Director Information Session

September 1, 2015

Today's Agenda

BRIGHT from the START
Georgia Department of Early Care and Learning

- Update Session
  - Federal, State, Agency, Program
- BREAK (20 minutes)
- Developing Social Emotional Competence in Pre-K Students Session

On the Federal Level…

Bright from the Start
Georgia Department of Early Care and Learning

- Greater Emphasis on early learning and services for children birth to kindergarten
- Bipartisan support of early childhood
  - Elementary and Secondary Education Act (ESEA) reauthorization
  - Child Care Development Block Grant (CCDBG) reauthorization

Elementary and Secondary Education Act (ESEA) Reauthorization

- Every Child Achieves Act (ECAA) passed in July 2015
  - Reauthorizes ESEA for the first time since **2001**
- ECAA supports early childhood (birth to 5) initiatives by:
  - Permitting more flexible state and local use of federal resources.
  - Clarifying eligible ESEA uses for early childhood initiatives.
  - Encouraging better coordination and alignment of early learning initiatives with elementary school.

Child Care and Development Block Grant (CCDBG) Reauthorization

- Child Care and Development Fund (CCDF)
- $5.3 billion block grant program that provides funding to states, territories, and tribes to provide access to child care services for low-income families and to improve the quality of child care.
- Georgia receives approximately $189M annually.

Child Care and Development Block Grant (CCDBG) Reauthorization

Bright from the Start
Georgia Department of Early Care and Learning

- Child Care and Development Block Grant (CCDBG) Act of 2014 signed into law November 2014
- The CCDBG Act of 2014 reauthorizes CCDF through FY 2020.
- Focused on balancing dual purposes:
  - To promote economic self-sufficiency for low-income families
  - To support healthy development and school readiness needs of children

Significant Advancements of Reauthorization

Bright from the Start
Georgia Department of Early Care and Learning

- Makes child care **safer** by defining health and safety requirements for child care providers and by requiring background checks and inspection of facilities

- Provides **more stability** for parents and children through family-friendly eligibility policies

- Helps parents better understand child care choices available to them by **improving accessibility** and **transparency of information** about providers

CCDF Reauthorization

BRIGHT from the START
Georgia Department of Early Care and Learning

- Focus on improving:
  - Infant Toddler Care
  - Social Emotional Development
  - Continuity of Care for young children
  - Wrap Around Services

On the State Level…

Bright from the Start
Georgia Department of Early Care and Learning

- Governor's Education Reform Commission
- Georgia Professional Standards Commission (PSC): Teacher Certification Changes
- Georgia Department of Education (GaDOE): Kindergarten Entry Profile (KEP)

Governor's Education Reform Commission

BRIGHT from the START
Georgia Department of Early Care and Learning

Governor's Charge to the Education Reform Commission:

- Study and make recommendations focused on how our educational systems can more effectively prepare today and tomorrow's students for success in postsecondary programs and the workforce. This kind of preparation will ensure Georgia remains the best place in the nation to live and raise a family.
- Georgia's children, and their parents, are depending on their public education options to provide the kind of high-quality, world-class education that will accomplish this goal. Your responsibility is to think beyond the confines of the current system, to look into the future, and to recommend changes that will make that level of educational preparation more than just a dream in Georgia. Together we will make it a reality.
- I challenge you to think broadly, dream boldly, and act with vision and courage on behalf of our children's future.

Governor's Education Reform Commission

BRIGHT from the START
Georgia Department of Early Care and Learning

- Subcommittees:
  - Funding
  - **Early Childhood**
    - Chair: Amy Jacobs, DECAL Commissioner
  - Move on When Ready
  - Teacher Recruitment, Retention, Compensation
  - Expanding Educational Options

Governor's Education Reform Commission

BRIGHT from the START
Georgia Department of Early Care and Learning

Governor's Charge to the Early Childhood Education Subcommittee:

- Study and make recommendations for the expansion of early educational options, including expanding Pre-K in Georgia and increasing access to quality rated programs for all kids, from birth to age five. This will require addressing our current funding formula for Georgia Pre-K as well as considering innovative approaches for getting more children in high quality programs.
- Recommendations must be made by August 1, 2015 so that a new Pre-K formula can be a part of my FY2017 budget proposal as well.

Goal of the Early Childhood Subcommittee

BRIGHT from the START
Georgia Department of Early Care and Learning

- Goal:
  - Provide recommendations on ways to increase overall **access** to **high quality** early childhood programs for all Georgia's children.
- Objectives:
  - Identify strategies to expand Georgia's Pre-K Program
  - Identify strategies to expand Quality Rated, Georgia's tiered quality rating and improvement system

Early Childhood Subcommittee Recommendations

BRIGHT from the START
Georgia Department of Early Care and Learning

- Pre-K Topics:
  - Class size
  - Teacher salary and benefits
  - Teacher retention
  - Operating Costs
- Quality Rated Topics:
  - Child And Parent Services (CAPS) policies
  - Tax incentives

Professional Standards Commission (PSC) Teacher Certification Changes

BRIGHT from the START
Georgia Department of Early Care and Learning

- PSC is changing the process for teacher certification:
  - Certificate of Eligibility (for employment):
    - Completion of all requirements for professional certification and applicable Special Georgia Requirements (recent graduates)
  - Certificate Types (clear renewable):
    - Standard
    - Performance-based

Professional Standards Commission (PSC) Teacher Certification Changes

Bright from the Start
Georgia Department of Early Care and Learning

	Must be employed by a Local Unit of Administration	Completion of all requirements for professional certification and applicable Special Georgia Requirements	Evaluated on the statewide evaluation system (TKES)
Standard	X	X	
Performance	X	X	X

Professional Standards Commission (PSC) Teacher Certification Changes

BRIGHT from the START
Georgia Department of Early Care and Learning

- Resources:
  - Understanding the 2014 Educator Certification Changes
  - FAQ specific to Pre-K posted on DECAL website
  - http://www.gapsc.com

Kindergarten Entry Profile (KEP) Overview

Bright from the Start
Georgia Department of Early Care and Learning

- The Kindergarten Entry Profile is one component of Georgia's Early Learning Challenge (ELC) grant.
- The KEP will:
  - augment the Georgia Kindergarten Inventory of Developing Skills (GKIDS) and be administered during the first six weeks of Kindergarten;
  - be aligned to the Georgia Early Learning Development Standards (GELDS); and
  - be built to be developmentally appropriate, reflecting research-based best practices for young learners.

KEP Purpose

Bright from the Start
Georgia Department of Early Care and Learning

- The purpose of the KEP will be to highlight knowledge and skills critical for student success in learning, **solely to guide instruction**. It will:
  - provide information to allow Kindergarten teachers to individualize instruction;
  - inform our understanding of the skills of children entering Kindergarten; and
  - provide the early childhood system with information about the supports and resources needed to ensure that every Kindergarten student starts school with the skills needed to be successful.

Development Process

BRIGHT from the START
Georgia Department of Early Care and Learning

- Identification of Essential Skills and Concepts
  - GaDOE convened a committee of educators to help identify the essential skills and concepts to be assessed.
  - Based on the essential skills and concepts identified by the committee, a survey was sent to Pre-K and Kindergarten teachers statewide to assess the level of agreement with the standards to be assessed on the KEP.
  - Survey results were used to make any necessary adjustments prior to developing the blueprint for the KEP.

Development Process

Bright from the Start
Georgia Department of Early Care and Learning

- KEP Development Committee
  - Composed of Pre-K, Kindergarten, and 1st Grade teachers, an early childhood expert, and representatives from DECAL and GaDOE
- Blueprint Development
  - Based on the essential skills and concepts identified, the KEP Development Committee proposed a blueprint for the KEP, including the number and type of items to assess each standard.
- Task Development
  - Tasks and observational protocols were developed to assess the identified standards.
  - The KEP Development Committee met in March to review tasks and protocols.

CLL8.4c: With prompting and support, tracks words from left to right, top to bottom, and page to page.

Activity	Performance Levels	
The teacher sits with the student, one-on-one, and reads an engaging early level text, asking the student to help with the reading. Say, **"I am going to read you this story and I want you to help me. It is called_____."** 1. *Top to bottom:* Open the book to page 1. Say, **"Show me the top of the page. Show me the bottom."** Say, **"Show me where I should start reading."** 2. *Left to right:* Point to the first word, read it. Say, **"I am going to point to the words as I read. Show me how my finger should move on the page as I read."** 3. *Page to page:* Point to the last word on the page. **Say, "Where do I read next?"** Materials: An early level text with distinct layout of print and illustrations, good spacing of words and multiple lines of text.	Not Yet Demonstrated	Even with prompting and support, the student does not track words from left to right, top to bottom nor page to page.
	Emerging	With prompting and support, the student tracks words appropriately in one of the three ways (left to right, top to bottom, page to page).
	Progressing	With prompting and support, the student tracks words appropriately in two of the three ways (left to right, top to bottom, page to page).
	Meets the Standard	With prompting and support, the student tracks words appropriately in all three ways (left to right, top to bottom, page to page).

Development Process

Bright from the Start
Georgia Department of Early Care and Learning

- Pre-K Pilot
  - April 20 – May 8
  - Each activity was piloted with at least 250 students across 60 public and private Pre-K classrooms
  - Student performance levels and qualitative data collected via an online survey
- Pre-K Pilot Data Review
  - Review of data by educator committee: June 9
  - Blueprint finalized based on committee recommendations

Development Process

Bright from the Start
Georgia Department of Early Care and Learning

- Kindergarten Field Test
  - Fall 2015
  - Sample includes 25 Kindergarten classrooms selected to be representative of the state's demographics
  - Administered during the first six weeks of the Kindergarten year to all students in each selected classroom
  - Data collected will include student performance levels as well as qualitative feedback from teachers
  - Data review meeting to be held November 10

Next Steps

Bright from the Start
Georgia Department of Early Care and Learning

- Timeline
  - Pre-K field test– Spring 2016
  - Operational launch (sample) – Fall 2016
  - Statewide launch – Fall 2017
- Additional work throughout the term of the project will include the development of online training modules and performance reports.

Contact Information

BRIGHT from the START
Georgia Department of Early Care and Learning

Jan Reyes, Ed.D.
Assessment Specialist, Kindergarten Entry Profile
404-463-6665
jreyes@doe.k12.ga.us

Melissa Fincher, Ph.D.
Deputy Superintendent, Assessment and Accountability
404-651-9405
mfincher@doe.k12.ga.us

On the Agency Level…

Bright from the Start
Georgia Department of Early Care and Learning

- Economic Impact Study
- Quality Rated
  - QR Updates
  - School System Pilot
  - Quality Rated with an "I"
- Professional Development System (GaPDS)- *New!*

Economic Impact Study

Bright from the Start
Georgia Department of Early Care and Learning

- Measures the economic impact of Georgia's early learning industry using an established estimated model
- Follow-up to 2008 study:
  - Study conducted by partnership between UGA and GSU
- Provides critical workforce data
- Results published in September/October 2015

Economic Impact Study Road Shows

Bright from the Start
Georgia Department of Early Care and Learning

- Five policy forums planned:
  - Valdosta: September 29
  - Macon: October 14
  - Atlanta: October 21
  - Athens: October 23
  - Dalton: TBD
- Provider Webinar: Date TBD
- Purpose: to share facts of economic impact with local government and business leaders, child care providers, advocacy and civic organizations; etc.

Quality Rated

BRIGHT from the START
Georgia Department of Early Care and Learning

Number of Quality Rated Child Care Programs

	1 Star	2 Star	3 Star	Total
Child Care Learning Center	152	247	82	481
Family Day Care Home	36	74	55	165
Group Day Care Home	7	9	3	19
Other	18	23	8	29
Total	213	353	148	**714**

As of 8/27/15

13.75% of all child care providers in Georgia are Quality Rated.

QUALITY RATED

Quality Rated Updates

Bright from the Start
Georgia Department of Early Care and Learning

- ECERS-3 Transition: updated instrument with greater focus on language, literacy, and teacher-child interactions.
- Public awareness campaign launching in the fall.
- Visit www.qualityrated.decal.ga.gov to sign up for Quality Rated!

QUALITY RATED

Quality Rated School System Pilot

BRIGHT from the START
Georgia Department of Early Care and Learning

- Quality Rated is working in conjunction with Georgia's Pre-K to develop a QRIS for stand-alone BOE Pre-K sites.
- Includes portfolio and ERS observations.
- Bonus packages are being developed.
- Total of 36 stand-alone BOE Pre-K sites
  - 12 sites to participate during the 2015-2016 school year

Quality Rated School System Pilot - Timeline

Bright from the Start
Georgia Department of Early Care and Learning

- Early Fall:
  - Invitation sent via email to 36 BOE providers for a introduction/overview webinar.
  - Overview webinar with BOE sites
- October-December: TA delivery in needed areas.
- Mid-January: BOE programs submit portfolios
- February– April: TA continued until QR assessors complete observations.
- May 2016: Ratings are completed and providers are notified.

Quality Rated School System Pilot

BRIGHT from the START
Georgia Department of Early Care and Learning

For additional information about the project, contact:

Brian Griffin
Quality Improvement Coordinator
912-717-6402
Brian.Griffin@decal.ga.gov

Quality Rated with an 'I'

- The QR Inclusion Endorsement will be available programs who:
  - Have a 2 or 3 star rating

    AND
  - Serve children aged between 30 -60 months have disabilities or challenging behavior.
- Eligible providers will be contacted about participating in a pilot.
- Need more information?

  QRinclusion@decal.ga.gov

Georgia Professional Development System (GaPDS)

BRIGHT from the START
Georgia Department of Early Care and Learning

- The new online system will encompass the existing systems:
  - Professional Development Registry (PDR)
  - Training Registration Systems
  - Trainer and Training Approval System
- Existing systems will be updated and enhanced as part of the development process.
- Timeline: 1st phase- Winter, 2016

What is the Purpose of the New System?

BRIGHT from the START
Georgia Department of Early Care and Learning

- To streamline professional development policies across the agency, approved entities and trainers.
- To allow easy review and access approved trainings statewide.
- To update and connect existing systems into one access point for registry members, teachers, facility administrators, and trainers.
  - Completed training will be uploaded into individual registry files. ***No more submitting training certificates to the PDR!***
  - Administrators will have a portal to review employees' registry files and training history.

Sign up for Georgia's Early Learning Challenge Grant Newsletter!

Bright from the Start
Georgia Department of Early Care and Learning

Sign up to receive monthly updates about the progress of Georgia's Early Learning Challenge grant. Topics include GELDS Teacher Toolboxes, training on teaching Dual Language Learners (DLLs), Quality Rated, and more!

Sign up for the newsletter at:
www.bit.ly/ELCEmail

On the Program Level…

Bright from the Start
Georgia Department of Early Care and Learning

- Budget
- Research Studies
- Resources
- WSO Updates
- GA Pre-K Week

FY16 Budget Updates

Bright from the Start
Georgia Department of Early Care and Learning

- 84,000 slots
- 180 for children and 190 for teachers
- No change in class size of 22 students
- 1% increase for lead and assistant teachers, included in the rates.

Research Studies

- Pre-K Longitudinal Study
- Institute of Education Sciences (IES) Validation Study

Georgia's Pre-K Longitudinal Study

BRIGHT from the START
Georgia Department of Early Care and Learning

- Participation in Georgia's Pre-K significantly improved children's readiness skills across most domains of learning.
- Results attest to the positive impact of Georgia's Pre-K Program and provide evidence that the program is a strong component of the state's K-12 system.
- Results of follow up study will be released in mid-September.

Institute of Education Sciences (IES) Study

BRIGHT from the START
Georgia Department of Early Care and Learning

- To **validate** the ECERS-3
  - Measure the distribution of ECERS-3 scores
  - Compare/Correlate ECERS-3 scores to CLASS
  - Look at connection between child outcomes
- Three states are sub recipients (GA, WA, PN)
- Funded through Institute of Educational Sciences (IES).

Institute of Education Sciences (IES) Study

BRIGHT from the START
Georgia Department of Early Care and Learning

- 300 Classrooms
- Two Components:
  - 260 ECERS-3 classrooms in Georgia. Coordinated through Quality Rated
  - 40 classrooms: ECERS-3, CLASS, and child assessments. Coordinated through Quality Rated, Pre-K, Research
  - One dedicated staff person
- Recruitment

Pre-K Resources

Bright from the Start
Georgia Department of Early Care and Learning

- *Off to a Good Start* Lesson Planning Guide
  - One guide per class shipped in July
- Children's Books from GaDOE
- GELDS Teacher Toolbox

GELDS Teacher Toolboxes

Partially funded through the ELC grant, the GELDS Teacher Toolboxes were designed as a tool for early care and education professionals to support the use of intentional, standard-driven activities in lesson plans for children from birth through Pre-K.

GELDS Teacher Toolbox

- The Toolboxes were designed in 4 “packs” – each “pack” representing a continuum of development designed for the following age groups:
  - Infants & One year olds (0 – 36 months)
  - Two year olds (12 – 48 months)
  - Three year olds (24 – 60 months)
  - Four year olds/Pre-K (36 months – Kindergarten Correlations)

- GELDS toolboxes were shipped to each Pre-K site for each classroom.

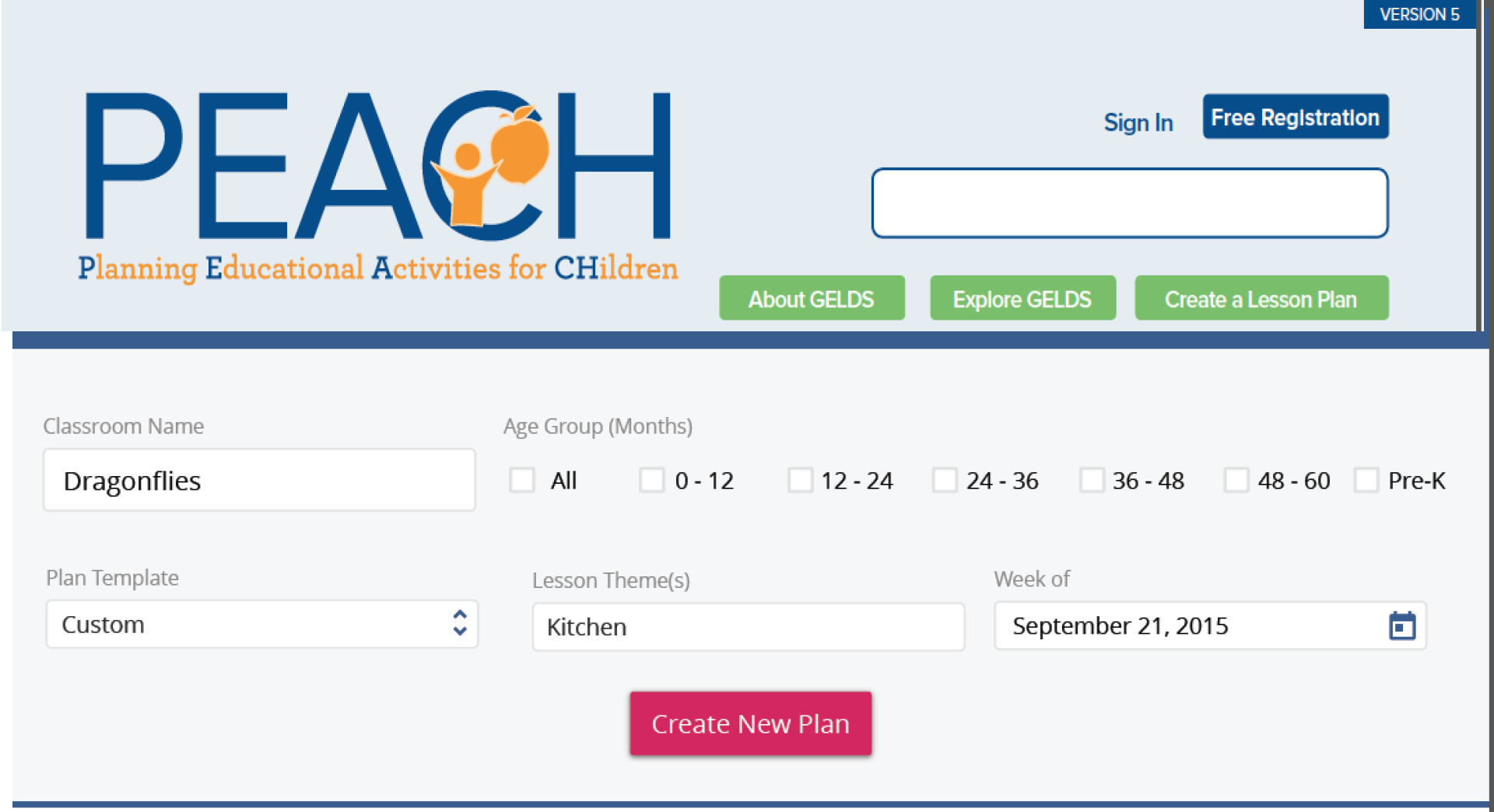
- GELDS toolboxes will be integrated into all Pre-K training.

The Pre-K Toolbox

- Contains more than 400 cards with activities for each of the 4-year old GELDS indicators.
- Activities were created with specific routines in the Pre-K day in mind– large group, small groups, centers, outdoors, etc.
- The card pack also includes 10 blank activity cards for teachers to add their own activities, Bright Idea cards with adaptations for children with disabilities, an activity index and a book index.

Coming Soon: PEACH

- GELDS toolbox will be integrated into a lesson planning website for all B-5 teachers **PEACH: Planning Educational Activities for Children.**



PEACH allows teachers to search for activities by age group, by domain or by topic of study.

VERSION 5

PEACH

Planning Educational Activities for CHildren

Sign In | Free Registration

About GELDS | Explore GELDS | Create a Lesson Plan

Dragonflies

THEME	WEEK OF
Kitchen	Sep 14 - Sep 18, 2015

TEACHER	SCHOOL	SCHOOL YEAR	AGE GROUP (MONTHS)
Kelly Newbert	The Clifton School	2015 - 2016	36 - 48, 48 - 60

NEW TIME BLOCK

Time Block Title: Exploration & Play

EX: Exploration & Play, Story Time, Music & Movement

Time Period: 8:00 AM to 11:00 AM

Time Period: (•) Whole Week ( ) Daily

Create Time Block

Teachers can customize the lesson plan builder to their individual daily schedule.

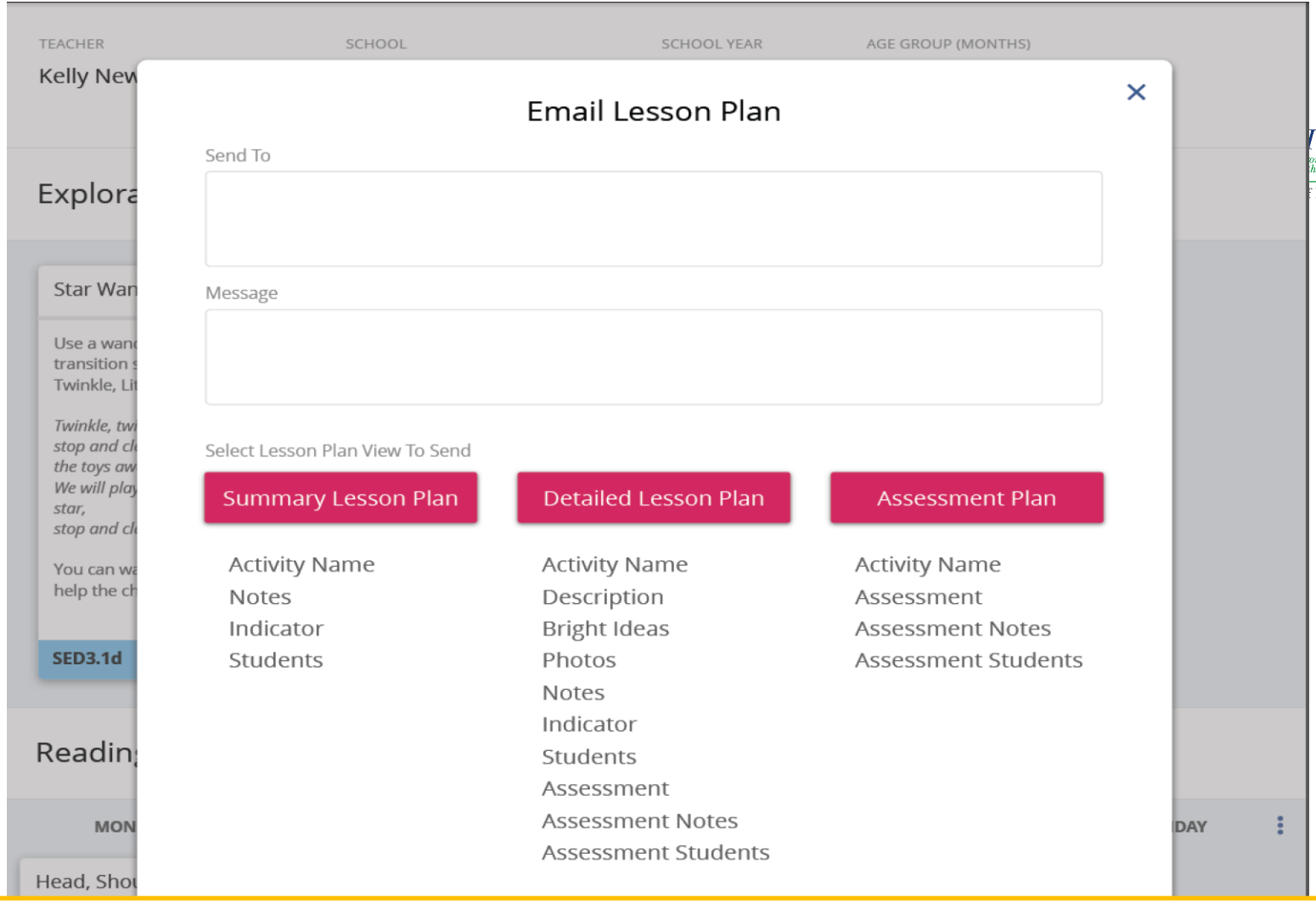
TEACHER	SCHOOL	SCHOOL YEAR	AGE GROUP (MONTHS)
Kelly Newbert	The Clifton School	2015 - 2016	36 - 48, 48 - 60

Students

+ STUDENT

STUDENT NAME	DATE OF BIRTH	CONTACT	EMAIL	PHONE
Christopher Brown	5/5/2015 (50 months)	Lois Brown	lois.brown@gmail.com	(404) 555-1212
Christopher Brown	5/5/2015 (50 months)	Lois Brown	lois.brown@gmail.com	(404) 555-1212
Christopher Brown	5/5/2015 (50 months)	Lois Brown	lois.brown@gmail.com	(404) 555-1212
Christopher Brown	5/5/2015 (50 months)	Lois Brown	lois.brown@gmail.com	(404) 555-1212
Christopher Brown	5/5/2015 (50 months)	Lois Brown	lois.brown@gmail.com	(404) 555-1212
Christopher Brown	5/5/2015 (50 months)	Lois Brown	lois.brown@gmail.com	(404) 555-1212

If teachers register, they can add their students, this allows them to individualize activities and assessment.



When lesson plan is complete, teachers can save, print or email to Directors using different options.

WSO Tips for Directors

Bright from the Start
Georgia Department of Early Care and Learning

- Before sending new lead teachers to WSO training, add them as users in WSO and ensure they are able to log in.
- Provide new lead teachers with PANDA rosters and ensure they have their children entered into WSO BEFORE they attend WSO training.
- Review with all lead teachers expectations for entering high quality evidence.
- Provide time and all necessary resources for lead teacher success with WSO.

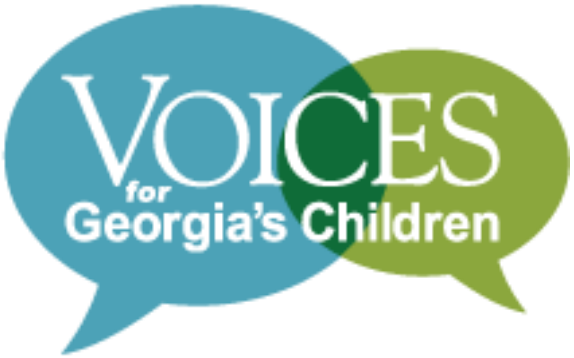
Training Reminders

Bright from the Start
Georgia Department of Early Care and Learning

- New Lead teachers should complete their online component "Off to a Good Start" podcast series BEFORE they attend training. These are designed to be most helpful at the beginning of the year.

- Both lead and assistant teachers should be familiar with IQ guides.

PETE the CAT
DEAN
GA Pre-K WEEK
www.gaprekweek.com
2015
October 5 - October 9


VOICES
for
Georgia's Children

Background Information

- Georgia Pre-K Week is designed to engage lawmakers and civic leaders in visiting Georgia Pre-K classrooms in their local communities to build public commitment for early learning from birth to third grade.
- Voices for Georgia's Children works collaboratively with DECAL in promoting Georgia Pre-K Week and scheduling visits in Pre-K classrooms.

Georgia's Pre-K Week 2014

Bright from the Start
Georgia Department of Early Care and Learning

- 202 visits completed
- Visits by **30 Senators**
  - 54% of the Senate
  - 4 were new Pre-K Week participants
- Visits by **83 Representatives**
  - 46% of the House
  - 23 were new Pre-K Week participants
- Over the last three years of Georgia's Pre-K Week, 169 members of the current legislative body have visited a Pre-K classroom.
  - 72% of the current General Assembly

Georgia's Pre-K Week 2015

BRIGHT from the START
Georgia Department of Early Care and Learning

- All Georgia Pre-K programs will receive an email from Voices, which will include a registration form to fill out and send in.
- The first 500 schools to register with Voices will receive a Pre-K week yard sign and a copy of the book Corduroy, donated by Scholastic.
- All schools that register will be entered into a raffle drawing for a free library makeover, donated by Scholastic. **Voices is raffling off two library makeovers.**

Georgia's Pre-K Week 2015

BRIGHT from the START
Georgia Department of Early Care and Learning

- Once registered with Voices, schools will be provided with information and tools to ensure a successful Pre-K week event.

- Schools may also receive help hosting events from one of the partner organizations.

Developing Social Emotional Competence in Pre-K Students

Jennie Couture
Director of Practice and Support Services

Framing the Issue

BRIGHT from the START
Georgia Department of Early Care and Learning

- 10-30% of preschoolers are not behaviorally and emotionally ready to be successful in school.
- Critical social emotional skills are developed during the birth to third grade period.
- Early problem behavior is predictive of future challenges.
- Early educators feel unprepared to address challenging behavior.
- Increased suspension and expulsion
  - 14,292 Georgia children aged 5 – 8 received out of school suspensions in 2014.
  - Preschool children are 3 times more likely to be expelled than K-12 students.
- Children who aren't in school can't benefit from positive early learning experiences.

Federal Focus on Social Emotional Development

Bright from the Start
Georgia Department of Early Care and Learning

- US ED and HHS joint policy statement on preschool expulsion https://www.acf.hhs.gov/sites/default/files/ecd/expulsion_suspension_final.pdf
- Child Care Development Block Grant (CCDBG) reauthorization:
  - States should have policies regarding social emotional behavioral health of young children.
  - State professional development system should include training and technical assistance to providers in:
    - Promoting social emotional development.
    - Implementing evidence-based frameworks such as the Pyramid Model of Positive Behavior Interventions and Supports (PBIS).

Georgia's Response – Department of Education

BRIGHT from the START
Georgia Department of Early Care and Learning

- Georgia Department of Education began implementation of the PBIS framework in 2007 in response to high suspension and expulsion rates and disproportionality. Since that time
  - more than 650 schools have been trained
  - more than 20% of school systems are implementing PBIS.

- School Climate Star Ratings began in the 2014-2015 school year.

Georgia's Response - DECAL

BRIGHT from the START
Georgia Department of Early Care and Learning

- Supporting the understanding of child development and social emotional skills:
  - Resources:
    - GELDS
    - Online modules
  - Training
  - Onsite technical assistance and coaching:
    - Inclusion Specialists technical assistance

Georgia's Response - DECAL

Bright from the Start
Georgia Department of Early Care and Learning

- DECAL resources and staff were reallocated to focus on supporting social emotional development and competence.
  - Research-based model framework identified.
  - PBIS Manager hired.
  - Inclusion Specialists' work reframed to include supporting PBIS work.

- Professional Development and resources developed.

SIPRESS
Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

We Teach

BRIGHT from the START
Georgia Department of Early Care and Learning

"If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If I child doesn't know how to drive, we teach.

If a child doesn't know how to behave,

we…… ……teach? ……punish?

Why can't we finish the last sentence as automatically as we do the others?"

Tom Herner (NASDE President) Counterpoint 1998, p.2

Four-Year-Olds

- Resist change
- Want to be in control
- Don’t know fact from fiction
- Can’t always use words to express their feelings
- Want limits
- Need lots of one-on-one attention
- Learning to be independent with toilet training

Social Emotional Development in Pre-K

Bright from the Start
Georgia Department of Early Care and Learning

- GELDS
  - Domain: Social Emotional Development
  - Strands:
    - Sense of Self
    - Self Regulation
    - Sense of Self and Others
  - Remember the indicators are behaviors expected by **60 months** of age.

Social Emotional Development in Pre-K

Bright from the Start
Georgia Department of Early Care and Learning

- **Standard: SED1 - The child will develop self-awareness.**
  - ***SED1.4d*** Shows independence in his/her own choices.
- What might this look like in a Pre-K classroom?
  - Children may appear to be defiant or non-compliant
  - Inability to make choices
  - Saying “No!”, “I can do it myself!”, “I don’t want to clean up!”

Social Emotional Development in Pre-K

Bright from the Start
Georgia Department of Early Care and Learning

- How would demonstrating independence in choices look at the end of the school year?

- Examples from GELDS:
  - Helps others without being asked
  - Able to choose centers to work in
  - Chooses to follow the rules and waits for her turn
  - Puts materials away as soon as teacher announces clean up time

Social Emotional Development in Pre-K

Bright from the Start
Georgia Department of Early Care and Learning

- **Standard: SED2 - The child will engage in self-expression.**
  - **SED2.4b** With adult guidance, uses verbal and nonverbal expression to describe and explain a full range of emotions
- What might this look like in a Pre-K classroom?
  - Whining
  - Tantrums or outbursts
  - Withdrawal from activities

Social Emotional Development in Pre-K

Bright from the Start
Georgia Department of Early Care and Learning

- How would self-expression look at the end of the school year?

- Examples from GELDS:
  - Tells a friend she is angry because the friend won't share the toy
  - Expresses disappointment that outdoor play is canceled due to weather
  - Actively participates in the small group activity

Social Emotional Development in Pre-K

Bright from the Start
Georgia Department of Early Care and Learning

- **SED3 - The child will begin to demonstrate self-control.**
  - **SED3.4c** Regulates a range of impulses.

- What might this look like in a Pre-K classroom?
  - Taking things from a peer
  - Hitting
  - Pushing
  - Stealing materials or taking classmates' belongings

Social Emotional Development in Pre-K

Bright from the Start
Georgia Department of Early Care and Learning

- How would self- regulation and self- control look at the end of the school year?

- Examples from GELDS:
  - Chooses to ask teacher for help rather than hitting
  - Tells the teacher how much she likes the counting bears and asks to take them home
  - Resists the impulse to push other children so that he can be line leader

Social Emotional Development in Pre-K

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- **SED4 - The child will develop relationships and social skills with adults.**
  - **SED4.4a** Transitions well into new, unfamiliar settings.

- What might this look like in a Pre-K classroom?
  - Difficulty at drop off
  - Not making eye contact or responding verbally to unfamiliar adults
  - Protesting change in activity

Social Emotional Development in Pre-K

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- How would transitioning into new unfamiliar settings look at the end of the school year?

- Examples from GELDS:
  - Separates easily from family at drop off
  - Follows directions from a parent volunteer or new teacher
  - Explores new settings with curiosity

Social Emotional Development in Pre-K

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- **SED5 - The child will develop relationships and social skills with peers.**
  - **SED5.4c** Attempts to resolve peer conflicts using appropriate strategies
- What might this look like in a Pre-K classroom?
  - Hitting a friend and taking a toy
  - Tattling to the teacher
  - Whining and/or crying
  - Isolating self

Social Emotional Development in Pre-K

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- How would resolution of peer conflicts look at the end of the school year?

- Examples from GELDS:
  - Ignores another student who calls her a name
  - Asks the teacher to set the timer so he can have a turn on the computer
  - Gives alternatives: I am playing with these—you can play with those

Example Activities from the GELDS Toolbox

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SED2
#25
48-60 months

LARGE GROUP

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF**
Standard: **SED2 – The child will engage in self-expression.**

GELDS
gelds.decal.ga.gov

Sharing Ideas
Ask the children to find a partner and take turns telling each other about a family outing or favorite activity. You may pose a question to get the conversation started or model a back-and-forth conversation with your assistant teacher. **SED2.4a**

Show and Tell
Create a polka-dot bag for the children to use for show and tell. Invite the children to bring in a special toy from home and place it in the bag. Sing this song:

What's in the polka-dot bag,
nobody knows but me.
What's in the polka-dot bag,
nobody knows but me.
Paul can't tell you,
you will have to guess.
He (she) will give you three clues,
you will do the rest.

Help the child come up with three things that describe his/her object. "It's gray. It has a long tail and it squeaks. Yes, it's a mouse." **SED2.4a**

How Are You Feeling?
Use photos of children doing things such as playing alone, crying or happily engaging with others. Ask, "Why do you think this boy is sad?" or "What do you think just happened to make the girl smile so big?" These type of questions will require children to reason and prompt their thinking. **SED2.4b**

No Worries
Read *Wemberly Worried* by Kevin Henkes. Invite the children to share a time when they were worried about something. The children can be encouraged to draw pictures of a time they were worried during center time. **SED2.4b**

The Rainbow Pants
Read the book *The Rainbow Pants* by Kelly Brooks-Bay. After you have read the book, ask children to talk about different emotions. What color pants do they think represent different emotions – such as wearing red pants on a day you feel angry or yellow pants when you feel happy? You can chart children's responses matching the different emotions to pants colors. **SED2.4b**

Musical Feelings
Place cards on the floor that have emotion faces on them. Play music. The children march around on the cards, and when the music stops they act out the emotion shown on the card they are standing on. **SED2.4b**

★ BRIGHT IDEA
For the children who may have difficulty marching to the music, encourage them to move around the cards in a way that is comfortable for them, such as walking or rolling in their wheelchair.

Feelings
Begin large group with this poem:

When angry feelings start to mount,
That's when I take some time to count:
One ... Two ... Three ... Four ... Five.
Counting helps me settle down,
Counting helps to fade my frown:
Six ... Seven ... Eight ... Nine ... Ten.

Follow up by reading *The Feelings Book* by Todd Parr, and give the children props and puppets to talk about feelings. **SED2.4c**

Frog and Toad
Read *Frog and Toad: The Lost Button* by Arnold Lobel. Give the children animal headbands to help retell the story. Emphasize how Frog and Toad feel when they can't find their buttons. **SED2.4c**

How Do You Feel Today?
Play a "How Do You Feel?" game. Sing this song to the tune of "The Farmer in the Dell":

How do you feel today,
How do you feel today.
Tell us how you feel today
How do you feel today.

Then describe a situation, such as, "A friend fell on the playground. How does he feel?" or "Jada found the book she thought was lost. How does she feel?" Have the children describe what they could say to them. You might also use the song as a greeting, having each child say how he/she feels. **SED2.4d**

Cara's Kit

- Designed for teachers of children under age 6.
- Contains information on how to make adaptations for individuals or groups of children who are experiencing challenges during everyday routines and activities.
- Cara's Kits can be ordered from the DEC bookstore for $25.

http://bookstore.dec-sped.org

Trainings to Support Social Emotional Competence

Title of Training	Length
Nurturing and Responsive Relationships	1-hour
High Quality Supportive Environments	1-hour
Schedules and Routines	1-hour
Transitions	1-hour
Classroom Rules and Expectations	1-hour
Emotional Literacy	1-hour
Emotional Regulation	1-hour
Teaching Friendship Skills	1-hour
Teaching Problem Solving Skills	1-hour
Ounce of Prevention (Administrative level overview of Tier 1)	2-hours

Contact your regional Inclusion Specialist if you are interested in hosting training in your program.

Role of the Pre-K Consultant and Inclusion Specialists

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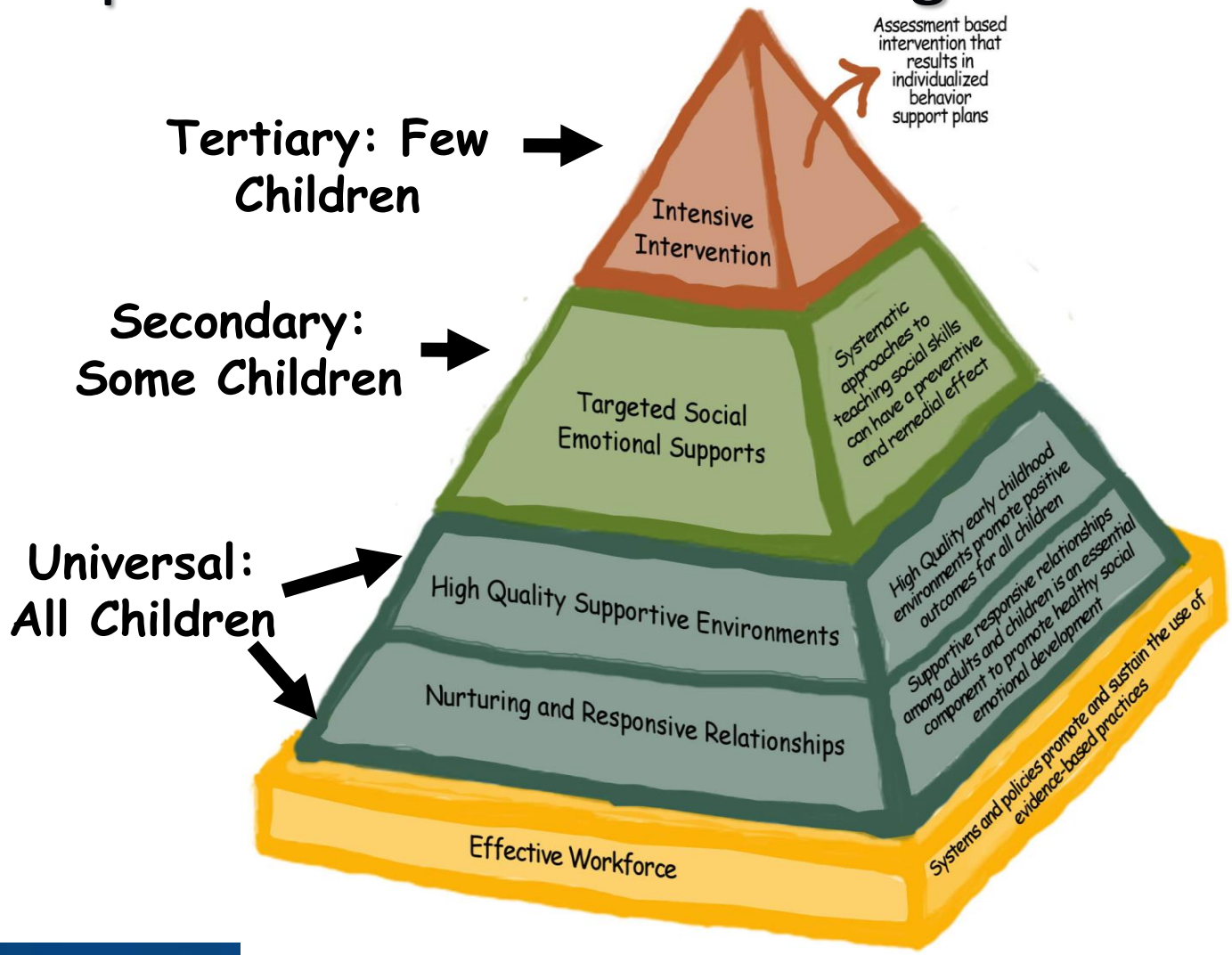
- Pre-K Consultants
  - First contact
  - Supports/strategies/resources to teachers and project directors
- Inclusion Specialists:
  - More targeted supports/strategies/resources to teachers, project directors, families, and the community
  - Training
  - Intensive Professional Development (IPD)

Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children

- Evidence-based model chosen by Georgia
- Tiered intervention framework of evidence-based practices.
- Developed by two federally funded projects.
- Based on a public health model: promotion, prevention and intervention.
- Aligned with K-12 model

Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children



Effective Workforce

Nurturing and Responsive Relationships and High Quality Supportive Environments

Nurturing and Responsive Relationships

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- Foundation of the pyramid
- Essential to healthy social development
- Includes relationships with children, families and team members

Some Strategies…

- Making Deposits
- Reframing Our Thoughts
- Family Interactions

Nurturing and Responsive Relationships

High Quality Supportive Environments

- Inclusive early care and education environments
- Universal design for learning
- Making accommodations, providing support

Some Strategies…

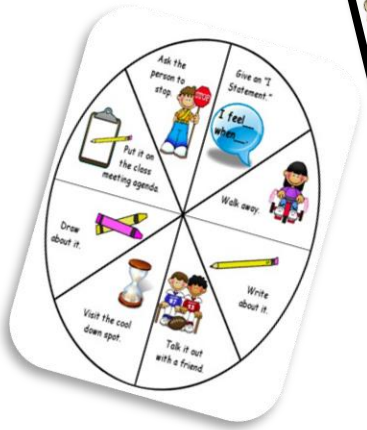
- Physical Design
- Environmental Cues
- Schedules and Routines
- Transitions
- Rules and Expectations

High Quality Supportive Environments

Targeted Social Emotional Supports

Targeted Social Emotional Supports

- Emotional Literacy
- Self Regulation
- Problem Solving
- Friendship skills

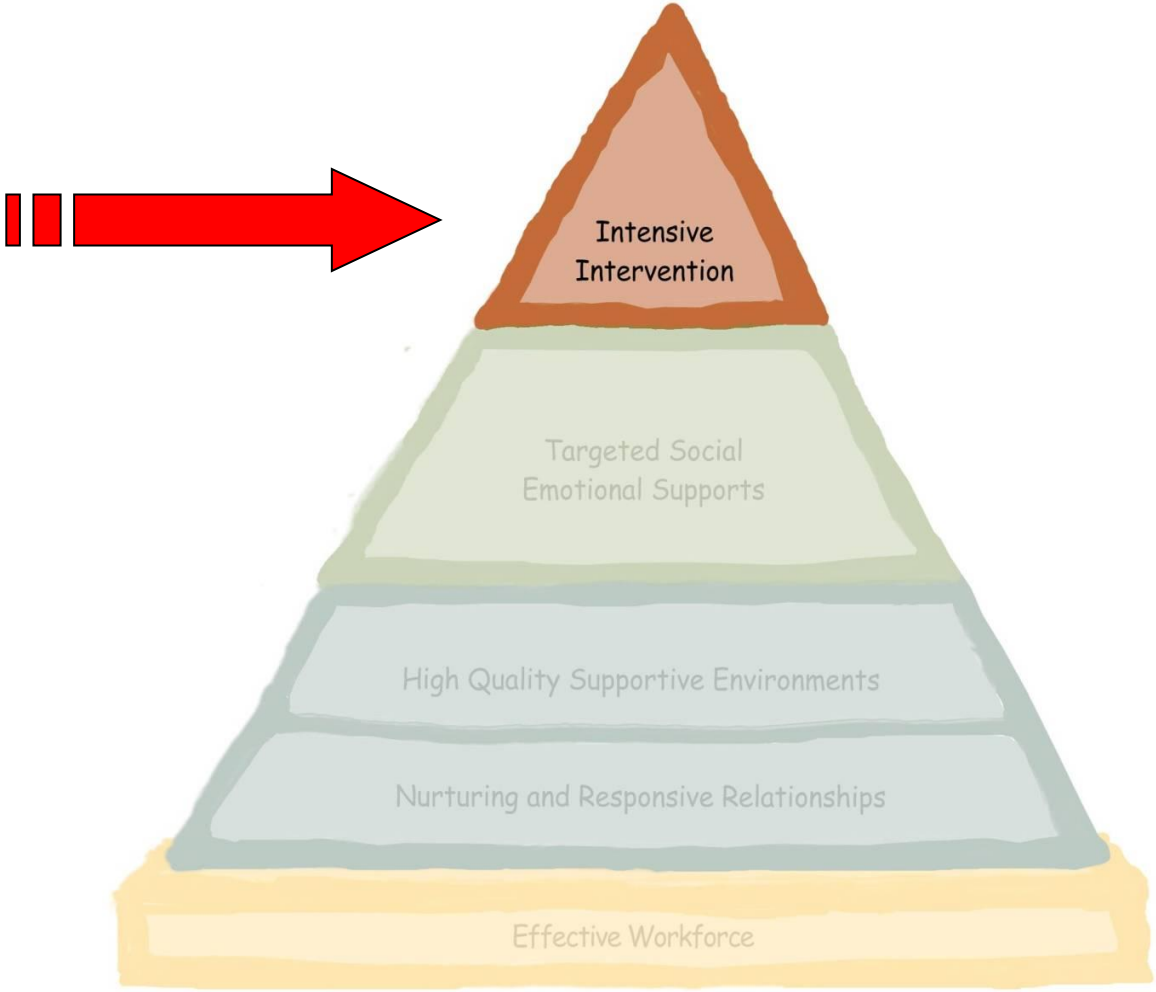


Some Strategies…

- Explicit instruction
- Increased opportunities for instruction, practice, feedback
- Family partnerships
- Progress monitoring and data-based decision-making

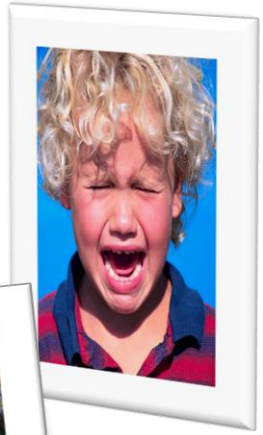
Targeted Social Emotional Supports

Intensive Intervention



Intensive Intervention

- Family Centered, Comprehensive interventions
- Assessment-based
- Skill-building



Some Strategies…

- Data Collection
- Form and Function
- Setting Events
- Referrals

Intensive Intervention

Georgia PBIS Demonstration Sites

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- Collaborative effort: DECAL, DOE, and Get Georgia Reading
- Extensive training provided through a grant to Get Georgia Reading from the Woodward Foundation
- DECAL and Get Georgia Reading staff are supporting 13 sites across the state for the 2015-16 school year

Demonstration Site Commitments

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- To be eligible as a demonstration site, programs must:
  - Administer Georgia's Pre-K Program.
  - Identify a site leadership team that will meet at least monthly.
  - Site leadership teams must include:
    - Administrator
    - Classroom teacher
  - Participate in intensive ongoing training and coaching.
  - Collect and use evaluation data.

Demonstration Site

- Applications for 2016-17 school year demonstration sites will be posted early 2016
- If interested, contact Cassa Andrews: Cassa.Andrews@decal.ga.gov

Want More Information?

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- Center on the Social Emotional Foundations for Early Learning http://csefel.vanderbilt.edu/
  - **Book List:** List of books that support social emotional development.
  - **Book Nooks:** Guides to providing hands on activities to embed social emotional learning in everyday activities.
  - **Social Stories:** Scripted stories to help children understand social rules and unfamiliar situations.

Want More Information?

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- Technical Assistance Center on Social Emotional Intervention http://challengingbehavior.fmhi.usf.edu/
  - **Make and Take Workshops:** Printable materials to support high quality environments
  - **Backpack Series:** Information about addressing Behavior, emotions, routines and schedules and social skills

Contact Information

BRIGHT from the START
Georgia Department of Early Care and Learning

- Cassa Andrews, Positive Behavioral Interventions and Supports Manager

  Cassa.Andrews@decal.ga.gov

- Jennie Couture, Director of Practice and Support Services

  Jennie.Couture@decal.ga.gov

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Thanks for Joining Us!

Susan Adams
Assistant Commissioner
404-651-7420
susan.adams@decal.ga.gov