

Social and Emotional Development in Young Children

The CSEFEL Pyramid Model



INTENSIVE INTERVENTION

Intervention: help for the few children who need professional support to help them develop self-regulating and social skills

TARGETED SOCIAL EMOTIONAL SUPPORTS

Prevention: help for the children who need detailed instruction to help them develop self-regulating and social skills

HIGH QUALITY SUPPORTIVE ENVIRONMENTS NURTURING AND RESPONSIVE RELATIONSHIPS

Promotion: address the needs for most children as they develop social and emotional skills. Therefore it is just above the base of the pyramid

EFFECTIVE WORKFORCE

Base: the Foundation of the Support System

Pyramid Base

Early Childhood Personnel and Families Use Effective Practices

When child care providers use the strategies and techniques learned in the CSEFEL training, they build a solid foundation for children's social and emotional development.

Promotion

Children need nurturing relationships and high quality environments to thrive.

Nurturing and Responsive Relationships

Relationships are at the heart of healthy development. Child care providers create nurturing relationships with children when they:

- establish a trusting relationship by actively supporting children's explorations
- incorporate lessons in children's play activities
- respond to children's words and infants' babbling
- promote all children's early attempts to talk
- encourage children as they learn new skills
- build trusting relationships with families

High Quality Environments

Environments that are supportive and nurturing are the next level of support. High quality environments include:

- schedules and transitions that are predictable and supportive
- positive and clear rules and expectations
- acceptance of all children
- curricula that foster all areas of child development
- effective teaching strategies that are developmentally appropriate and culturally sensitive
- promotion of active learning and appropriate behavior
- supportive guiding and teaching of social skills
- engaging activities that help children learn

Prevention

Strategies and activities can be used to teach children how to self-regulate and learn social skills. This helps prevent children from turning to challenging behaviors.

Targeted Social and Emotional Supports

All young children depend on adults to teach them how to express their feelings and regulate their emotions. Some children may need added support in these common problem areas:

- identifying and expressing emotions
- regulating emotions and behaviors
- solving social problems
- knowing how to begin and maintain social interactions
- developing strategies for handling disappointment and anger
- building friendship skills

Interventions

Most children do well when the promotion, the blue levels, and prevention, the green level, of the pyramid are in place. A small number of children continue to have behavior issues.

Interventions Designed For an Individual Child

Some children's behavior will continue to be challenging. Assessment will identify what kinds of support each individual child needs. A family member, the child's teacher, and other providers will work as a team to develop an intervention, or behavior support plan. The plan will focus on helping the child build needed skills.

Children develop social and emotional skills with guidance from the adults who care for them. Warm responsive relationships with caregivers provide a safe base. Developing these relationships with children who have challenging behaviors requires skill and patience. Children are more likely to listen and learn needed skills from adults they trust.