

Research says that social-emotional skills are directly related to school success.

Children are **more** likely to be successful in school if they:

- can identify emotions in themselves and others;
- can relate to adults and peers in positive ways;
- can manage anger, frustration and distress;
- enjoy learning and approach it with enthusiasm.

Children are **less** likely to be successful in school if they:

- are frequently aggressive;
- engage in oppositional behavior;
- constantly seek attention;
- are unable to control their impulsive behavior;
- are unable to cooperate with others;
- ignore peers and adults.

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**Assigned territories are subject to change based on specialist location and need.*

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Promoting Healthy Social Behaviors in Child Care Centers



**Helping teachers
support all children
and address
challenging behaviors**

Did you know that...

Research says that behavior problems in young children are on the rise?

Between 10% and 25% of young children display challenging behavior inappropriate for their developmental level?

Teachers report that children's disruptive behavior is the single biggest challenge they face?

Children with challenging behaviors have a serious risk of school failure.

Between 2 and 5 years of age the brain is primed and ready to learn to manage impulses and emotions?

Learning appropriate social-emotional skills depends largely on having caring adults to model, guide and offer support?

In NC, nearly 15% of pre-kindergarten teachers expelled at least one child over the last year?

DCDEE recently approved a Suspension Expulsion Policy aimed at reducing the use of exclusion practices in all licensed child care facilities.

What are the goals of the Promoting Healthy Social Behaviors in Child Care Centers Project?

NC established the statewide *Healthy Social Behaviors* initiative in 2005 to:

- provide **specialized consultation, technical assistance and training** focusing on identifying, preventing, and addressing challenging behaviors in young children in child care centers;
- reduce the use of exclusion practices in licensed child care, including suspension and expulsion;
- promote social competencies in all children in child care centers;
- help teachers determine strategies to teach children socially appropriate behaviors;
- work with teachers to enhance classroom management techniques and promote child-centered learning activities that promote pro-social behaviors;
- provide educational resources through articles and training events to others in the community interested in promoting the social-emotional health of NC's young children.

What are the goals of the Project's new Expulsion Prevention Initiative?

DCDEE expanded the statewide *Healthy Social Behaviors* Project in 2018 to:

- provide **specialized training** to administrators of all licensed child care facilities on NC's Child Care Suspension and Expulsion Policy, including information on:
 - Research on the use of exclusion practices in preschool;
 - Impacts of exclusion on children & families;
 - Importance of social-emotional development to prevention of exclusion practices;
 - Effects of implicit bias on retention;
 - Effective program policies, procedures and protocols; and
 - Evidence-based practices to prevent challenging behavior.

