

OCDEL Social Emotional Resources That You Can Access At Any Time



OCDEL Early Childhood Conference
March 26, 2024

Lisa Gragg and Lindsay Van Dyke



PowerPoint Accessibility

If you are using a screen reader for accessibility, please use the handout titled: Resources to Support Social Emotional Development 3.11.24 Final

The handout will guide you to all the same resources as the presentation PowerPoint.


This PowerPoint contains screenshots of OCDEL websites including Early Intervention Technical Assistance Portal at www.eita-pa.org and The Pennsylvania Key at www.pakeys.org along with screenshots of the EITA Mobile App.

What we are sharing

OCDEL Resources to Support Social Emotional Development and Positive Behavior

 Available on EITA Portal

 Available on PA Keys




 Available on EITA Mobile



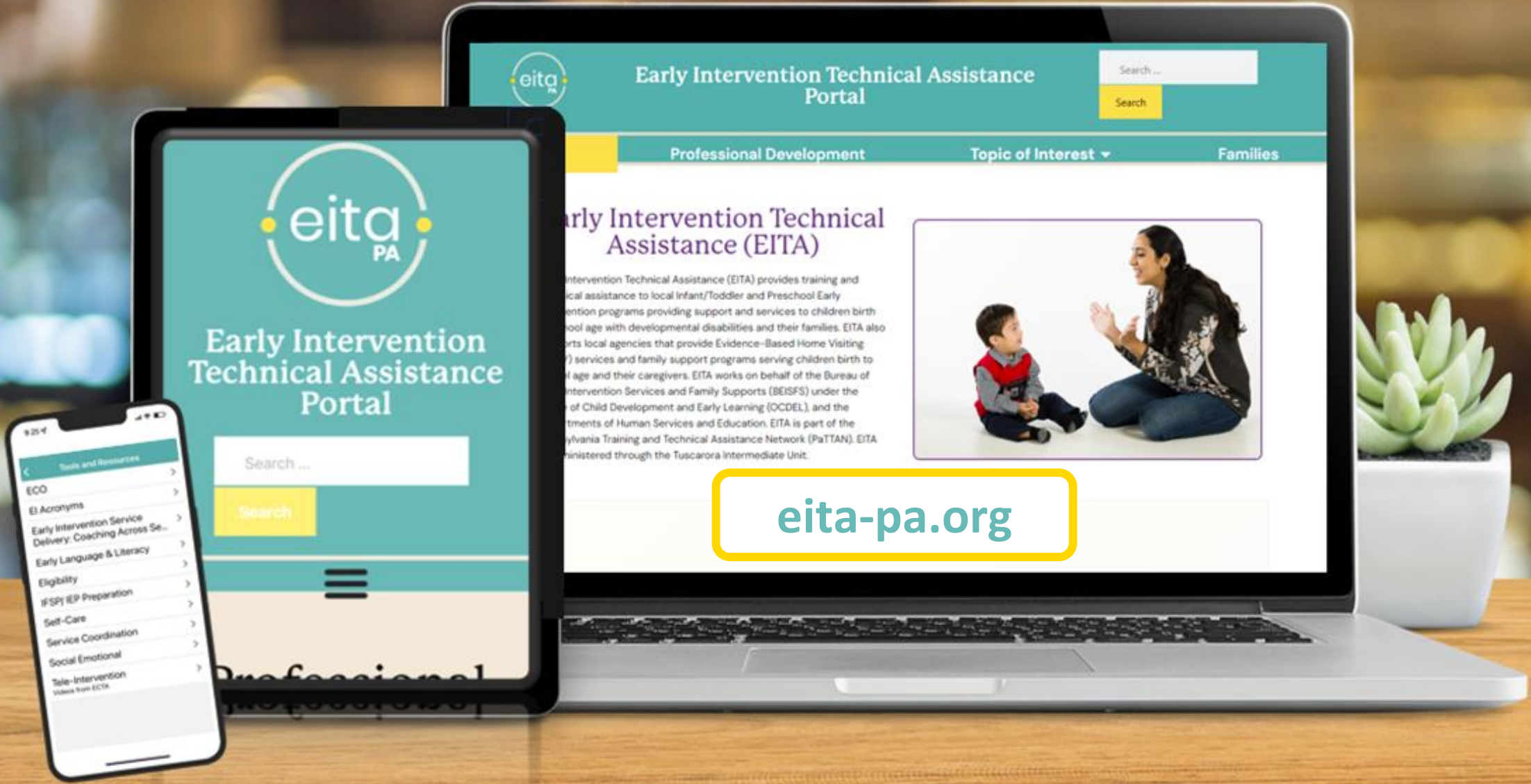
Shapiro, Governor
 Mumin, Ed.D., Secretary of Education | Valerie A. Arkoosh, M.D., MPH, Secretary of Human Services

OCDEL Social Emotional Resources That You Can Access at Any Time

March 2024

Title	Description and Location	Visual
Social Emotional Resources Available on the EITA Portal https://www.eita-pa.org/		
Developmental Milestones	<p>Adults often are frustrated by children's behavior because our expectations are beyond a child's developmental level. For searchable guidance about social skills by age, go to https://www.eita-pa.org/</p> <p>On the home page, scroll down and click on <i>Developmental Milestones</i> under <i>Highlighted Resources</i>.</p>	
Pennsylvania Family Support Resources	<p>Locate your local contact information for agencies that support families and children. Specifically, learn where families can go to access your Early Learning Resource Center, Infant Toddler Early Intervention Program, Preschool Early Intervention Program, and Family Support Organizations.</p> <p>Go to https://www.eita-pa.org/ Scroll down to <i>Highlighted Resources</i>. Click on <i>Pennsylvania Family Support Resources</i>.</p>	
Bits About Behavior Principles	<p>This collection of brief online interactions is intended to support knowledge and application of basic behavioral principles. In each topic, you will find definitions of common behavioral terms and/or processes and opportunities to practice applying these principles.</p> <p>Go to https://www.eita-pa.org/ Click on <i>Topics of Interest</i> on top of the page. Click on <i>Social Emotional</i>. Scroll down to <i>Bits About Behavior Principles</i>.</p>	

1



eita-pa.org



Early Intervention Technical Assistance Portal

Search ...

Search

Home

Professional Development

Topic of Interest ▾

Families

Highlighted Resources



Developmental
Milestones

Writing High-
Quality IFSP
Outcomes and
IEP Goals

Pennsylvania
Family Support
Resources

Early Intervention
Session Note
Resources

New Leader
Chats 2024



Early Intervention Technical Assistance Portal

Search ...

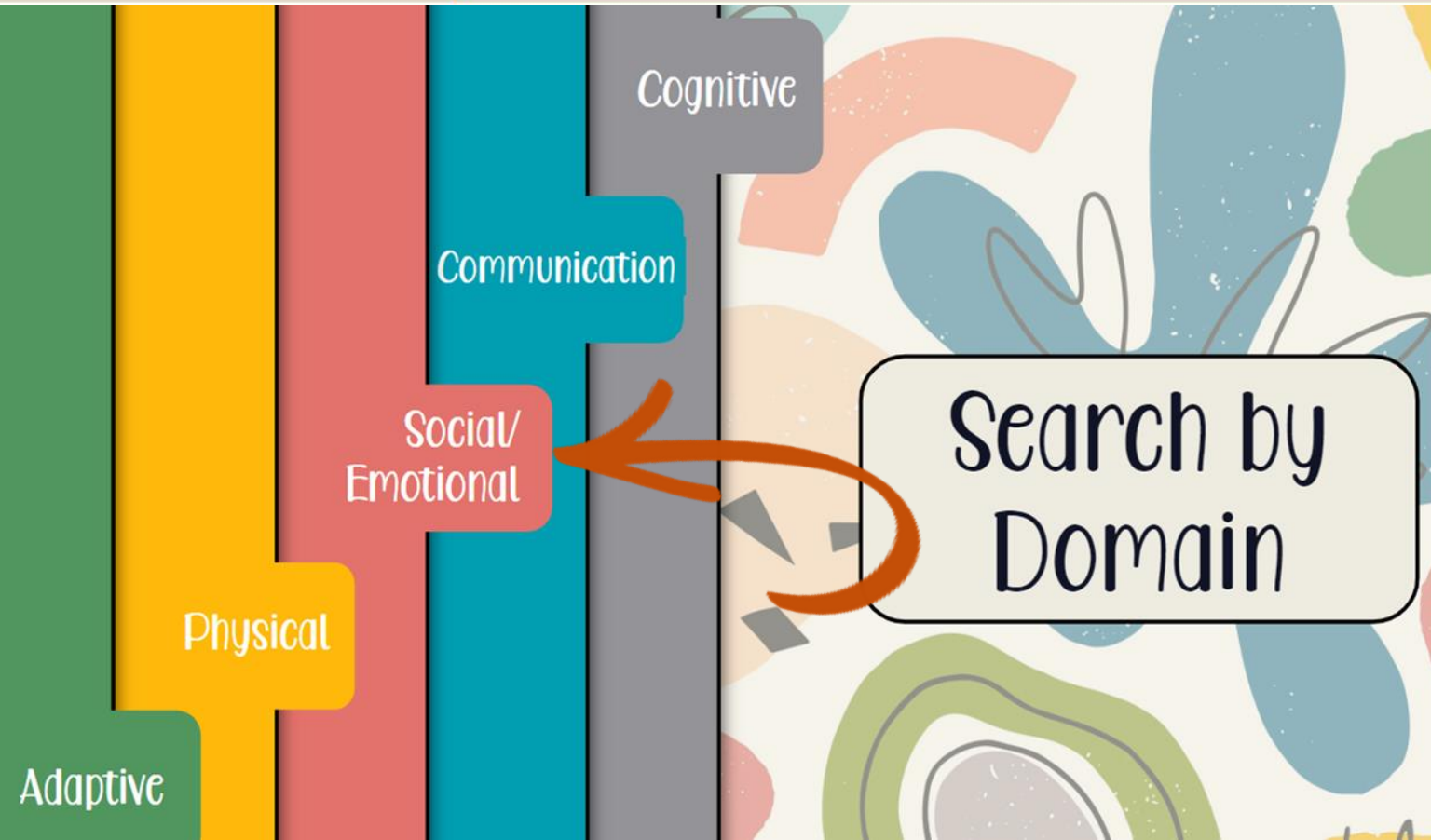
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Professional Development

Topic of Interest ▾

Families



Social/Emotional: 18 months

- Likes to hand things to others in play
- May have temper tantrums
- May be afraid of strangers
- Shows affection to familiar people and pets
- Plays simple pretend (i.e. such as feeding a doll)
- May cling to caregivers in new situations
- Points to show others something interesting
- Likes to carry/hug a stuffed toy
- Explores alone but with parent close by
- Seems proud to do things
- Claps when excited
- Copies other children while playing, like taking toys out of a container when another child does



Early Intervention Technical Assistance Portal

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- Families

Highlighted Resources

Developmental
Milestones

Writing High-
Quality IFSP
Outcomes and
IEP Goals

Pennsylvania
Family Support
Resources

Early Intervention
Session Note
Resources

New Leader
Chats 2024





Early Intervention Technical Assistance Portal

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- Topic of Interest ▾
- Families

Pennsylvania Family Support Resources

Group Layer

- Early Learning Resource Centers
- Infant Toddler Early Intervention Programs
- Preschool Early Intervention Programs
- Family Support Organization

100 km

Esri, HERE, Garmin, FAO, NOAA, USGS, EPA, NPS | Pennsylvania Department of Transportation, Bureau of Planning and Research, G... Powered by Esri



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Professional Development

Topic of Interest ▾

Families

Highlighted Initiatives



Early Intervention
Service Delivery

Inclusion

Social Emotional
Development



Announcement EI-20-03, Early Intervention Service Delivery: Coaching Across Settings: Establishes the vision and expectations for how EI services are to be delivered in PA.

Early Intervention Supports and Services: Facts for Families (English and Spanish): This fact sheet was developed for families and provides an overview on how supports and services are provided for infant, toddlers and preschool age children and their families.

Principles of Early Intervention in Pennsylvania (English and Spanish): This fact sheet was developed for professionals to highlight the principles for providing Early Intervention supports and services (birth to age five).

[Learn More](#)



Early Intervention Technical Assistance Portal

Bits About Behavior Principles

This collection of brief online interactions is intended to support knowledge and application of basic behavioral principles. In each topic, you will find definitions of common behavioral terms and/or processes and opportunities to practice applying these principles.

[View Bits About Behavior Principles](#)



6 Dimensions of Behavior



Just as you can measure the dimensions of an object (e.g., height, width, depth, weight), you can measure the dimensions of behavior. The six dimensions of behavior—frequency, duration, latency, topography, social, and intensity—are important as they clearly define the nature of behavior.

Behavior Is Communication



From words, to hugs, to tantrums, all behavior communicates something. This brief lesson will help you practice reading the message behind the behavior.

Form vs. Function



Why we do things (function) is not always obvious from the behaviors we use (form). Here is a quick reminder of the differences between form and function and strategies to find the function.

Functional Equivalency



This is an important concept when seeing behavior plans. If it is new to you, please check out Form vs. Function before jumping into this lesson.

Operational Definitions



An operational definition of behavior is a description of behavior that is presented in terms that are fully observable and measurable. A good operational definition allows all adults to be able to agree at any moment on whether or not the behavior is occurring.

Reinforcement



Reinforcement is a powerful piece in the puzzle of understanding a child's behavior. In this "Bit" you will review what reinforcement is and how to identify if a response is reinforcing (increasing) a child's behavior.

Positive and Negative Reinforcement



In addition to understanding general reinforcement, it is key to understand the difference between positive and negative reinforcement. We recommend that you review Reinforcement prior to exploring this "Bit" in order to better understand the positive and negative aspects of reinforcement. You may be surprised by what you discover.

Punishment



The word "punishment" can bring strong images to some mind images that often involve personal memories, angry adults and crying children. Behaviors speaking "punishment" is none of these things. In this "Bit" you will identify what punishment is and how it impacts behavior.

Positive and Negative Punishment



Just like Reinforcement, Punishment comes in positive and negative forms. We recommend that you review Punishment prior to exploring this "Bit" in order to better understand the positive and negative aspects of punishment. You may be surprised by what you discover.

ABC Data Collection



Collecting behavioral data is crucial to creating effective behavioral interventions for young children. This "Bit about Behavior" will help you understand how to see your observations and organize them according to the "Antecedent", "Behavior", and "Consequence". This understanding will help you identify patterns and create informed hypotheses of the function of a child's behavior.

Differential Reinforcement



Reinforcement is something that motivates or increases a behavior. Differential reinforcement is a practice that involves providing your reinforcement on one specific behavior and withholding reinforcement from another specific behavior. We recommend you review "Positive and Negative Reinforcement" prior to exploring this "Bit" as you are ready to apply those concepts to Differential Reinforcement.

Measurement



Measurement is an essential practice for Behavior Intervention. There are a variety of ways in which one can measure (counting and describing behaviors) in this "Bit" you will explore ways to measure the six dimensions of behavior through child scenarios and utilizing a variety of data collection tools. We recommend you complete the "Behavior Bit" [View Six Dimensions of Behavior](#) prior to completing this "Bit".

Motivating Operations



Never underestimate the power of motivation! The presence or absence of motivation can positively or negatively impact even the strongest reinforcers in a plan. Learn about the different variables that might impact the effectiveness of reinforcement.





Early Intervention Technical Assistance Portal

Behavior as Communication

One way to frame your thinking about the behavior of young children is to think about behavior as a form of communication that always has meaning. It takes time and effort to understand the intent of a child's communication and then to find new ways to fulfill an unmet need or to teach a child other ways to communicate his/her needs.



Think About an Iceberg

The tip of the iceberg, or the behavior you observe, is the child's way of communicating with you the unmet need that is below the surface.

- 6 Dimensions of Behavior**
Just as you can measure the length, width, and height of an object, you can measure the six dimensions of behavior. The six dimensions of behavior (frequency, duration, latency, topography, social, and intensity) are important as they clearly define the nature of behavior.
- Form vs. Function**
Why we do things (function) is not always obvious from the behaviors we use (form). Here is a quick reminder of the differences between form and function and strategies to find the function.
- Operational Definitions**
An operational definition of behavior is a description of behavior that is presented in terms that are fully observable and measurable. A good operational definition allows all adults to be able to agree at any moment on whether or not the behavior is occurring.
- Positive and Negative Reinforcement**
In addition to understanding general reinforcement, it is key to understand the difference between positive and negative reinforcement. We recommend that you review Reinforcement prior to exploring the "DI" in order to better understand the positive and negative aspects of reinforcement. You may be surprised by what you discover!
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Never underestimate the power of motivation! The presence or absence of motivation can positively or negatively impact even the strongest reinforcers in a plan. Learn about the different variables that might impact the effectiveness of reinforcers.
- Behavior is Communication**
From words, to hugs, to tantrums, all behavior communicates something. This brief lesson will help you practice reading the message behind the behavior.
- Functional Equivalency**
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- Reinforcement**
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- Punishment**
The word "punishment" can bring strong images to some mind, images that often involve personal memories, angry adults and crying children. Behaviorally speaking, "punishment" is none of these things. In this "DI" you will identify what punishment is and how it impacts behavior.
- ABC Data Collection**
Collecting behavioral data is crucial to creating effective behavioral interventions for young children. This "DI" about Behavior will help you understand how to see your observations and organize them according to the "Antecedent", "Behavior", and "Consequence". This understanding will help you identify patterns and create informed hypotheses of the function of a child's behavior.
- Measurement**
Measurement is an essential practice for Behavior Intervention. There are a variety of ways in which one can measure challenging and desirable behaviors. In this "DI" you will explore ways to measure the six dimensions of behavior through child observation and utilizing a variety of data collection tools. We recommend you complete the "Behavior DI" prior to completing this "DI."



Early Intervention Technical Assistance Portal

Reducing Expulsion and Suspension

Preventing Suspension & Expulsion In Pennsylvania Early Childhood Programs, An Early Childhood Program Leader's Guide

In this guide, there are resources addressing program policies, procedures, and practices that promote the positive social emotional development of young children, and create a climate of support for early childhood personnel and stronger partnerships with families.

[Visit Resource](#)

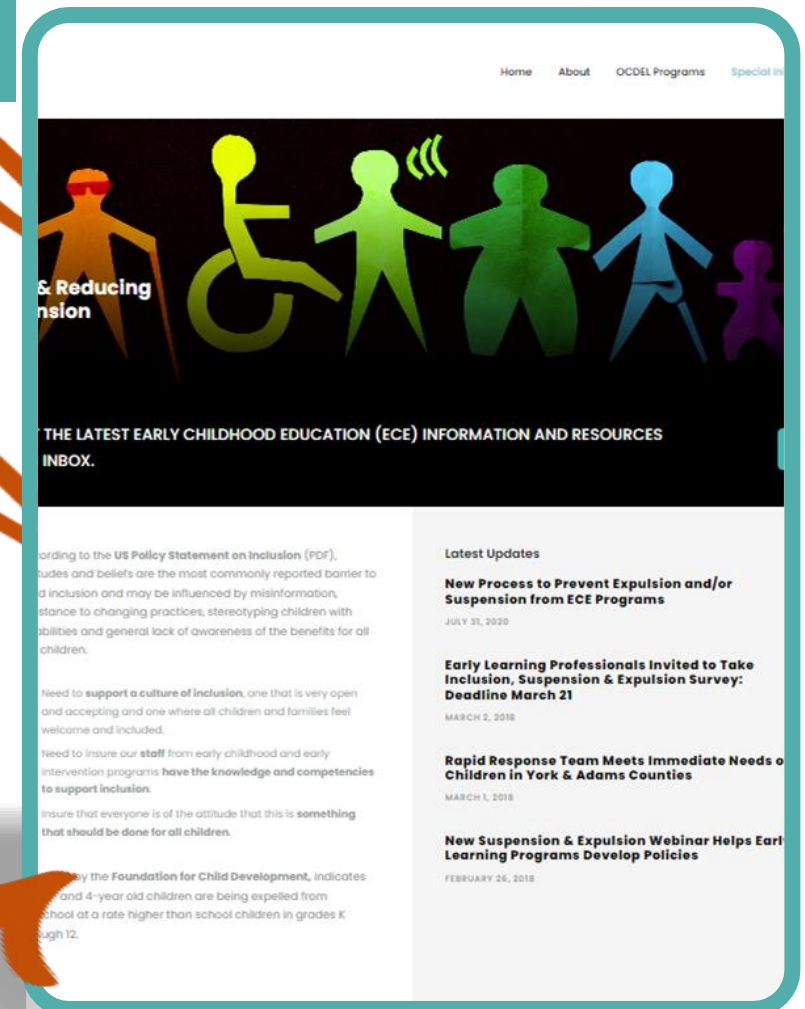
Behavioral Help For Early Childhood Programs In Pennsylvania To Prevent Suspension & Expulsion

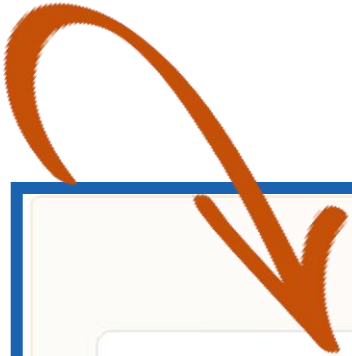
This document provides definitions and program descriptions, a guide for families, and a tiered intervention approach to behavioral help resources in Pennsylvania.

[Visit Resource](#)

Policy Statement And Guidance On Promoting Inclusion & Reducing Expulsion And Suspension

[Visit Resource](#)





Highlighted Trainings

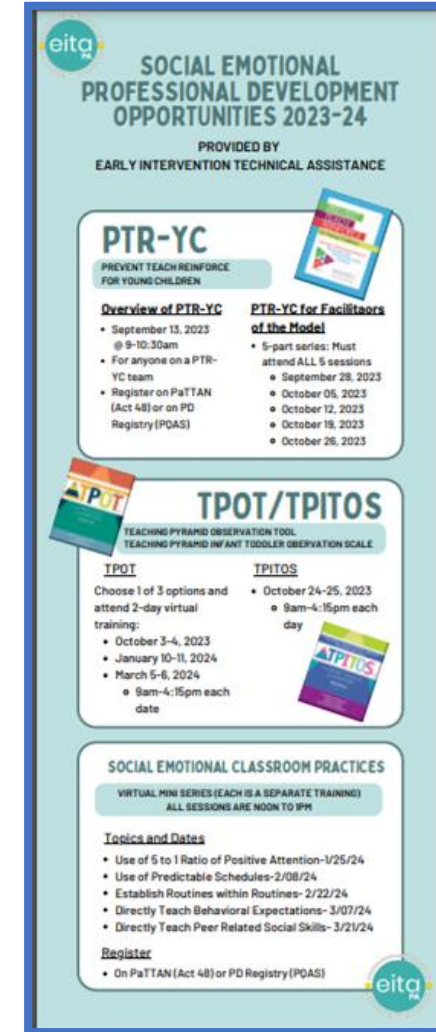
Social Emotional
Professional
Development
Opportunities
2023-24

Let's Chat About
Early Language
and Literacy

Infant Toddler
Service Delivery
Learning Path

Prevent Teach
Reinforce for
Families (PTR-F)
Facilitator
Training

Serving up
Knowledge
Webinar Series
2024



SOCIAL EMOTIONAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES 2023-24
PROVIDED BY
EARLY INTERVENTION TECHNICAL ASSISTANCE

PTR-YC
PREVENT TEACH REINFORCE FOR YOUNG CHILDREN

Overview of PTR-YC

- September 13, 2023 @ 9-10:30am
- For anyone on a PTR-YC team
- Register on PaTTAN (Act 48) or on PD Registry (POAS)

PTR-YC for Facilitators of the Model

- 5-part series: Must attend ALL 5 sessions
 - September 28, 2023
 - October 06, 2023
 - October 12, 2023
 - October 19, 2023
 - October 26, 2023

TPOT/TPITOS
TEACHING PYRAMID OBSERVATION TOOL
TEACHING PYRAMID INFANT TODDLER OBSERVATION SCALE

TPOT

Choose 1 of 3 options and attend 2-day virtual training:

- October 3-4, 2023
- January 10-11, 2024
- March 5-6, 2024
 - 9am-4:15pm each date

TPITOS

- October 24-25, 2023
 - 9am-4:15pm each day

SOCIAL EMOTIONAL CLASSROOM PRACTICES
VIRTUAL MINI SERIES (EACH IS A SEPARATE TRAINING)
ALL SESSIONS ARE NOON TO 3PM

Topics and Dates

- Use of 5 to 1 Ratio of Positive Attention-1/25/24
- Use of Predictable Schedules-2/08/24
- Establish Routines within Routines- 2/22/24
- Directly Teach Behavioral Expectations- 3/07/24
- Directly Teach Peer Related Social Skills- 3/21/24

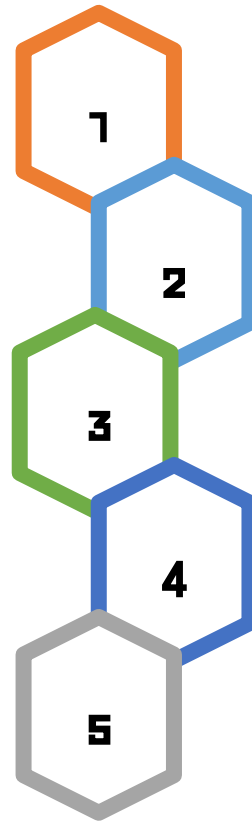
Register

- On PaTTAN (Act 48) or PD Registry (POAS)

Social Emotional Mini-Series

Big 5 Classroom Practices

Use of 5 to 1 Ratio of Positive Attention
October 11, 2024



Establish Routines within Routines
November 8, 2024

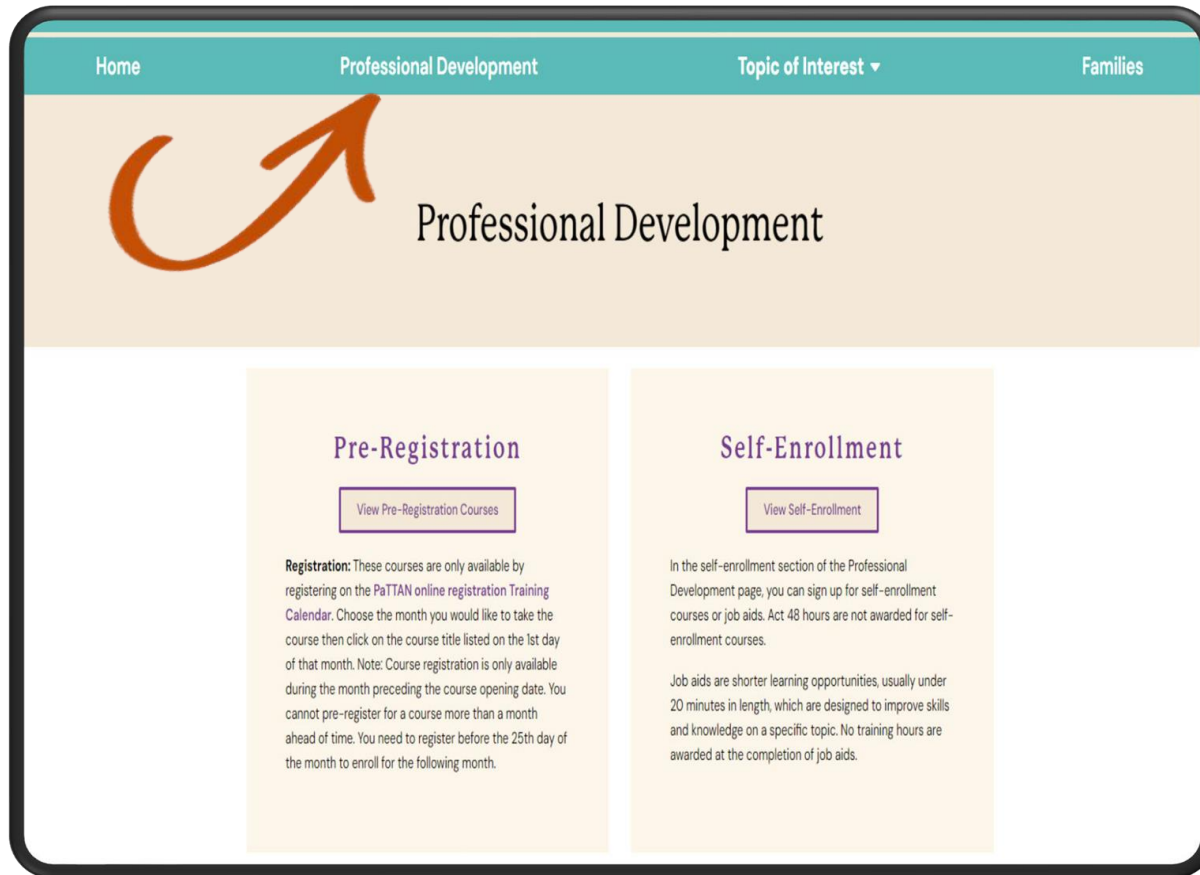
Use of Predictable Schedules
October 25, 2024

Directly Teach Peer Related Social Skills
December 6, 2024

Directly Teach Behavioral Expectations
November 22, 2024

Save the Dates!
Registration on the PA Key Registry and PaTTAN will become available this summer!





(SEARCH) Social Emotional

- **Social Emotional Foundations Part 1: Social Emotional Development within the Context of Relationships**
- **Social Emotional Foundations Part 2: Responsive Routines and Environments**
- **Social Emotional Foundations Part 3: The Meaning of Behavior and Appropriate Responding**
- **Social Emotional Evaluation for Early Intervention**
- **Building Resiliency in Young Children**
- **About Autism in Toddlers**
- **Prevent Teach Reinforce for Families (PTR-F)**



Early Intervention Technical Assistance Portal

Search ...

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Home

Professional Development

Topic of Interest ▾

Families

Early Intervention Technical Assistance (EITA)

Early Intervention Technical Assistance (EITA) provides training and technical assistance to local Infant/Toddler and Preschool Early Intervention programs providing support and services to children birth to school age with developmental disabilities and their families. EITA also supports local agencies that provide Evidence-Based Home Visiting (EBHV) services and family support programs serving children birth to school age and their caregivers. EITA works on behalf of the Bureau of Early Intervention Services and Family Supports (BEISFS) under the Office of Child Development and Early Learning (OCDEL), and the Departments of Human Services and Education. EITA is part of the Pennsylvania Training and Technical Assistance Network (PaTTAN). EITA is administered through the Tuscarora Intermediate Unit.



Highlighted Initiatives



Early Intervention Technical Assistance Portal

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Professional Development

Topic of Interest ▲

Families

Assistive Technology

Augmentative and Alternative Communication

Autism

Deaf-Blind

Dual Language Learners

Early Childhood Outcomes

Early Intervention Service Delivery

Early Language & Literacy

Hearing/Deafness

Inclusion

Infant/Toddler Service Coordination

Leadership

Screening, Assessment and Evaluation


Social Emotional

Traumatic Brain Injury

Transition

Vision Blindness





<p>Getting Started With Program-Wide Positive Behavior Interventions And Supports (PW PBIS) Through PAPBS Network</p> <p>Explore now ></p>	<p>National Center For Pyramid Model Innovations(NCPMI): Training Modules And Kits For Trainers</p> <p>Explore now ></p>	<p>The Pyramid Model Consortium Family Resource Page</p> <p>Explore now ></p>
<p>Developing And Implementing Intensive Individualized Interventions: Prevent-Teach-Reinforce For Young Children</p> <p>Explore now ></p>		



Getting Started in Program-Wide Positive Behavioral Supports and Interventions

- ▶ What is PW-PBIS?
- ▶ Current Programs and Sites (In early childhood settings)

NEWS ALERT !

Click here to access the 2022-2023 List of Recognized Schools and Programs by the Pennsylvania Positive Behavior Support Network!

Review the following documents which will help you begin to develop an action plan.

- ▶ Benefits of Joining the PAPBS Network
- ▶ PAPBS Commitment to Fidelity Document
- ▶ PW PBIS Readiness checklist
- ▶ PA_EC_PBIS Roles And Responsibilities

Training Modules

Training Modules

These modules provide the...
been used nationally to pro...
descriptions, and handouts

*Note: Some offices block t...
make sure you have permis...*

NCPMI Training

Infant/Toddler

Preschool


Preschool Parents

Promoting Social and Emotional Competence in the Preschool Classroom

These modules provide the training content for implementing the preschool Pyramid Model practices within classrooms for young children ages 2-5 years.

Reset

Pyramid Model Module Series
Introduction to the Pyramid Model




ChallengingBehavior.org

ZIP TRAINING MODULE
Introduction to the Pyramid Model
This module introduces the Pyramid Model framework to participants and should be used before the other modules. Topics include: the relationship of the Pyramid Model to prevention science, equity, inclusion, trauma-informed care, anti-bias practice and the use of data for decision-making, understanding child behavior, and the research that provides an evidence-base for the use of the Pyramid Model.

View Resource

Pyramid Model Preschool Module Series
Nurturing and Responsive Relationships



ChallengingBehavior.org

ZIP TRAINING MODULE
Preschool Module 1: Nurturing and Responsive Relationships
Establishing nurturing and responsive relationships within a caring community is the foundation of the Pyramid Model. This training focuses on practices for building relationships with children, promoting relationships with families that affirm family culture and identity, and relationships with team members.

View Resource

Pyramid Model Preschool Module Series
High-Quality, Supportive Environments




ChallengingBehavior.org

ZIP TRAINING MODULE
Preschool Module 2: High-Quality, Supportive Environments
This module focuses on the practices for establishing high-quality supportive classroom environments that promote social-emotional skill development and prevent challenging behavior. Practices related to schedules, routines, transitions, promoting engagement, expectations, and rules are addressed in the workshop.

View Resource

Pyramid Model Preschool Module Series
Teaching Social-Emotional Skills



ChallengingBehavior.org

ZIP TRAINING MODULE
Preschool Module 3: Teaching Social-Emotional Skills
Promoting social-emotional development is core to the Pyramid Model. This module provides training on the practices for teaching friendship skills, emotional literacy, self-regulation, and problem-solving.

View Resource

These modules have...
s, videos, activity

...your IT department to





Parents Interacting with Infants (PIWI)

PIWI has been successfully used in community-based, early head start and early intervention programs with a diverse range of parents and children. While the primary focus of the module will be on parent child groups, the training materials also provides guidance on the use of the model in home visiting. These training materials provide the professional with guidance on how to support a parent or other caregiver as they interact with the infant or toddler.


[Click Here for Resources](#) →

Positive Solutions for Families

Positive Solutions for Families is designed to help individuals who facilitate parent classes/skill building groups to promote young children's social and emotional skills, understand their problem behavior, and use positive approaches to teach children appropriate behavior.

[Click Here for Resources](#) →






**Developing and Implementing
Intensive Individualized
Interventions:
Prevent-Teach-Reinforce
for Young Children**

**Glen Dunlap, PhD
Janice Lee, MEd, BCBA**

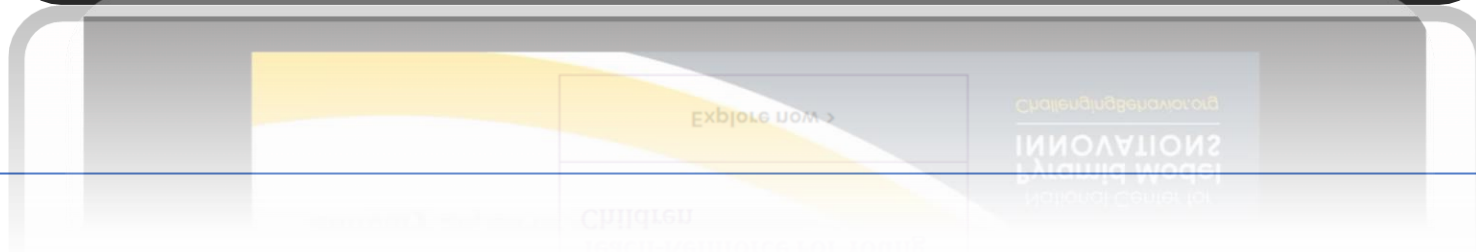
January 28, 2019

National Center for
**Pyramid Model
INNOVATIONS**
ChallengingBehavior.org

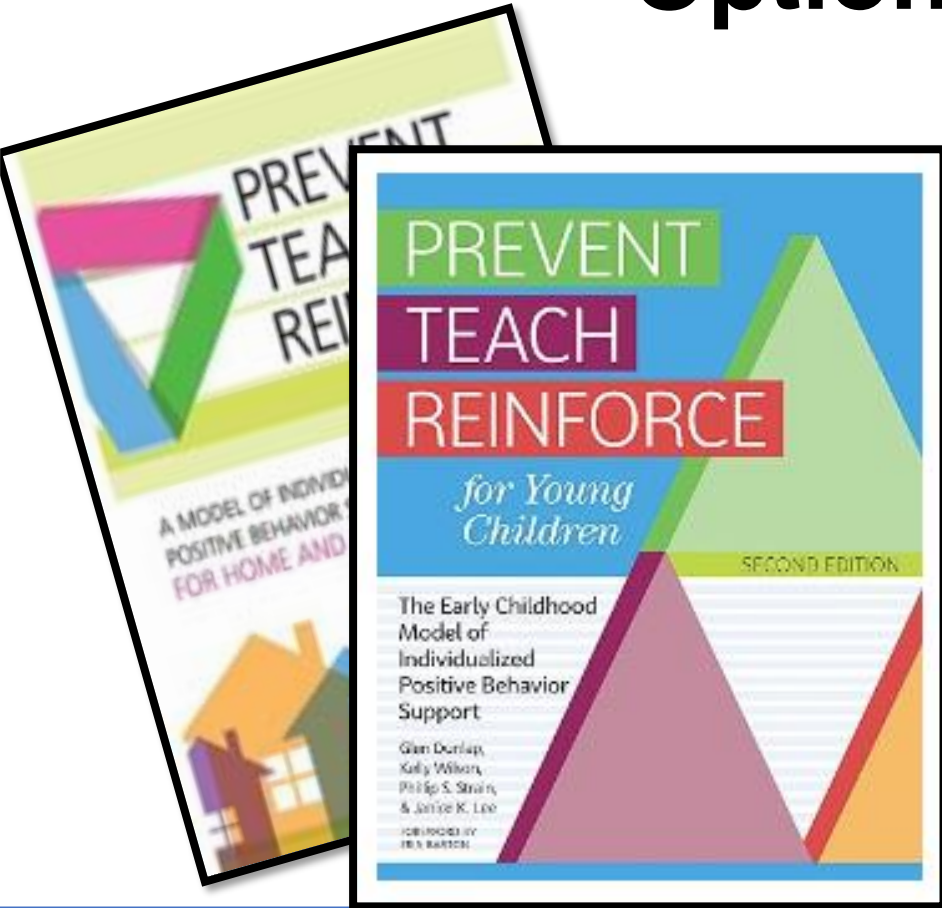


EITA Training Opportunities PTR-YC

1. Overview (on a team)
2. Facilitating PTR-YC



Overview of Prevent, Teach, Reinforce (PTR) Options in Early Childhood



Choose a session
– September 12, 2024
@ 9-10:30am or 1:30-3:00pm

If you will potentially be on a team using the PTR model and developing a Behavior Intervention Plan, this is for you!

Federal Resources to Support Social Emotional Development of Infants and Toddlers

Supporting Infant Toddler Emotional Development

Access published articles and reports, books, videos and presentations to support caregivers to develop infants' and toddlers' ability to express emotions; manage emotions; develop empathy; and identify, understand, and respond to emotions in a healthy manner.

[Visit Resources](#)

Infant Toddler Learning Suite

Access resources to support infant and toddler childcare teachers and providers for information and guidance to support the social and emotional development and wellbeing of very young children and to support their families.

[Visit Resource](#)

Microlearning 1: Relationship-Based Care: Infant And Toddler Social Emotional Development

Learn how to develop and strengthen relationships with infants/toddlers through infographics, articles and recorded learning sessions.

[Visit Resource](#)

Microlearning 2: Infant And Early Childhood Mental Health

Resources offer content and strategies to support forming close & secure relationships, experiencing, managing and expressing emotions, and exploring the environment and learning. Under each of these topics you will find a variety of resources including infographics, articles with reflection questions, and example videos.

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Microlearning 3: Infant And Early Childhood Mental Health





Resources

Ages and Stages Questionnaire: Social Emotional Parent Activities

Developing Social-Emotional Skills (Zero to Three series)

Anita Zucker Center for Excellence in Early Childhood Studies Social Emotional Development and Learning Page

Early Childhood Technical Assistance Center (ECTA)

Strategies for
Here are four effective strategies for supporting your child's social-emotional development.

- Strategy 1. Build a safe and secure environment.
- Strategy 2. Help your child understand and manage emotions.
- Strategy 3. Show your child how to interact with others.
- Strategy 4. Help your child develop problem-solving skills.

Watch these videos

UF College of Education
Relationships with Families and Preschoolers
01:09
0-12

ASQ:SE-2 Activities **AGE 54 MONTHS**

HELP YOUR CHILD LEARN AND GROW!
Try these fun and easy activities with your 54-month-old—a great way to have fun together and support your child's social-emotional development.

- Playhouse Playtime**
Build a store, house, puppet stage, or fire truck out of old boxes. Your child can invite a friend over to play store or house, have a puppet show, or be a firefighter.
Materials Needed: Old boxes, other building materials
- You're So Special!**
Let your child know how special they are. Give them lots of love, praise, and hugs every day.
Materials Needed: None
- Right and Wrong**
Tell your child a favorite nursery rhyme that involves the idea of "right" and "wrong." Discuss what kinds of choices the characters made in the story.
Materials Needed: Nursery rhymes

NOTES: _____

ASQ:SE-2 Activities **AGE 54 MONTHS**

HELP YOUR CHILD LEARN AND GROW!
Try these fun and easy activities with your 54-month-old—a great way to have fun together and support your child's social-emotional development.

Give your child time to rest and quiet and alone time when they need it.

Read books, stories, songs, and scenes from magazines from friends or a thrift store.

Watch TV shows, movies, and stories from magazines.

Play with dolls, stuffed animals, and action figures.

Read books, stories, songs, and scenes from magazines.

Play with dolls, stuffed animals, and action figures.

Developmental milestones for your 54-month-old?
[/pub.fyi/CDC54month](https://pub.fyi/CDC54month)

Excerpted from ASQ:SE-2 User's Guide by Jane Squires, Ph.D., Diane Bricker, Ph.D., & Elizabeth Teemleby, M.S. ©2015 Brookes Publishing. All Rights Reserved.

Behavior Support
Interventions and Supports
PBIS implementation?

Program-wide po
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practices to enhance
children and adults across
Support is currently avail
PaPBS Network to assi
processes to dissemi

www.pap

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201
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Dir Thomas
Director, Center for Effective Schools
Centerforeffectiveschools@devereux.org

Contact:
Beth Huerta
Early Childho
earlychildho


2023
\$2,000
ing in PW-PBIS implementation this year, please
rief survey: <https://bit.ly/pwbarrier>
onal Details, Contact Us:
pbistrainingcollaborative@gmail.com


**Second cohort of PW-PBIS Provisional
Facilitators begins Fall of 2024**


For Additional Details, Contact:
pbistrainingcollaborative@gmail.com

What we are sharing




OCDEL Resources to Support
 Social Emotional Development and
 Positive Behavior

 Available on EITA Portal

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 Available on EITA Mobile



Title	Description and Location	Visual
Social Emotional Resources Available on the EITA Portal eita-pa.org		
Developmental Milestones	Adults often are frustrated by children's behavior because our expectations are beyond a child's developmental level. For searchable guidance about social skills by age, go to eita-pa.org . On the home page, scroll down and click on Developmental Milestones under Highlighted Resources.	
Pennsylvania Family Support Resources	Locate your local contact information for agencies that support families and children. Specifically, learn where families can go to access your Early Learning Resource Center, Infant Toddler Early Intervention Program, Preschool Early Intervention Program, and Family Support Organizations. Go to eita-pa.org . Scroll down to Highlighted Resources. Click on Pennsylvania Family Support Resources.	
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Free Professional Development: Pyramid Model eModules



Available on PA Keys

+ Trauma-Informed Care & the Pyramid Model

+ Wellness: Taking Care of Yourself

+ Culturally Responsive Practices to Reduce Implicit Bias, Disproportionality, Suspension & Expulsion

+ Birth to 5 ePyramid Module Package

+ Del nacimiento a los 5 años - Paquete de Módulos ePirámide

THE PENNSYLVANIA KEY

Search...



Online Self-Paced

#357585

ePyramid-Culturally Responsive Practices to Reduce Implicit Bias, Disproportionality, Suspension & Expulsion

Available Friday, July 21, 2023 - Sunday, July 21, 2024

Hours 2.00 / Course Level C2: Knowledge Application

[View Overview](#)

Registration Required

Fee Free Event

Register By 07/21/2024

Seats Available 1362

[Register](#)

Web Based
E-Learning

Primary Trainer
Pyramid Model

Sponsor
Pyramid Model Consortium (E-Learning)

Online Self-Paced

#357586

ePyramid-Trauma-Informed Care & the Pyramid Model

Available Friday, July 21, 2023 - Sunday, July 21, 2024

Hours 5.00 / Course Level C1: Knowledge Acquisition

[View Overview](#)

Registration Required

Fee Free Event

Register By 07/21/2024

Seats Available 1269

[Register](#)

Web Based
E-Learning

Primary Trainer
Pyramid Model


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QUALITY


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Registry
Login

Early Learning
Resource Centers





Prevent Teach Reinforce for Families (PTR-F) Facilitator Training



The Pyramid Model Consortium
Supporting Early Childhood PBIS

Pennsylvania's Office of Child Development and Early Learning (OCDEL) has contracted with the Pyramid Model Consortium to provide **FREE** access to the ePyramid Prevent Teach Reinforce for Families course for all Pennsylvania Early Childhood and Early Intervention professionals until 2026.

This ePyramid course will explore the Prevent Teach Reinforce progress for families. In this course, paired with the PTR-F manual, you'll discover how to take on the role of PTR-F facilitator to meet each family's unique needs, and you'll get a clear 5-step process for guiding families as they promote their child's positive behavior. With this comprehensive, adaptable model of behavior support, you'll strengthen family engagement, set each child on the path to healthy social-emotional development, and improve quality of life for the entire family.

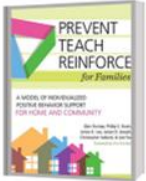
Who Should Register

Behavior specialists BCBA's, RBTs, Mental Health Consultants, Early Intervention professionals, social workers, counselors, and others!


Professionals need to have a solid understanding of basic behavioral principles. Learn more on [EITA's Social Emotional Page](#)

How to Register


For PQAS Credit - Search "Prevent Teach Reinforce" on papdregistry.org and select "ePyramid Prevent-Teach-Reinforce for Families" #357589




Questions?
Contact ????



PA pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING



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eita
PA

- Prevent Teach Reinforce for Families is designed to teach those who will lead the creation of a behavior plan in homes or community settings other than classrooms.
- To register for PQAS credit, go to papdregistry.org > log in > search events > enter **epyramid** into course title search and follow the directions to register for the course you want.
- Prevent-Teach-Reinforce for Families eModule is also available on the EITA portal for Act 48 credits.



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Infant/Early Childhood Mental Health (IECMH) Consultation



General Information
About The IECMH Program



Bright Start: Supporting Social-
Emotional Development

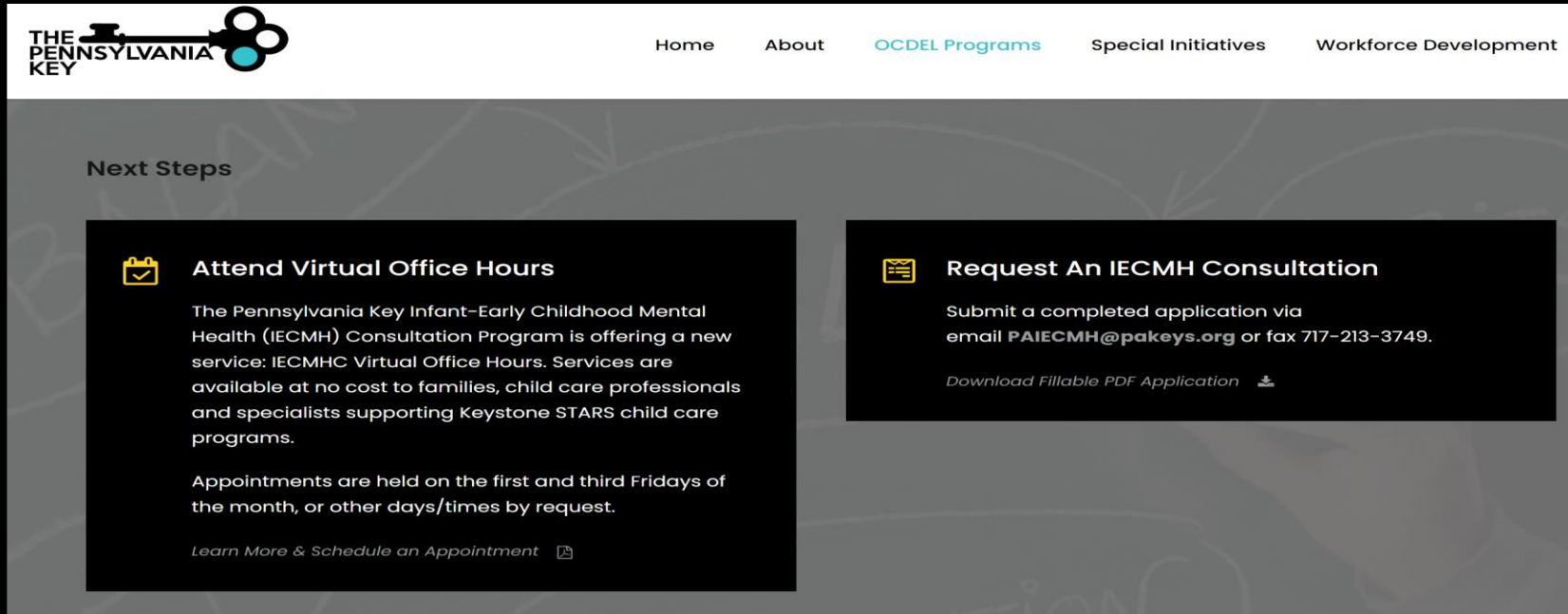


Information & Resources
for Current Providers



Meet Our
IECMH Team






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Home About **OCDEL Programs** Special Initiatives Workforce Development


Next Steps

 **Attend Virtual Office Hours**

The Pennsylvania Key Infant–Early Childhood Mental Health (IECMH) Consultation Program is offering a new service: IECMHC Virtual Office Hours. Services are available at no cost to families, child care professionals and specialists supporting Keystone STARS child care programs.

Appointments are held on the first and third Fridays of the month, or other days/times by request.

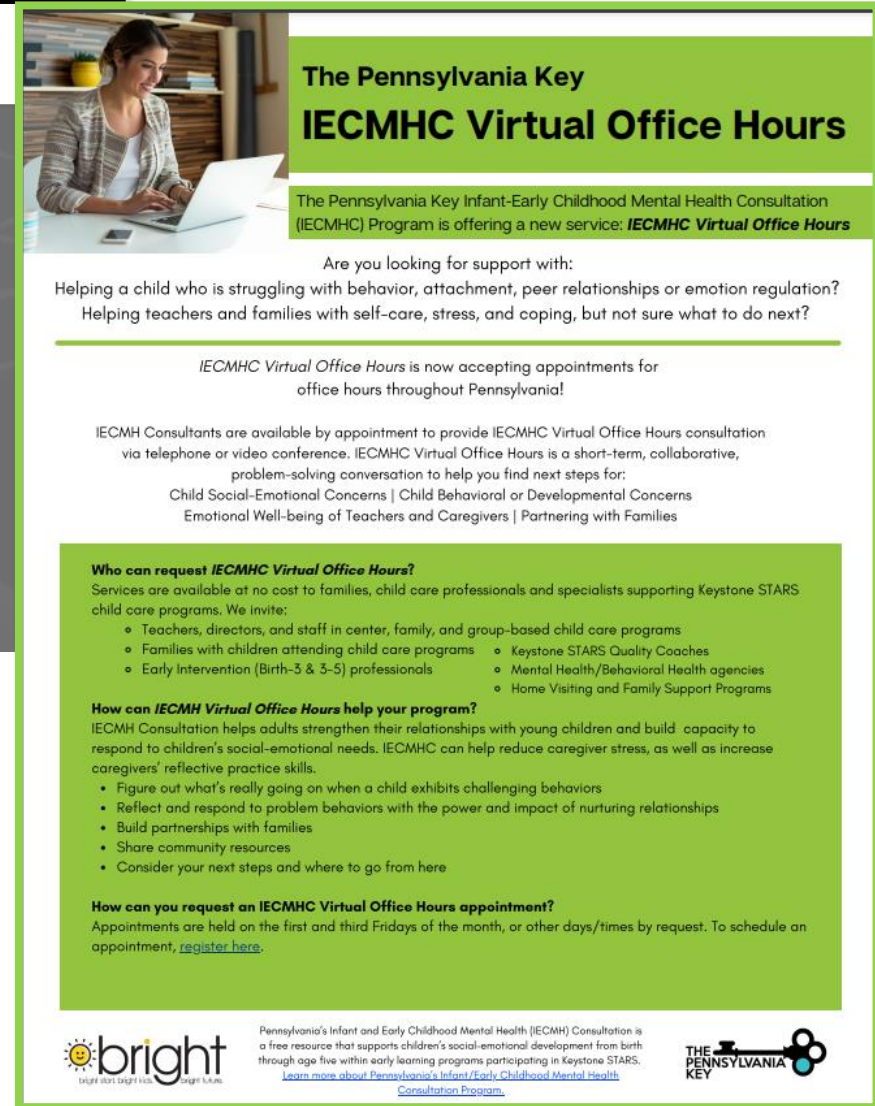
[Learn More & Schedule an Appointment](#)

 **Request An IECMH Consultation**

Submit a completed application via email PAIECMH@pakeys.org or fax 717-213-3749.

[Download Fillable PDF Application](#)

- IECMH Consultants are available by appointment to provide IECMHC Virtual Office Hours consultation via telephone or video conference.
- For more details and how to request an appointment, go to <https://www.pakeys.org/iecmh/>



The Pennsylvania Key IECMHC Virtual Office Hours

The Pennsylvania Key Infant–Early Childhood Mental Health Consultation (IECMHC) Program is offering a new service: **IECMHC Virtual Office Hours**

Are you looking for support with:
Helping a child who is struggling with behavior, attachment, peer relationships or emotion regulation?
Helping teachers and families with self-care, stress, and coping, but not sure what to do next?

IECMHC Virtual Office Hours is now accepting appointments for office hours throughout Pennsylvania!

IECMH Consultants are available by appointment to provide IECMHC Virtual Office Hours consultation via telephone or video conference. IECMHC Virtual Office Hours is a short-term, collaborative, problem-solving conversation to help you find next steps for:
Child Social-Emotional Concerns | Child Behavioral or Developmental Concerns
Emotional Well-being of Teachers and Caregivers | Partnering with Families

Who can request IECMHC Virtual Office Hours?

Services are available at no cost to families, child care professionals and specialists supporting Keystone STARS child care programs. We invite:

- Teachers, directors, and staff in center, family, and group-based child care programs
- Families with children attending child care programs
- Early Intervention (Birth-3 & 3-5) professionals
- Keystone STARS Quality Coaches
- Mental Health/Behavioral Health agencies
- Home Visiting and Family Support Programs


How can IECMH Virtual Office Hours help your program?


IECMH Consultation helps adults strengthen their relationships with young children and build capacity to respond to children's social-emotional needs. IECMHC can help reduce caregiver stress, as well as increase caregivers' reflective practice skills.

- Figure out what's really going on when a child exhibits challenging behaviors
- Reflect and respond to problem behaviors with the power and impact of nurturing relationships
- Build partnerships with families
- Share community resources
- Consider your next steps and where to go from here

How can you request an IECMHC Virtual Office Hours appointment?

Appointments are held on the first and third Fridays of the month, or other days/times by request. To schedule an appointment, [register here](#).

 Pennsylvania's Infant and Early Childhood Mental Health (IECMH) Consultation is a free resource that supports children's social-emotional development from birth through age five within early learning programs participating in Keystone STARS. [Learn more about Pennsylvania's Infant/Early Childhood Mental Health Consultation Program.](#)



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Home About **OCDEL Programs** Special Initiatives Workforce Development

Early Childhood Mental Health (ECMH) Matters Handouts

Basic Needs Determine Behavior	Building Resilience	Chasing Away Winter Blues
Creating Routines	Dealing With Separation And Divorce	Depression in Preschoolers
Developing Empathy	Emotional Literacy	Fetal Alcohol Spectrum Disorder
Five Protective Factors	Handling Transitions	Imitation is Flattery
Importance of Play	Language Development in Children	Motivating The Desire To Learn
Learning Is Everywhere	Meaning of Behavior	Mental Health and Outdoor Play
Moral Development and Raising Caring Kids	Motivating The Desire To Learn	Nurturing Curiosity
Problem Solving	Ready To Read	Rethinking The Stoplight System
Screening For Delays Social-Emotional Development	Security Objects	Self Regulation
	Sensory Issues	Sensory Processing Disorder

- The IECMH program has nearly 50 brief resources on their home page to help with common mental health and behavior questions.

- Go to <https://www.pakeys.org/iecmh/resources/>



How Basic Needs Determine Behavior

According to William Glasser, human beings have **five basic needs: survival, belonging, power, freedom, and fun**. Those five needs affect what we do and how we behave. When we're hungry or tired, we get grumpy or irritable; when we feel trapped, we lash out; when we're lonely we withdraw or try to draw attention to ourselves. If as adults we understand how not having these five basic needs met affects the way we act, as families and caregivers we should be able to consider that unmet needs might be causing a young child's challenging behavior. Chances are the child isn't misbehaving just to annoy us.

The Five Basic Needs

- **Survival:** physical needs for food, water, shelter, sleep, and safety/security
- **Belonging:** relationships and friendships and feeling accepted, cared for, and loved by others
- **Power:** feeling capable, worthy, and having pride in accomplishments
- **Freedom:** the need for independence and the ability to make choices, create, and explore
- **Fun:** laughter, pleasure, enjoyment, humor

Understanding these basic needs can help families and caregivers think differently about behavior and not assume that a child is deliberately trying to be difficult. Each child responds differently to an unmet need, so it is important to treat children as individuals and teach them better ways to satisfy their needs.



EARLY CHILDHOOD MENTAL HEALTH MATTERS!



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IECMH Resources

- General Information About The IECMH Program
- Bright Start: Supporting Social-Emotional Development
- Information and Resources for Current Providers
- Meet Our IECMH Team

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bright start kids future.

A Focus on Infant/Early Childhood Mental Health

September 2023
Positive Classroom Management

This newsletter focuses on sharing information on infant/early childhood mental health and the importance of relationship-based approaches and supports that help infants and young children feel safe, supported, and valued by the adults around them. The newsletter, and the Infant Early Childhood Mental Health Consultation (IECMHC) program, is made possible by a partnership between the Office of Child Development and Early Learning (OCDEL) and the Pennsylvania Key.

[Share This Email](#) [Share This Email](#) [Share This Email](#)

Welcome

The words *discipline* and *punishment* may bring up similar feelings, but there is a difference between the them.

According to Psychology Today:

Discipline:

- Has a long-term impact on behavior
- Teaches through modeling, feedback, and coaching
- Focuses on skill-building.
- Assumes positive intent and sees a child's inherent goodness.
- May include natural or related/relevant consequences.
- Results in the child learning new skills to meet developmentally appropriate expectations.

Punishment:

- Has a short-term effect on behavior.
- Teaches through **fear**, threats, abandonment, and/or pain.
- Focuses on wrongdoing.
- Assumes negative intent and often includes judgment.
- May include unrelated, negative consequences.
- Outcome is often child avoidance and/or shame."

This issue of the September IECMH newsletter explores the differences between discipline and punishment. We also explore ways to support children so they can learn positive self-regulation techniques and engage in relationship-building in positive ways.

- IECMH also archives mental health newsletters for easy access when you need them.
- Helpful topics within the current year include self-regulation, communication, interactions and attachment.



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Promoting Inclusion & Reducing Expulsion and Suspension



RECORDED WEBINAR

Reduction of Expulsions and Suspensions in Early Childhood Settings

In December 2014, the US Departments of Health and Human Services and Education published *Policy Statement on Expulsion and Suspension in Early Childhood Settings*. In response to this statement, OCDEL has drafted an office wide announcement to provide guidance to programs regarding appropriate behavior support practices and the reduction of expulsion and suspension in early childhood programs in Pennsylvania.

- [Download the infographic slides \(PDF\)](#)
- [Download the presentation slides \(PDF\)](#)

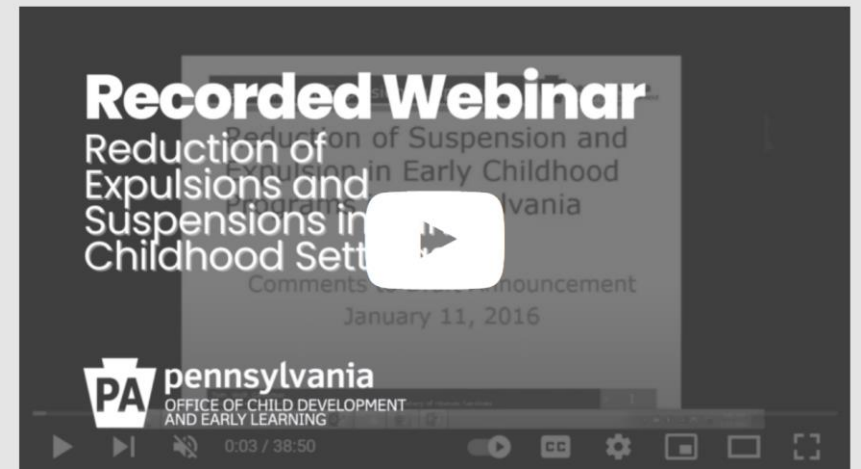
Developing Suspension and Expulsion Policies

It is *essential* all young children can both access and remain in a quality early learning program. In July 2017, Pennsylvania early learning programs were informed of the requirement to develop program specific policies to prevent, reduce and ultimately eliminate suspension and expulsion of young children from their programs.

Suspension and expulsion are actions adults take that greatly impact children. We can work together to make sure both children and teachers have the support they need to build great relationships and remain a part of their early learning community.

Suspension: An action that is administered in response to challenging behavior and requires that a child not be

[What to do when you have a child with](#)




[Watch this recording on Youtube \(youtu.be/0eMvbcUOP8s\).](https://youtu.be/0eMvbcUOP8s)

What we are sharing


OCDEL Resources to Support Social Emotional Development and Positive Behavior



Available on EITA Portal



Available on PA Keys






Available on EITA Mobile



Shapiro, Governor
 Mumin, Ed.D., Secretary of Education | Valerie A. Arkoosh, M.D., MPH, Secretary of Human Services

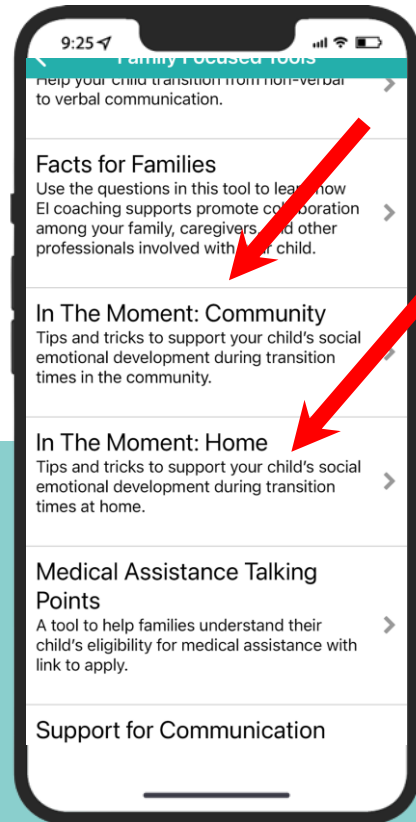
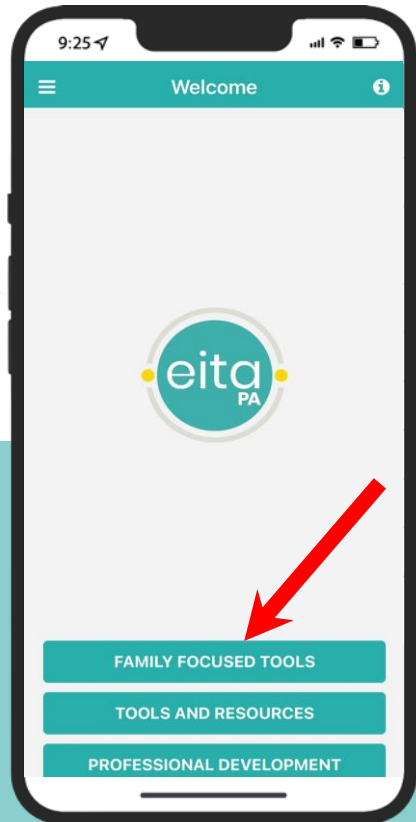
OCDEL Social Emotional Resources That You Can Access at Any Time

March 2024

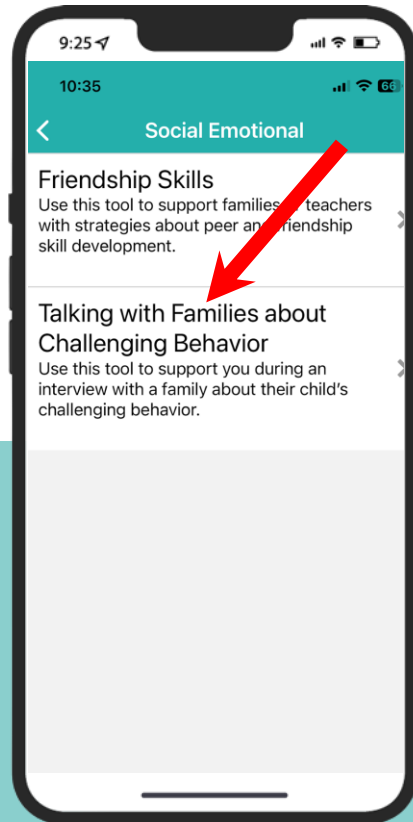
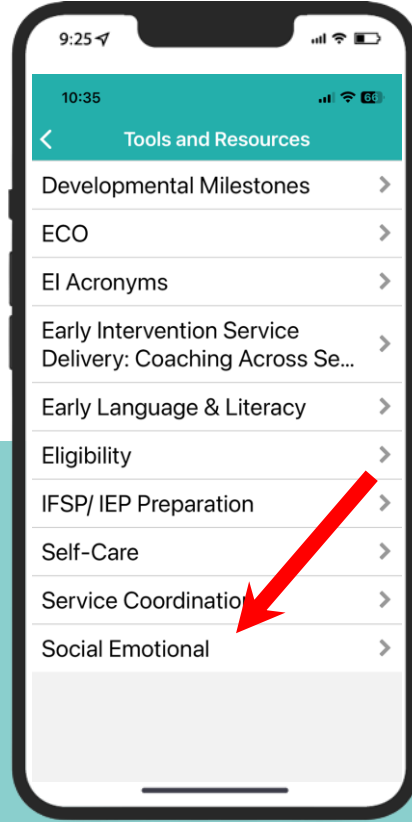
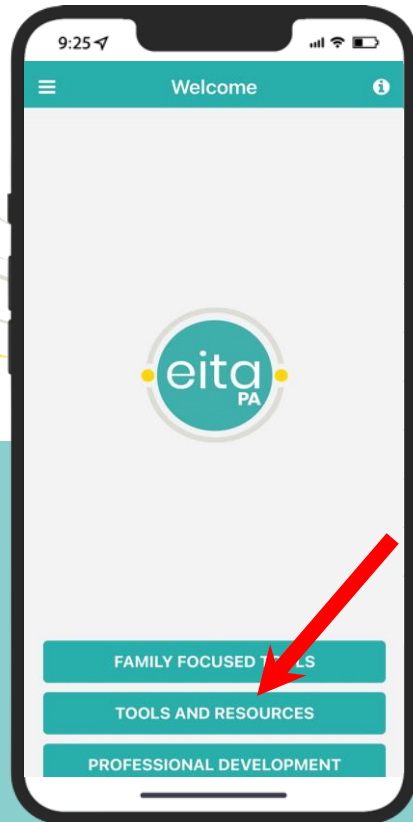
Title	Description and Location	Visual
Social Emotional Resources Available on the EITA Portal https://www.eita-pa.org/		
Developmental Milestones	<p>Adults often are frustrated by children's behavior because our expectations are beyond a child's developmental level. For searchable guidance about social skills by age, go to https://www.eita-pa.org/</p> <p>On the home page, scroll down and click on <i>Developmental Milestones</i> under <i>Highlighted Resources</i>.</p>	
Pennsylvania Family Support Resources	<p>Locate your local contact information for agencies that support families and children. Specifically, learn where families can go to access your Early Learning Resource Center, Infant Toddler Early Intervention Program, Preschool Early Intervention Program, and Family Support Organizations.</p> <p>Go to https://www.eita-pa.org/. Scroll down to <i>Highlighted Resources</i>. Click on <i>Pennsylvania Family Support Resources</i>.</p>	
Bits About Behavior Principles	<p>This collection of brief online interactions is intended to support knowledge and application of basic behavioral principles. In each topic, you will find definitions of common behavioral terms and/or processes and opportunities to practice applying these principles.</p> <p>Go to https://www.eita-pa.org/. Click on <i>Topics of Interest</i> on top of the page. Click on <i>Social Emotional</i>. Scroll down to <i>Bits About Behavior Principles</i>.</p>	

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Search "EITA Mobile" to download from your app store



Search "EITA Mobile" to download from your app store





OCDEL Social Emotional Resources That You Can Access At Any Time



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