

WHAT TO DO ABOUT CHALLENGING BEHAVIOR IN EARLY CHILDHOOD:



A Brief Guide for the Classroom

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Introduction

Challenging behavior in early childhood is **big** issue. This is a **very brief** guide to get you started.

First recommendation: Take the *Pyramid Plus Approach (PPA) training* and receive coaching to implement this powerful approach in the classroom. The Pyramid Plus Approach includes the depth and breadth that is needed to fully address challenging behavior and, most importantly, support healthy social emotional development in young children. See “Resources...” below to find out more.

The 45-hour PPA training will take you a while to complete. In the meantime, you're experiencing challenging behavior **RIGHT NOW!** This guide is designed to give you some new ways of thinking about challenging behavior, suggest some strategies to try, and point you in the right direction as you continue.

In some cases, adopting new thinking and trying some of these strategies may be enough to make a difference. In other cases, you will need to begin a more comprehensive approach. Resources for every step along the way are included. See the “tools” icon (🔧) at the end of each section for helpful links and resource information.

The Pyramid Plus Approach (PPA) training and coaching is highly recommended for classroom staff to gain a breadth and depth of knowledge about challenging behavior & supporting healthy social emotional development. While you're working on your plan to get PPA training and coaching, this guide will give you some ideas to get started.



Resources for Introduction

To find out more about the Pyramid Plus Approach, go to: www.pyramidplus.org.

Certified Pyramid Plus Approach trainings are listed under: <http://pyramidplus.org/Future-Trainings>.

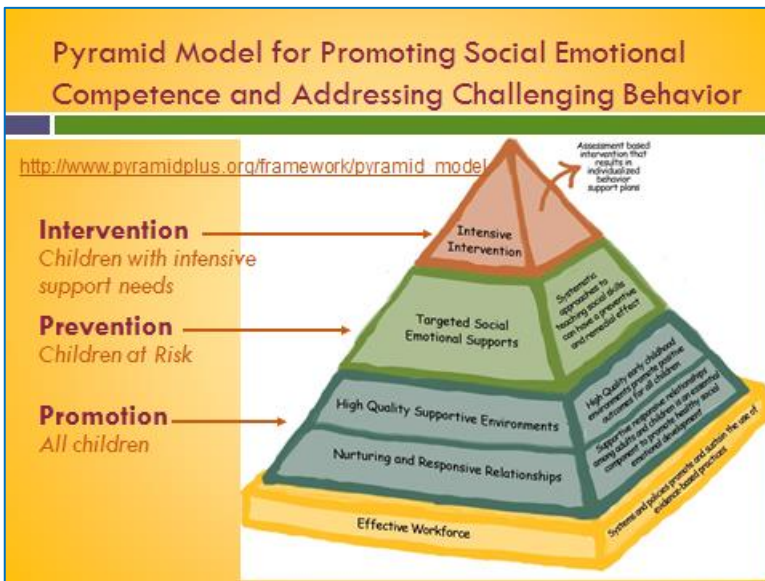
Find a certified Pyramid Plus trainer or coach here: <http://pyramidplus.org/FindCoachTrainer>.

Resources are listed at the end of each section of this guide.

To view this guide on your computer with live links, go to our online Resource Library: <http://denverearlychildhood.org/resource-library/#p=1> Under Topic Areas, click on “Mental Health / Social Emotional Wellness” and scroll through the pages to find the Guide. OR, go to <http://tinyurl.com/CBinECE>.

Adopt a Tiered Approach—“The Pyramid”

Whether you implement the Pyramid Plus Approach, or use other approaches or curricula, it is crucial that you adopt a “tiered approach,” sometimes referred to as “the Pyramid,” to address challenging behavior and support healthy social emotional development.



Start at the Bottom of the Pyramid

In the tiered approach, we start with universal, supportive strategies to promote healthy development and prevent challenging behavior for ALL children. In universal practices, **RELATIONSHIPS ARE KEY!** We begin by ensuring that we have positive, nurturing and responsive relationships with ALL children. And we work extra hard to build relationships with children with challenging behavior.

Another universal strategy is to create an **environment** that supports positive behaviors, while ensuring that we do not support or even cause the challenging behavior.

The key to success when dealing with challenging behavior is to use the **tiered approach** and to always start at the **bottom of the pyramid**. Make sure the universal practices of positive relationships and supportive environments are in place. These practices, together with a commitment to teaching skills (the middle tier), will often be all that is needed to reduce challenging behavior.

The Next Tier: Targeted Teaching

Next, we **TEACH the skills** we want to see. We use a variety of strategies to teach and support the skills a child needs.

The Top of the Pyramid

When all these efforts are fully in place and the challenging behavior continues, we start the process to create a positive behavior plan. This is a plan to fully support a child in being successful in the classroom.



You will learn a lot about the tiered approach in the Pyramid Plus Approach training. However, you can start immediately with some basic strategies and approaches. Strategies for each of the tiers are presented in the following pages.



Resources for “Adopt a Tiered Approach”

NOTE: The Pyramid Plus Approach will become “Pyramid Colorado” in 2021, housed in Healthy Child Care Colorado (<https://healthychildcareco.org/programs/pyramid-colorado/>)

The Pyramid Plus Center introduces the Pyramid Model, which forms the foundation of the Pyramid Plus Approach, here: https://www.pyramidplus.org/pyramid_model

The National Center for Pyramid Model Innovations (NCPMI) provides the latest resources and information on Pyramid Model: <https://challengingbehavior.cbcs.usf.edu/index.html>. NOTE: If you just type “challengingbehavior.org” (much easier to remember), it will automatically redirect to TACSEI.

The complete Pyramid Model Training can be found here: <https://challengingbehavior.cbcs.usf.edu/Training/Module/index.html>. For the trainings in Spanish go to: http://csefel.vanderbilt.edu/resources/training_preschool.html (Preschool Modules) or http://csefel.vanderbilt.edu/resources/modulos_infTodd.html (Infant-Toddler Modules).

The Pyramid Model Consortium offers online training in the Pyramid Model. \$49 for a one-year license for the Preschool or Infant-Toddler Modules.

<https://www.pyramidmodel.org/services/online-training/>

To learn how the tiered approach is being used nationwide in our schools, go to: <http://www.pbis.org/>. Especially see <https://www.pbis.org/pbis/tiered-framework>

Strategies for the Bottom of the Pyramid—Relationships

5:1 Ratio

One of our most common mistakes with a child with challenging behavior is that most of our interactions center around telling the child what he is doing wrong. We may say, “No,” “Don’t...,” “Stop...” repeatedly. Thus, the child has more negative interactions than positive ones with his caregivers.

A basic principle of relationships is that we need to have at least 5 positive interactions for every negative one in order to build a supportive relationship with a child. It can be tough to do this with a child with challenging behavior! Yet it is vitally important that we do. Without a positive relationship, all other strategies we might try will likely not be successful.

It can be challenging to have a positive, nurturing relationship with a child with negative behaviors. Yet it is the most important thing we can do to support positive behavior in a child! We need to have at least 5 positive interactions for every negative one with ALL children, especially those who struggle with challenging behavior.

5:1



**HAVE AT LEAST 5
“DEPOSITS” (POSITIVE
INTERACTIONS) FOR
EVERY “WITHDRAWAL”
(NEGATIVE INTERACTION)**

One of the most powerful ways we can increase our positive interactions with a child with challenging behavior is to become “good behavior detectives.” Always be on the lookout for when the child is behaving appropriately and acknowledge the child with **POSITIVE, DESCRIPTIVE LANGUAGE**.

What is Positive, Descriptive Language? Beyond “Good Job”

Many of us are in the habit of saying something like, “Good job!” whenever a child does something positive. This is an ineffective approach for three reasons: First, when we say this phrase over and over, it loses all meaning. Second, a child may have no idea what they did to earn a “good job.” Third, children begin to believe that they should have a reward from someone else for their behavior rather than feeling good about it within themselves.

What’s the solution? **POSITIVE, DESCRIPTIVE LANGUAGE!**

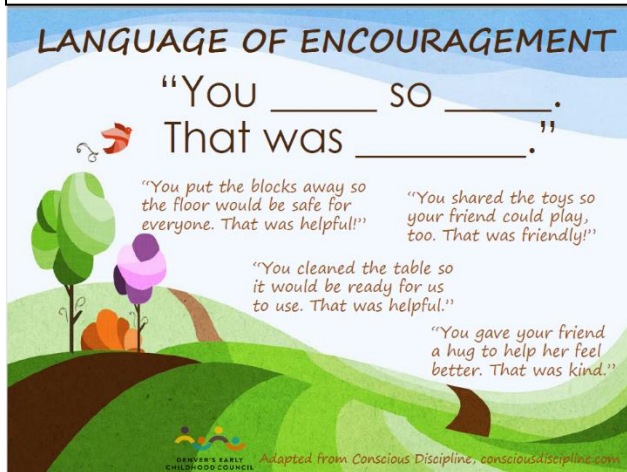
Instead of saying something like “good job” or “I like how you…” or “that’s great,” simply DESCRIBE what the child did. This is especially important for children with challenging behavior, as they need to hear very specifically the behavior that you want them to demonstrate.

Baby Steps. In your role as a “good behavior detective,” you are looking for even the slightest movement toward the behavior we would like to see in a child. We **MUST** change our focus from what the child is NOT doing to what she IS doing, no matter how small.

BONUS from Conscious Discipline. Use the “Language of Encouragement” formula to support positive behavior in a powerful way.
www.ConsciousDiscipline.com

Some examples:

- A child who normally refuses to help clean up puts one block on the shelf. You say, “You picked up a block and put it on the shelf right where it belongs! You’re a good cleaner-upper!” NOTE: A child is much more likely to put another block away when she gets this response as opposed to “Well, there are 20 more blocks that need to be put away, too.”
- A child who has problems with aggression toward peers plays appropriately with others for 2 minutes. You say, “Look how you’re playing dress up with Sarah and Stephanie! You’re being a good friend!”
- A child who often has to be reminded to “use your walking feet” walks across the room to get his coat. You say, “You used your walking feet to go all the way across the room!”



Avoid saying “good job” after these descriptive statements. Simply describe (with some enthusiasm) what they did. If you like, you can

add something that their good behavior shows about them such as “That shows that you’re a good friend,” or “You really know how to follow the rules,” or “You are very helpful (or cooperative, or gentle, or kind, etc.)”



Resources for Relationships

Handout: “Some Starters for Giving Positive Feedback and Encouragement.”
<http://csefel.vanderbilt.edu/modules-archive/module1/handouts/3.pdf>.

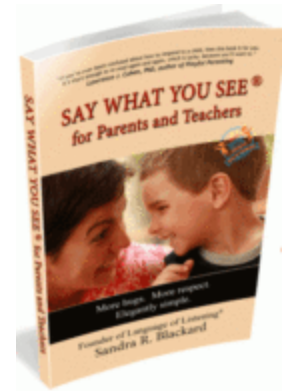
The best source of information about positive, descriptive language can be found at: www.languageoflistening.com/. This site presents the very powerful approach of “say what you see and add a strength.” You can read a book about it online (for free!), sign up for regular emails, watch videos, and pay a low fee to take online classes.

From the National Center for Pyramid Model Innovations (NCPMI): “Communication is Key,” a guide to stating expectations positively to avoid saying, “no,” “don’t” and “stop.” Also has lots of examples of using positive, descriptive language when child shows positive behavior.

https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_B_CommunicationIsKey.pdf

CSEFEL has an excellent series of articles called “What Works Briefs.” Find all of them here: http://csefel.vanderbilt.edu/resources/what_works.html
 For each brief, there is a complete article as well as a 1-page Handout that summarizes the information. See especially:

- Brief 12. Building Positive Teacher-Child Relationships
- Brief 20. Expressing Warmth and Affection to Children
- Brief 22. Acknowledging Children's Positive Behaviors



Strategies for the Bottom of the Pyramid—Environment

Use Visuals & Individualize

You work hard to create an inviting environment in your classroom. Did you know that you can also make an environment that supports social emotional development and positive behavior? A carefully designed environment can be like having another staff person in the room!

*Two important ideas that need to be present in all aspects of your environment—the physical environment, your schedule & routines, rules & expectations, and transitions—are to use **VISUALS** and to provide **INDIVIDUALIZED SUPPORTS** for children who need it.*

The Pyramid Plus Approach training has 3 sessions devoted to the environment: the physical environment, schedule & routines, and expectations/rules & transitions.

A common theme that runs throughout all of these sessions is the importance of using **VISUALS** and of providing **INDIVIDUALIZED SUPPORTS** for children who struggle.

Here are a few examples:

Schedule

It's not enough to have an organized, well-balanced schedule. You need to:

- create a visual schedule (words AND pictures); photos of YOUR children are best, but clip art is fine, too.
- post it at the children's eye level
- teach it to the children
- review it regularly
- provide individual visual schedules for children who have a difficult time following the schedule.



Pictorial Daily Schedule for Wee Ones



Visual schedules for the whole classroom. Use photos or clip art for the visuals. See "Resources" for where to find visuals.



Examples of individual visual schedules for children who need extra support.



Notice the clip for tracking where the classroom is on the schedule. This is an excellent strategy for reviewing and referring to the schedule throughout the day. "The clip is on 'Group.' Are we in group now, children? No! Where are we now? Who will come change the clip to 'Centers'?"

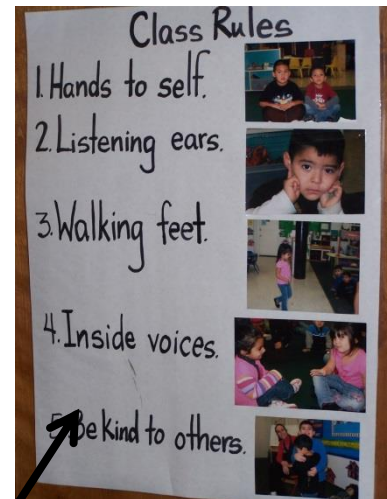


At the beginning of the day, this teacher reviews the schedule with a child using his very own individual visual schedule. Then, during particularly difficult transitions, the teacher again shows the child his schedule and reviews, "We're all done with.... Now we're at.... Soon it will be over and then we will...."

Classroom Rules

Guidelines for effective classroom rules:

- Have 3-5 rules
- All stated in the positive (what to do, rather than what not to do); for example
 - “We use walking feet” rather than “No running”
 - “We use gentle touches” rather than “No hitting”
- Create visual rules (words and pictures)
- Post them at children’s eye level
- Teach them to the children
- Review them regularly
- Provide individual supports for children who have a difficult time following the schedule



Visual classroom rules. These pictures show rules that are posted for the whole class. Remember: Just like with visual schedules, you can create sets of rules for individual children as well. Individual rules can be in a small booklet, each rule on a laminated card and put on a ring, or simply a photograph of the classroom rules.

Circle Time Rules. You can follow the same guidelines to create separate sets of rules. Here are examples of Circle Time Rules. You could also have Playground Rules and Hallway Rules.



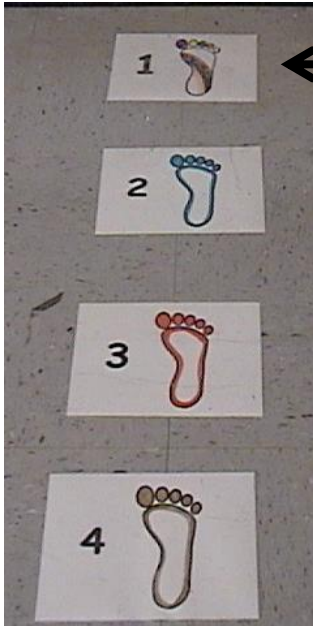
Individual Circle Time Rules. You can create individual rules for each set of rules that you use.



Visuals to Help Children follow Routines & Expectations in Classroom

To help with **cleaning up**.

- Use pictures and words to label shelves & bins
- Put label on the bin and the shelf



To help with **lining up**.

- Create visuals and affix them on the floor to indicate spots for children to line up. This example shows a foot graphic.
- Make sure there's plenty of space between to avoid conflict over personal space!
- Including numbers and different colors in your system provides the opportunity to embed cognitive learning into lining up.
- Print cards with the same pictures to show children where to go and provide choices ("Do you want to go to the blue #2 foot or the red #3 foot?")

To show that an area or center is **closed**.



To **limit the number of children** allowed in a center.

- Each center has a sign with the number of velcro pieces corresponding to the number of children allowed in the center.
- Children have pictures of themselves that they velcro to the sign when they enter the center.
- Children know by looking at the sign whether or not there is room in the center or if they need to make another choice.
- This increases independence in the children and reduces the time adults have to monitor and redirect children when centers are full.



Resources for the Environment

The NCPMI Website has a Visual Strategies Tip Sheet found here: https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_VisualStrategiesTip.pdf

You can find many other resources for using visuals at NCPMI. To find them, follow these steps:

- Go to the “Tool Kit”—Teaching Tools for Young Children with Challenging Behavior <https://challengingbehavior.cbcs.usf.edu/Pyramid/pbs/TTYC/tools.html>.
- Scroll down to the Table of Contents.
- Click on 5: Visual Strategies.
- Download any documents you’d like



Be sure to explore all the resources available to you in this Tool Kit.



More visuals are available from the Head Start Center on Inclusion. Find visual cues on: Transitions, General Behavior, Expectations, Circle Time and Classroom Jobs here: <http://headstartinclusion.org/teacher-tools#visual>

Strategies for the Middle of the Pyramid—Teach Skills

When we see any type of challenging behavior, we usually ask ourselves: “How can I change or stop this behavior?” This is the wrong question! When we start out asking the wrong question, we will get the wrong answer.

Some better questions to ask are:

- What is the child trying to do through this behavior?
- What skills can we teach the child so s/he can do that in an appropriate way?

A very important concept to remember is this:

Almost all challenging behavior can be linked to a skill that the child needs but does not have.

Therefore, the most effective thing we can do to address the challenging behavior is to identify and then teach that skill.

For example:

The first and most important thing we need to do when faced with challenging behavior is to work to understand the behavior. We need to ask ourselves why the child is using this behavior and what skills the child is lacking that is leading to the behavior.

- A child is trying to express anger (which is a perfectly fine thing to do) but doesn't know an appropriate way to do that. He screams and kicks to show his anger.
- A child wants to interact with other children but doesn't know how to enter play. He walks into the block area and knocks down what the other children have built.
- A child has challenging behavior during transitions (refuses to stop what he's doing, throws toys when adult directs him to stop) because he has never learned how to follow a structured schedule.

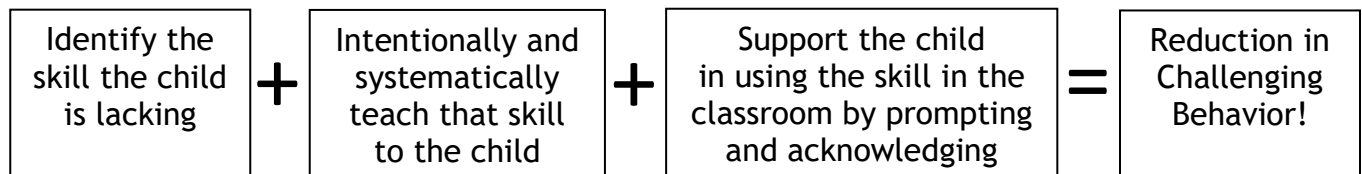
Your first step is to look at any challenging behavior you see in this way. When you see challenging behavior, try to complete a sentence such as:

- This child is [biting, kicking, refusing to follow directions, etc.] because:
 - he is trying to...
 - he wants to... [or *doesn't* want to...]
 - he doesn't know how to...

Once you have completed this sentence, you need to teach the skill that the child is lacking.

- A child who bites because he is trying to express anger can be taught to use words or signs to say, “I’m angry.”
- A child who throws toys because he doesn’t want to stop playing and clean up can be taught to follow his individual schedule and/or to ask for help when it’s time to clean up.
- A child who disrupts other children’s play because he wants to join them can be taught how to get another’s attention and ask to play.

Here’s the complete formula for reducing challenging behavior by teaching skills:



For the formula to work, you simply have to do each step well. We’ve already discussed how to identify the skill the child is lacking. Here are a few pointers on how to do the next two steps well.

Intentionally and Systematically Teach the Skill

Teach ALL the Children. Your first question might be, “How can I find time to teach skills to an individual child?!” The answer is to teach the skills to your entire class. Here’s why:


- The lesson becomes a part of your normal schedule, so it doesn’t take any time away from your regular routine, nor does it take attention away from the other children.
- The skills that an individual child needs to learn are going to be important prosocial skills that will benefit ALL children, even those who already have good social skills.
- When children who have stronger social skills learn the exact strategies that you will teach to the “focus child” (the child with challenging behavior), those children will be better equipped to support the child who struggles. It will actually make your job easier when other children remind a child to use a skill you’ve taught.

When a child needs to be taught how to take turns, for example, you can plan a lesson for the entire class. Then everyone in the classroom knows how to ask, “Can I have a turn?”, decide together how much time before the child gets a turn, get the timers and set them. If your

focus child grabs a toy away from a child, that child may say, “Remember to say, ‘Can I have a turn?’”

Elements of Effective Teaching. To effectively teach social emotional skills (or anything else, for that matter) there are certain elements that should be present. Here are the elements of teaching skills to young children. You can read more about it in the article on the NCPMI site, “You Got It!” found here: https://challengingbehavior.cbcs.usf.edu/docs/YouGotIt_Teaching-Social-Emotional-Skills.pdf

Getting Attention



Here is an example of a poster to teach the “tap and say name” skill for getting someone’s attention. This poster comes from the LEAP curriculum. You can find all of their teaching posters here: <http://denverearlychildhood.org/wp-content/uploads/2015/11/Social-Posters.pdf>

- **Have visuals.** If you’re teaching a child to tap on the shoulder and say someone’s name to get their attention, have a poster with words and pictures that shows the skill.
- **Explicitly teach** what you want the child to do. Break it down into the smallest steps and teach each one. Don’t assume every child knows what it means to “share,” for example. A highly effective way to teach is to use puppets during large or small group time to teach the children about the skill and the steps to using the skill. Here are specific strategies for teaching **puppet lessons**:
 - Have the puppet(s) tell a story about when they needed to use the skill but didn’t know how to use it. For example, in teaching the rule “We use walking feet,” the puppet could tell and act out when he used to run through the classroom and he would get hurt when he fell or hurt others when he ran into them.
 - Then the puppet tells about learning the steps and how it made things better, e.g., “Now I learned to always use my walking feet inside. It keeps me safe, our things safe and everyone else safe!”
 - Have the puppet lead the children in practicing. “Show me how you walk to get your coat... Let’s all walk together to line up by the door...” Perhaps the children could sing a simple song or chant (“We use our walking feet”) while practicing.
- Have the children practice during a time other than when the challenging behavior is happening. After you teach the lesson, create times throughout the day and week for children to practice. Set up role plays or set challenges for the children.

Support through Prompting & Acknowledging

Remind and **prompt** the children to use the skill you taught multiple times each day. It’s not enough to just teach a lesson! Be aware of

opportunities for children to ***practice the skill in real life*** throughout the day. Remind and prompt them regularly BEFORE challenging behavior begins.

For example:

- Joey, it looks like you want to play with the other boys in blocks. Remember to tap one of them on the shoulder, say his name to get his attention and ask, “Can I play with you?”
- [Before children line up] We learned today about keeping our hands safe and to ourselves when we line up. I’m going to be watching to see how well you can do that!
- Sarah, I know that sometimes you get mad if the other children don’t play the way you want them do. If that happens, remember to stop, take 3 deep breaths and then talk to them. And you can always get help from me if you need it.

Acknowledge even small steps toward doing the behavior correctly with **positive descriptive language**. Simply tell the child the positive thing you saw him do: “You put a block away on the shelf right where it belongs!” or “You’re really using your gentle hands with your friends.” This might be one of the most important elements in teaching a new skill: Pay more attention (at least 5 times more) to the child when the child does the positive behavior than when the child exhibits negative behavior.

Here is a link to a planning sheet you can use to plan each step of teaching skills to children. This sheet will help ensure that you don’t leave out any of the elements to effective teaching. <http://denverearlychildhood.org/wp-content/uploads/2015/11/Teaching-Social-Skills-Planning-Sheet.pdf>

It’s not enough to teach a skill to children. We must also support them in using the skill in real-life situations in the classroom. The two most powerful tools for doing this are PROMPTING (giving reminders before or during opportunities to use the skill) and ACKNOWLEDGING (using positive descriptive language to recognize when a child uses the new skill even just a little bit).



Resources for Teaching Social Skills

There is an excellent **article** on the NCPMI site, “You Got It!” found here: https://challengingbehavior.cbcs.usf.edu/docs/YouGotIt_Teaching-Social-Emotional-Skills.pdf

On the old website, there were 3 “**Make & Take Workshops**,” so called because each one provides everything you need to lead a workshop that includes making supportive visual materials to use to improve the classroom and teach skills to children. These appear to no longer be available online. If you would like the files, please email susan@denverearlychildhood.org. The topics are:

- Thoughtful Transitions Reduce Traffic Jams and Challenges

- Reducing Challenging Behavior by Clarifying Expectations, Rules, and Routines
- Problem Solving

Teaching Social Skills Planning Sheet. Allows you to document and plan each step of teaching new skills to young children, starting with defining the skill to be taught and including the strategies you will use and the specific words you'll use to prompt and acknowledge. <http://denverearlychildhood.org/wp-content/uploads/2015/11/Teaching-Social-Skills-Planning-Sheet.pdf>

The **LEAP social skills posters** from Learning Experiences: An Alternative Program for Preschoolers and their Parents (LEAP), as discussed on page 12, can be found here: <http://denverearlychildhood.org/wp-content/uploads/2015/11/Social-Posters.pdf>. You can read more about LEAP and find ideas for how to teach using the posters here: <http://files.eric.ed.gov/fulltext/ED439569.pdf>. Go to page 29 of the PDF to see sample scripts for teaching using the LEAP Posters.

Scripted Stories or **Social Stories** can be a powerful tool for teaching skills to children. They help children understand a social situation by describing the situation, what the child needs to do, and how others feel when the child exhibits the inappropriate behavior or desired behavior. For tips and samples go to:

- <https://challengingbehavior.cbcs.usf.edu/resources/index.html> (This takes you to the Resource Library; under “Category,” choose Scripted Stories for Social Situations)
- http://headstartinclusion.org/social_stories. Click on “download Social Stories” to see the stories available.

About the Top of the Pyramid—Positive Behavior Support (PBS) Plans

Here, we offer a brief introduction to positive behavior support (PBS) plans and offer a few concepts and ideas to keep in mind before beginning such an endeavor.

The NCPMI website offers a wealth of information about PBS (<https://challengingbehavior.cbcs.usf.edu/Pyramid/pbs/index.html>). Be sure to click on all the tabs related to PBS, including: PBS Process, Case Study, Resources, and Teaching Tools.

According to NCPMI, to successfully implement PBS, it is essential that each of the following six steps is followed in order:

- (1) Building a Behavior Support Team;
- (2) Person-Centered Planning;

- (3) Functional Behavioral Assessment;
- (4) Hypothesis Development;
- (5) Behavior Support Plan Development; and
- (6) Monitoring Outcomes.

You can find more information about each step here:

<https://challengingbehavior.cbcs.usf.edu/Pyramid/pbs/process.html>

Click on each of the steps to learn more.

Sometimes, “behavior planning” consists of a specialist observing the classroom for an hour or two and then presenting a list to the teacher of what she should do. This approach often does not yield a successful outcome because there wasn’t a team, neither the teacher nor the family was involved in the process, the teacher may not have the support to implement the plan presented by the specialist, and there is no Functional Behavioral Assessment (FBA) that tells us why the child is exhibiting the challenging behavior. Such a process is not likely to be successful.

While it is important to utilize the skills of someone with expertise in behavior planning, it is equally important that the specialist work with a TEAM to create the plan.

Some important things to remember about Positive Behavior Support (PBS) planning are:

- ▶ *It takes a team! It’s not about one person making a plan for someone else to complete.*
- ▶ *It is crucial to complete a Functional Behavioral Assessment (FBA) to ensure that the team understands the child’s behavior before creating the plan.*
- ▶ *Utilize the services of someone with experience and expertise in PBS to work with the team.*
- ▶ *Collecting data is an important—and often overlooked—part of the plan.*



Resources for PBS Planning

In addition to the NCPMI resources listed above, in Colorado you can access your local Mental Health Community Center to find your Early Childhood Mental Health Specialist, who can assist with behavior planning. There is one Early Childhood Mental Health Specialist based in each of the 17 Community Mental Health Centers across Colorado. Find your Community Mental Health Center here:

<http://www.cbhc.org/news/wp-content/uploads/2008/01/MHC-Geographic-Map-with-Links-12.21.10.pdf>. Click on your county.

To learn more, go to

http://coloradoofficeofearlychildhood.force.com/oec/OEC_Families?p=Family&s=Social-Emotional-Development&lang=en, and click on “Early Childhood Mental Health Specialist Program.” For more information about Early Childhood Mental Health (ECMH) Specialists or to request a consultation, contact: The Office of Early Childhood at 303.866.5948 or 1.800.799.5876 and request to speak to the Early Childhood Mental Health Specialists Program Manager.

To learn about the Mental Health Center of Denver’s Early Childhood Specialist Services in Denver, go to:

<https://mhcd.org/infant-pre-school/>

Your local Early Childhood Council may also be able to help you find someone with expertise in PBS. Find your local Council here:

http://coloradoofficeofearlychildhood.force.com/oec/OEC_Partners?p=Partners&s=EC-Councils&lang=en

Denver's Early Childhood Council

Denver's Early Childhood Council is a coalition of leaders across Denver committed to working together on behalf of our youngest children. We help children thrive by working to provide equitable access to quality child care, early learning and health services.



Inform

Support

Develop

We provide the latest information, resources and professional development opportunities to early learning providers in Denver, helping them and the families they serve stay informed about quality care and improving the learning environment and safety of children.

We work directly with early learning providers to enhance and improve the quality of their services and to strengthen the early childhood profession.

- Research shows that high quality early learning programs benefit all children and better prepare low-income, at-risk children for success in school.
- Children served in higher quality child care programs have shown greater developmental growth and higher percentages of school readiness than children in other child care or non-child care settings.

Collaborate

Advocate

Advance

We are a hub, a change agent, and a leading voice in advocating for policy and practices that strengthen the early childhood system overall.



Denver's Early Childhood Council helps to advance policy and systems change that make quality care and learning available to thousands of children who otherwise may not have access. Our face-to-face work with early learning providers, early childhood advocates and other collaborators helps us understand what is needed most as we work to build higher quality early childhood experiences for all young children in Denver.

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