

Expanding Social Emotional Learning and the Pyramid Model K-3

Gretna Public schools

Preschool History

Preschool

- Started 6 years ago with all Gretna home-community and Preschool team members attending CSEFEL Training.
- Based on this training, team members used the information to carry it over into the classroom and home settings.
- Each Preschool teacher worked with a coach from the training.
 - The coach assisted all teachers to implement the program, and completed the TPOT assessment in all classrooms.

Transferred CSEFEL Ideas to Home & Community

After teachers used the CSEFEL based model in their classrooms, we felt it was an important foundation for all students to have entering kindergarten we made this a successful transition in many ways:

1. Curriculum Night

- a. With parents we discussed our new social-emotional curriculum. Parents were given handouts, review of classroom routines/rules.

2. Family Night

- a. Gretna Preschool families were invited to a family night with a guest speaker, Carrie Gottschalk, who was the Early Childhood coach and trainer for our program.

Transferred ideas to Community

1. Gretna Optimist helped our preschool team sponsor a soup supper; all funds were donated to the Book Bag Program.
2. Book Bags:
 - The preschool team used the book list to pick a variety of books that focused on social-emotional skills to develop lessons to match each book.
 - The money from the soup supper was used to purchase books from the list for local daycares.
 - Each book bag was assembled with a lesson plan and book. These are located at the local public library, The Gretna Children's Library. These are available for any local daycares to check out and use.

Daycare/Community Trainings:

There were two different training opportunities for local daycare area providers.

1. Informational training at the Children's Library - We discussed the CSEFEL program and the importance of teaching social-emotional awareness and literacy.
2. Training with coach, Carrie Gottschalk, at the district's administration building. We mailed out a brochure regarding the training to local daycare providers. This was a short 2 hour training which gave them a brief overview and insight into teaching social-emotional curriculum.

Both of these trainings provided information about the social-emotional book bags at the library.

We also have a set of these book bags (and lessons) at each elementary school library for all teachers to check out and utilize.

Brochure information is on our website: <https://goo.gl/fS1D7u>

CSEFEL site: <http://csefel.vanderbilt.edu/resources/strategies.html>

What is the Pyramid Model?

- research based for supporting social competence and preventing challenging behavior in young children (National Association for the Education of Young Children, Young Children, July 2003)
- approaches challenging behaviors through a comprehensive and systematic process.
- framework includes: 1) (at the base of the pyramid) an effective early childhood workforce; 2) positive relationships with children, families, and colleagues; 3) classroom preventive practices; 4) social and emotional teaching strategies; and 5) intensive individualized interventions.

Kindergarten Through 3rd Grade

Project Goals

- To provide professional learning opportunities and implement strategies for promoting children's social, emotional, and behavioral development for children PreK-3rd grade.
- Ongoing support

Background

- Buffett Early Childhood Institute
- Implement practices that promote young children's ongoing development of social, emotional, and behavioral competence from preschool through 3rd grade.
- Year 1: All preschool and kindergarten teachers, counselors, 1 SPED teacher from each building
- Year 2: All 1st grade and new preschool/kindergarten/counselor
- Year 3: All 2nd grade and new preschool/kindergarten/1st teachers

2015-2016 (Year 1)

- 3 training modules
- coaching throughout the year
- leadership team

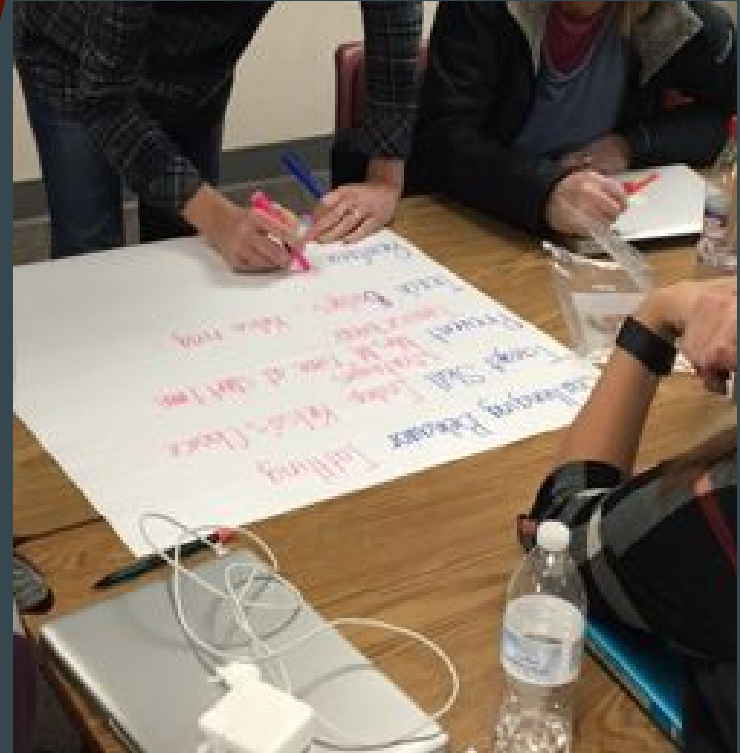
PD Components

2016-2017 (Year 2)

PD Components

- 2 groups to support
 - Year 1 Participants
 - Year 2 Participants

- Year 1 Participants
 - assessment training
 - building/grade level team meetings, quarterly
 - leadership team
- Year 2 Participants
 - assessment training
 - two training modules (August - December)
 - coaching (September - May)
 - leadership team



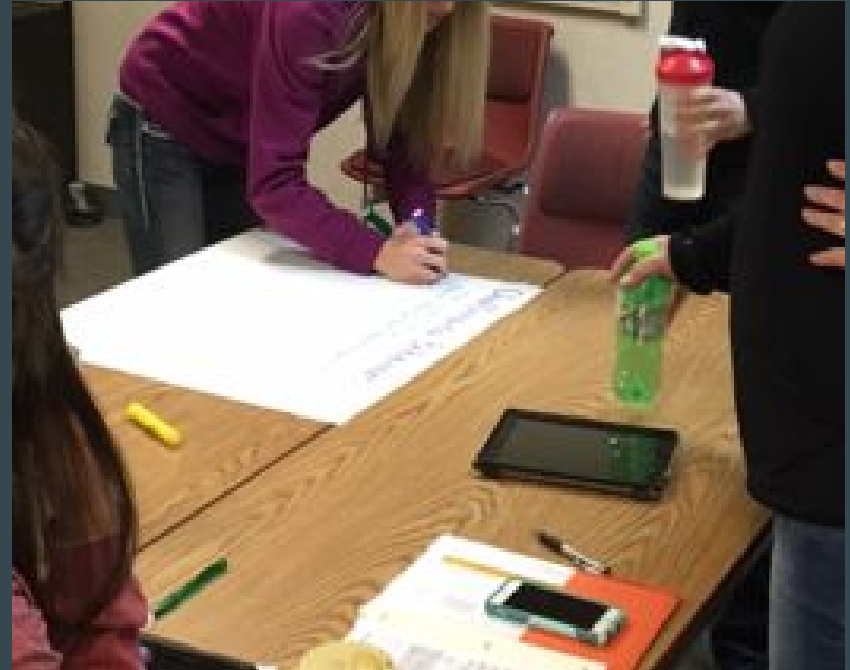
2017-2018 (Year 3)

PD Components

3 groups to support

- Year 1 Participants
- Year 2 Participants
- Year 3 Participants

- Year 1 and 2 Participants
 - building/grade level team meetings, quarterly (mini-modules)
 - leadership team
- Year 3 Participants
 - assessment training
 - two training modules (August - September)
 - coaching (September - May)
 - including mini-modules
 - leadership team



Assessment and Evaluation

The use of Pyramid Model practices in the classroom

- Modified T-POT (K-1 only)
- T-POT (PreK only)

- Social-Emotional needs of the children
 - Work Sampling System (WSS) (K-1 only, 3/yr)
 - Social Skills Improvement System (SSIS) (K-1 only, 2/yr)
 - Learning Behavior Scale (LBS) (K-1 only, 2/yr)
 - Teaching Strategies GOLD (PreK only)

*We learned a bit about
the assessments!*

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