  
...they are more likely to stay regulated.




### Routines and Expectations-

- Classroom Matrix
  - Teach to the matrix
- Importance of Routines
- Visual Schedules
  - First/Then schedules
  - Mini-schedules
  - Support transitions

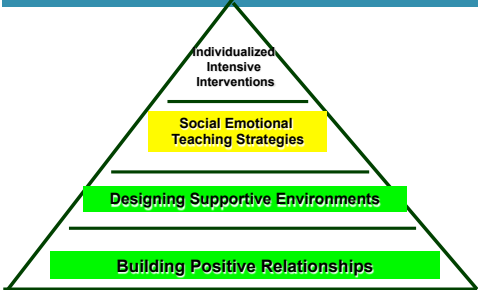


### Giving Directions-

- Focus on telling children what to do, rather than what not to do.
  - Hearing "NO" is a trigger for many kids.
  - Give clear, positively stated directions
  - Prevent, reinforce and teach



### Promoting Social Emotional Competence



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### Key Skills to Support Children's Regulation-

- Emotional Literacy
- Controlling Anger and Impulse
- Problem Solving




### Emotional Literacy-

*Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.*



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### Children with a Strong Foundation in Emotional Literacy-



- ▣ tolerate frustration better
- ▣ get into fewer fights
- ▣ engage in less destructive behavior
- ▣ are healthier
- ▣ are less lonely
- ▣ are less impulsive
- ▣ are more focused
- ▣ have greater academic achievement


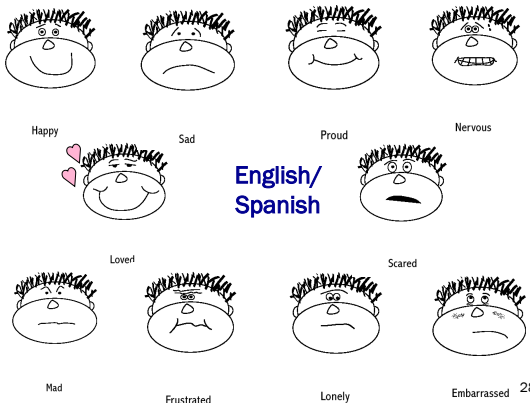
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### Strategies for Enhancing Emotional Literacy-

- ▣ Direct Teaching
- ▣ Indirect Teaching
- ▣ Use of Songs and Games
- ▣ How would you feel if...?
- ▣ Checking In
- ▣ Feeling Dice and Feeling Wheel
- ▣ Use of Children's Literature

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### Direct Teaching of Feeling Vocabulary


Happy Sad Proud Nervous

English/Spanish

Love! Scared


Mad Frustrated Lonely Embarrassed 28

### Classroom Example




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### Classroom Example



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### Indirect Teaching-



- Provide emotional labels as children experience various affective states:
- “Tamika and Tanya seem really happy to be playing together! They keep hugging each other!”

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### Use of Songs and Games

#### Sample Song-



Add new verses to common songs:


If you're happy and you know it...

- If you're **sad** and you know it, cry a tear..”boo hoo”
- If you're **mad** and you know it, use your words “I'm mad”
- If you're **scared** and you know it ask for help, “help me”
- If you're **happy** and you know it, hug a friend
- If you're **tired** and you know it, give a yawn.

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### Sample Game

- How does your face look when you feel proud?
- What makes you feel proud?



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### Sample Game












Triste                      Alegre                      Frustrado

Make a \_\_\_\_ face.

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### Sample Game

Bingo


 Loud	 Happy	 Sad
 Happy	 Loud	 Proud
 Proud	 Sad	 Loud

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### Play: “How Would You Feel If?”

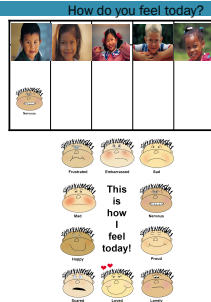
- Discuss typical situations that happen when children are together: “How would you feel if this happened to you?”

Example: Jeremy wanted to play ball with Katie and Wu-ying today, but they wouldn't let him. How do you think that made him feel? How do you think you would feel if that happened to you? What could Jeremy try next time?



### Checking In-

- Teachers and children can “check in” each morning by choosing a feeling face that best describes their mood and putting it next to their name.
- Children can be encouraged to change their feeling faces throughout the day as their feelings change.



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### Feeling Dice/Feeling Wheel



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### Use of Children’s Literature-



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### Characteristics of Classrooms That Foster Emotional Literacy-

- ▣ Teachers label their own feelings.
- ▣ Teachers notice and label children’s feelings.
- ▣ Books about feelings are read and are available in the story center.
- ▣ Photos of people with various emotional expressions are displayed.



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### Characteristics of Classrooms That Foster Emotional Literacy-

- ▣ Activities are planned to teach and reinforce emotional literacy.
- ▣ Children are reinforced for using feeling words.
- ▣ Efforts occur daily.

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### Controlling Anger and Impulse-

- ▣ Key Skills include:
  - Recognizing that anger can interfere with problem solving
  - Learning how to recognize anger in oneself and others
  - Learning how to calm down
  - Understanding appropriate ways to express anger



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### Turtle Technique


Recognize that you feel angry.

Go into shell. Take 3 deep breathes. And think calm, coping thoughts.

“Think” Stop.


Come out of shell when calm and think of a solution.

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### AFTER CALMING DOWN WITH TUCKER...

Then it's time for problem solving...



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### Problem Solving-

Key Skills:

- Learning the problem solving steps
- Learning alternative solutions
- Learning that solutions have consequences
- Learning to evaluate solutions -
  - *Is it safe?*
  - *Is it fair?*
  - *Does it lead to Good feelings?*
- Learning what to do when a solution doesn't work

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### Problem Solving Steps

Would it be safe?  
Would it be fair?  
How would everyone feel?

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### The Solution Kit

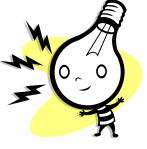
Get a Teacher

Wait and take turns.

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### Help the Child Think of a Possible Solution-



- Get a teacher
- Ask nicely
- Ignore
- Play
- Say, "Please stop."
- Say, "Please."
- Share
- Trade toys/item
- Wait and take turns
- Get a timer

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### Video 2.14a: Solution Kit Examples



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### More Strategies for Teaching Problem Solving-

- Problematize everything
  - "We have 6 kids at the snack table and only one apple. We have a problem. Does anyone have a solution?"
- Play "What would you do if...?"
- Children make their own "solution kits"
- Children offer solutions to problems that occur in children's stories


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### Content and Links

- ▣ CSEFEL – [www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)
- ▣ Parent Modules
- ▣ ELM- EKT Toolkit

### In Conclusion...

- ▣ EBP models and alignment P3 will increase children's success
- ▣ Coaching is non-negotiable
- ▣ ECPBIS components are developmentally appropriate for K and can align with PBIS
- ▣ Bridging the gap between PK and K will support each child's continued social emotional growth
- ▣ P3 professional development is key



### Questions/Comments