

Welcome to the NC/CSEFEL Pyramid Model Demonstration Classroom at South Smithfield Elementary School

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is a collaboration of six universities and research institutes. CSEFEL focuses on social and emotional development and school readiness of young children birth to age 5 years. Based on more than 15 years of research, CSEFEL developed a conceptual model of evidence-based practices for promoting young children's social emotional competence and preventing and addressing challenging behavior. This model is called the Pyramid Model for Promoting the Social and Emotional Development of Infants and Young Children.



The Pyramid Model provides a framework that describes tiers of practice that address the needs of all children's social and emotional development. The Pyramid Model is supported at the foundation by an effective workforce of early care and education professionals – both direct service staff and administrators – who know, understand, and can implement strategies at each level of the Pyramid.

The first tier (blue section – Nurturing and Responsive Relationships and High Quality Supportive Environments) is considered universal promotion and is essential for all children. If the strategies that support this tier are implemented consistently, most children will develop healthy social emotional development without need for additional support or intervention. Some children will need additional focused, systematic strategies to support their social and emotional development. The second tier, Targeted Social Emotional Supports (green section) addresses these strategies and is considered prevention. When strategies at these levels are in place, children are not likely to need more intensive interventions. However, a small percentage of children will need intensive intervention for persistent problem behaviors. The third tier (red section) is treatment – focused intervention for individual children.

A primary purpose of this national center is to develop extensive, user-friendly training materials, videos, and print resources to help early childhood professionals and programs implement the model. If you would like more information about CSEFEL, please visit their website <http://www.vanderbilt.edu/csefel/> or their sister site, the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) at www.challengingbehavior.org.

North Carolina is one of 11 states participating in a partnership with CSEFEL to build the skills of early care and education professionals in the area of children's emotional and social skills. In addition to training more than 130 early childhood professionals to serve as trainers of the CSEFEL content, the NC/CSEFEL Partnership has established six demonstration classrooms that serve as a model for the implementation of the CSEFEL Pyramid. Other classrooms are located in Asheville, Barium Springs, Winston-Salem, Chapel-Hill and Goldsboro. Demonstration classrooms are supported by a local NC/CSEFEL coach.

The preschool class at South Smithfield Elementary is inclusive and serves children ages 3-5 years old. This class is licensed by the North Carolina Division of Child Development and holds a 5-star license. Thirteen children are currently enrolled; seven are served by Exceptional Children Program and six are served by More At Four. The class is staffed with one Teacher, one full-time Teacher Assistant, and one part-time Teacher Assistant. All classroom staff have received intensive training and technical assistance on the Pyramid Model.

Listed below are some of the strategies that have been implemented in this class to support the healthy social and emotional development of preschool children. Many of these strategies may be observed during your visit. If you would like more information about any of these strategies, feel free to ask the teacher during the debriefing time following your observation.

Nurturing and Responsive Relationships

With children

- Individual greetings & frequently calling children by name
- Meaningful jobs
- Building a School of Kindness

With families

- Preschool's Kissing Hands*
- Home to school folders
- Family nights

With colleagues

- Acknowledgment of birthdays & other special events
- Almost weekly planning time
- Collaboration with specialized therapists
- Development of a Preschool Professional Learning Community

High Quality Supportive Environments

- Center signs
- Circle Time Fun
- Picture schedules
- Classroom rules

Targeted Social Emotional Supports

Enhancing emotional literacy

- "How do you feel today?" activity
- Feeling stories & faces
- Red Box activity
- Second Step materials & activities

Controlling anger & impulse

- Turtle Technique poster
- Turtle Technique social story
- Turtle Technique book
- Paper plate turtle

Solving Problems

- Solution book
- Solution rings
- Play "what would you do if...?"
- Utilize real classroom problems to teach & practice

Developing friendships

- Books that talk about friends & what it means to be friends
- Friendship art
- Scripted or social stories e.g., *I Can Be a Super Friend*
- Building a School of Kindness