

TRAINING TEMPLATE

CLASS INFORMATION

Training Session Title: Understanding the Roots of Behavior

Description of Training Session: Challenging behaviors are often the result of unmet needs. Learn more about the important social/emotional needs of children, and what you can do to meet those needs. When needs are met through positive relationships, children will cooperate, self-regulate and be ready to learn.

Training type: Annual or Initial

Session Length: 2.5 hrs.

Session Level: 3

Training Delivery Method: Classroom/In person Correspondence Online Hybrid

Target Audience: Administrators Child Care Center (ECEAP) Family Home
 FFN Head Start Military Parents/Relatives School-Age Trainers Tribal Nations

Core Competencies Early Care & Education Professionals

Hours

- Child Growth & Development
- Curriculum & Learning Environment
- Families & Community Partnerships
- Health, Safety & Nutrition
- Interactions
- Ongoing Measurement of Child Progress
- Professional Development & Leadership
- Program Planning & Development

Core Competencies School-Age Professionals

Hours

- Child/Adolescent Growth and Development
- Child/Adolescent Observation & Assessment
- Cultural Competency & Responsiveness
- Families, Communities & Schools
- Interactions with Children/Youth
- Learning Environment & Curriculum
- Professional Development & Leadership
- Program Planning & Development
- Safety & Wellness
- Youth Empowerment

Specific Competency(s) area and sub-content area: Promoting Social/Emotional Development, Level 3c: Recognizes the role of positive relationships in social/emotional development

Training Language: English Spanish Other:

Content Focus Group: Prenatal Infants Toddlers Preschool Age Pre-Kindergarten

School-Age Special Needs Parents Staff Administrators Other

Training Methods:

- Audio-video with facilitation Case studies Demonstration & practice
- Handouts, printed materials Hands-On activities Independent study with supervision

<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Materials display <input type="checkbox"/> Observation of children <input type="checkbox"/> Panel discussion <input type="checkbox"/> Role-playing, simulation <input type="checkbox"/> Self or program assessment <input checked="" type="checkbox"/> Small group discussion <input type="checkbox"/> Technical assistance <input checked="" type="checkbox"/> Visual aids <input type="checkbox"/> Other	
LEARNING OBJECTIVES	
Learning Objectives: Topic 1	
Key conditions Desired performance or behavior Criterion or evidence of learning	After listening to a lecture and looking at handouts, Participant will be able to define “social-emotional health” and understand why it’s important, And talk with a partner about how social/emotional issues might be affecting children in their care
Learning Objectives: Topic 2	
Key conditions Desired performance or behavior Criterion or evidence of learning	After engaging in activities related to needs, relationship and strategies, Participant will be able to identify the 10 social/emotional needs of children and how these needs can be met through positive relationships, And share with the rest of the class examples of how needs can be met in the classroom
Learning Objectives: Topic 3	
Key conditions Desired performance or behavior Criterion or evidence of learning	After a lecture on steps for creating an intervention plan and a group discussion summarizing strategies, Participant will be able to apply positive relationship strategies to a specific classroom situation, And draft a behavior intervention plan that addresses the social/emotional needs of a child
Add additional Learning Objectives as needed	
School Readiness Objective: When children’s social/emotional needs are met through positive relationships, they are better able to follow directions, cooperate with others (including their teacher), self-regulate in the classroom, and respond to teaching.	
CLASS OUTLINE/ DETAILED AGENDA	
Agenda Timeline	Content and methods
6-6:30	Before Class Preparation: Copy handouts; cue up PowerPoint slides; cue up “Still Face” video; set up flip chart or white board and markers; set up tables and chairs in a manner conducive to working with a partner and in small groups

6:30-6:40	Class Overview and Instructions: Welcome; instructor introduce self; explain room logistics, agenda (including 1 break) and format of class; explain handouts; cover learning objectives; acknowledge complexity of the subject and that resources will be provided for further study; cite main source of today's info
6:40-6:45	Introductions/ Icebreaker: Have each participant introduce themselves by completing one of the sentences on the "Sentence Starters" handout.
6:45-6:55	Topic 1: <i>Social/emotional health and its importance (why it's important you are here)</i> – offer 3 part definition of social/emotional development; briefly explain when and how it develops; and offer 6 characteristics of children who are socially/emotionally healthy.
6:55-7:20	Topic 2: <i>The importance of relationships</i> – Allow partners to discuss general relationships in their classroom (see slide prompt); lecture on what research shows about relationships; show "Still Face" video; give an overview of what we need to do as teachers in order to develop secure relationships; give participants time to reflect alone (using a worksheet) on a specific challenging relationship they've experienced.
7:20-7:50	Topic 3: <i>The 10 social/emotional needs of children</i> – Provide list of the needs (on slide); discuss individual differences between people and their needs (asking participants for their personal experiences, also); explain "cup" analogy (meeting needs=filling cups with water); Show tree visual to emphasize the positive results for children when needs are met; explain that we meet needs through everyday interactions (give 2 examples); Have small groups engage in activity: Each group is assigned 2 needs (depending on group size.) Group members discuss ways they address the need(s) in their classrooms, and share out 2 examples to the whole group. Announce 5 minute break after activity (approx. 7:45)
7:50-8:15	Topic 4: <i>The 5 causes of challenging behavior</i> – Lecture on the 5 causes of challenging relationship, emphasizing the 5 th cause (unmet social/emotional needs); throughout lecture, ask for examples from class
8:15-8:45	Topic 5: <i>Developing a behavior intervention plan that focuses on meeting needs through relationship</i> – Walk through framework for developing a behavior plan; show 2 examples by using sample scenarios of common challenging behavior; Give partners time to review the challenging relationships discussed earlier and draft an invention plan for at least one of the children (instructor moves through class offering support and checking for learning)
8:45-9:00	Class Review/ Wrap-Up: Address any issues that came up during the previous activity; show slide to review objectives and topics covered; ask for questions; distribute evaluation forms; thank everyone
	Additional Extended Learning or Follow-Up: Offer list of suggested resources for those who want additional information: <i>Beyond Behavior Management: The Six Life Skills Children Need to Thrive in Today's World</i> , by Jenna Bilmes; website: www.circleofsecurity.net ; <i>Promoting First Relationships: A Curriculum for Service Providers to Help Parents and Other Caregivers Meet Young Children's Social and Emotional Needs</i> , by Jean F. Kelly, Tracy G. Zuckerman, Diana Sandoval, and Kim Buehlman
EFFECTIVE INSTRUCTIONAL METHODS	

How content reflects cultural awareness and learner diversity:

Content addresses the differences between people and how their needs vary; content emphasizes the need to develop positive relationships with all children, even when personalities clash. Use group discussion for a conversation about cultural diversity in relationships or social settings.

Varied Learning Styles Offered:

Auditory: Lectures between activities, listening to others share
Visual: PowerPoint slides, many handouts, "Still Face" video
Kinesthetic: note-taking handout, time to work on real-life scenarios

Varied Student Grouping and Interaction : Students work ALONE on relationship reflections; work with a PARTNER to discuss relationships and to develop an intervention plan; work with a SMALL GROUP to list classroom strategies they use to meet needs; listen and discuss topics as a LARGE GROUP

Research Supported: (Please list sources): *Beyond Behavior Management: The Six Life Skills Children Need to Thrive in Today's World*, by Jenna Bilmes; website: www.circleofsecurity.net;
Promoting First Relationships: A Curriculum for Service Providers to Help Parents and Other Caregivers Meet Young Children's Social and Emotional Needs, by Jean F. Kelly, Tracy G. Zuckerman, Diana Sandoval, and Kim Buehlman

ADDITIONAL NOTES OR INSTRUCTIONAL TIPS

This class may be followed up with on-site consultation to develop an intervention plan or to help build relationships between children and teachers.