

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) State and Regional Leaders Team includes representatives from implementing communities across California, several state agencies and sub-groups within the agencies, statewide training partners. Team members bring diverse perspectives and disciplines which contribute to the work. Leaders work together in regular meetings and ongoing collaborations to promote the TEACHING PYRAMID FRAMEWORK* and to identify and elevate concerns or issues for problem-solving, collaborating, and resolving issues.

**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. The CA 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 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 CA TEACHING PYRAMID FRAMEWORK, with its emphasis on strong relationships, support for social competence, inclusion of children with disabilities, and the prevention of challenging behaviors, is congruent with California's social-emotional foundations for infants, toddlers, and preschool-age children and other quality-improvement approaches. The CA TEACHING PYRAMID FRAMEWORK advances equity and builds resilience in children, families, and staff while providing teachers the tools and confidence to address challenging behaviors.

The vision provides focus and enhances sustainability of efforts to address children's social and emotional competence. By collaborating with partner sites—local programs committed to implementation of the CA TEACHING PYRAMID FRAMEWORK—CA CSEFEL has begun to learn about the impact of the CA TEACHING PYRAMID FRAMEWORK on staff, programs, and children. The partner sites have reported improved behavior, increased teacher retention, and enriched school readiness.

For more information, please visit: <https://cainclusion.org/camap/ca-teachingpyramid>

Mission

CA CSEFEL Regional and State Leaders guide California's effort to support the social emotional development of all children:

- 1. By promoting system-wide understanding and use of a common framework, the CA Teaching Pyramid, with its emphasis on building relationships**
 - a. Informs resource development i.e. Developed Preventing Expulsion website
 - b. Helped develop the authorization process
 - c. Developed tiers of participation, including the partner sites
 - d. Supports information for local leadership teams
 - e. Previously provided "Essential Overview of the Teaching Pyramid" approach across California regions
 - f. Collaborating with state agencies and entities i.e. Presented information to CA Licensing Analysts

- 2. By promoting program-wide understanding and use of a common framework,**
 - a. By transforming adult attitudes toward child behavior**
 - i. When a child doesn't know how to behave: we **teach** (rather than "we punish")
 - ii. Behavior is communication; What is the child trying to say?
 - iii. What is the adult's role in the behavior of a child?
 - iv. How does the environment affect the behavior of that child?
 - v. Understanding the child's perspective (developmentally and intentionality)
 - vi. "What happened to this child?" instead of "What's wrong with this child?"

 - b. By providing access to tools, information and strategies for child care providers, teachers, support personnel, children, and families to promote:**
 - i. Reflection
 - ii. Relationship-Building
 - iii. Emotional literacy
 - iv. Empathy
 - v. Problem-solving/Conflict Resolution
 - vi. Self-regulation
 - vii. Friendship Skills
 - viii. Managing Strong Emotions

 - c. By supporting sustainability through**
 - i. Regional implementation
 - ii. Resources for authorized trainers and coaches
 - iii. Continued development of materials
 - iv. Annual CA Teaching Pyramid Symposium