

OCDEL Social Emotional Resources That You Can Access At Any Time



OCDEL Early Childhood Conference: Stable and Secure: Supporting Children through Trauma Sensitive Approaches

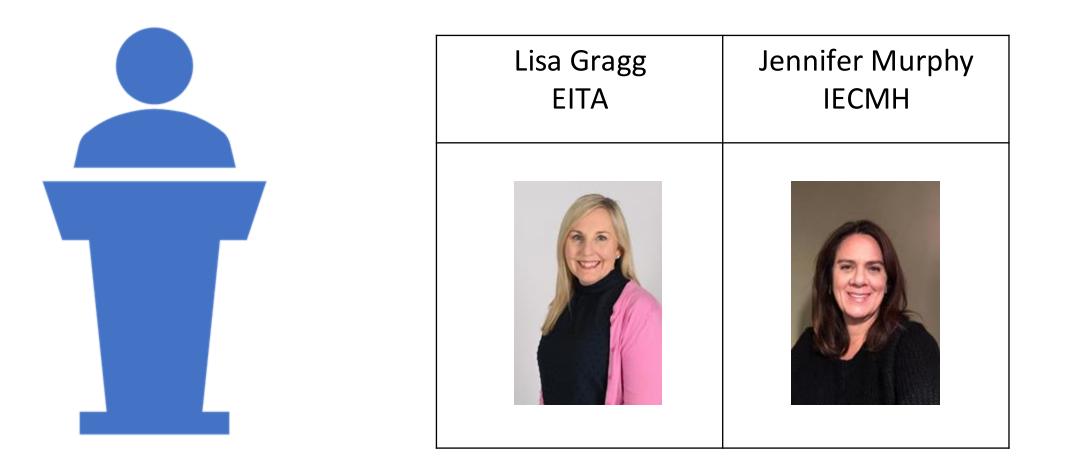
April 23, 2025

Lisa Gragg and Jennifer Murphy

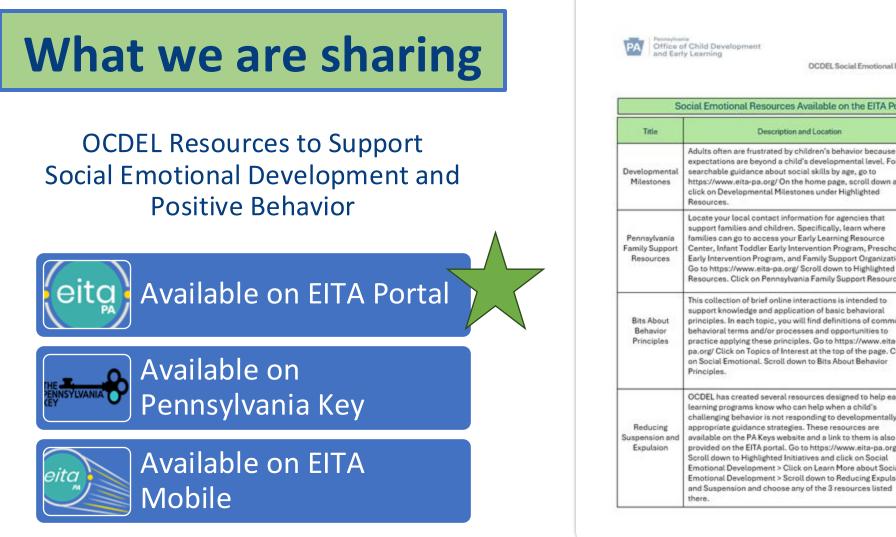




Welcome and Meet Your Presenters:





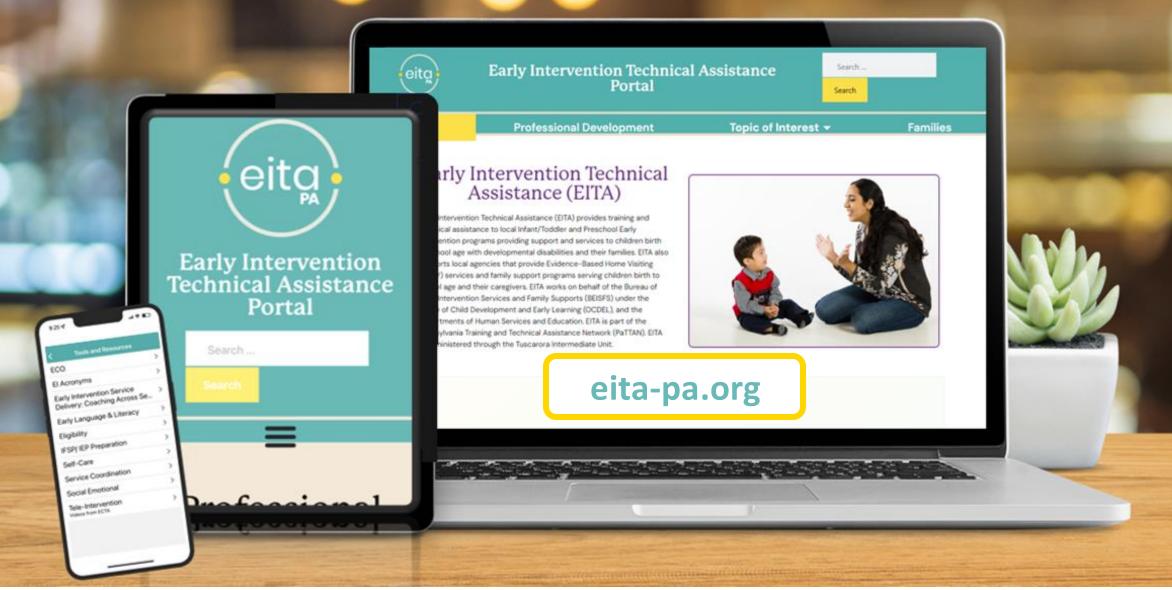




Title	Description and Location	Visual
Developmental Milestones	Adults often are frustrated by children's behavior because our expectations are beyond a child's developmental level. For searchable guidance about social skills by age, go to https://www.eita-pa.org/ On the home page, scroll down and click 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 https://www.eita-pa.org/ Scroll down to Highlighted Resources. Click on Pennsylvania Family Support Resources.	Find your county to explore contacts for: Early intervention Early Learning Relocate Carriers Family Expost Programs
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. Go to https://www.eita- pa.org/ Click on Topics of Interest at the top of the page. Click on Social Emotional. Scroll down to Bits About Behavior Principles.	
Reducing Suspension and Expulsion	OCDEL has created several resources designed to help early learning programs know who can help when a child's challenging behavior is not responding to developmentally appropriate guidance strategies. These resources are available on the PA Keys website and a link to them is also provided on the EITA portal. Go to https://www.eita-pa.org/ Scroll down to Highfighted Initiatives and click on Social Emotional Development > Click on Learn More about Social Emotional Development > Scroll down to Reducing Expulsion and Suspension and choose any of the 3 resources listed there.	Research Lancesien and Resolution for Indexea Lank Oblighter Registers



Pennsylvania Office of Child Development and Early Learning





Pennsylvania Office of Child Development and Early Learning



Early Intervention Technical Assistance Portal

Search ...

Search

Home

Professional Development

Topic of Interest 🔻

Families

Early Intervention Technical Assistance (EITA)

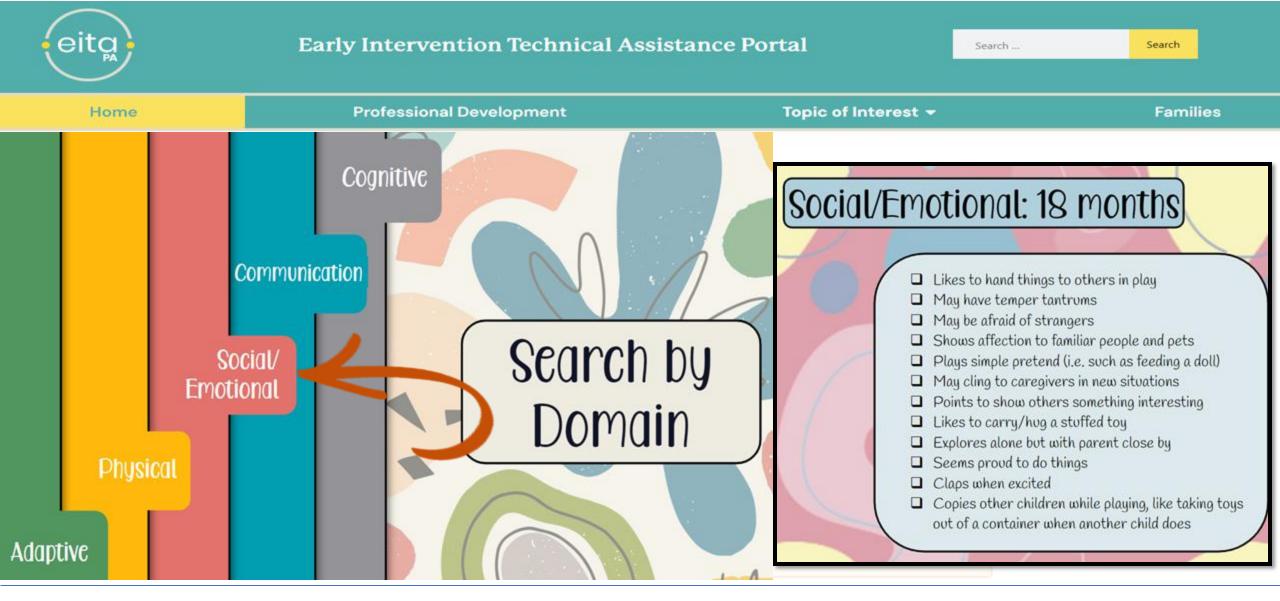
Early Intervention Technical Assistance (EITA) provides training and technical assistance to local Infant/Toddler and Preschool Early Intervention programs providing support and services to children birth to school age with developmental disabilities and their families. EITA also supports local agencies 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.







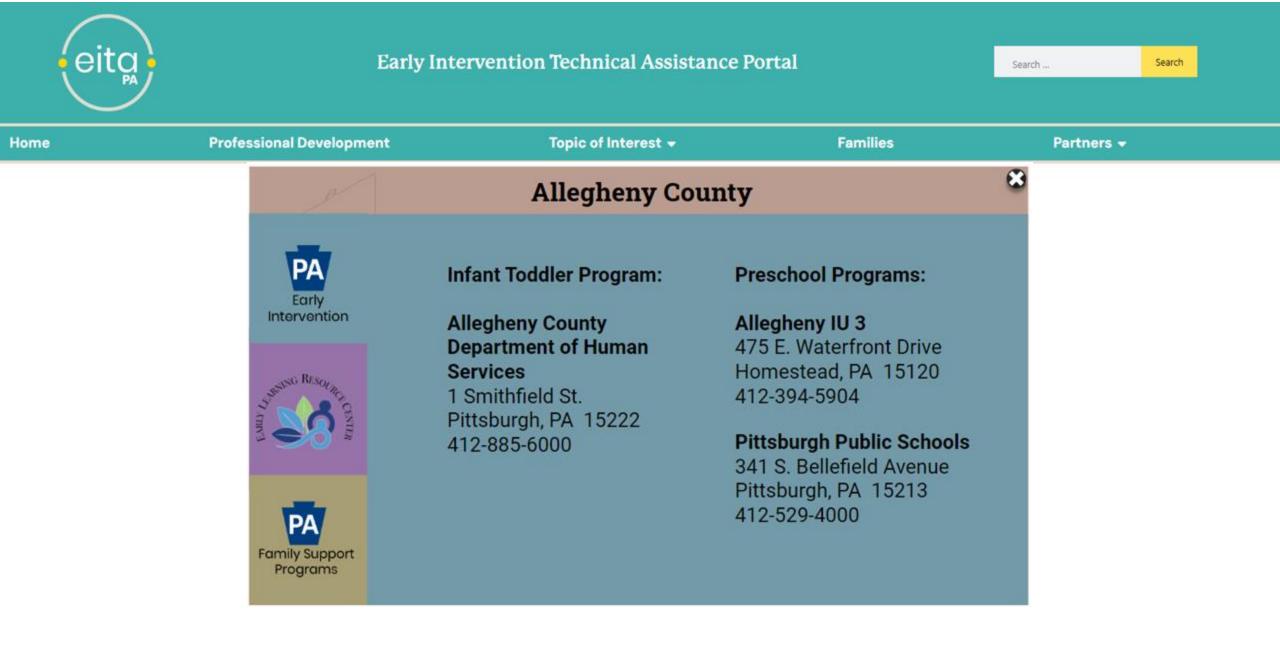














Pennsylvania Office of Child Development and Early Learning





Early Intervention Technical Assistance Portal

Bits About Behavior Principles

This collection of brief online interactions in 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







Pennsylvania Office of Child Development and Early Learning

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Form vs. Function



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Functional Equivalency

Behavior is Communication





Punishment



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Positive and Negative Reinforcement



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Positive and Negative Punishment ABC Data Collection

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Differential Reinforcement



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Motivating Operations



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.

eita

Early Intervention Technical Assistance Portal

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.



Pennsylvania Office of Child Development and Early Learning

6 Dimensions of Behavior **Behavior** is Communication

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Operational Definitions

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Positive and Negative Punishment ABC Data Collection

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Differential Reinforcement



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Motivating Operations



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Measurement





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

Preventing Suspension and Expulsion in Pennsylvania Early Childhood Programs

AN EARLY CHILDHOOD PROGRAM LEADER'S GUIDE PENNSYLVANIA OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING







Early Intervention Technical Assistance Portal







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ARLY CHILDHOOD EDUCATION (ECE) INFORMATION AND RESOURCES DIR

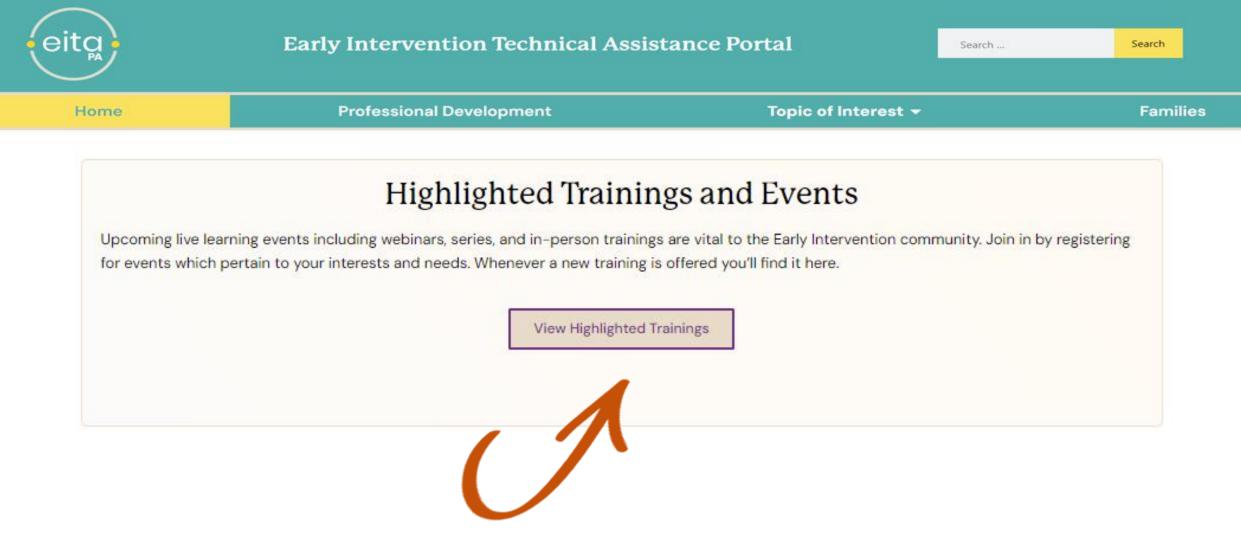
According to the US Policy Statement on Inclusion (PDF), attitudes and beliefs are the most commonly reported barrier to child inclusion and may be influenced by misinformation, resistance to changing practices, stereotyping children with disabilities and general lack of awareness of the benefits for all our children. Late

- Need to support a culture of inclusion, one that is very open and accepting and one where all children and families feel welcome and included.
- Need to insure our staff from early childhood and early intervention programs have the knowledge and competencies to support inclusion.
- Insure that everyone is of the attitude that this is something that should be done for all children.

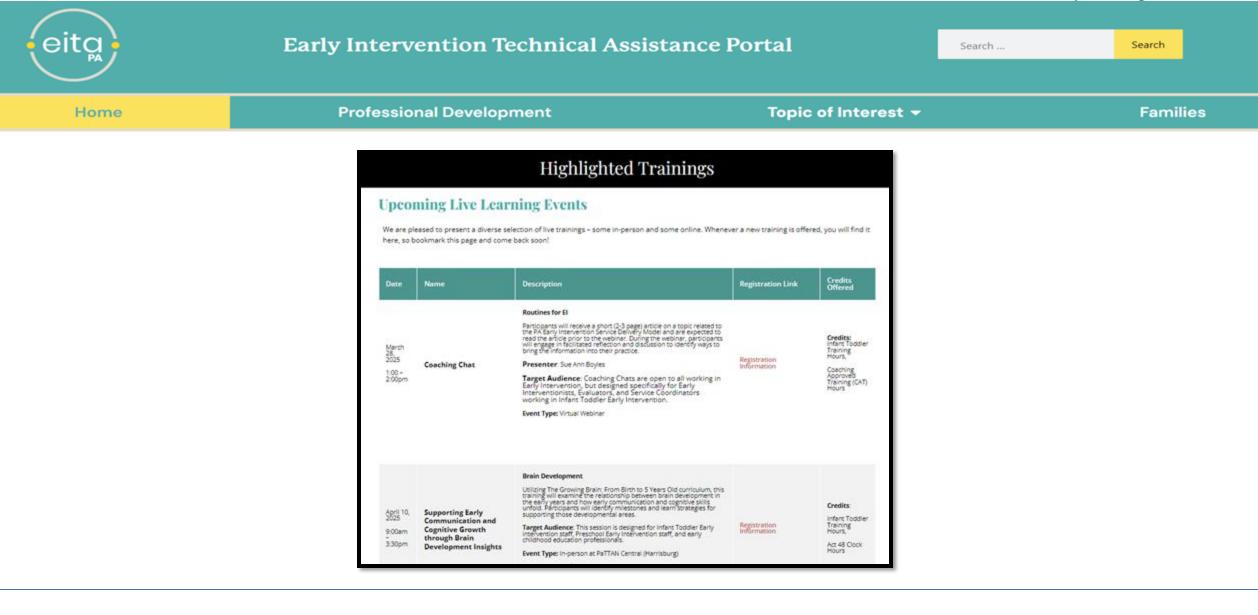
something that should be done for all children.

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Search ...

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Early Intervention Technical Assistance Portal

Professional Development

Topic of Interest -

Families

Search

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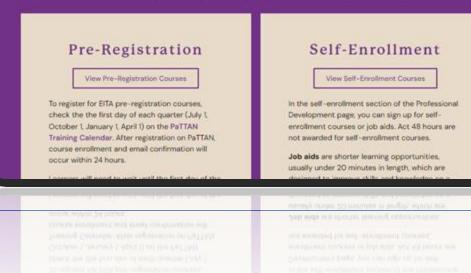
Professional Development

Upcoming Live Learning Events

EITA highlighted trainings are a combination of webinars, in-person events, live-streaming, and pre-recorded live training events, which are offered for one-time credits during a specified time frame. Dates, times, and credit details are listed in chronological order on our Highlighted Trainings page.

View Highlighted Trainings

Online Asynchronous Courses and Job Aids



(SEARCH) Social Emotional

- Social Emotional Evaluation for Early Intervention
- Building Resiliency in Young Children
- About Autism in Toddlers
- Prevent Teach Reinforce for Families (PTR-F)

Coming Soon

- Bits About Behavior Principles (course for credit)
- Social Emotional: Essential Classroom Practices
 - Use of 5 to 1 Ratio of Positive Attention
 - Use of Predictable Schedules
 - Establish Routines within Routines
 - Directly Teach Behavioral Expectations
 - Directly Teach Peer Related Social Skills



Pennsylvania Office of Child Development and Early Learning



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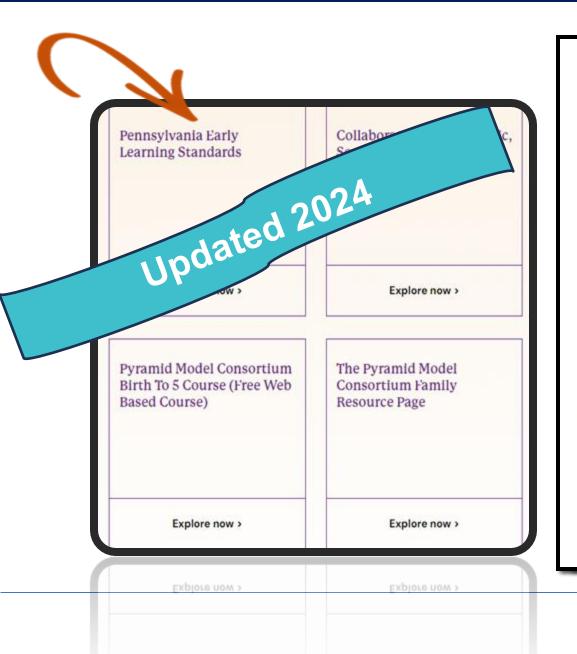
Highlighted Initiatives



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lome	Professional Development	Topic of Interest 🔺	Families
		Hearing/Deafness	
	Assistive Technology	testestes	
	Augmentative and Alternative Communication	Inclusion	
		Infant/Toddler Service Coordination	
	Autism	Leadership	
	Deaf-Blind	Leadership	2
		Screening, Assessment and Evaluation	
	Dual Language Learners	Social Emotional	
	Early Childhood Outcomes		
		Traumatic Brain Injury	
	Early Intervention Service Delivery	Transition	
	Early Language & Literacy		
		Vision Blindness	



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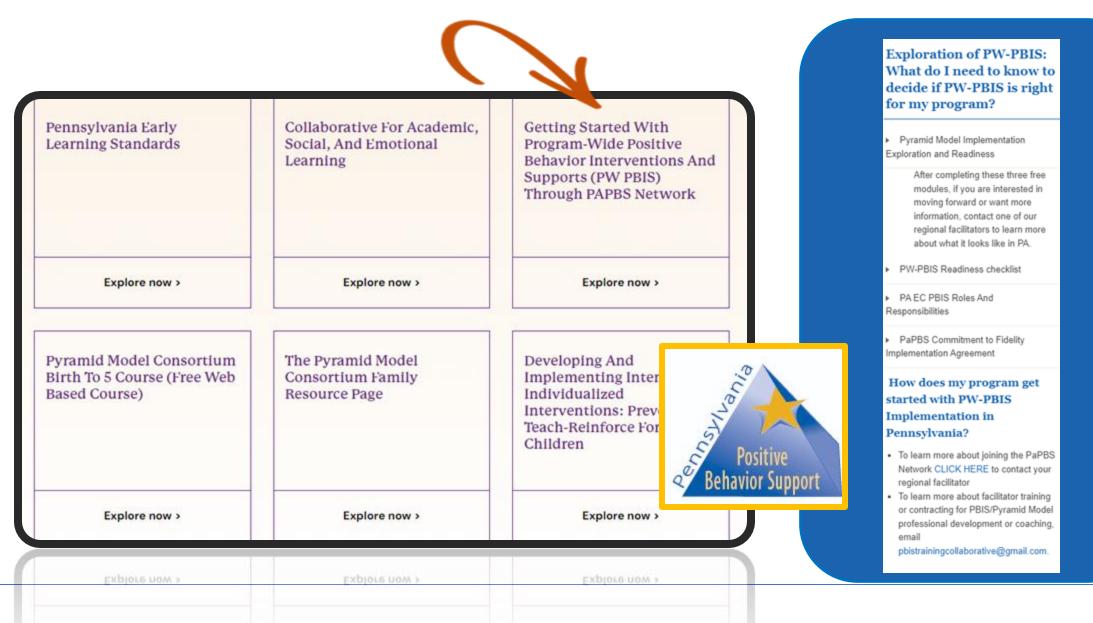


SOCIAL AND EMOTIONAL DEVELOPMENT

STANDARD AREA 16.1 Self-Awareness and Self-Management

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
A. Manages Emotions and Behaviors	16.1 LA Demonstrate an emotional response to the environment.	16.1 YTA Demonstrate an emotional response in reaction to an experience.	16.1 OTA Make connections between emotions and behavior.	16.1 PKA Distinguish between emotions and identify socially accepted ways to express them.	16.1 K.A Distinguish between emotions and identify socially accepted ways to express them.	16.1 1.A Examine the impact of emotions and responses on view of self and interactions with others.	16.1 2.A Examine the impact of emotions and responses on view of self and interactions with others.
B. Influences of Personal Traits on Life Achievements	16.1 1.B Demonstrate preference for specific objects and people.	16.1 YT.B Demonstrate preference for specific objects or activities.	16.1 OT.B Communicate preference for people, objects, and activities.	16.1 PK.B Recognize that everyone has personal traits which guide behavior and choices.	16.1 K.B Recognize that everyone has personal traits which guide behasior and choices.	16.1 1.8 Understand the impact of personal traits on relationships and school achievement.	16.1 2.8 Understand the impact of personal traits on relationships and school achievement.
C. Resiliency	16.1 LC tise comfort of familiar esperiences to explore new activities and esperiences.	16.1 YT.C Repeat familiar activity to gain comfort and confidence.	16.1 OT.C Approach new experiences with confidence.	16.1 PK.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	16.1 K.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.	16.1 1.C Identify adverse situations which all people encounter and healthy ways to address.	16.1 2.C Identify adverse situations which all people encounter and healthy ways to address.
D. Goal-Setting	EMERGING	EMERGING	16.1 OT.D Establish goals independently	16.1 PK.D Establish goals independently and recognize their influence on choices.	16.1 K.D Establish goals independently and recognize their influence on choices.	16.1 1.D Describe the effect of goal-setting on self and others.	16.1 2.D Describe the effect of goal-setting on self and others.
E. Identity Development	16.1 LE Respond to self in mirror.	16.1 YT.E Convey ownership of objects and people.	16.1 OT.E Use language that indicates knowledge of self.				









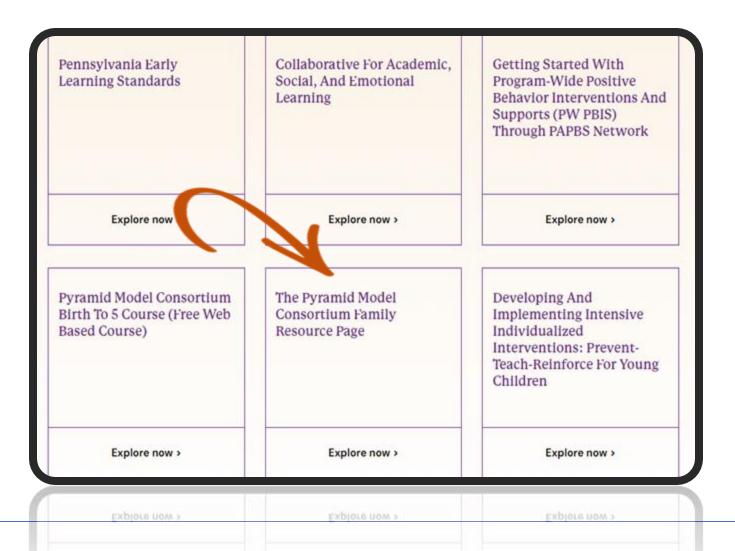


Pennsylvania Early Learning Standards	Collaborative For Academic, Social, And Emotional Learning	Getting Started With Program-Wide Positive Behavior Interventions And Supports (PW PBIS) Through PAPBS Network
Explore now >	Explore now >	Explore now >
Pyramid Model Consortium Birth To 5 Course (Free Web Based Course)	The Pyramid Model Consortium Family Resource Page	Developing And Implementing Intensive Individualized Interventions: Prevent- Teach-Reinforce For Young Children
Explore now >	Explore now >	Explore now >
Explore now 2	Explore now >	Explore now 3



Promoting Social and Emotional Competence in the Preschool Classroom **Training Modules** These modules provide the training content for implementing the preschool Pyramid Model practices within classrooms for young children ages 2-5 years. n Reset Training Pyramid Model Module Series Pyramid Model Preschool Module Series Pyramid Model Preschool Module Series Pyramid Model Preschool Module Series Introduction to High-Quality, Supportive Nurturing and Teaching the Pyramid Model Environments Social-Emotional Skills **Responsive Relationships** These modules prov These modules have been used nationall slides, videos, activity descriptions, and ha Note: Some offices ith your IT department to make sure you have ZIP TRAINING MODULE ZIP TRAINING MODULE ZIP TRAINING MODULE ZIP TRAINING MODULE NCPMI Tra Introduction to the Pyramid Preschool Module 2: High-Preschool Module 1: Nurturing Preschool Module 3: Teaching and Responsive Relationships Social-Emotional Skills Model **Quality, Supportive** Establishing nurturing and This module introduces the Environments Promoting social-emotional Pyramid Model framework to responsive relationships within a This module focuses on the development is core to the Infant/Todd participants and should be used caring community is the practices for establishing high-Pyramid Model. This module before the other modules. Topics foundation of the Pyramid Model. quality supportive classroom provides training on the practices include: the relationship of the This training focuses on practices environments that promote for teaching friendship skills. Pyramid Model to prevention social-emotional skill emotional literacy, selffor building relationships with children, promoting relationships regulation, and problem-solving. science, equity, inclusion, development and prevent Preschool trauma-informed care, anti-bias between children, relationships challenging behavior. Practices practice and the use of data for with families that affirm family related to schedules, routines, decision-making, understanding culture and identity, and transitions, promoting child behavior, and the research relationships with team members. engagement, expectations, and Preschool Pa that provides an evidence-base rules are addressed in the for the use of the Pyramid Model. workshop. View Resource **View Resource View Resource View Resource**









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 →



Federal Resources to Support Social Emotional Development of Infants and Toddlers

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 Resources



Toddlers

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NextToother Care Learning Suite offers a wide array of professional learning opportunities to support infantbother professionals with reflection asonar proets. In this learning suite you will find:

colearning.by.Topic

decrearing is an on-demark learning opportunity delivered in a small dose whon susuity focuses on a single tearing doporture. Moroitearing beigned to be quickly consumed and generally empty non media such as audia, video, graphica, or interactive design elements. Common mote survery for moroitearings are infogrames, process, short video, triaf interactive induces, and mails antenade brinks. Moroitearing are indutandations products that can also be clustered to onesite a comprehensive resource to reinforce key learning objectives within a broader topic or i visiones.

corded Webinars

Reported vestmans in the Learning Sulls have been pre-incored and were presented for accelerosy interested in enhancing their incoredge on opic or interest area. Wate recordings of these national webmit presentations were offered by the Child Care State Capacity Building Center's intercorder Specialist Network and collaborating parties.

Rd Care Videon

Timed in family that par nonea and infortbodder are brazisons, these vides cips give ineers a glinose into high-quality pare in vehicitant animoments. Refeature qualitant and comments invite levers to consider important terming and development that occur through interactions, and the mile of the tanguler-backet, who interfault provides relationship-based case.



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)

OCDEL Social Emotional Resources



Resources

Ages and Stages Questionnaire: Social Emotional Parent Activities

ASQ:SE2 Activities

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 firelighter.

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:SE2 Activities



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.

Quiet Time

Make sure your child has plenty of rest and quiet and alone time when they need it. Materials Needed: None

Dramatic Play

Gather old shirts, hats, and other clothes from friends or a thrift store. Encourage dramatic play-acting out stories, songs, and scenes from the neighborhood.

Materials Needed: Old clothes

Different Cultures

Show your child pictures in magazines of people from different cultures. Talk about things that are the same or different between your family and other families.

Materials Needed: Child-friendly magazines

Want to learn about developmental milestones for your 54-month-old? Visit https://bpub.fyi/CDC54month

> Excepted from ASC 52 2 2004's Guild by new Spates, Ph.D. Dana Modern Phill, & Dankell Tearning, MJ 02011 Beaution Publishing, Al-Bights Reserved.



Developing Social-Emotional Skills (Zero to Three series)

Categories of Early Childhood Resources

From the latest childhood teaching resources to industry power lists of top early childhood conferences, the ZERO TO THREE resources.

BROWSE NOW $\,
ightarrow\,$

Professional Development

Explore our curated list of webinars, workshops and conferences aimed at early childhood professionals from all disciplines.

Λ

Educational Materials	~
Specialized Projects	~
Advocacy Tools	~
Community Engagement	~



Helping Young Children Succeed: Strategies to Promote Early Childhood Social and Emotional Development **SOCIAL AND EMOTIONAL**

DEVELOPMENT AND

Building Positive and Supportive Relationships With Infants,

Social and emotional development and learning begin at birth and accelerate rapidly throughout the prechool years, where young children learn many social and emotional skills and have repeated opportunities to engage in interactions with adults and other children. When inflants and young children experience repeated politive exchanges during everyday routines, they begin to develop the foundational skills needed for future healthy relationships with peers, caregivers, and other adults (see the 38% of Early Learning, Relationships, Ropetition, Routines). Over time, inflants and young children learn how to communicate, regulate their emotions, and engage in politive social interactions. Research shows fostering infants' and young children's social and emotional skills is essential for future socies and overall well-being.

Here are four effective strategies for supporting social and emotional development and learning for

Supportive reliationships are characterized by warmth, closeness, and interest in others. With infants, toddlers, and prechosters, supportive relationships include speaking to them in politive tones, using words and gestures they understand, and being responsive to the child's needs. For example, if the infant is nearing mattime, pick them up

and talk to them in a soft and positive tone as they are rocked to sleep. These back-and-forth exchanges between the caregiver and child are the beginning of early social and emotional development and learning.

A to Z's of

Early Childhood

Toddlers, and Preschoolers

Development and Learning

Build nurturing and responsive relationships

infants, toddlers, and preschoolers.

IF Anita Zucker Center

Strategy 1:

is for

LEARNING

Strategies for Supporting Social and Emotional



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

ufearlychildhood.org

A to Z's of Early Childhood

THE SCIENCE OF CHILD DEVELOPMENT AND LEARNING

Strategies for Supporting Social and Emotional Development and Learning

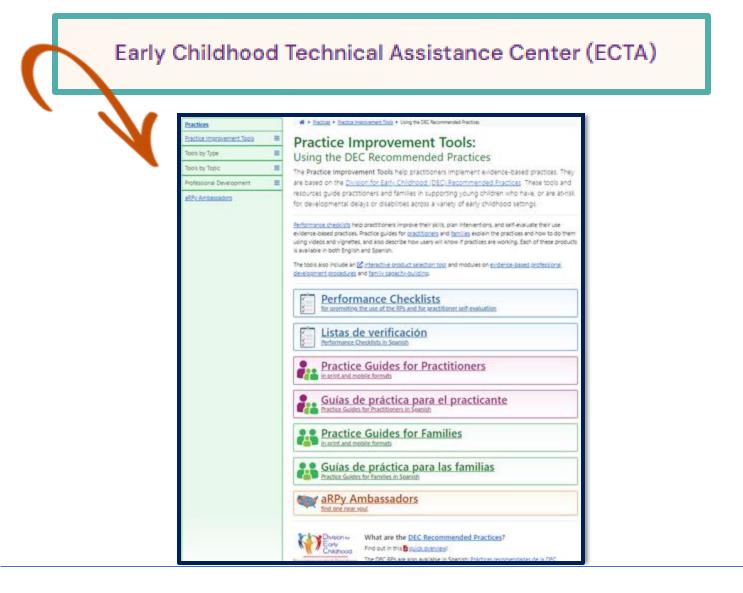
Here are four effective strategies for supporting social and emotional development and learning for infants, toddlers, and preschoolers.

Strategy 1. Build nurturing and responsive relationships.	•
Strategy 2. Help children recognize, understand, and manage their feelings and emotions.	٥
Strategy 3. Share what to expect during daily routines and activities.	•
Strategy 4. Help children learn how to cooperate and get along with others.	•

Watch these videos to see age-appropriate examples for each strategy.







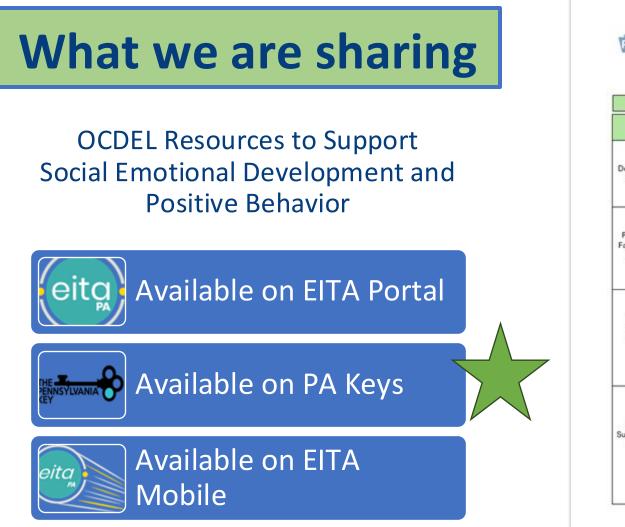
Social and Emotional Health

A Guide for Families with Children Birth to Age 8

Revised Edition, 2019







Office of Child Development ind Early Learning OCDEL Social Emotional Resources You Can Access at Any Time Social Emotional Resources Available on the EITA Portal at eita-pa.org Title **Description and Location** Visual Adults often are frustrated by children's behavior because our expectations are beyond a child's developmental level. For **Developmental** searchable guidance about social skills by age, go to Milestones https://www.eita-pa.org/ On the home page, scroll down and click on Developmental Milestones under Highlighted Resources. Locate your local contact information for agencies that support families and children. Specifically, learn where Pennsylvania families can go to access your Early Learning Resource Find your county to explore contacts for Family Support Center, Infant Toddler Early Intervention Program, Preschool Early Intervention Early Intervention Program, and Family Support Organizations. Resources Early Learning Resource Centers Family Support Programs Go to https://www.eita-pa.org/ Scroll down to Highlighted Resources. Click on Pennsylvania Family Support Resources. This collection of brief online interactions is intended to support knowledge and application of basic behavioral. Bits About principles. In each topic, you will find definitions of common Behavior behavioral terms and/or processes and opportunities to Principles practice applying these principles. Go to https://www.eitapa.org/ Click on Topics of Interest at the top of the page. Click on Social Emotional. Scroll down to Bits About Behavior Principles. OCDEL has created several resources designed to help early learning programs know who can help when a child's challenging behavior is not responding to developmentally Reducing appropriate guidance strategies. These resources are available on the PA Keys website and a link to them is also Suspension and Expulsion provided on the EITA portal. Go to https://www.eita-pa.org/ Scroll down to Highlighted Initiatives and click on Social Emotional Development > Click on Learn More about Social BOURSESSON AND Emotional Development > Scroll down to Reducing Expulsion and Suspension and choose any of the 3 resources listed there.



Pennsylvania Office of Child Development and Early Learning

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ANNOUNCEMENTS FROM OCDEL

Stay informed with updates directly from the Pennsylvania Office of Child Development & Early Learning.

VIEW ANNOUNCEMENTS

What's New

Find the latest updates about early childhoad education (ECE) in Pennsylvania.

Announcements

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eNewsletters

Sign up for all aur eNewsletters, read current issues and access archives of past editions.



Office of Child Development and Early Learning

Workforce Development ~

P



Head Start

- Head Start Supplemental Assistance Program (HSSAP)
- Early Head Start (EHS)
- PA Head Start State Collaboration Office (HSSCO)
- **Directory: Preschool Program Specialists**

Infant Early Childhood Mental Health (IECMH) Consultation

School Age Child Care (SACC) Mental Health Consultation Bright Start: Supporting Social-Emotional Development **IECMH Resources** Advisory Committee

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Keystone STARS

Keystone STARS CQI Award

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Coaching

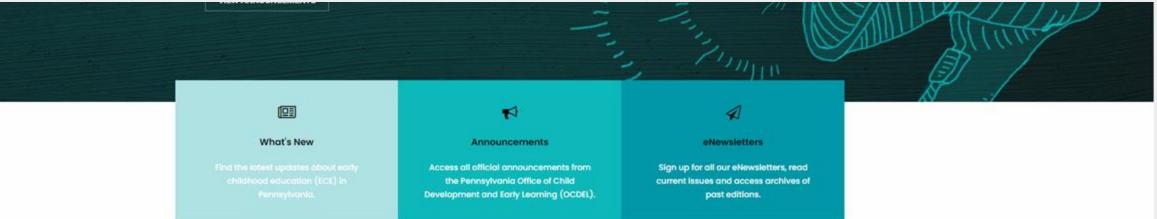
Early Intervention

Home Visiting/Family Centers

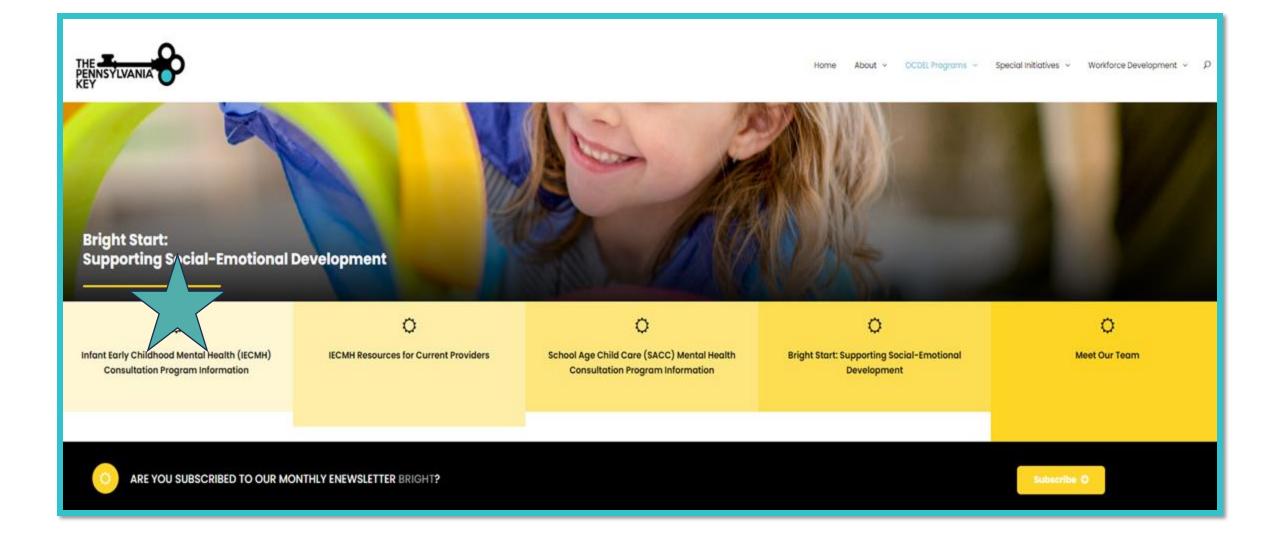
Program Quality Assessment (PQA)

Project LAUNCH

School-Age











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Next Steps

Attend Virtual Office Hours \sim

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 www.pakeys.org/iecmh/



The Pennsylvania Key Infant-Early Childhood Mental Health Consultation (IECMHC) **IECMHC Virtual Office Hours**

For Early Childhood Education Professionals!

Are you an early childhood education (ECE) professional, 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?

ECMH Consultants are available by appointment to provide ECMHC Virtual Office Hours consultation via telephone or video conference to ECE professionals. 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 · Keystone STARS Quality Coaches
- Mental Health/Behavioral Health agencies · Early Intervention (Birth-5 & 5-5) professionals · 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 oppointment, register here or scan the QR Code.

ECXIH Virtual Office Hours is not a crisis hotline. If your question or situation is urgent and requires immediate assistance. dial 911 or contact ane of these resources.

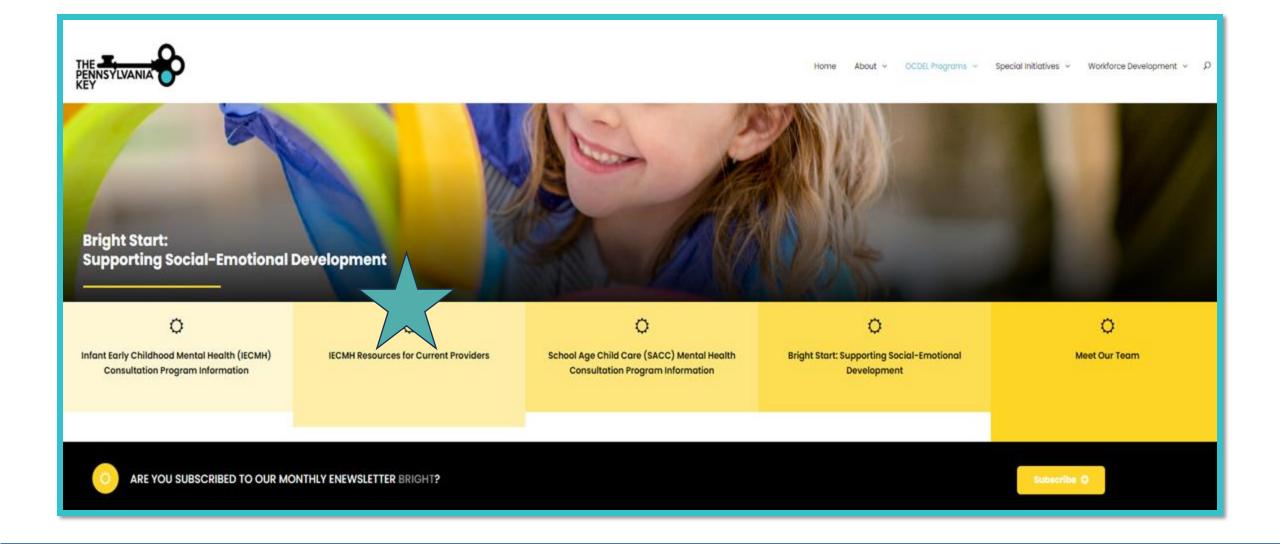
- PA Crisis Text Line: Free, 24/7 support for those in crisis. Text "PA" to 741745 to text with a trained Crisis Counselor.
- SAMHSA National Helpline: Confidential, free 24/7 helpline. Coll 1-800-662-HELP [4557]
- PA Support & Referrol HelpIne: Coll 1-855-284-2494 or click <u>Permolectica County Crisis Unes</u> for the Crisis Hofline in your county.



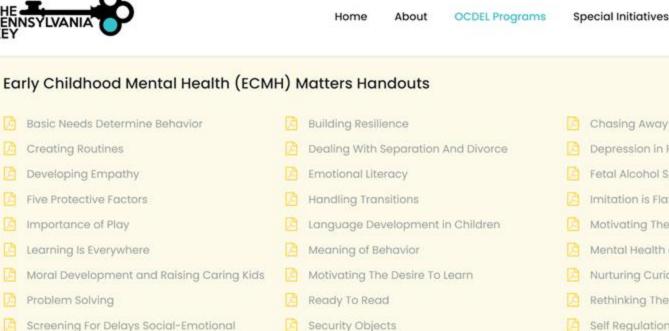
Pernaylvania's Infant and Early Childhood Mental Health (ECMH) Consultation is a here resource that supports children's social emotional development from both ugh age five within early learning programs participating in Keystone STARS Canaditation Provide











- Chasing Away Winter Blues
- **Depression in Preschoolers**
- Fetal Alcohol Spectrum Disorder

Workforce Devel

- Imitation is Flattery
- Motivating The Desire To Learn
- Mental Health and Outdoor Play
- Nurturing Curiosity
- Rethinking The Stoplight System
- Self Regulation
- Sensory Processing Disorder
- The IECMH program has nearly 50 brief resources on their homepage to help with common mental health and behavior questions.

Sensory issues

Go to www.pakeys.org/iecmh/resources

Development



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 annov 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.

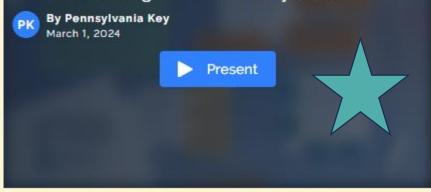




Related Resources

- Center for Early Childhood Mental Health Consultation
- Center on the Social Emotional Foundations for Early Learning
- Early Intervention (EI)
- Pennsylvania Association for Infant Mental Health
- Pennsylvania Taskforce on Child Protection
- Pennsylvania Training and Technical Assistance Network (PaTTAN)
- Promoting Inclusion & Reducing Expulsion and Suspension
- O Technical Assistance Center on Social Emotional Interventions
- ZERO TO THREE

Supporting Challenging Behavior in Early Childhood Programs in Pennsylvania





START HERE

The Office of Child Development and Early Learning (OCDEL) has an organized system of supports for programs needing assistance in addressing behavior concerns with young children*.

In Tier 1, begin with the self-assessment from Stanford Research Institute (SRI) to reflect on program and classroom practices and policies. Once complete, access additional resources to address program and classroom policies, practices, and procedures for improving positive behavior supports.

If behavior concerns persist, investigate Tier 2 & Tier 3 supports.

*If the child has an individualized Education Program (EP) or individualized Family Support Plan (PEP), a team meeting must be industrial when challenging behavior is a concern. Contact the child's Early Intervention program or CONVECT intipline (see Ter 3). Tier 1: Self-Assessment, Leader Guide and OCDEL Resources

Recommended policies and practices focus on program-while policies, procedures, and practices that help program leaders reduce exclusionary discipline practices occurring in the program. Ter 3 recommendations address building a program climate that promotes collaboration, problem solving, teacher capacity-building, and preventionbased appraches, and theuros backhor stress, leadlectiveness, and the negative effects these have on chill behaviors and outcomes.

Learn more: bit.ly/48j01W8

OCDEL Expulsion/Suspension Support Request

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And A REAL PROPERTY AND ADDRESS OF TAXABLE PROPERTY.

Self-Assessment Ouestionnaire

To help you prioritize what recommended policies and practices are most necessary and timely to implement in your program. SNI has developed the brief self assessment goastionnam. The qualitizes are means to help you reflect on your programs current policies, practices and needs. The results of the self-assessment will provide you with a readmup to mavigating the guide and assessment you provide your strengths and needs.

The self-assessment should only take approximitably R-7 minutes to simulate. All data retrieved through the self-assessment will be confidential.

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Leader Guide: Preventing Suspension & Expulsion In Pennsylvania Early Childhood Programs

His guide is interneted to autopart the efforts of Pennaghanta Kang Childheed many will find resources addressing anglese policies, proteinses, and practices they provide the positive studie willowed execution of any induction study creates a climate of autopart for early childheed personne, and stranger patheterings with cardina.

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Supporting Challenging Behavior in Early Childhood Programs in Pennsylvania

> PA pennsylvania OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING

Tier 3: OCDEL Supports for Working with Individual Children & Families

Recommended policies and practices help program leaders support providers/teachers in addressing the needs of individual children through assessment and tailored behavior support plana.

Learn more: bit.ly/3UGEWBs

Call you really a form

CONNECT Helpline: 1-800-692-7288 or small

Contact Early Intervention

Request an evaluation with parent

Request IECMH Consultation

Request consultation for an individual shild by completing the infant/Early Childhood Mental Health (IICMH) Consultation Program

Contact Behavioral Health

Call your local Children's Rehavioral realth Specialiet (.e., CASSP, System of Care, Children's Coordinator, etc.) and request services. Programs: Contact Your ELRC Quality Coach

PA Pre-X Counts

Centact Your

Specialist

Programs & HSSAP:

Preschool Program

Keystone SIARS

Tier 2: OCDEL Coaching Supports for Program/ Classroom Practices and Policies

Recommended policies and

practices address how program leaders can work with individual classroom providers/teachers to support a positive, culturally inclusive environment that nutrures children's positive socialemotional development and prevents challenging behavior.

Learn more: hit.ly/49kVrrm



Attend IECMH Virtual Office Hours



Tier 1: Self-Assessment, Leader Guide and OCDEL Resources

Recommended policies and practices focus on program-wide policies, procedures, and practices that help program leaders reduce exclusionary discipline practices occurring in the program. Tier 1 recommendations address building a program climate that promotes collaboration, problemsolving, teacher capacity-building, and preventionbased approaches, and reduces teacher stress, ineffectiveness, and the negative effects these have on child behaviors and outcomes.

Learn more: bit.ly/48j01W8

OCDEL Expulsion/Suspension Support Request

This form has been created to collect requests for support from parents and/or early childhood programs who are working hard to support children who are at high risk of being suspended or expelled due to behavioral or health challenges. The information collected helps the Pennsylvania Key triage the best OCDEL support service that will benefit the child, family and program.

Request support: surveymonkey.com/r/PAExpulsionHelp

Self-Assessment Questionnaire

To help you prioritize what recommended policies and practices are most necessary and timely to implement in your program, SRI has developed this brief self-assessment questionnaire. The questions are meant to help you reflect on your program's current policies, practices, and needs. The results of the self-assessment will provide you with a roadmap to navigating the guide and examining your strengths and needs.

The self-assessment should only take approximately 5-7 minutes to complete. All data retrieved through the self-assessment will be confidential.

Take the questionnaire: googl/p7QBpK

Leader Guide: Preventing Suspension & Expulsion in Pennsylvania Early Childhood Programs

This guide is intended to support the efforts of Pennsylvania Early Childhood Program Leaders to eliminate suspension and expulsion for young children. Here you will find 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.

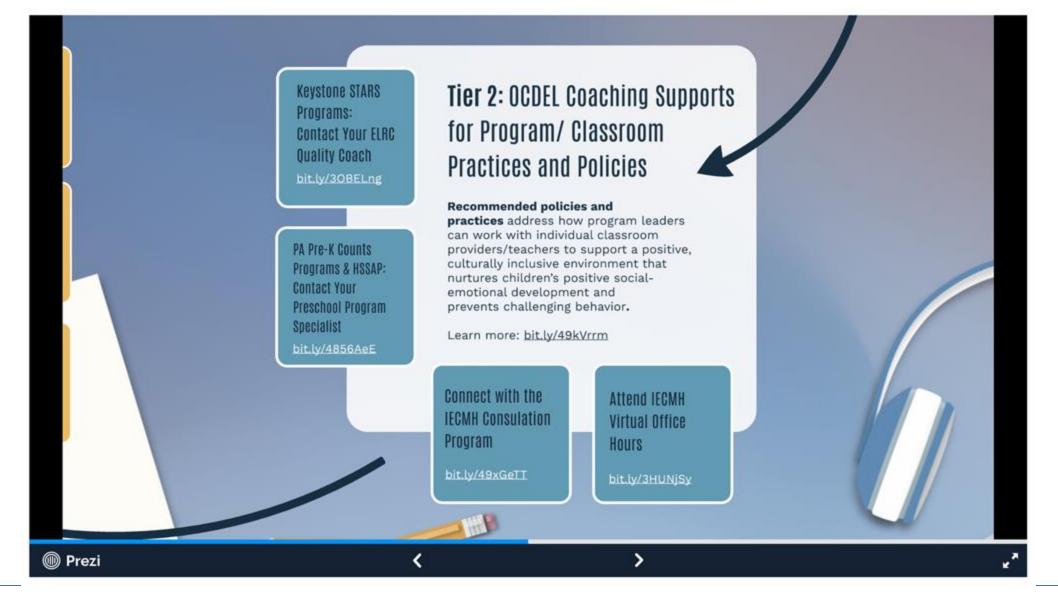
Learn more: bicly/49cAeAc

Prezi

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Contact Early Intervention

Request an evaluation with parent permission.

CONNECT Helpline: 1-800-692-7288 or email help@connectpa.net

Tier 3: OCDEL Supports for Working with Individual Children & Families

Recommended policies and

practices help program leaders support providers/teachers in addressing the needs of individual children through assessment and tailored behavior support plans.

Learn more: <u>bit.ly/3UGEWBs</u>



Request IECMH Consultation

Request consultation for an individual child by completing the Infant/Early Childhood Mental Health (IECMH) Consultation Program

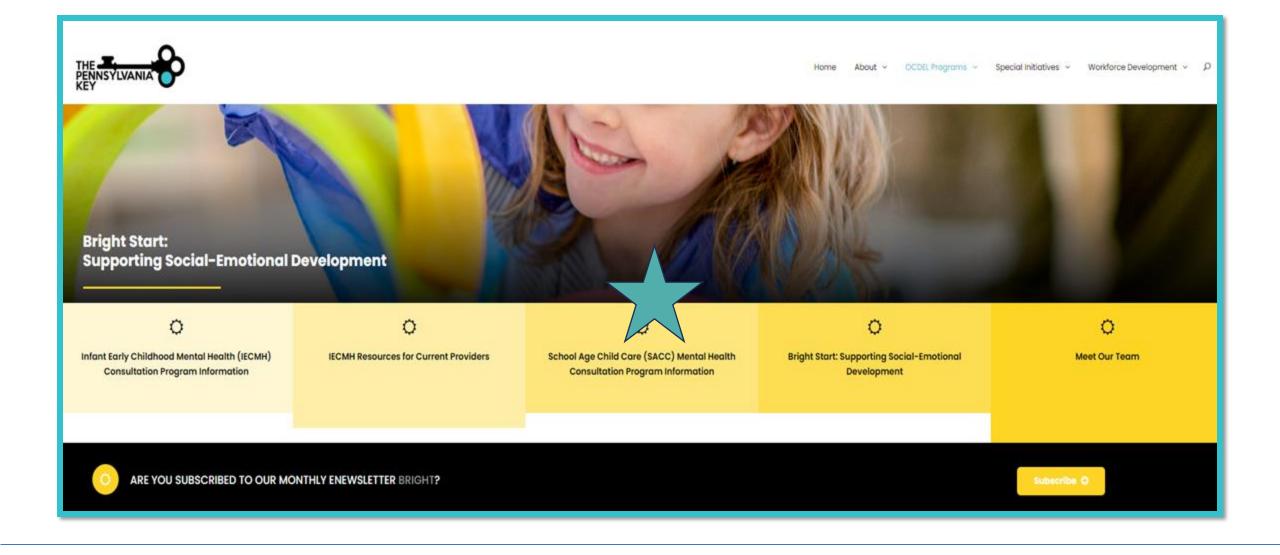
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Contact Behavioral Health

Call your local Children's Behavioral Health Specialist (i.e., CASSP, System of Care, Children's Coordinator, etc.) and request services.

hit.ly/49qHYhu







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About ~ OCDEL Programs ~

- Special Initiatives



Pennsylvania Office of Child Development and Early Learning

English



The Pennsylvania Key Infant-Early Childhood Mental Health Consultation (IECMHC) Program now offers a new service.

School Age Child Care (SACC) Mental Health Consultation

Are you a Keystone STARS program looking for support with:

· Helping children who are 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?

SACC Mental Health Consultation is now accepting appointments for consultation throughout Pennsylvania!

A SACC Mental Health Consultant is available by appointment to provide assistance via telephone or video conference. SACC Mental Health Consultation is a problem-solving and collaborative approach to help develop goals and strategies for:

- Child Social-Emotional Concerns
- Child Behavioral or Developmental Concerns
- · Emotional Well-being of Teachers and Caregivers
- · Partnering with Families





Who can request SACC Mental Health Consultation?

Services are available to child care professionals participating in Keystone STARS school age child care programs (like teachers, directors, and staff in center, group-based child care programs).

Appointments are held on Tuesdays, with the option to schedule follow up appointments based on individual needs.

To schedule an appointment with a SACC Mental Health Consultant, register here, or scan the QR Code.



SCHOOL AGE CHILD CARE (SACC) MENTAL HEALTH CONSULTATION IS NOW APPOINTMENTS FOR CONSULTATION THROUGHOUT PENNSYLVANIA!



A SACC Mental Health Consultant is available by appointment to provide assistance via telephone or video conference. SACC Mental Health Consultation is a problem-solving and collaborative approach to help develop goals and strategies for:

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- Child Behavioral or Developmental Concerns
- Emotional Well-being of Teachers and Caregivers
- Partnering with Families

Who can request SACC Mento

Services are available to child care pro Keystone STARS school age child care directors, and staff in center, group-ba

How can you request a SACC Consultant appointment?

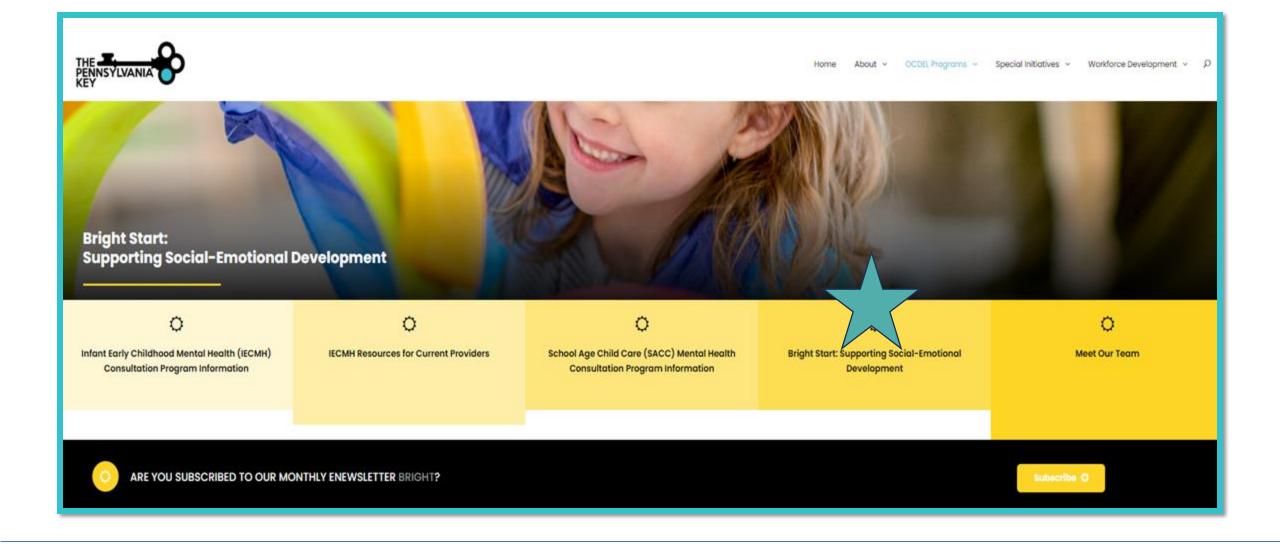
Appointments are held on Tuesdays, w up appointments based on individual r

Schedule An Appointment O













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Pennsylvania's Intant / Early Childhood Mental Health Consultation Program

Infant and Early Childhood Mental Health (ECMH) Consultation is a three resource that supports childhen's social-emotional development from birth through age 5 within early learning programs participating in Keystone STARS.



A free service offered through the Office of Child Development and Early Learning Helpful topics within the current year include selfregulation, communication, interactions and attachment.



A Focus on infant/Early Childhood Mental Health

September 2023 Positive Classroom Management

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🖂 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:

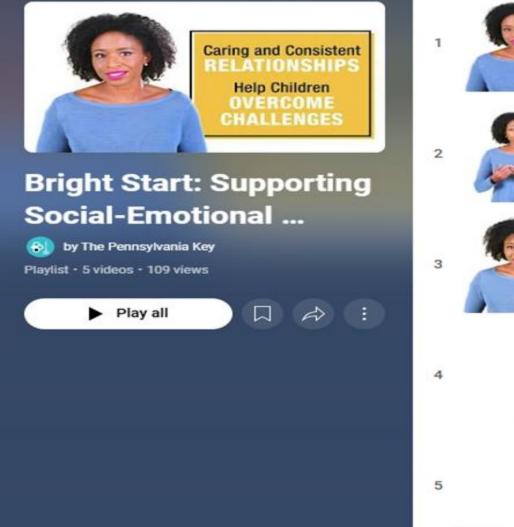
- Has a long-term impact on behavior
 Teaches through modeling, feedback, and coaching
- reaches through modeling, reedback, and coact
 Focuses on skill-building.
- Assumes positive intent and sees a child's inherent
- goodness.
 May include natural or related/relevant consequences.
- Results in the 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.







Key Messages for Parents and Caregivers | Bright Start

The Pennsylvania Key • 386 views • 3 years ago

Conversations about Children's Mental Health | Bright Start

The Pennsylvania Key • 323 views • 3 years ago



Follow-Up Tips

2:54

Tips for Professionals | Bright Start The Pennsylvania Key • 361 views • 3 years ago



The Foundations of Mental Health | Bright Start

The Pennsylvania Key • 847 views • 3 years ago



An Important but Sensitive Topic | Bright Start

The Pennsylvania Key • 715 views • 3 years ago



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Stay informed with updates directly from the Pennsylvania Office of Child Development & Early Learning.

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What's New

Find the latest updates about early childhoad education (ECE) in Pennavivania.

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Access all official announcements from the Pennsylvania Office of Child Development and Early Learning (OCDEL).

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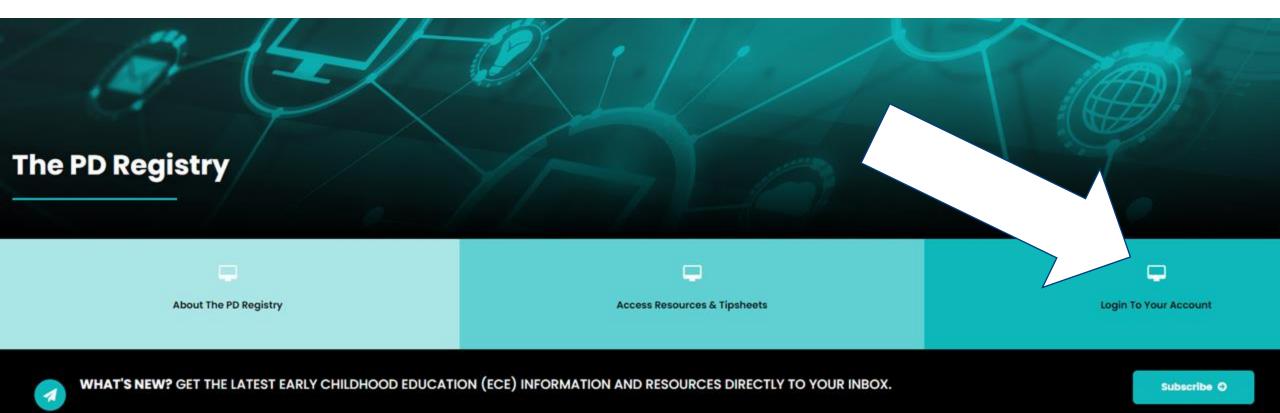


Workforce Development ~ D

Home











🔗 PA Keys Home / Tipsheets よ Register 🛗 Find Training 👻 🕲 Contact Us 💶 English 👻 🌖 Login

Welcome to the Pennsylvania PD Registry!

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Classroom

#376835

Course Title	
Filter by Title	
Area of Interest	
All Area of Interest	
Event ID	
Filter by Event ID	

Trainer Name

Filter by Trainer Name

③ Trainer's first and/or last name

Sponsor Name

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From Date	To Date		
03/13/2025	Filter To Date		

Include Closed Registration

9 Training Location

City

You can browse trainings below before logging in. In order to register for a training, you will need to be logged in.

Click the Sort By drop down menu to search by training start date or training title. To find specific trainings, use the Filter Training options on the left

side of the Training Search. Search options may be filtered by Course Title, Event ID, Trainer Name, Sponsor Name, Date, Location, Training Content, Training Type, and Training Fee.

Sort by Training Start Date v Direction Ascending

Browse and Register for Trainings:

Showing 1-25 out of 2,288 AHA Heart Saver Pediatric First Aid with Child-Infant CPR Thursday, March 13, 2025 / ③ 08:00 AM - 11:00 AM Hours 7.00 / Course Level C2: Knowledge Application **View Overview Event Location** Sponsor Registration Required Hustedt BLS & CPR Courses at Briar Professional Plaza Hustedt Seminars & Wellness



× Professional Profile 0 Training Entry My E-Learning Classrooms Invoices C¹ Video Library Professional Development P 2 Filter by Title Search Training Events Ö Search Course Catalog Search Instructor Directory Search Training Organization Directory 8 Contact Us Pre-K Counts Family Child Care Courses PA Keys Home / Tipsheets O (\$ Logout

Welcome to the Pennsylvania PD Registry!

Course Title

Area of Interest

ePyramid Courses All Area of Interest Spanish Courses ePyramid Courses Required Pre-Service for DHS Overview of Keystone STARS First Aid/CPR DHS Fire Safety Training CCW Program Integrity and Accountability Training Act 48

Browse and Register for Trainings:

You can browse trainings below before logging in. In order to register for a training, you will need to

Click the Sort By drop down menu to search by training start date or training title. To find specific t side of the Training Search. Search options may be filtered by Course Title, Event ID, Trainer Name Training Type, and Training Fee.

Training Start Date 🗸 Direction Ascending Sort by v



Free Professional Development: Pyramid Model eModules

Available on the Pennsylvania Key website. Trauma-Informed Care & the Pyramid Model

Wellness: Taking Care of Yourself

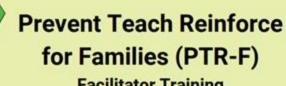
Culturally Responsive Practices to Reduce Implicit Bias, Disproportionality, Suspension & Expulsion

Birth to 5 ePyramid Module Package

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

Prevent-Teach-Reinforce for Families





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 <u>ETTA's Social Emotional Page</u>

How to Register

PREVENT TEACH REINFORCE A the second second

Questions?

Contact ????

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



- 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.



OCDEL Social Emotional Resources You Can Access at Any Time



OCDEL Resources to Support Social Emotional Development and Positive Behavior



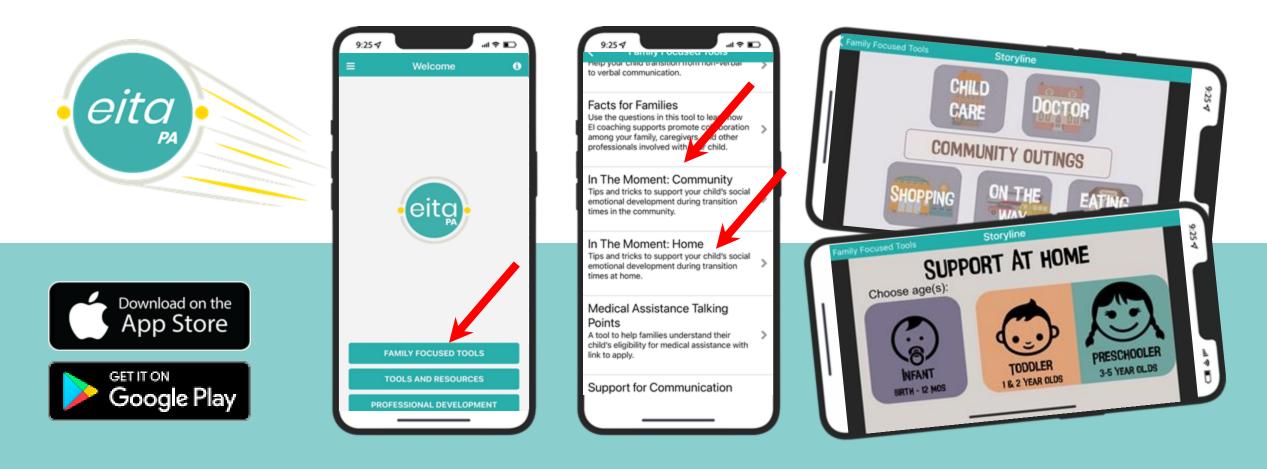
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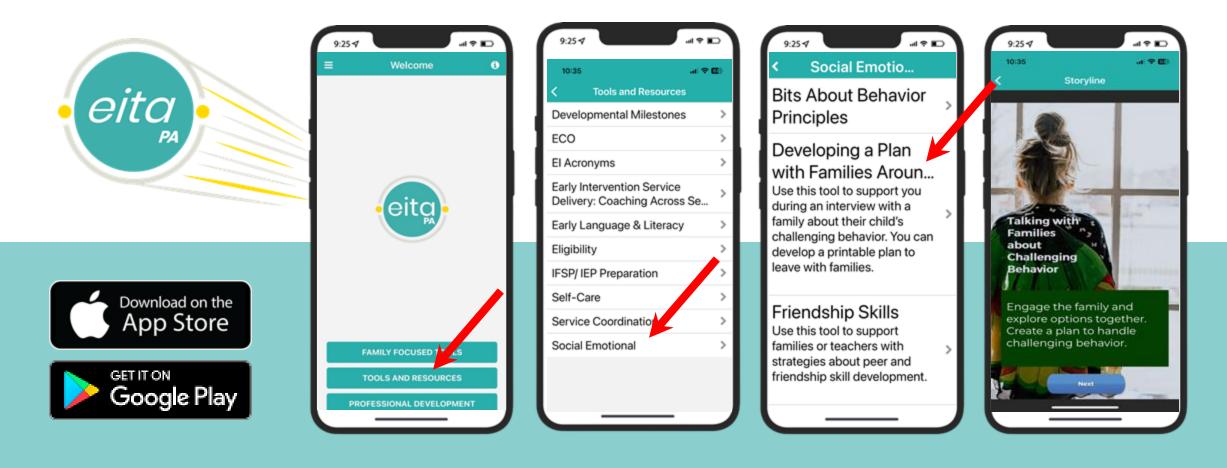


Search "EITA Mobile" to download from your app store



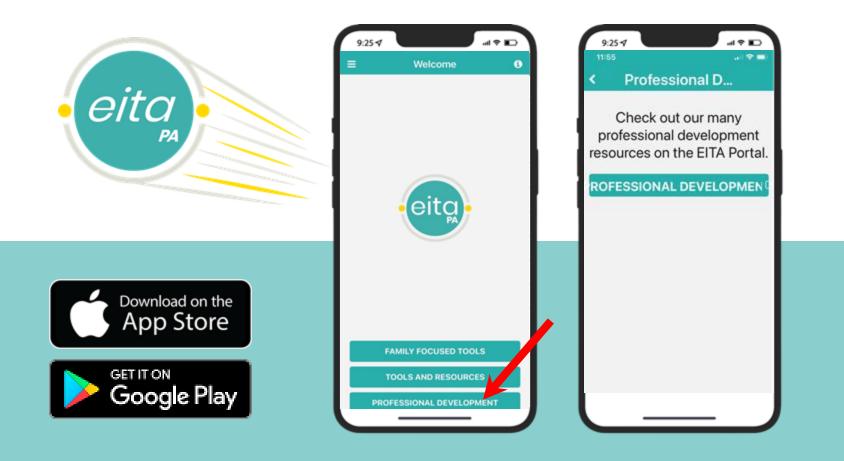


Search "EITA Mobile" to download from your app store





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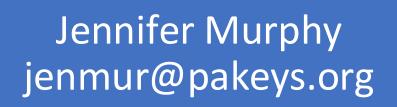
Questions?





OCDEL Social Emotional Resources You Can Access At Any Time







Lisa Gragg lgragg@pattan.net