# Building Capacity of Early Childhood Educators for Social and Emotional Well-Being

## The Teaching Pyramid Model...*Alberta Style*

Alberta Children's Services

www.gritasap.ca

**Fall 2019**

# About GRIT

www.gritprogram.ca

# Urgency: The Alberta Context

# How are Alberta's Children Doing?

1 out of 4 children experience difficulty or great difficulty in their social and emotional development

?

*Early Child Development Mapping Project, 2014*

# Centres report…

**36%**

Of centres are unable to accept children with special needs/ behavior

**40%**

Are unaware of how to access supports for individual children

**20%**

Asked for child to be withdrawn

(most often challenging behavior, citing a lack of skills and confidence)

?

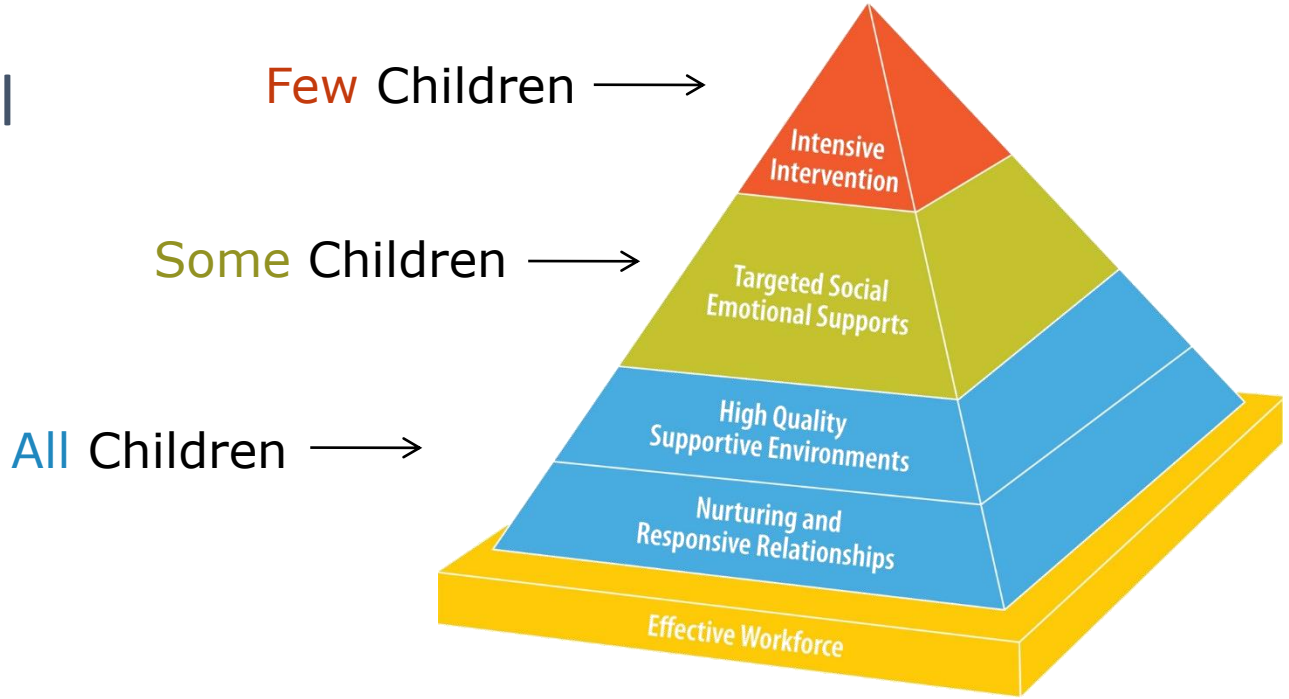
*(Wiart, et. al 2014)*

# ASaP: Working Differently (2012)

*By providing **access** to the right **supports**, at the right time, ASaP builds upon the skills, knowledge and confidence of educators to ensure the meaningful **participation** and **inclusion** of all children.*

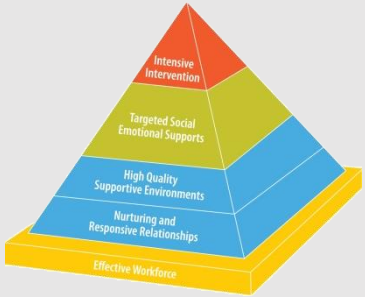
# The Teaching Pyramid Model: TPM

Promoting social and emotional competence/ preventing challenging behavior



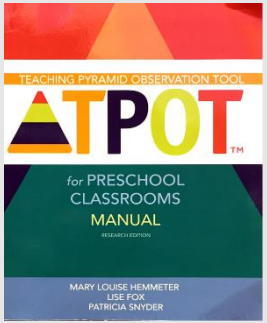
# Primary Activities

## Professional development

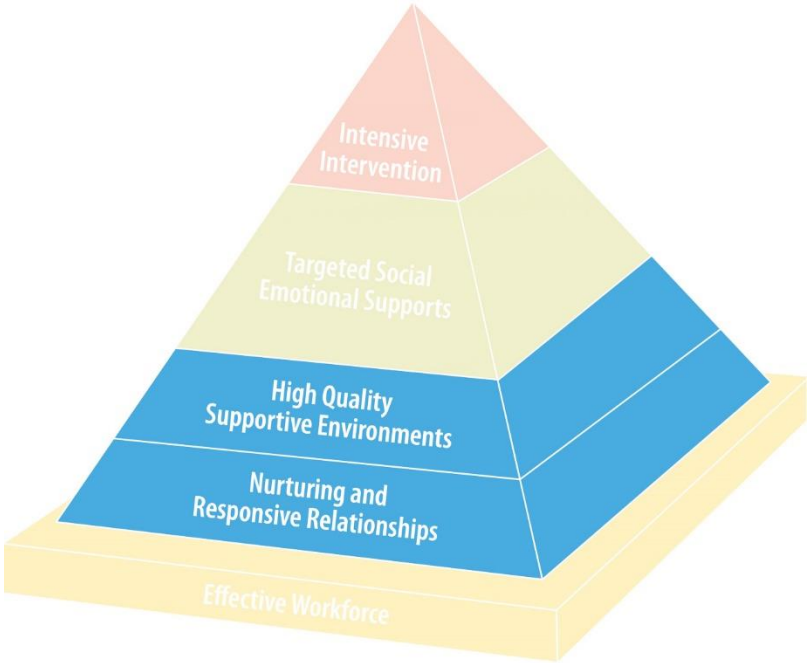



## Coaching

## Monitoring




## Leadership Development


Intensive Intervention
Targeted Social Emotional Supports
High Quality Supportive Environments
Nurturing and Responsive Relationships
Effective Workforce

# Supporting Social and Emotional Development

*The developing capacity of the child…*

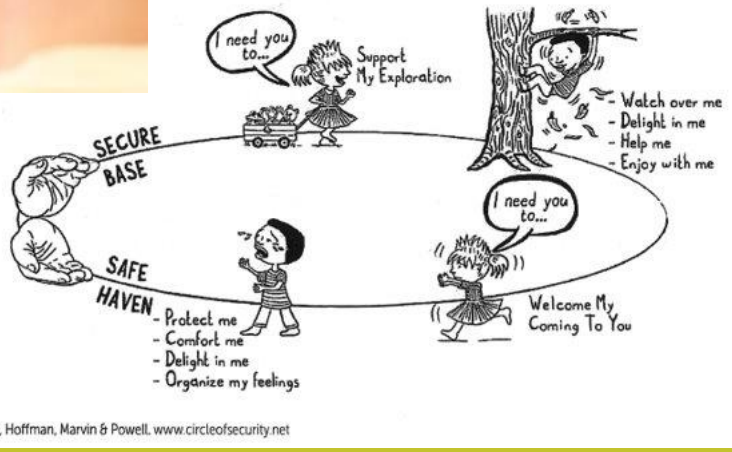
to form close and secure relationships

to experience, regulate, and express emotions

to confidently explore the environment and learn

*…all in the context of family, community and culture.*

# Enhancing TPM



# Visual Schedules and Routines

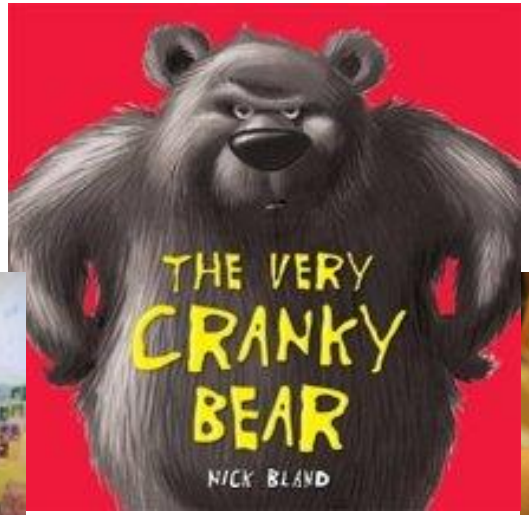
# Teach Expectations

Overarching **standards**, **principles**, or **values**

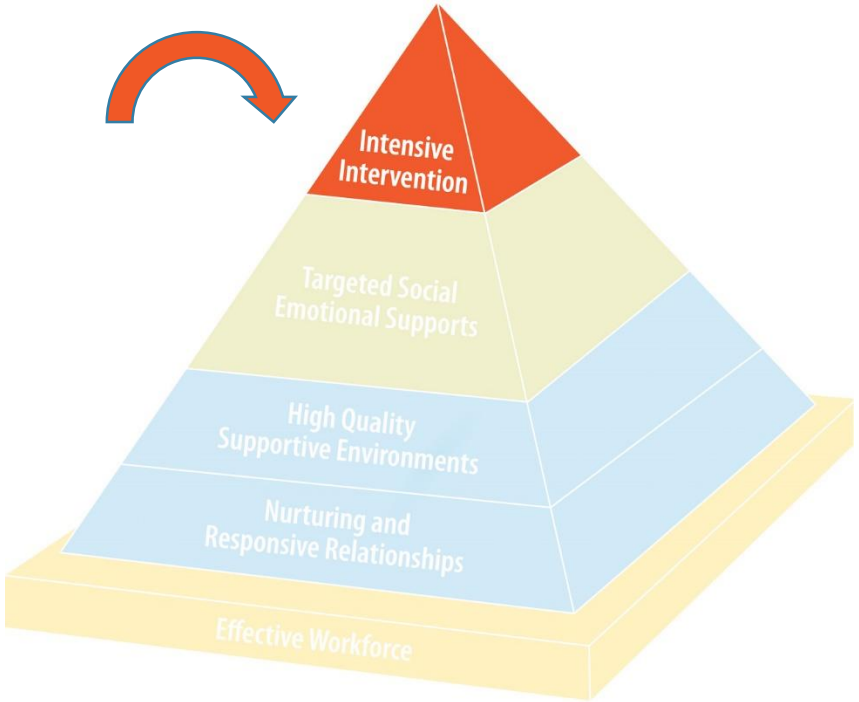
that guide our interactions with others in a shared space.

They apply in every context for all children and adults

# Targeted Practices



- Few Child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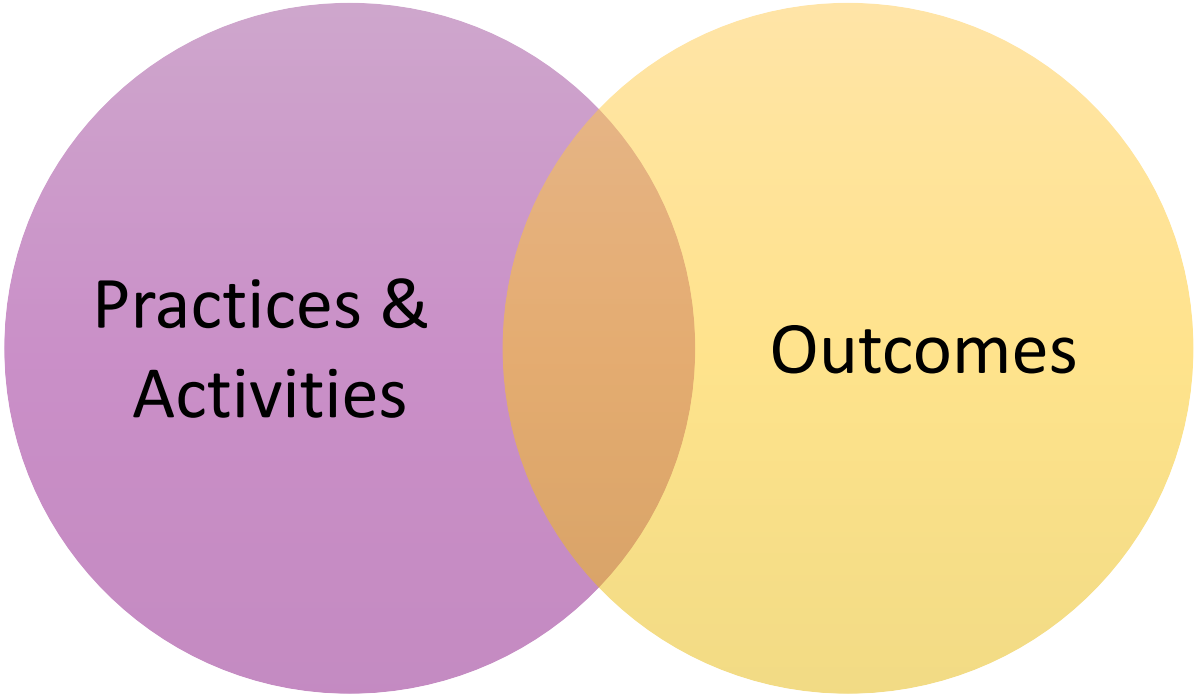
# Responding to Challenging Behaviour

*"Any repeated pattern of behavior that interferes with learning or engagement in prosocial interactions with peers and/or adults."*

# All Behaviour is…

- Communication
- Meaningful
- **Defined by adults**

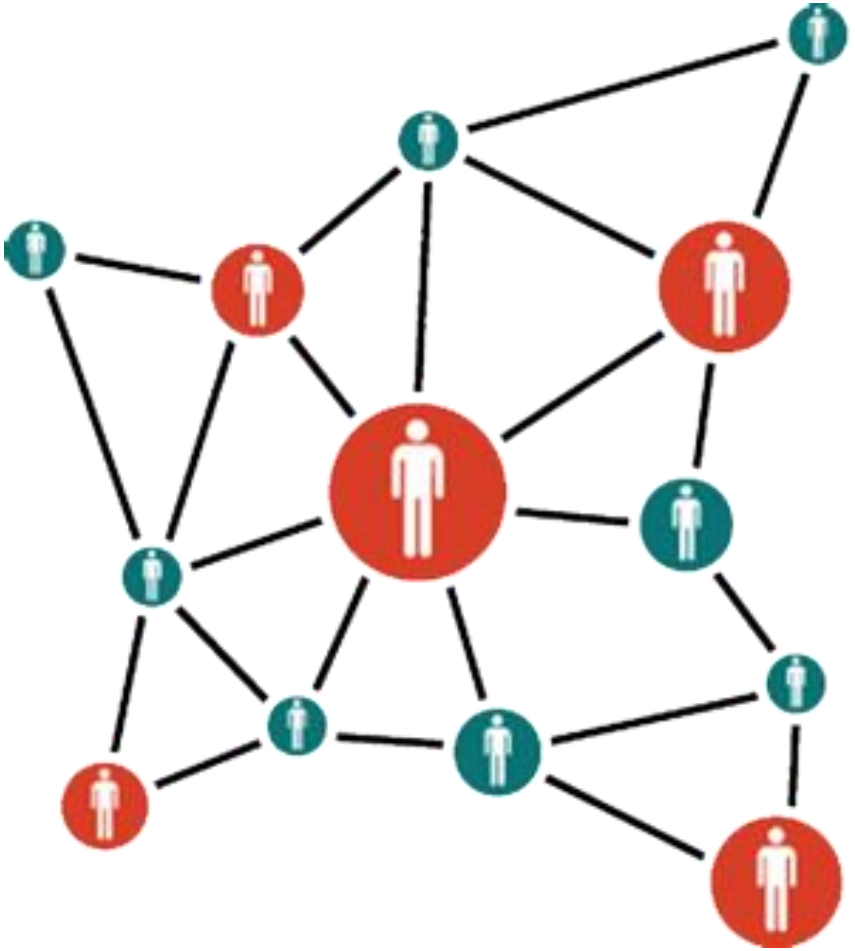
# Family Engagement- Linking Practices to Outcomes



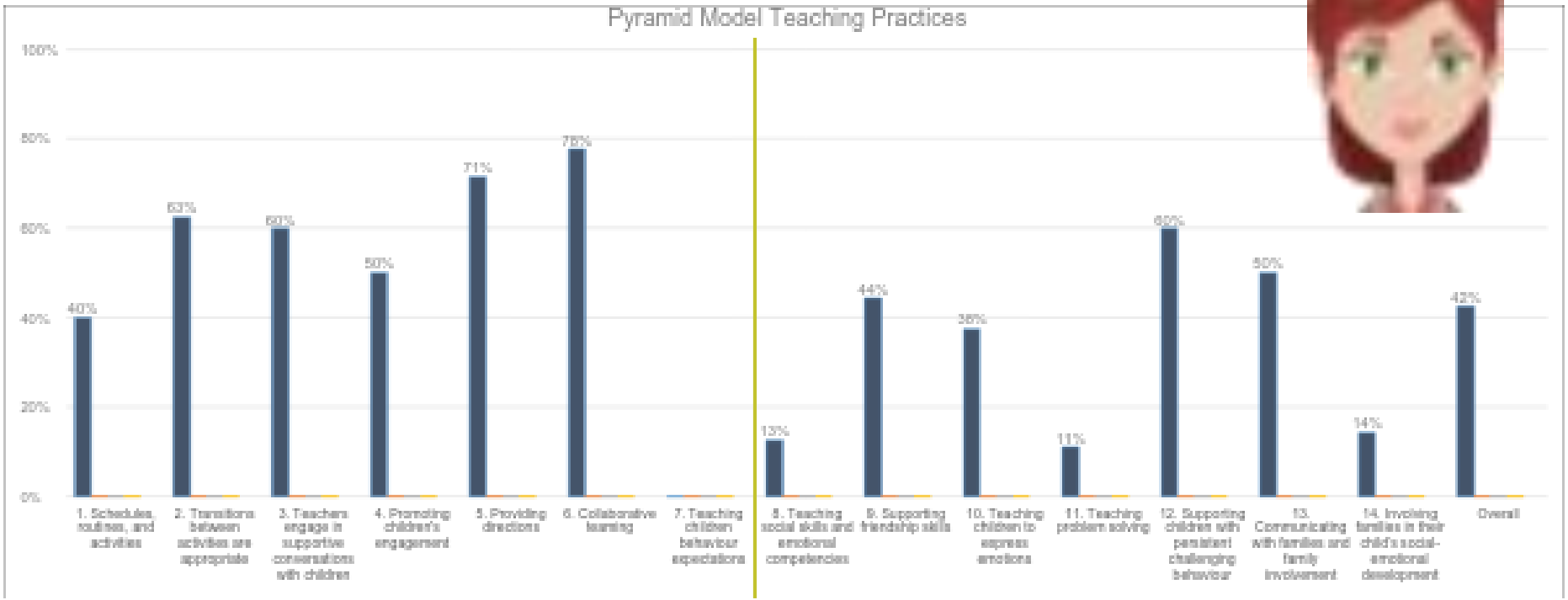
# Family Resources and Workshops

| | |
|---|---|
| Topic 1 | • Building the Foundation: Positive Relationships |
| Topic 2 | • Supporting Your Child Through Predictable Environments |
| Topic 3 | • Giving Children the Words: Emotional Language |
| Topic 4 | • Positive Interactions and the Power of Problem Solving |
| Topic 5 | • Supporting Your Child Through Their Challenging Behaviour |

# Community-Based Research



# Monitoring for Capacity Building
# Meet Fiona



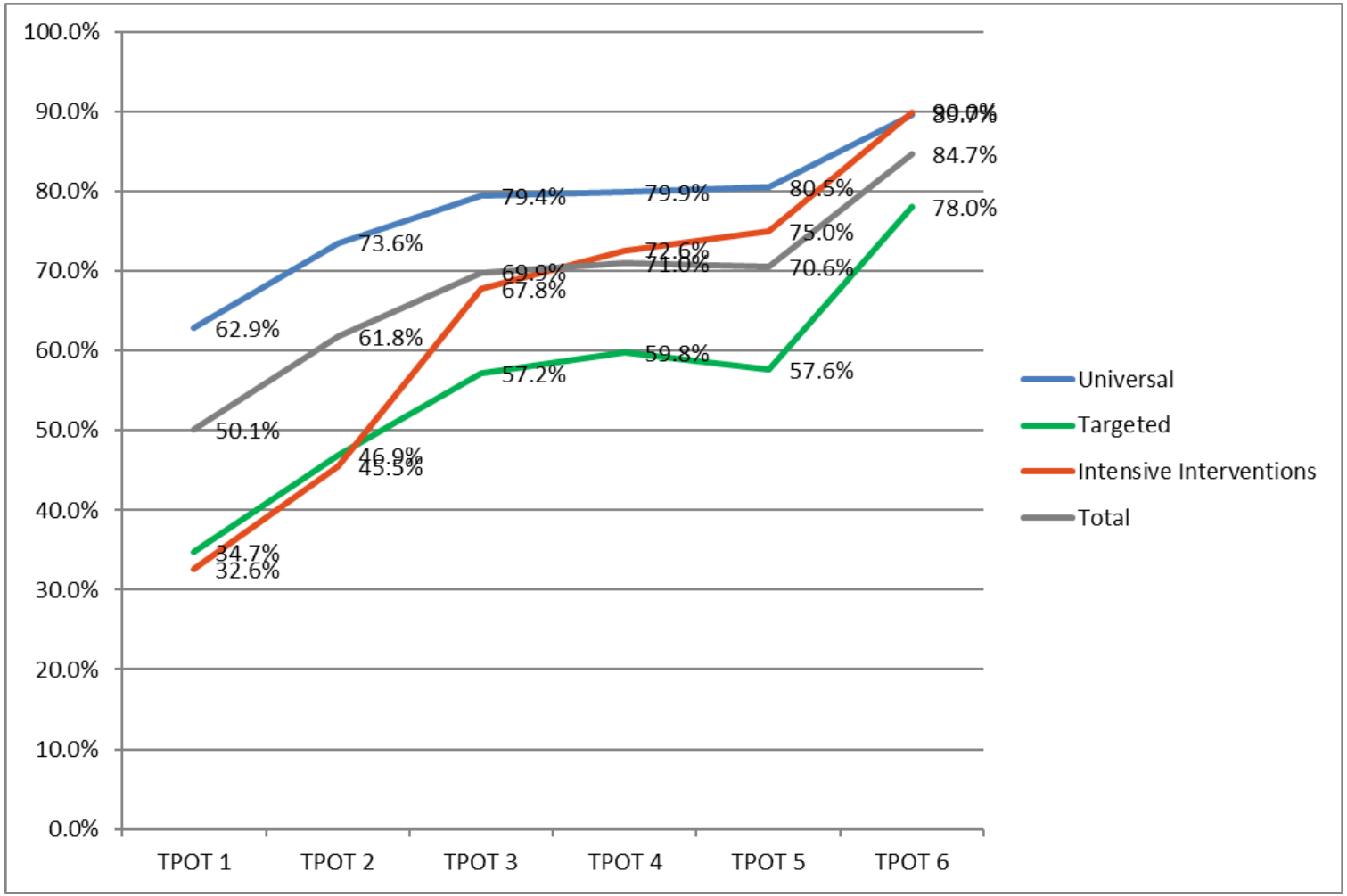
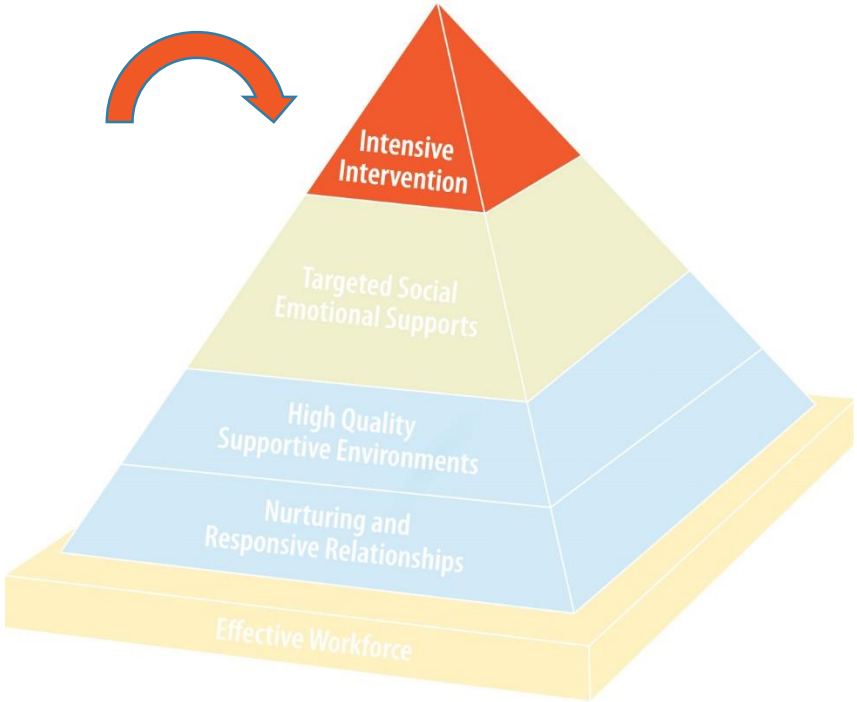



**Figure1-1. The Change Pattern of Pyramid Model Practices (TPOT) Sept. 2014 – Sept 2019**

# Changing our “image” of the child

# Interrupting the “race to the top”

- Few Child



# Research to Practice…

# Where to find us

gritprogram.ca
gritasap.ca

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# One Minute Pause

Clearest Point

Muddiest Point

# Questions?