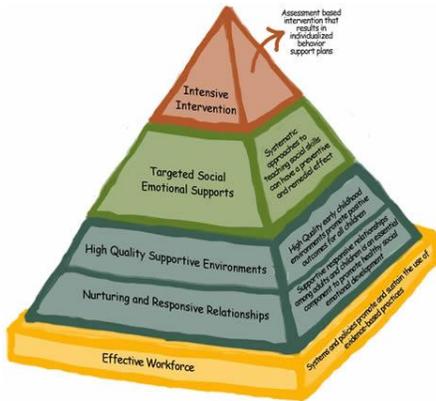


**THE CENTER ON THE SOCIAL AND EMOTIONAL FOUNDATIONS FOR EARLY LEARNING (CSEFEL)**

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Click the image to view a larger version of the Pyramid Model

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. CSEFEL provides resources for early childhood educators to implement the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.

**Excerpt from the 2012 Updated CA CSEFEL Vision Statement**

California envisions an integrated system, connecting early childhood programs, including state and federally funded programs, with trainers versed in the Teaching Pyramid conceptual framework for promoting social and emotional competence in infants and young children. The Teaching Pyramid, adapted by California from the National Center on the Social and Emotional Foundations for Early Learning (National CSEFEL), maximizes collaboration to enhance linkages and methods for local agencies to deliver services and to connect families to appropriate interventions, including children's mental health, Early Start, special education, and medical services.

**EXAMPLE**

**CSEFEL IS A PYRAMID MODEL WITH THE FOLLOWING LAYERS:**

1. Effective Workforce
2. Nurturing and Responsive Relationships
3. High Quality Supportive Environments
4. Targeted Social Emotional Supports
5. Intensive Intervention

There are four training modules:

**Module 1: Promoting Children's Success: Building Relationships and Creating Supportive Environments**

This module addresses strategies for preventing challenging behavior. The module is based on the following principles:

- A. Positive relationships with children serve as the foundation for addressing social emotional needs.
- B. When children understand routines and the expectations for their behavior, and when they are

engaged in activities that are meaningful, they are less likely to engage in challenging behavior.  
C. Expectations and routines have to be taught to children using a range of teaching strategies.

**Topics included in this module:**

- Building positive relationships with children, families, and colleagues
- Designing environments, schedules, and routines
- Establishing expectations
- Implementing activities that promote child engagement
- Modifying and adapting materials and activities to meet the individual needs of all Children, including those with disabilities
- Providing encouragement, acknowledgement, and descriptive praise to children

**WEBSITE**

For more information, please visit (National): <http://csefel.vanderbilt.edu/index.html>

For more information, please visit (California): <http://cainclusion.org/camap/cacsefel.html>