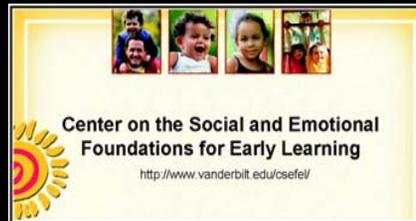


CSEFEL/Team Tennessee



Child Advocacy Days

March 16, 2011

Nashville, Tennessee

Behavioral All-Stars





Incidence & Trajectory





An estimated 9 to 13% of American children and adolescents between ages nine to 17 have serious diagnosable emotional or behavioral health disorders resulting in substantial to extreme impairment.

(Friedman, 2002)

- **Students with SED miss more days of school than do students in all other disability categories**

(U.S. Department of Education, 1994)

- **More than half of students with SED drop out of grades 9-12, the highest rate for all disability categories.**

(U.S. Department of Education, 2002)

- **Of those students with SED who drop out of school, 73% are arrested within five years of leaving school**

(Jay & Padilla, 1987; Wagner, 1995)





**It begins
early...**

The proportion of preschool children meeting the criteria for the clinical diagnosis of ODD (Oppositional Defiant Disorder) ranges from 7% to 25% of children in the United States, depending on the population surveyed.

(Webster-Stratton, 1997)



Children who are poor are much more likely to develop behavior problems with prevalence rates that approach 30%.

(Qi & Kaiser, 2003)



The number of poor children has increased by 2.5 million since 2000 to 14.1 million (one in 5), with almost half of them living in extreme poverty , and 8.1 million children lack health coverage -with both numbers likely to continue to increase during the recession.

Children in America lag behind almost all industrialized nations on key child indicators. The United States has the unwanted distinction of being the worst among industrialized nations in relative child poverty, in the gap between rich and poor, in teen birth rates, and in child gun violence.

(Children's Defense Fund, 2010)



Children who are identified as hard to manage at ages 3 and 4 have a high probability (50:50) of continuing to have difficulties into adolescence

(Campbell & Ewing, 1990; Egeland et al., 1990; Fischer, Rolf, Hasazi, & Cummings, 1984)



**The correlation between
preschool-age aggression
and aggression at age 10
is higher than that for IQ.**

(Kazdin, 1995)

**Preschool children
are three times more
likely to be “expelled”
than children in
grades K-12**

(Gilliam, 2005)



- **Boys were over 4.5 times more likely to be expelled than girls.**
- **African-American preschoolers were about twice as likely to be expelled as European-American children (both Latino and non-Latino). The increased likelihood of boys to be expelled over girls was similar across all ethnicities, except for African-Americans where boys accounted for 91.4% of the expulsions.**

(Gilliam, 2005)

When aggressive and antisocial behavior has persisted to age 9, further intervention has a poor chance of success.

(Coie & Dodge, 1998)



In the absence of comprehensive, effective prevention and early intervention responses to their critical needs, many children with significant problem behaviors in early childhood face futures in which they are...



- **rejected by peers and teachers**
- **abuse drugs**
- **engage in gang membership and violence**
- **drop out of school**
- **and continue into adulthood with long-term, chronic disabling conditions**



(Conroy & Brown, 2004; Dunlap et al., 2006; Strain & Timm, 2001; Webster-Stratton & Taylor, 2001)



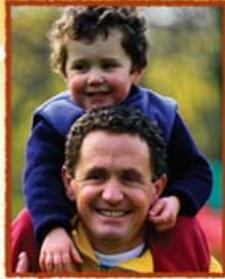
There are evidence-based practices that are effective in changing this developmental trajectory. The problem is not lack of implements ...



... but lack of their widespread, appropriate, sustained application.

**"The way one defines a problem will determine
in substantial measure the strategies that
can be used to solve it."**

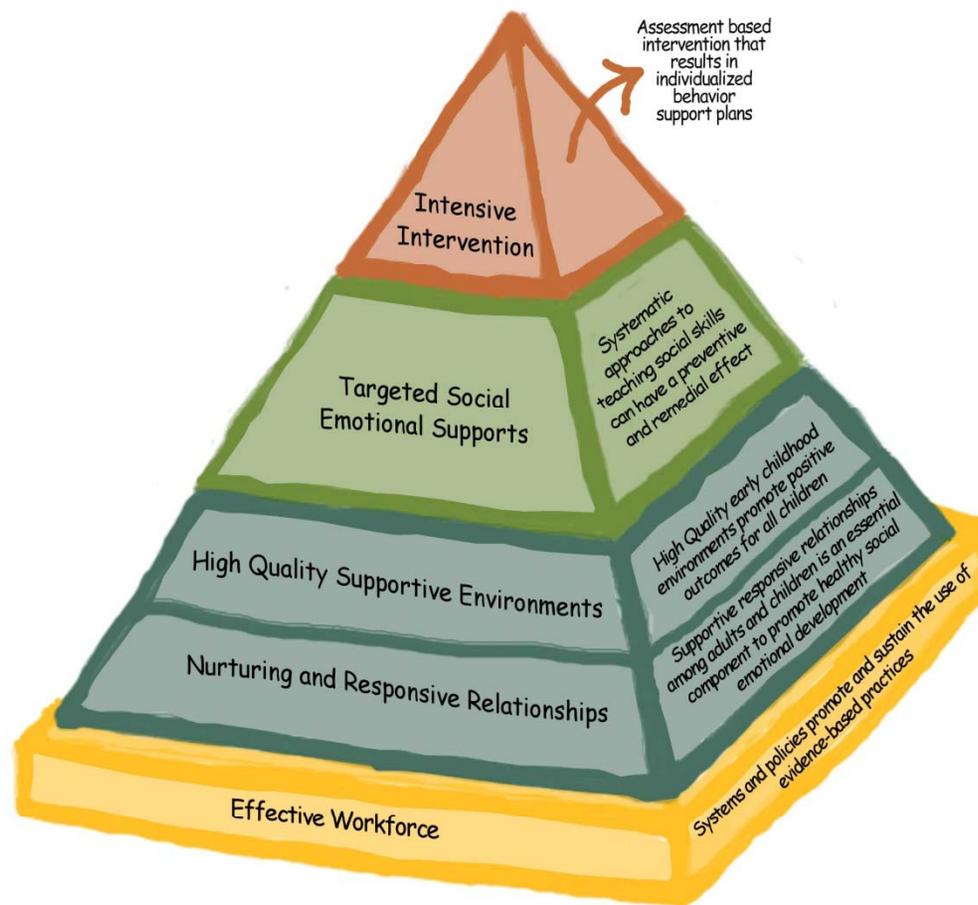
- Nicholas Hobbs



***CSEFEL Pyramid Model
Promoting the Social
Emotional Development of
Infants and Young Children:
A Tennessee Collaborative
Initiative***

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

CSEFEL Pyramid Model



Center on the Social and Emotional
Foundations for Early Learning

What is Team Tennessee?

The state interagency, collaborative team that is working is to develop policies, procedures and other mechanisms to implement, evaluate and sustain the Pyramid Model.



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Who are the Team Tennessee member agencies?

- Tennessee Department of Education
Office of Early Learning and Special Education, Office of Early Childhood
- Tennessee Head Start State Collaboration Office
- Tennessee Department of Health Early Childhood Comprehensive Systems
- Tennessee Department of Mental Health and Developmental Disabilities



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Who are the Team Tennessee member agencies?

- Tennessee Department of Human Services - Tennessee Child Care Resource and Referral Network (CCR&R), Tennessee Early Childhood Training Alliance (TECTA), Child Care Licensing, and Infant and Toddler Initiatives
- Tennessee Institutions of Higher Education
- Tennessee Department of Children's Services, Office of Child Safety



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Who are the Team Tennessee member agencies?

- Tennessee Association for the Education of Young Children (TAEYC)

Liaisons to CSEFEL

Mary Louise Hemmeter, Principal Investigator
Vanderbilt University

Matt Timm, CSEFEL Faculty Advisor
Tennessee Voices for Children



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What is Team Tennessee's goal?

To promote the social and emotional development of children birth-five years, through a cross agency collaborative professional development system that fosters and sustains the state-wide, high fidelity use of the Pyramid Model integrated into other relevant Tennessee efforts including:

- *community based training*
- *continuing education*
- *higher education*



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Team Tennessee... Three Years of Success

Child Advocacy Days 2008: Tennessee
CSEFEL Kickoff Presentation by
Mary Louise Hemmeter

Child Advocacy Days 2011 Tennessee
CSEFEL Success Stories ***“This Stuff
Really Works: An Overview of the
Strategies for Social and
Emotional Development”***



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Demonstration Sites

- **Holston United Methodist Homes, Greeneville** (Infant/Toddler=2)
- **Children's Home/Chambliss Center, Chattanooga** (Head Start=2, Pre-K=2)
- **Mid-Cumberland Head Start, Woodbury** (Head Start=1, Pre-K=1)
- **Fannie Battle Day Home, Nashville** (Infant/Toddler=1);
- **Dyersburg Primary School, Dyersburg** (Pre-K=5, EC Spec Ed=1)
- **Shelby County Government Head Start/Porter-Leath Head Start, Memphis** (Early Head Start=2; Head Start=4).



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Tennessee Early Intervention (TEIS) Implementation Sites

- **Emory Valley Early Learning Center**, Oak Ridge, TN with 5 classrooms serving 50 children, ages birth to 5. Emory Valley intends to support program-wide implementation across classrooms.
- **Signal Centers, Chattanooga Children's Program**, serving approximately 109 children, ages six weeks to 6 years in 3 early intervention and 7 preschool classrooms. Initial plans are to start in 3 early intervention and 2 preschool classrooms followed by expansion toward program-wide implementation.



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Tennessee Early Intervention (TEIS) Implementation Sites

- **Knox County ARC–Sunshine Early Intervention**, Knoxville, TN home-based early intervention program serving approximately 40 children from birth to 3 years in Knox and Sevier Counties. Initial plans are to adapt existing CSEFEL Infant/Toddler materials for use in home settings followed by incorporation of the Home Visitor Modules scheduled for release in mid-2011 from the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI).



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CSEFEL Coach

Two types of CSEFEL Coaches:

- **Internal Coach:** Each CSEFEL demonstration site has identified an *internal coach* who is a staff member. This individual will provide assistance in implementing the CSEFEL Pyramid Model to classroom teachers within the program.
- **External Coach:** Those people whose current job description includes providing TA and support to early childhood program. (i.e. trainers, consultants, college faculty, etc.) and are willing to work with an early childhood program on CSEFEL implementation.



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Team Tennessee Funding Sources

- **FY 09-10 Grants = \$255,928**

- In addition to the time, experience, skills and collaborative resources provided by the *Team TN* Leadership Group and their agencies, direct funding support has been provided as follows:
- TDOE/Youth Violence and Drug Use Prevention (07/01/09-06/30/10)
- TDOE/TEIS (09/01/09-06/30/10)
- TDOE/Head Start Collaborative Office (October, 2009)
- TDHS/TSU/TECTA (01/04/-06/30/10)
- TDHS/Child Care Resource & Referral System (06/01/10 – 06/30/10)
direct materials purchase

- **FY 10-11 Grants = \$432,596**

- TDOE/Youth Violence and Drug Use Prevention (07/01/10-06/30/11)
- TDOE/TEIS (09/01/10-06/30/11)
- TDMH Mental Health Consultant-Coaching Project (10/01/10-06/30/11)
- TDHS/TSU/TECTA (07/01/10-06/30/11)
- TDOH/ECCS (12/01/11-06/30/11)



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CSEFEL Success Stories

Phil Acord, President/CEO, Children's Home/Chambliss Shelter

“I believe the CSEFEL model will totally change the way we teach children in the Early Education arena. Every ECE program in the state should provide their teachers of all ages the CSEFEL training.”



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CSEFEL Success Stories

Donna Shields, Pre-K Behavior Interventionist
Hamilton County Department of Education -
Voluntary Pre-K Program.

“I have provided training on all three of the CSEFEL Modules, observed staff implementing the Pyramid Model teaching strategies, and witnessed the positive outcomes and successes it has brought to children, especially those with challenging behaviors.”



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CSEFEL Success Stories

Connie Casha, Director of Early Childhood Programs, TN Dept. of Education
Division of School Readiness and Early Learning

“CSEFEL has provided needed resources to support our early childhood teachers to promote the safe, healthy development of children’s social and emotional needs.”



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CSEFEL Success Stories

**Promoting Social
Emotional Competence:**

**This Stuff Really Works in
TN Voluntary Pre-K
Classrooms**



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TN Early Childhood Education Programs

- Focused effort to train all 934 Voluntary Pre-K Classrooms' staff on using CSEFEL's Evidence-Based Practices in the Classroom.
- Teachers shared impacts of these practices on the students as well as on themselves and their teaching practices.



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Program-Wide
Positive Behavior Support

Coaching Impact

Joyce and Showers, 2002

	OUTCOMES % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom		
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%

Key Social Emotional Skills Children Need as They Enter School

- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems

What do children do when they don't have each of these skills?

WE TEACH

“If a child doesn’t know how to read, *we teach.*

If a child doesn’t know how to swim, *we teach.*

If a child doesn’t know how to multiply, *we teach.*

If a child doesn’t know how to drive, *we teach.*

If a child doesn’t know how to behave, *we.....*

.....teach?

.....punish?

Why can’t we finish the last sentence as automatically as we do the others?”

John Herner, Counterpoint, NASDSE, 1998

Building Relationships

- The first and most important thing that we can do is to build positive relationships with every child and family.

“Every child needs one person who is crazy about him.”

Uri Bronfenbrenner

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Ms. Carol's classroom stayed in touch by phone with a child's father who drives a truck for Tyson Foods when he was on the road. He called every few days to let the children know where he was and what kind of weather he was experiencing. As you will see in the photos following, the children tracked him on a very large map. He was able to talk with his daughter when he called in to report his location..

High Quality Supportive Environments



Use Listening Ears



Use Gentle Touches



Use Walking Feet



Use Quiet Voices



Put Our Toys Away

Focus on teaching children what To Do!

- Teach expectations and routines.
- Teach skills that children can use in place of challenging behaviors.

Visual Cues – Expectations & Daily Schedule



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





Feeling faces on the cubbies – the children can and do change out the faces during the day. This gave the teachers the opportunity to talk with the children throughout the day about their emotions.

The Best part of me.

erson



My feet so I can jump.

Nathan



My mouth-I can eat.

Meadow



My hands-I clap them.

Gravin



My feet so I can run fast

Mollie



My mouth can talk so much

Haley



My eyes cause they can talk.

Aiya



My eyes so I can see.



Gabby



My hair... its soft.

Cory



My teeth so I can brush them.

Kenny



My feet so I can jump high.

Emily



My eyes so I can see.

Alida



My smile... its pretty.

Branson



My feet... they run fast.

Delaney



My hair... its yellow

Elijah



My feet... they run so much.

Nicholas



Isabel



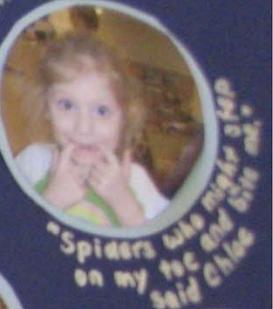
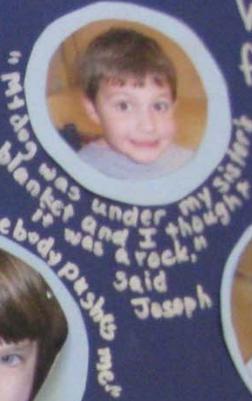
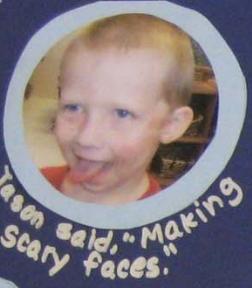
My legs... they run fast.

What makes us feel silly?

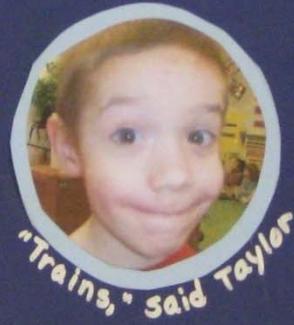
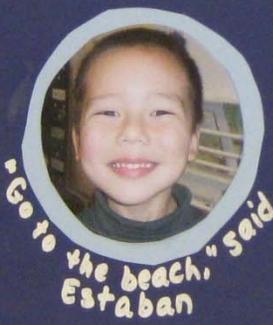
What makes us mad?

What frightens us?

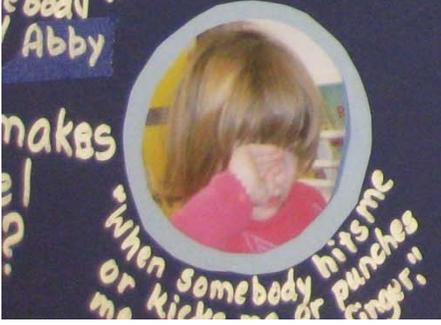
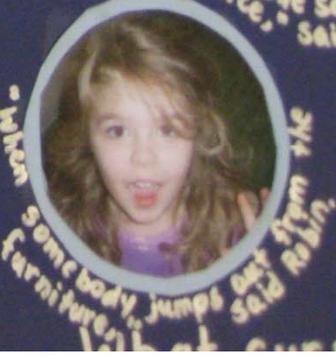
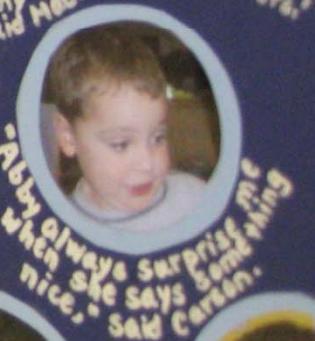
Emotions



Children are able to express when they are in need, hurt or angry.



Children show empathy and caring for others.



What makes us

Problem Solving Steps

What is my problem?

Think, think, think
of some solutions!

What would happen

Give it a try!



CSEFEL Success Stories

“I have five children and it’s hard for me to find time to work with them or even play with them...but I am learning that if I take just a few minutes to give them my attention it makes all of the difference!”

“I decided this week to stop making excuses why I can’t work and play with my children.”

Quotes from family participants in CSEFEL “Positive Solutions for Families” training, submitted by Donna Vaughn, Dyersburg Primary School Dyersburg, TN



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CSEFEL Success Stories

Akela Barnett, Staff Development
Coordinator, Mid Cumberland Head Start

“I train staff during orientation for new staff on all CSEFEL modules; I also train staff as needed using the information within the CSEFEL modules, agency wide. For the 2010-2011 school year I have served as a CSEFEL coach in Cannon county- Demonstration site.”



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CSEFEL Success Stories

Heather Gann, Director of Early Intervention Services, Emory Valley Early Learning Center

“I fully supported the use of CSEFEL techniques and materials in the classrooms, but it wasn’t until I was preparing for a difficult meeting with a parent that I saw first had the tremendous benefits for administrators and families as well!”



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THOUGHT TO TAKE HOME

If there is anything that we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves.

Carl Jung – psychiatrist

