Professional Development to Promote Relationship-based Caregiving and Social-emotional Learning among Children Birth through Age Five

CCEEPRC Breakout Session A4

April 17, 2019
Agenda

Definitions

Presentations

Discussion
• **Relationship-based caregiving**: Policies, procedures, and practices that support families, teachers, and children as they build relationships with and among each other (Sosinsky et al., 2016, p. 2).

• **Social-emotional learning**: The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Collaborative for Academic, Social and Emotional Learning; CASEL)
Presentations
Presenters

• Holli Tonyan, California State University, Northridge

• April Crawford, Children’s Learning Initiative

• Stephanie Doyle, Center for the Study of Social Policy

• Tamara Halle, Child Trends, Discussion Facilitator
CLOSE RELATIONSHIPS - FAMILY CHILD CARE PROVIDERS’ SUPPORT FOR SOCIAL AND EMOTIONAL LEARNING IN THEIR EVERYDAY LIVES

Annual Meeting of the Child Care and Early Education Policy Research Consortium
2019

Holli A. Tonyan, Psychology
Acknowledgements

• We are grateful for the support of our partner, the Early Education and Support Division of the California Department of Education.

• The project described was supported by the Child Care Research Partnership Grant Program, Grant Number 90YE0153, from the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

• Collaborations with many others make this possible: partner community agencies, our Advisory Workgroup, the child care providers, Thomas Weisner, Jennifer Romack, & many more.

• At CSUN, support has come from Provost Hellenbrand, Dean Theodoulou, & the CSUN Infancy & Early Childhood Lab.

• The contents of this presentation are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Planning, Research and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services or any other of our partners.

• Analysis by Elena Paredes, M.S.W, Kyung “Esther” Hwang, M.A., and Holli Tonyan, Ph.D.
Thank you to our partners!
Overview

• Background
  • An Ecocultural Framework

• Are You In? Family Child Care Providers’ Experiences in Quality Improvement
  • Project overview
  • Case studies

• Conclusions and implications
BACKGROUND
Activities – Stepping Stones on Pathways of Development

Wonderlane

Kids at Kubota Garden 2003 from Seattle Municipal Archives

Stepping Stones Awash by skipnclick
An Eco(logical)-Cultural Approach

- Eco(logical)-cultural theory
  - Developed to understand when and how families adopt early intervention for young children with special needs (Weisner, YEAR)
  - Extended to family child care (Tonyan, 2017)
An Eco(logical)-Cultural Approach

- Eco(logical)-cultural theory
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  - Extended to family child care (Tonyan, 2017)
Family Child Care as a Context for Professional Learning about SEL

- Working Conditions vary, but pose particular challenges:
  - Small business owner: single caregiver to a small center
  - Role varies: doing it all to director-like
  - Support available varies: isolated to well-resourced

- Compared with centers
  - Fewer children
  - Children stay with the same caregivers
  - Caregiver has many more responsibilities than a classroom teacher
OUR STUDY: CALIFORNIA CHILD CARE POLICY RESEARCH PARTNERSHIP

Are You In? Family Child Care Providers’ Experiences in Quality Improvement

www.areyouinpartnership.com
Case Study Methods

• Initial Visit
  • When children were present
  • Build rapport, observe, leave survey & camera

• Photos: take up to 10 photos that show what life is like in your FCC home

• In-depth, semi-structured interview
  • “Tell me about your day…” (plus, home, financial situation, relationships with own family and children’s families, etc)
  • What do you do to find out information about how to operate your FCC home
## Love and Affection Cultural Model

| Cultural Models: “presupposed, taken-for-granted models of the world that are widely shared...by the members of a society” (Quinn & Holland, 1997, p. 4) |
|---|---|---|
| **Valuing** | Seeing **relationships and being together as a valued goal in and of itself** and NOT just as a means to another end |
| | I see the kids sharing their food with one another ...those are our ideal days for me when the kids are just being kids and they are just enjoying life |
| **Enacting** | Making **choices with time and resources** (may or may not be aware of the choice) to help children feel loved and a sense of belonging |
| | In the beginning, I [preferred] that we had lunch for 20 minutes, but it never happens. [For] 35, 40, [or] 45 minutes they just talk and talk and talk and I just decided it’s okay, they need to talk... |
| **Seeing** | Describing rich, detailed stories of how children have changed |
| | See the slides that follow |

Paredes, Hernandez, Herrera, & Tonyan, Online First)
### Are You In Data: Cultural Models

#### Love and Affection

<table>
<thead>
<tr>
<th>School Readiness</th>
<th>Low</th>
<th>Mod</th>
<th>High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Mod</td>
<td>5</td>
<td>14</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>High</td>
<td>1</td>
<td>7</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>22</strong></td>
<td><strong>24</strong></td>
<td><strong>53</strong></td>
</tr>
</tbody>
</table>

High: value, enact AND see  
Medium: value, enact OR see  
Low: NOT valuing, enacting, or seeing

Source: Are You In Year 1 Case Study Interviewer Ratings
Creating Routine Safe Spaces for Processing Emotions (enacting)

• “We ask, if it’s a Monday, ‘what did you do over the weekend?’ because, it’s so important that the kids come and share sad stuff that happened over the weekend, [and] happy stuff... So, we were talking about books, and the book kind of triggered a very, very, very special enlightening moment, and I said I’m gonna be doing this for Mondays where they can have a day of …getting [it] out, you know? I’m gonna be …a place where they can be safe, and they can say whatever they feel. So that happens during [the time after book] time, and after that, of course, I let them talk all day. But if we really need to extend, if it’s something that really needs my time, I don’t care how long it will take. I will give them the time to do that.” (Tonyan & Paredes, 2017, p. 102)
Supporting children’s self-regulation and awareness of others (seeing)

Because a lot of our children have been here with us since they were little babies. *We taught them the idea of respecting other people’s quiet time.* …They have to understand, and they know that they can’t wake up everybody else. They have to quietly get their shoes or go to the restroom, and then they can go into the kitchen, and have snack. The idea of respecting other people’s space is really important for us because at this stage … they’re not understanding very much [about] personal space. They tend to grab things from other people from other children. *This is a way of teaching them [that] this is your cot, this is your space, you can dance, sing, [and] read as much as you want on your cot as long as you’re respecting your neighbor’s space* … (Tonyan & Paredes, 2017, p. 100)
Helping children show appreciation and learn to express their feelings to others (seeing)

In this picture, we see two younger girls and they are making cards because my assistant’s birthday was yesterday. And with the younger kids, we gave them ideas, and...those who didn’t know how to write but they know how to express so they told me what they want to put on the birthday cards.

And it was amazing... There was one kid [whose card] I think is very significant, very meaningful because... he’s been here since he was a baby and he said “Thank you Tía for teaching me how to build things, how to color, and paint, and most of all for teaching me to be sitting down” …and that …brought me tears to my eyes to see that. (Provider QI_02; Hwang, 2018, p. 20)
A provider’s pride in a child’s SEL

- A provider described a conversation she had with a child in her care:
  - I know you feel angry. Recognize your feelings. You have to know when you’re angry. You don’t have to just throw yourself under the table and start hitting or grabbing things and throwing things. So, I think when he became a little more mature he could really [practice] a little bit of regulation. And that I think—giving him the awareness, teaching him how to listen to himself and know his body; I think that was a miracle for this kid … You don’t know how much he taught me. He was my teacher. And I think providers should be open to learn, because this these are the best kids that are really, really teaching us. (Provider QI_02; Hwang, 2018, p. 20)
Conclusions & Implications

• Despite the potential for strong, close relationships in FCC, providers varied in how much they valued, enacted, and saw Love and Affection.
  • The Love and Affection cultural model was relevant for over two-thirds of the providers we systematically analyzed (Paredes, Hernandez, Herrera, & Tonyan, Online First).
  • Many providers who valued and enacted Love and Affection also saw rich examples of children’s SEL.

• Our work suggests that professional learning could help a wider range of providers
  • **Enact** a Love and Affection cultural model by taking time to prioritize love, affection, and being together
  • **See** SEL as part of their daily lives with children and among children

• Such efforts must, however, consider the complexity of daily life in FCC settings.
References


Thank You! Questions?

- Holli Tonyan, Professor
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  - (818) 677-4970

- Project web page: www.areyouinpartnership.com
The CIRCLE Infant & Toddler Teacher Training Program

April Crawford, Ph.D.,
Children’s Learning Institute
at The University of Texas Health Science Center
Supporters

Elkins Foundation
Texas Workforce Commission
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W.K. Kellogg Foundation

The Meadows Foundation
Rainwater Charitable Foundation
The Miles Foundation

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Tyler Sanders

Thank You
Integrated Approach

1. **Evidence-based content:** Professional development courses
2. **Framework for continuous improvement:** Observation & goal-setting tools
3. **Tracking children’s development:** Developmental checklists
4. **Quality learning experiences:** Digital curriculum
5. **Individualized teacher support:** Coaching framework
Professional Development Courses

• Talk with Me: Language Development (3 courses)
• Read with Me: Early Literacy (2 courses)
• **Connect with Me: Social & Emotional Development (5 courses)**
• Learn with Me: Cognitive Development (3 courses)
• Move with Me: Physical Development (2 courses)
• Grow with Me: Understanding Developmental Screening and Early Intervention (1 course)

“This has been one of the most informational and interactive trainings I have ever taken about infant and toddler development.”
Social & Emotional Learning

• CLI defines social and emotional learning as children’s development of trust and emotional security, emotional awareness, self-regulation, and healthy relationships with adults and peers.

• The “Connect with Me” course includes specific caregiving strategies to support these skills.

• Positive caregiving strategies (e.g., warmth and responsiveness) are also reinforced across courses for all developmental domains.
“Connect with Me” Strategies

<table>
<thead>
<tr>
<th>Build Trust &amp; Emotional Security</th>
<th>Promote Emotional Understanding</th>
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<tbody>
<tr>
<td>• Respond promptly and sensitively</td>
<td>• Label feelings</td>
</tr>
<tr>
<td>• Express warmth and affection</td>
<td>• Talk about connections between feelings, actions, and events</td>
</tr>
<tr>
<td>• Comfort children in distress</td>
<td>• Plan activities to build emotional understanding</td>
</tr>
<tr>
<td>• Be predictable</td>
<td>• Encourage children to talk about feelings</td>
</tr>
<tr>
<td>• Follow consistent daily schedules and routines</td>
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</tr>
<tr>
<td>• Explain what comes next</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Self-Regulation</th>
<th>Supporting Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use praise to encourage positive behaviors and cooperation</td>
<td>• Engage in back and forth play</td>
</tr>
<tr>
<td>• Redirect undesirable behavior</td>
<td>• Model pro-social behaviors</td>
</tr>
<tr>
<td>• Offer choices</td>
<td>• Help children share space</td>
</tr>
<tr>
<td>• Provide verbal and physical cues for self-control</td>
<td>• Support turn-taking</td>
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<td></td>
<td>• Offer prompts for peer interactions</td>
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<td></td>
<td>• Plan activities to promote positive peer interactions</td>
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<td></td>
<td>• Help resolve peer conflicts</td>
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</table>
Encourage Children to Talk about Feelings
See it in Action: Learn with Me

Promote Sensory Exploration
Hear from Experts
Feeling Faces

Children will sing a feelings song using paper plate stick puppets showing the matching feelings. Children will then imitate the facial expressions for each feeling.

**Primary Domain:** Social & Emotional  |  **Primary Subdomain:** Self-Awareness

**Secondary Domain:** Language & Communication  |  **Secondary Subdomain:** Listening and Understanding

**Setting**
Small Group Size

**Materials**
Paper plates, sticks, markers

**Activity Age Group(s)**
18-24 months, 24-36 months

**Early Head Start Alignment**
- Domain: Social and Emotional Development
- Subdomain: Emotional Functioning

**Goal IT-SE 7**: Child recognizes and interprets emotions of others with the support of familiar adults.

**Keywords**
face, happy, mad, surprised, scared, sad
### Social & Emotional Behaviors from the CIRCLE Teacher Goal-Setting System

#### Building Trust and Emotional Security

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>OB</th>
<th>NS</th>
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<tbody>
<tr>
<td>1</td>
<td>Responds promptly and sensitively (warmly and with genuine concern/understanding) to children’s verbal and nonverbal signals, feelings, interests, and needs.</td>
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</tr>
<tr>
<td>1</td>
<td>Expresses warmth and affection through positive nonverbal behaviors such as getting down to child’s eye level, smiling, cuddling, using reassuring touch, gentle tone of voice, and pacing that matches the child’s energy level.</td>
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<tr>
<td>1</td>
<td>Provides comfort to children in distress by responding quickly and calmly to provide physical comfort, or simply using gentle, soothing words.</td>
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<tr>
<td>1</td>
<td>Is consistent and predictable in responsive behaviors, following through with commitments to children, and being consistent in classroom management and setting limits on behavior.</td>
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</tr>
<tr>
<td>1</td>
<td>Follows a consistent daily schedule and routines (may be shown by including signals for transition routines, references to visual daily schedule, talks about schedule, talks about change in daily routine when needed).</td>
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<tr>
<td>2</td>
<td>Explains what comes next using simple reminders, especially before and during transitions.</td>
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<tr>
<td>2</td>
<td>Models respect for diversity including culture, ethnicity, gender roles, special needs, and home languages, includes reading books or using materials that reflect diverse backgrounds.</td>
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#### Promoting Emotional Understanding

<table>
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<tr>
<th></th>
<th>Description</th>
<th>OB</th>
<th>NS</th>
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<tr>
<td>2</td>
<td>Labels feelings and emotions expressed by infants and toddlers, and may also label teacher’s own feelings in an appropriate way.</td>
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<tr>
<td>3</td>
<td>Encourages children to talk about their feelings: may include modeling talking about own feelings, feelings of peers and/or characters in a story, and inviting children to continue such conversation (toddlers only).</td>
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<tr>
<td>3</td>
<td>Makes connections between children’s or storybook characters’ emotions, actions, and events (e.g., “Joey stomped his foot because he felt mad”,”The pig was scared when the wolf blew his house down”).</td>
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<tr>
<td>3</td>
<td>Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities (toddlers only).</td>
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Pilot

• 40 teachers in Dallas and Houston (20=target, 20=control)
  – 5% 4-year degree, 8% associates, 75% high school only; 13% other
  – 8% Caucasian, 58% African-American, 25% Latino, 10% other

• Up to children per classroom, ages 24-36 months

• Target teachers received:
  – the language, literacy, and social-emotional online courses;
  – a face-to-face kickoff training;
  – classroom kits that support skill-building; and
  – four hours of individualized remote coaching per month.

• To promote self-reflection, teachers were assigned activities to film and upload for coaching feedback.
Course Satisfaction (Pilot)

Total of 67 course surveys completed. Results:

• “Content presented clearly”
  – 87% strongly agree, 13% somewhat agree

• “Improved my interactions with children”
  – 88% strongly agree, 12% somewhat agree

• “Would recommend this course to others”
  – 100% strongly agree
Measures

Child Measures:
• Early Communication Indicator
• Brief Infant Toddler, Social Emotional Assessments
• Expressive One Word Picture Vocabulary Test (EOWPVT)
• MacArthur Bates CDI

Teacher Measures:
• Book Reading Practices
• Texas Rising Star, Category 2 (Caregiver-Child Interactions)
• Arnett Caregiver Interaction Scale
Preliminary Results – Book Reading Practices

Global Style:
• Contingent responsiveness (e.g., noticing child signals, pacing)
• Enthusiasm and engagement (e.g., positivity/praise, dramatic reading voice)

Book Comprehension
• Comments/Techniques (e.g., linking children’s experiences, making predictions)
• Questions/Elicitations (counted)

Results:
• \( n = 18 \) (10 target, 8 control)
• \( p = .003, d = 1.35 \)
For more information:

Email: April.Crawford@uth.tmc.edu

Visit: cliengage.org
Under “Tools and Resources,” select CIRCLE Infant & Toddler Teacher Training
The Breakthrough Series Collaborative: A CQI Approach to Implement the Pyramid Model in Early Education Centers

Stephanie Doyle, Center for the Study of Social Policy

4/17/2019
Assess the feasibility of implementing a CQI model – a Breakthrough Series Collaborative (BSC) – to support social and emotional learning (SEL) in Head Start and child care settings

- Implement a BSC in 1 Head Start and 6 child care settings in Boston, MA
- Conduct a Feasibility Study
- Design an evaluation plan to examine the effectiveness of a BSC in supporting and sustaining teacher practices, an organizational culture of quality improvement, and children’s development
THE PYRAMID MODEL

- A conceptual framework of evidence-based practices for promoting young children’s healthy social and emotional development.
- Developed by two national, federally-funded research and training centers: The Center for the Social and Emotional Foundations for Early Learning (CSEFEL) and Technical Assistance Center on Social Emotional Intervention for Youth Children (TACSEI)
WHAT IS A BREAKTHROUGH SERIES COLLABORATIVE?

- Developed by Institute for Healthcare Improvement
- An improvement approach that brings together multiple organizations to work towards a common aim using continuous quality improvement methods.
A TIMELINE FOR THE BREAKTHROUGH SERIES

Test Strategies and Share Learning!

Application / Team Selection

Learning Session 1

Action Period 1

Learning Session 2

Action Period 2

Learning Session 3

Action Period 3

Learning Session 4

Regular Webinars

Collaboration with Other Teams

Self-Assessments and Priority Setting

Monthly Data Collection and Use
BSC CORE COMPONENTS

- Teams
- Model for Improvement & PDSA's
- Content Experts & Evidence Base
- Driver Diagram and Change Framework
- Supportive Collaborative Learning

Moving from Training to Action

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**Outcomes**
- Increase the number of classrooms that show improvement in providing high quality, SEL environments;
- Increase children’s social and emotional competence; and
- Reduce challenging behaviors.

**Primary Drivers**
- Nurturing, responsive, supportive relationships and environments.
- Teaching social and emotional skills and competencies in the context of children’s culture and language.
- Family partnerships.
- Racial equity and cultural responsiveness.
- Capacity and organizational support.

**Secondary Drivers**
- Responsive classroom design.
- Predictable schedules/routines, engaging activities, and smooth transitions.
- Nurturing relationships among staff and children.
- Clear behavior expectations and directions.
- Expressing emotions.
- Problem-solving skills.
- Peer relationship skills.
- Strategies to respond to challenging behaviors.
- Encouragement of children’s autonomy.

**Changes / Interventions**
- Designated calm down space.
- Visual cues throughout the classroom.
- Develop behavior expectation; teach to class.
- Feeling faces activity.
- Children’s literature.
- Process for using daily routine to practice SEL.
- Share materials through apps.
- Parent counsel.
- Check in’s at pick up.
- Classroom visuals, toys and books are diverse.
- Developed by Associates in Process Improvement

- Simple tool that can accelerate improvement.

- Can be used with other models for CQI.
The Model for Improvement & PDSAs
Starts with a measureable AIM.
Establishes measures.
Identifies Changes:
- Best practices in the field
- Research literature
- Practice based wisdom
What are we trying to accomplish?

• 100% of infants have smooth transitions in the morning.

How will we know a change is an improvement?

• # of infants who have a smooth transition or are able to be soothed shortly after drop off each day.

What changes can we test that will result in improvement?

• Minimize time and steps in the transitions.
• Consistent teacher at drop off.
• Consistent drop off routine with family.
• Check in with parent to understand infants’ morning before drop off.
PDSAS

- Start small and learn fast
- Build evidence and confidence in the changes
- Build champions
• Two more cycles: 2) test drop off of infants to infant classroom and 3) test during nap.

• By end of the week, the morning transition was smoother. Learned that it was helpful to understand parents’ point of view. Wondered issue of changing classrooms in morning.

• Teacher introduced routine to parent and worked together to implement. Some challenges if parent was late.

• One teacher will consistently greet and create a transition routine with one infant who has had a hard to separating for one week.

Act / Adjust

Plan

Study

Do
Ramp Aim
Consistent Routines with Infants

**Cycle 1:** Test a consistent caregiver and arrival routine with one infant who has separation struggles

**Cycle 2:** Test nap routine

**Cycle 3:** Test dropping off infants to their actual classroom rather than central classroom

**Cycle 4:** Expand direct drop off to toddler and preschool classrooms.

**Cycle 5:** Implement direct drop off by communicating with staff & parents and adjust schedule to ensure coverage.

You have a theory or an idea
Ramp Aim
Consistent Routines with Infants

Cycle 1: Test a consistent caregiver and arrival routine with one infant who has separation struggles

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Start Small

Culture of Continuous Learning Project

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**Ramp Aim**

*Consistent Routines with Infants*

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*Test in more conditions*
**Ramp Aim**  
*Consistent Routines with Infants*

**Cycle 1:** Test a consistent caregiver and arrival routine with one infant who has separation struggles

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**Cycle 4:** Expand direct drop off to toddler and preschool classrooms.

**Cycle 5:** Implement direct drop off by communicating with staff & parents and adjust schedule to ensure coverage.

**Implementation and Spread:** Make it part of the routine!
THANK YOU!

SLIDES ARE AVAILABLE ON THE CCEEPRC WEBSITE

The planning for this Presentation was funded through the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (AF) and managed through a contract with Child Trends.

The views expressed in this presentation do not necessarily represent the views or policies of the Office of Planning, Research and Evaluation, the Administration for Children and Families or the U.S. Department of Health and Human Services.
Discussion
Discussion Questions

• What do we currently know about the effectiveness of these different PD models for improving ECE workforce knowledge and skills to promote SEL among children?

• What are the relative benefits of – and barriers to – these different PD approaches? Can both center-based and home-based providers benefit from the same PD methods, or do certain PD methods work better for providers in one type of setting compared to another?

• Where do we go from here in terms of efforts for supporting the ECE workforce to work with children to promote SEL and reduce challenging behaviors?
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