

# California's Vision for Supporting Early Childhood Social Emotional Competence



Promoting Social Emotional Competence in California's Young Children

***Vision Statement: Social-emotional development is foundational for learning and development in young children, and California is committed to promoting and supporting healthy social-emotional development in all of its children.***

The vision was created and is promoted through collaborative leadership at the state level. The state's Collaborative on the Social and Emotional Foundations for Early Learning (California CSEFEL) Leadership Team includes many state agencies and their training partners, representing diverse perspectives and disciplines (*please see graphic on the next page for a list of agencies represented*). Leadership Team members work together in regular meetings and ongoing collaborations to promote the TEACHING PYRAMID FRAMEWORK\*, resolve state-level barriers, infuse information into various professional development systems based on a common approach, and facilitate access to necessary interventions at the local level.

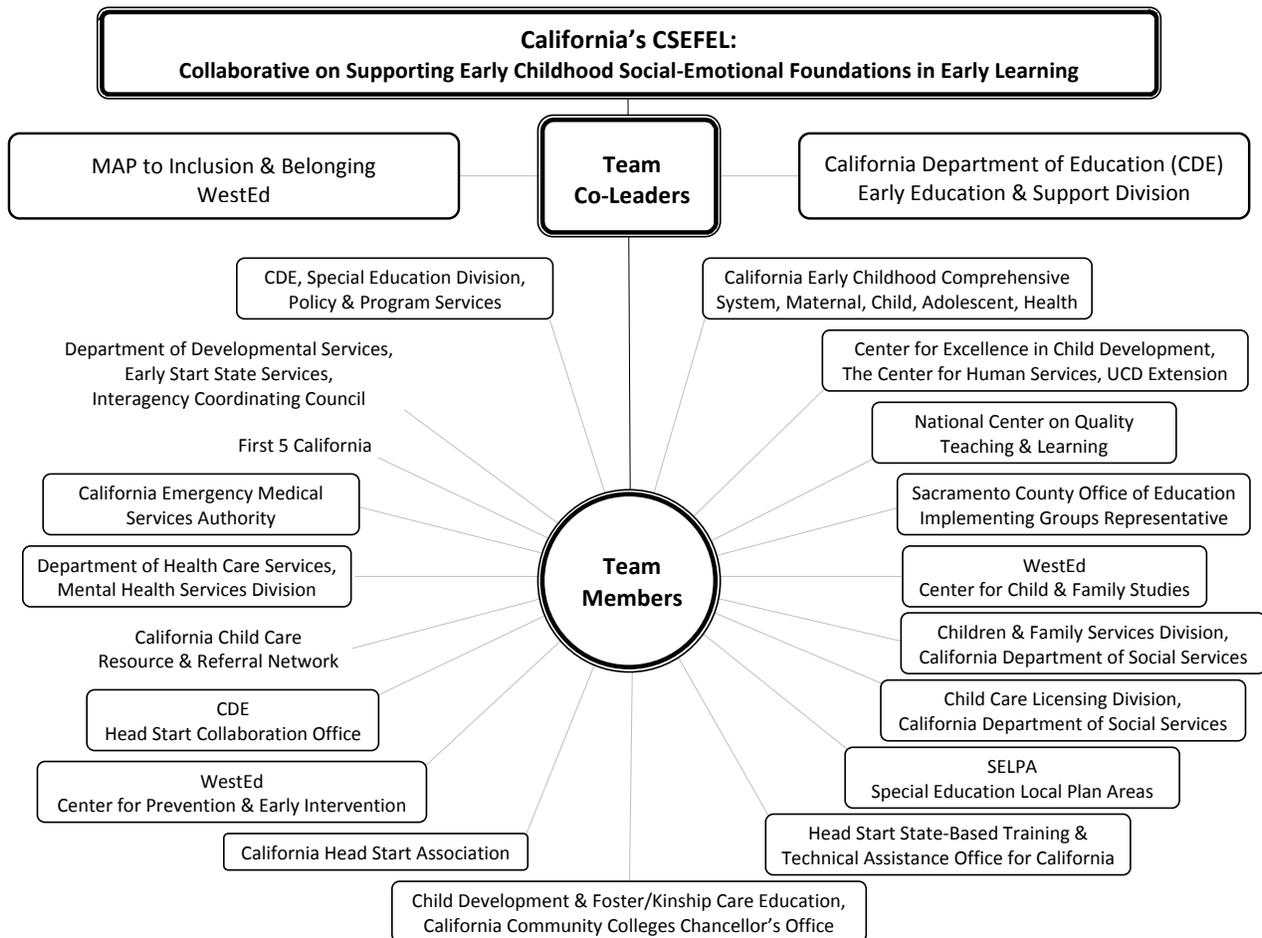
*\*The TEACHING PYRAMID FRAMEWORK is a tiered approach of evidence-based practices intended to put an emphasis on universal practices that promote healthy social-emotional development; preventive practices that assist in preventing behaviors that are challenging in group settings; and intervention to address individual behaviors. This is all built on an effective workforce to deliver these strategies.*

**The vision informs local services and linkages.** The CA CSEFEL TEACHING PYRAMID FRAMEWORK, adapted by California from the *National Center on the Social and Emotional Foundations for Early Learning (National CSEFEL)*, maximizes collaboration to enhance linkages and methods for local agencies to deliver services and to connect families to appropriate interventions, including children's mental health, Early Start, special education, and medical services.

**The vision supports California's Early Learning System.** California CSEFEL recognizes that the TEACHING PYRAMID FRAMEWORK, with its emphasis on strong relationships, support for social competence, and the prevention of challenging behaviors, is congruent with California's social-emotional foundations for infants, toddlers, and preschool-age children; the Desired Results Developmental Profile; California Race to the Top-Early Learning Challenge Grant; and other quality-improvement approaches.

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The vision provides focus and enhances sustainability of efforts to address children's social and emotional competence. By partnering with local programs committed to implementation of the TEACHING PYRAMID FRAMEWORK, CA CSEFEL has begun to learn about the impact of the TEACHING PYRAMID FRAMEWORK on staff, programs, and children. The intent is also to learn what programs need in order to sustain this framework over time. California will use this data to promote a state and regional network of authorized trainers and coaches to increase access and build capacity for implementation of the Teaching Pyramid framework through the state.



For more information: [www.cainclusion.org/camap/cacsefel.html](http://www.cainclusion.org/camap/cacsefel.html)