



TRIUMPH CENTER FOR EARLY CHILDHOOD EDUCATION

APPROACH TO SOCIO-EMOTIONAL DEVELOPMENT

At Triumph we use a Positive Behavior Support model for supporting social competence and preventing challenging behavior in students. PBS is a school-wide model that focuses on prevention and proactive strategies for teaching, and supporting appropriate student behaviors.

A school-wide approach to social-emotional development

Rather than having different sets of rules in each classroom / with each teacher, all of our classrooms – including our Later Gator program and even our front office staff - use the same language and set of expectations for students. This creates the consistency we know is critical for students.

A positive statement of purpose

“Our priority is that all children, regardless of their individual needs, feel physically and emotionally safe at school.”

A small number of positively stated agreements for all students and staff

Our 3 school-wide ‘Triumph Agreements’ are:

- I honor people
- I honor property
- I keep myself in control

Strategies for teaching these agreements to students, and supporting and encouraging them as they meet and maintain them

Positive Relationships with Children, Families, and Colleagues

Positive, supportive relationships between teachers and children, as well as with families and colleagues are a defining part of the Triumph program. We invest time and attention in getting to know children. In the context of supportive relationships, children develop positive self-concept, confidence, and a sense of safety that help reduce

the occurrence of challenging behavior. When we have a positive relationship with a child, our potential influence on his or her behavior grows significantly – the child begins to know we are responsive, and pays attention to what we say and do.

Classroom Preventative Practices

Our daily schedule and routines, physical environment, and available materials, should encourage student engagement. When students are actively enjoying positive, interesting learning activities, and teachers give positive attention to pro-social behavior, students are less likely to engage in challenging behavior. It is our responsibility to consistently examine our program, and make necessary changes to schedule, materials, and environment to reduce the likelihood or frequency of challenging behavior.

Positive Language

The language we use with children has a profound impact on their behavior. We strive to use language that encourages and puts focus on the behaviors *we want to see* from children, rather than language that focuses on what the child is not doing or the behavior we don't want to see. We also use problem-solving language that supports children to identify for themselves their behavior and/or the behavior expected of them. We use, and teach children to use "I messages" - a statement that tells the listener what you see, think, feel or want in an objective manner that does not assign blame or put the listener down.

Teaching Strategies

We do not assume that students come to Triumph with a particular set of social skills. Rather, we know it is our role to explicitly teach students the skills they need in order to meet our expectations and ultimately move toward independence, self-discipline, and responsibility.

Our curriculum, *Second Step: A Violence Prevention Curriculum*, emphasizes understanding and dealing with emotions, expressing emotions in socially acceptable ways, thinking about social situations in accurate and constructive ways, and learning pro-social behaviors through practice. We've augmented this curriculum to fully align with the preschool learning foundations adopted by the California Department of Education in the domain of social-emotional development and created 7 units of study.

Honoring our School	August & September
Feelings	September
Understanding Friends	October

Talking to Friends	November
Staying in Control	December
Playing with Friends	January
Problem Solving	February

Through our social emotional curriculum and during daily interactions with children, we teach the skills necessary for them to understand and follow the Triumph Agreements. The curriculum focuses heavily on the core areas of empathy, emotion management, and problem solving.

Various reinforcement strategies are used to teach behavior expectations and reward students for following them. We discourage the use of punishment. We understand that preschoolers will engage in anti-social behavior and we use natural and logical consequences in response. Every challenging behavior is approached as an opportunity to teach a student an important social skill.

Intensive Interventions

Every child has different needs and abilities, and some may need individualized support in order to learn school-wide expectations. Individualized behavior support plans that target decreasing severe or persistent challenging behavior and increasing appropriate social interactions may be created when necessary.

A process for monitoring and evaluating the effectiveness of PBS classroom and school wide on a regular and frequent basis

Individual teacher and whole staff reflection, instructional support, and collaboration are foundations of PBS. We strive to implement PBS with consistency, and constantly improve our process and skills for supporting social-emotional development.