

City of Seattle Department:	Education and Early Learning
Division:	Early Learning
Programs:	Seattle Preschool Program, Step Ahead, SPP Pathway, ECEAP
Policy Area:	Social Emotional Development
Title:	Supporting Children’s Social and Emotional Development
Effective Date:	February 8, 2016
Anticipated Review/Revision Date:	July 31, 2016

Background:

The City of Seattle’s Department of Education and Early Learning (“DEEL”) funds preschool providers across the city to provide high-quality preschool services to children through the Early Childhood Education and Assistance (“ECEAP”) Program, the Step Ahead Program, the Seattle Preschool Program (“SPP”), and the SPP Pathway Program. The purpose of this policy is to articulate DEEL’s approach to supporting children’s social and emotional development in contracted preschool classrooms.

Policy Statement:

DEEL staff will serve as a resource to for contracted preschool provider agencies as they create and maintain developmentally-appropriate learning environments that nurture children’s social-emotional development through culturally-responsive instruction and support.

All preschool providers are expected to develop nurturing and responsive relationships with children and provide high-quality environments that support children’s social emotional development. DEEL will provide all preschool providers with high-quality curricular materials, trainings, and professional development to support, enhance, and refine their approach to classroom and behavior management. Please refer to the “Universal - Promotion” tier in *Figure 1, The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children*.¹ To facilitate quality, the following are required for all organizations contracted to provide preschool services through DEEL:

- Developmentally appropriate curricular material and training,
- Training, professional development, and coaching on support child development, and
- The use of developmental screening tools to identify children’s needs.



Figure 1. *The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.*



DEEL coaches assigned to each preschool site will support teachers in developing *targeted* social emotional strategies to prevent challenging behaviors in the classroom. Please refer to the “Secondary - Prevention” tier in *Figure 1, The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children*.ⁱⁱ

For acute challenges, teachers, in partnership with coaches and center directors, will be able to access additional supports as needed. Please refer to the “Tertiary - Intervention” tier in *Figure 1, The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children*.ⁱⁱⁱ These consultation services may include:

- Developmental and health screening review and classroom/child observation conducted by a mental health professional
- Issue-focused, intensive teacher coaching
- Family-teacher meeting facilitation
- Behavior support plan development

Additional funding, supplies, and supports as recommended by the DEEL Coach in consultation with provider staff and community experts are available to meet needs that escalate into the tertiary tier.

Resources:

U.S. Department of Health and Human Services & U.S. Department of Education. (2014). *Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings*:

<https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>

Glen Dunlap, Cheryl Ostry, & Lise Fox, February. (2011). *Preventing the Use of Restraint and Seclusion with Young Children: The Role of Effective, Positive Practices*:

http://challengingbehavior.fmhi.usf.edu/do/resources/documents/brief_preventing.pdf

Technical Assistance center on Social Emotional Intervention for Young Children. The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children Face Sheet:

http://challengingbehavior.fmhi.usf.edu/do/resources/documents/pyramid_model_fact_sheet.pdf

ⁱ Fox, L., Carta, J., Strain, P., Dunlap, G., & Hemmeter, M.L. (2009). Response to Intervention and the Pyramid Model. Tampa, Florida: University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children; www.challengingbehavior.org

ⁱⁱ Fox, L., Carta, J., Strain, P., Dunlap, G., & Hemmeter, M.L. (2009). Response to Intervention and the Pyramid Model. Tampa, Florida: University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children; www.challengingbehavior.org

ⁱⁱⁱ Fox, L., Carta, J., Strain, P., Dunlap, G., & Hemmeter, M.L. (2009). Response to Intervention and the Pyramid Model. Tampa, Florida: University of South Florida, Technical Assistance Center on Social Emotional Intervention for Young Children; www.challengingbehavior.org

