



The reauthorized Child Care and Development Block Grant states the need for increased focus on developing young children’s social-emotional competencies, which are key to success in school and life – and are most easily learned in early childhood. Fortunately, effective tools to promote social-emotional development already exist. The Center for Social Emotional Foundations for Early Learning’s (CSEFEL) Pyramid Model, for example, provides a powerful framework for early childhood teachers to promote social-emotional development and prevent challenging behaviors that are commonly used by young children who lack age-appropriate social-emotional skills.

“An essential element of a strong system of supports for early childhood mental health is a workforce that has the knowledge and skills needed to promote positive social-emotional growth in young children and to identify and address problems in this domain” – Building Strong Systems of Support for Young Children’s Mental Health, National Center for Children in Poverty, 2011

Indeed, early childhood teachers report that children’s disruptive behavior is the single greatest challenge they face (Yoshikawa & Knitzer, 1997; Arnold, et al, 1998) and faculty in higher education early childhood programs report that students are least likely to be prepared upon graduation to work with children with persistent challenging behaviors (Hemmeter, 2004).

To this end, Promoting Healthy Social Behaviors in Child Care Centers is a statewide initiative of the North Carolina Child Care Resource and Referral Council, managed by Child Care Resources Inc. (CCRI). This project has prepared early childhood educators and technical assistance providers to better support the state’s early care and education workforce in promoting healthy social-emotional development.

Healthy Social Behaviors Institute

PARTNERS



The Pyramid Model Institute

Building on the state's successful Healthy Social Behaviors (HSB) project, CCRI leveraged HSB expertise to provide training to non-CCR&R personnel across the early childhood education (ECE) system to increase their awareness, knowledge, and use of CSEFEL's Pyramid Model.

HSB Specialists planned and implemented a four-day, multi-track training institute on the Pyramid Model, creating a statewide mechanism within and across ECE system sectors for those who are engaged in educating or mentoring ECE teachers to access in-depth training on promoting children's social-emotional competencies.

Pyramid Model Institute
A Project of NC's Healthy Social Behaviors Initiative



The Pyramid Model Institute was designed for a diverse group of participants including:

- Early Educator Support, Licensure & Professional Development (EESLPD) mentors and evaluators
- NC Pre-K administrators
- ECE higher education faculty
- Child care health consultants (CCHC)
- NC Head Start (HS) education managers

At the Institute, higher education participants reviewed a checklist of teaching practices needed by new teachers to effectively support children's social-emotional development. They were able to uncover gaps between ECE curriculum and teacher practices and to strategize ways to bridge those gaps. These professionals agreed on the importance of sharing this information with their students.

Part I (August 2016, Durham Convention Center)

A total of 19 HSB Specialists provided Pyramid Model training on three topics: 1) the power of positive relationships; 2) the environment as a second teacher; and 3) using teaching strategies to prevent and address challenging behaviors

The Institute was attended by 164 ECE professionals participating in three tracks of eight cohorts:

- Track One (Cohort 1) - A total of 21 EESLPD mentors and evaluators participated in four days of training that included a 15-hour Training of Trainers on the Pyramid Model and five hours of professional development on the NC Mental Health Competencies; HSB's new crosswalk of NC Foundations of Early Learning and Development and the Pyramid Model; and project-specific information. Participants earned 2.0 CEUs.
- Track Two (Cohorts 2 and 3) - A total of 29 ECE higher education professionals from two- and four-year institutions participated in four days of training that included 15 hours of professional development on the Pyramid Model; N.C. Mental Health Competencies; HSB's crosswalk of NC Foundations of Early Learning and Development and the Pyramid Model; and social-emotional teaching expectations. Participants earned 2.0 CEUs.

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- Track Three (Cohorts 4 through 8) - A total of 114 EESLPD mentors and evaluators, NC PreK administrators, Head Start Education Managers, and Child Care Health Consultants participated in three days of training that included 15 hours of professional development on the Pyramid Model delivered. Participants earned 1.5 CEU.

About the Participants

- 55 percent have Master's degree or higher
- 73 percent have 10+ years of experience in ECE
- 29 percent had previous training on the Pyramid Model and rated their knowledge at 3.16 out of 5 (average). Those with no previous training rated their knowledge at 2.18 out of 5 (average).



Feedback from Participants

Participants indicated their desire for additional similar events around social-emotional development and their appreciation for:

- highly-skilled facilitators
- excellence of training provided
- quality of the overall experience
- networking opportunities made possible by gathering multiple ECE professionals in one place for multiple days of training on the same topic

Part II (October-November 2016, statewide locations)

Four "Pyramid Model Introductory Overview Seminars" were offered at various locations throughout the state for EESLPD, NC Pre-K, Head Start, CCHC, and higher education professionals who were unable to commit to attendance at the multi-day institute. Other interested ECE professionals and providers were also welcomed at these events, which were held in Chatham, McDowell, Columbus, and Edgecombe counties. Participants earned 0.5 CEU.

Part III (November 2016)

A "Teaching Pyramid Observation Tool (TPOT) Reliability Certification Seminar" was delivered over two days to certify the 21 EESLPD professionals who participated in the Pyramid Model Training of Trainers Cohort at the August institute.

For more information about Promoting Healthy Social Behaviors in Child Care Centers visit:

www.childcareresourcesinc.org/ece-and-sa-programs/overview-of-services/quality-improvement-maintenance/ ■