**Master Class 2**

**Building Social-Emotional Competence: Preparing Early Childhood Professionals for Whom Behaviors are Not Challenging1**

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**1Resources for Master Class 2 are available online at http://fpg.unc.edu/presentations/master-class-behavior**

**MASTER CLASS GROUND RULES**

Wheatley, M. J. (2009). *Turning to one another: Simple conversations to restore hope to the fut*ure (pages 32-33). San Francisco: Berrett-Koehler Publishers, Inc.

[**https://margaretwheatley.com/books-products/books/turning-one-another/**](http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/imce/documents/FPG_Snapshot_N33_EvidenceBasedPractice_09-2006.pdf)

**REFLECTION**

Grossman, S & Williston, J. (2001) Teaching strategies: Strategies for teaching early childhood students to connect reflective thinking to practice. *Childhood Education, 77*, 236-240.

Katz, J. E. (2014). *Guiding children’s social and emotional development: A reflective approach*. Pearson: Boston

**TEMPERAMENT**

Infant-Toddler Temperament Tool - Center for Early Childhood Mental Health Consultation (Center for Early Childhood Mental Health Consultation)

[**https://www.ecmhc.org/temperament/index.html**](https://www.ecmhc.org/temperament/index.html)

Understanding Temperament in Infants and Toddlers: What Works Briefs (Center on the Social Emotional Foundations for Early Learning)

[**http://csefel.vanderbilt.edu/briefs/wwb\_23.pdf**](http://csefel.vanderbilt.edu/briefs/wwb_23.pdf)

[**http://csefel.vanderbilt.edu/resources/what\_works.html**](http://csefel.vanderbilt.edu/resources/what_works.html)

Vermont Personas + alignment chart**1**

**REFRAMING THOUGHTS & PERSPECTIVES**

School Suspensions are an Adult Behavior (NCPMI)

[**https://youtu.be/\_n8rDUhJMQ4**](https://youtu.be/_n8rDUhJMQ4)

Reframing Activity (Handout 1.4 in Module 1; CSEFEL)

[**http://csefel.vanderbilt.edu/resources/training\_preschool.html#mod1**](http://csefel.vanderbilt.edu/resources/training_preschool.html#mod1)

Implicit Bias (Military Families Learning Network)

[**https://militaryfamilieslearningnetwork.org/2017virtualconference/allen/**](https://militaryfamilieslearningnetwork.org/2017virtualconference/allen/)

Implicit Bias: From Awareness to Positive Change

[**https://youtu.be/P9vPhe8wlW8**](https://youtu.be/P9vPhe8wlW8)

A Follow-up to Implicit Bias: From Awareness to Change

[**https://militaryfamilieslearningnetwork.org/2017/11/01/a-follow-up-to-implicit-bias-from-awareness-to-change/**](https://militaryfamilieslearningnetwork.org/2017/11/01/a-follow-up-to-implicit-bias-from-awareness-to-change/)

[**https://youtu.be/zwzfHZ\_0Ido**](https://youtu.be/zwzfHZ_0Ido)

**Adverse Childhood Experiences (ACES)**

Videos

ACES Primer

**https://vimeo.com/139998006**

TED talk: How childhood trauma affects health across a lifetime

**https://www.ted.com/talks/nadine\_burke\_harris\_how\_childhood\_trauma\_affects\_health\_across\_a\_lifetime#t-121332**

Quizzes

What’s Your ACE Score – online quiz

**https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean**

What’s Your Resilience Score?

**https://acestoohigh.com/got-your-ace-score/**

Articles

Adverse Childhood Experiences Journal Articles by Topic Area

**https://www.cdc.gov/violenceprevention/acestudy/journal.html**

Community

ACES in Early Childhood Community

**https://www.acesconnection.com/g/aces-in-childcare**

Popular Press

Teaching Traumatized Kids - The Atlantic

**https://www.theatlantic.com/education/archive/2016/07/teaching-traumatized-kids/490214/**

When Students Are Traumatized, Teachers Are Too - Edutopia

**https://www.edutopia.org/article/when-students-are-traumatized-teachers-are-too**

Workforce Issues

Supporting the Psychological Well-Being of the Early Care and Education Workforce: Findings from the National Survey of Early Care and Education

**https://www.childtrends.org/wp-content/uploads/2018/07/nsece\_psychological\_wellbeing\_612018\_to\_opre\_508\_2.pdf**

**MINDFULNESS**

Just Breathe

**https://amysmartgirls.com/short-film-just-breathe-helps-kids-deal-with-emotions-1b4f91dac5ad**

Erwin, E. J., Robinson, K. A., McGrath, G. S., & Harney, C. J. (2017, June). “It’s Like Breathing In Blue Skies and Breathing Out Stormy Clouds”: Mindfulness Practices in Early Childhood. *Young Exceptional Children, 20*(2), 69-85.**1**

From Article to Action: Using Mindfulness Practices**1**

**TYPICAL SOCIAL-EMOTIONAL DEVELOPMENT**

Tuning In: Parents of Young Children Tell Us What They Think, Know and Need

**https://www.zerotothree.org/resources/series/tuning-in-parents-of-young-children-tell-us-what-they-think-know-and-need**

The Expectations Gap

**https://www.zerotothree.org/resources/series/the-expectation-gap**

Tuning In’s Survey Questionnaire

**https://www.zerotothree.org/resources/1579-tuning-in-s-survey-questionnaire-and-user-guide**

Videos - Essentials for Parenting Toddlers and Preschoolers

**https://www.cdc.gov/parents/essentials/videos/index.html**

**http://www.helpmegrowvt.org/challenging.html**

Fostering Healthy Social and Emotional Development in Young Children Toolkit

**https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/index.html?utm\_content=&utm\_medium=email&utm\_name=&utm\_source=govdelivery&utm\_term**

Milestones in Action

* Checklists **http://www.helpmegrowvt.org/assets/milestone-checklist.pdf**
* Videos and Photos by Age **http://www.helpmegrowvt.org/6mo.html**

CDC Milestone Tracker App

**https://www.cdc.gov/ncbddd/actearly/index.html**

Parenting Counts – Developmental Timeline

**http://www.parentingcounts.org/information/timeline/**

Reflections on the Relevance of “Self-Regulation” for Native Communities

**https://www.acf.hhs.gov/opre/resource/reflections-on-the-relevance-of-self-regulation-for-native-communities?utm\_source=ACF+OPRE+News+7%2F19%2F18&utm\_campaign=OPRE+News+7%2F19%2F18&utm\_medium=email**

**NATIONAL RESOURCES**

Division for Early Childhood of the Council for Exceptional Children

[**http://www.dec-sped.org**](http://www.dec-sped.org)

Division for Early Childhood. (2014). *DEC Recommended practices in early intervention/early childhood special education.*

**http://www.dec-sped.org/dec-recommended-practices**

Recognizing and Performing the DEC Recommended Practices

[**http://ectacenter.org/decrp/**](http://ectacenter.org/decrp/)

Making Recommended Practices Real

[**https://padlet.com/ssandall/dec2017**](https://padlet.com/ssandall/dec2017)

DEC Recommended Practice Monograph Series (overview, environment, family, interactions [soon!])

[**http://bookstore.dec-sped.org/recommendedpracticesseries-s/1821.htm**](http://bookstore.dec-sped.org/recommendedpracticesseries-s/1821.htm)

Division for Early Childhood. (2017). *DEC Position statement on challenging behavior and young children.*

**http://www.dec-sped.org/position-statements**

National Center for Pyramid Model Innovations (includes resources from Technical Assistance Center on Social Emotional Interventions)

[**http://challengingbehavior.cbcs.usf.edu**](http://challengingbehavior.cbcs.usf.edu)

NCPMI Resources - including Backpack Connection and Family Articles

[**http://challengingbehavior.cbcs.usf.edu/Implementation/family.html#collapse2**](http://challengingbehavior.cbcs.usf.edu/Implementation/family.html#collapse2)

Center on the Social Emotional Foundations for Early Learning

[**http://csefel.vanderbilt.edu/index.html**](http://csefel.vanderbilt.edu/index.html)

National Association for the Education of Young Children

[**https://www.naeyc.org**](https://www.naeyc.org)

Center on the Developing Child

[**https://developingchild.harvard.edu**](https://developingchild.harvard.edu)

Center for Early Childhood Mental Health Consultation

[**https://www.ecmhc.org/index.html**](https://www.ecmhc.org/index.html)

Zero To Three

[**https://www.zerotothree.org**](https://www.zerotothree.org)

National Child Traumatic Stress Initiative

[**https://www.samhsa.gov/child-trauma**](https://www.samhsa.gov/child-trauma)

World Association for Infant Mental Health

[**http://www.waimh.org**](http://www.waimh.org/)

**FAMILIES AND SOCIAL-EMOTIONAL DEVELOPMENT**

Getting to Know Your Child - Family Guided Routines Based Intervention (FGRBI)

[**http://fgrbi.fsu.edu/approach/approach1.html**](http://fgrbi.fsu.edu/approach/approach1.html)

My Teacher Wants To Know

**https://www.ecmhc.org/TTYC/index.html**

Fettig, A., Schultz, T. R., & Ostrosky, M. M. (2013). Collaborating with parents in using effective strategies to reduce children’s challenging behaviors. *Young Exceptional Children, 16*(1), 30-41.

Friesen, A., Hanson, M., & Martin, K. (2015). In the eyes of the beholder: Cultural considerations in interpreting children’s behaviors. *Young Exceptional Children, 18*(4)*, 19-30.*

Hunter, A. & Broyles, L. (2011). Communicating about challenging behavior: Helpful conversations between caregivers and parents. *Zero to Three, 32*(2), 12-17.

Responding to Children’s Emotional Needs During Times of Crisis (AAP Healthy Children)

[**https://www.healthychildren.org/English/healthy-living/emotional-wellness/Pages/Responding-to-Childrens-Emotional-Needs-During-Times-of-Crisis.aspx**](https://www.healthychildren.org/English/healthy-living/emotional-wellness/Pages/Responding-to-Childrens-Emotional-Needs-During-Times-of-Crisis.aspx)

U.S. Department of Health and Human Services & U.S. Department of Education. (2016). *Policy statement on family engagement: From the early years to the early grades*.

[**https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf**](https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf)

Engaging Families and Creating Trusting Partnerships to Improve Child and Family Outcomes (Early Childhood Technical Assistance Center)

[**http://ectacenter.org/~calls/2017/familyengagement.asp**](http://ectacenter.org/~calls/2017/familyengagement.asp)

Strengthening Families (Center for the Study of Social Policy)

[**https://www.cssp.org/young-children-their-families/strengtheningfamilies**](https://www.cssp.org/young-children-their-families/strengtheningfamilies)

Strengthening Families Vermont: State Profile

[**https://www.cssp.org/reform/strengtheningfamilies/about/body/Vermont.pdf**](https://www.cssp.org/reform/strengtheningfamilies/about/body/Vermont.pdf)

**VISUAL SUPPORTS AND SOCIAL-EMOTIONAL DEVELOPMENT**

Visual Cues

**https://www.teachingchannel.org/videos/visual-cues-in-the-classroom**

How to Make a Visual Schedule

**http://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC\_HowMakeVisSched.pdf**

Green, K. B., Robbins, S. H., & Buchholz, J. L. (2017). Positive behavior interventions and supports: Maximizing the universal tier for young children with or at risk for disabilities, *Young Exceptional Children.* Published online first.

Tips and Ideas for Making Visuals

**http://challengingbehavior.cbcs.usf.edu/docs/tips\_for\_visuals.pdf**

NCPMI Resource Library: Activity Sequence Visual

**http://challengingbehavior.cbcs.usf.edu/resources/**

Facilitating Membership in the Classroom & Friendship Kit

**http://headstartinclusion.org/teacher-tools**

Using Visual Supports with Infants and Toddlers

**https://www.ctdinstitute.org/sites/default/files/file\_attachments/TnT-News-VisualSupports-Oct12.pdf**

Moving right along: Planning transitions to prevent challenging behavior

**https://eclkc.ohs.acf.hhs.gov/video/planning-transitions-prevent-challenging-behavior**

NCPMI Resource Library: Scripted Stories

**http://challengingbehavior.cbcs.usf.edu/resources/**

Scripted Stories for Social Situations

**http://challengingbehavior.cbcs.usf.edu/docs/ScriptedStory\_tips-sheet.pdf**

NCPMI Resource Library: Problem-Solving Steps

**http://challengingbehavior.cbcs.usf.edu/resources/**

Take a Look! Visual Supports for Learning

**http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Take\_a\_look\_visual\_supports\_for\_learning.pdf**

Autism Focused Intervention Resources & Modules (AFIRM) – Visual Supports

**https://afirm.fpg.unc.edu/visual-supports**

Zimmer, K. (2017). Enhancing interactions with children with Autism through storybook reading: A caregiver’s guide. *Young Exceptional Children, 20*(3), 133-144.

Meyer, L. E. (2017). From article to action: Fostering literacy skills for diverse learners across learning environments. *Young Exceptional Children, 20*(3), 145-147.

**EMOTIONAL LITERACY**

VELS Institutes

**http://www.puentesculturales.com/projects/vermont-workshop/**

Developing Self-Presentation – Day 1

**http://www.puentesculturales.com/projects/vermont-workshop/developing-self/presentation/**

Building Emotional Literacy

[**https://www.teachingchannel.org/videos/pre-k-lesson-emotional-literacy**](https://www.teachingchannel.org/videos/pre-k-lesson-emotional-literacy)

Identifying Feelings

**https://www.teachingchannel.org/videos/pre-k-lesson-identifying-feelings**

NCPMI Resource Library: Book Nooks

**http://challengingbehavior.cbcs.usf.edu/resources/**

Book Nooks for Home & School

**http://www.puentesculturales.com/wp-content/uploads/2017/09/Book-Nook-for-Home-and-School-handout.pdf**

**CURRENT EVENTS**

Childhood Trauma

Society for Research in Child Development

**https://www.srcd.org**

SCRD Cross-Journal Virtual Issue

**https://onlinelibrary.wiley.com/doi/toc/10.1111/(ISSN)1467-8624.the-science-of-childhood-trauma**

Breaking Through: Understanding Stress and Resilience in Young Children (Early Childhood Learning and Knowledge Center)

[**https://eclkc.ohs.acf.hhs.gov/video/breaking-through-understanding-stress-resilience-young-children**](https://eclkc.ohs.acf.hhs.gov/video/breaking-through-understanding-stress-resilience-young-children)

Child Welfare Toolkit for Early Childhood Professionals (Collaborative)

[**https://www.collaborative.org/sites/default/files/documents/SCSC-Toolkit\_EC.pdf**](https://www.collaborative.org/sites/default/files/documents/SCSC-Toolkit_EC.pdf)

Recognizing and Addressing Trauma in Infants, Young Children, and their Families (Center for Early Childhood Mental Health Consultation)

[**https://www.ecmhc.org/tutorials/trauma/index.html**](https://www.ecmhc.org/tutorials/trauma/index.html)

Trauma Informed Care (National Technical Assistance Center for Children’s Mental Health)

[**https://gucchdtacenter.georgetown.edu/TraumaInformedCare.html**](https://gucchdtacenter.georgetown.edu/TraumaInformedCare.html)

Family Separation

InBrief: The Impact of Early Adversity on Children’s Development (Center on the Developing Child)

[**https://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development/**](https://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development/)

The Science of Childhood Trauma and Family Separation: A Discussion of Short and Long Term Effects (Society for Research in Child Development)

[**https://youtu.be/9-34LJoM1HY**](https://youtu.be/9-34LJoM1HY)

The Science is Clear: Separating Families has Long-term Damaging Psychological and Health Consequences for Children, Families, and Communities (SRCD)

[**http://srcd.org/sites/default/files/documents/the\_science\_is\_clear.pdf**](http://srcd.org/sites/default/files/documents/the_science_is_clear.pdf)

Equity and Disproportionate Suspension

Equity: The Problem, The Response, and the Pyramid Model (NCPMI)

[**http://challengingbehavior.cbcs.usf.edu/Implementation/Equity/index.html**](http://challengingbehavior.cbcs.usf.edu/Implementation/Equity/index.html)

Expelling Expulsion: Using the Pyramid Model to Prevent Suspensions, Expulsions, and Disciplinary Inequities in Early Childhood Programs (NCPMI)

[**http://www.pyramidmodel.org/wp-content/uploads/2016/11/expelling\_expulsion.pdf**](http://www.pyramidmodel.org/wp-content/uploads/2016/11/expelling_expulsion.pdf)

Allen, R. & Steed, E. A. (2016). Culturally responsive pyramid model practices: Program-wide positive behavior support for young children. *Topics in Early Childhood Special Education, 36,* 165-175.

Challenging Behavior and Expulsion from Child Care: The Role of Mental Health Consultation (Zero to Three)

[**https://www.zerotothree.org/resources/135-challenging-behavior-and-expulsion-from-child-care**](https://www.zerotothree.org/resources/135-challenging-behavior-and-expulsion-from-child-care)

Military Families

Military Families Learning Network

[**https://militaryfamilieslearningnetwork.org**](https://militaryfamilieslearningnetwork.org)

Zero to Three Military Family Resources

* [**https://www.zerotothree.org/resources/1101-home-again-re-connecting-with-your-baby**](https://www.zerotothree.org/resources/1101-home-again-re-connecting-with-your-baby)
* [**https://www.youtube.com/watch?time\_continue=5&v=HquQZxOh76k**](https://www.youtube.com/watch?time_continue=5&v=HquQZxOh76k)
* [**https://www.zerotothree.org/resources/1617-coming-together-around-military-families-flyers**](https://www.zerotothree.org/resources/1617-coming-together-around-military-families-flyers)

Children in Foster Care or Adopted

When a Foster Child Enters Your Care: Suggestions from a Foster Parent (NAEYC)

[**https://www.naeyc.org/resources/blog/when-foster-child-enters-care**](https://www.naeyc.org/resources/blog/when-foster-child-enters-care)

Adopt US Kids

[**http://adoptuskids.org/\_assets/files/AUSK/support-matters/support-matters-resource-guide.pdf**](http://adoptuskids.org/_assets/files/AUSK/support-matters/support-matters-resource-guide.pdf)

Questions to Support an Evolving Vision[[1]](#footnote-1)

**August 2017**

**Coursework**

* Does coursework provide students with opportunities to increase their knowledge of their own culture, heritage, values, and biases?
* Does coursework provide learning opportunities and encourage dialogue and reflection about anti-racist and anti-bias curricula and approaches?
* Does coursework provide opportunities to systematically learn about and from various cultural and linguistic groups in ways that are not stereotypic?
* Does coursework provide learning opportunities and encourage dialogue and reflection about the skills needed to work with children who are dual language learners and to support home language(s)?
* Does coursework provide learning opportunities and encourage dialogue and reflection about culturally appropriate methods of interaction, assessment, teaching, and intervention?
* Does coursework engage students in activities in which they learn how culture, race, ethnicity, language, socioeconomic status, and other factors influence early childhood development and practices?
* Does coursework draw upon families and their stories as a resource to the instructional process?

**Practica**

* Do practica occur in a variety of home and community settings serving diverse young children and families (e.g., homes of participating families, homeless shelters, Early Head Start/Head Start, WIC programs)?
* Do practica offer opportunities to interact directly with children and families who are culturally and linguistically diverse?
* Do practica provide opportunities for students to collaborate with and learn from interpreters, translators, and cultural mediators?

**Program Practices**

* Does the program have diverse faculty and staff who reflect the diversity of the students in the program as well as the overall community?
* Does the program have students who reflect the diversity of the overall community?
* Does the program have strategies for recruiting faculty and students from culturally and linguistically diverse backgrounds?
* Does the program draw upon community resources (e.g., guest speakers, co-instructors, service learning opportunities) to support student learning and reflection about diversity?
* Does the program create environments for learning in which differences are acknowledged, celebrated and respected?
* Does the program offer supports (e.g., advising, mentoring) for culturally and linguistically diverse students?
1. These questions were developed as a resource for faculty members and instructors who want their courses to reflect and be responsive to the Vermont Guiding Principles for the Full Participation of Each and Every Young Child and Their Family. They draw extensively on the work of Eva Thorp, Sylvia Sanchez, Susan Moore, Susan Maude, and the Crosswalks Project. [↑](#footnote-ref-1)