

The ASaP Project: A Shared learning journey

Marilyn Armstrong (ASaP Project Lead)

Funded by Alberta Human Services

Alberta  Government

Agenda at a Glance



- Rationale for ASaP
- Overview of the Teaching Pyramid Model Framework
- Lessons Learned

The Research...



How are Alberta's Children Doing?



28.9%

experiencing great difficulty in one or more of the five areas of development.



The Research...



How are Alberta's Adults Doing?



The Educators

41%

have training at
the assistant level
(a 50-hour online
course)



Muttart foundation,.2014. Advancing the Educational Preparation and Professional Development of Alberta's Early Learning and Care Workforce

Turning Children Away from Care

36%

Unable to accept children with special needs due to
lack of skill or confidence

Alberta Inclusive Child Care Project (2011)

Navigating Resources

43%

Unsuccessful when
requested

20%

request parent to
withdraw child

The ASaP Continuum Project



Mission

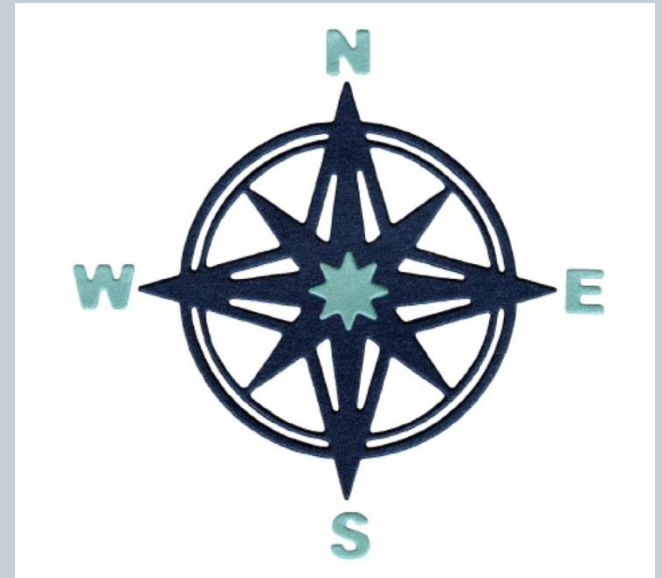
By providing early learning and care programs **access to the right supports, at the right time**, ASaP builds upon the **skills, knowledge and confidence** of educators to ensure the meaningful participation and inclusion of all children.



Edmonton and beyond.....



- 15 sites in Edmonton Region
- 11 sites in Calgary Region
- 5 sites in Central Region
- 4 sites in North Region
- 3 sites in South Region



System navigation
Adult capacity building
Parent engagement

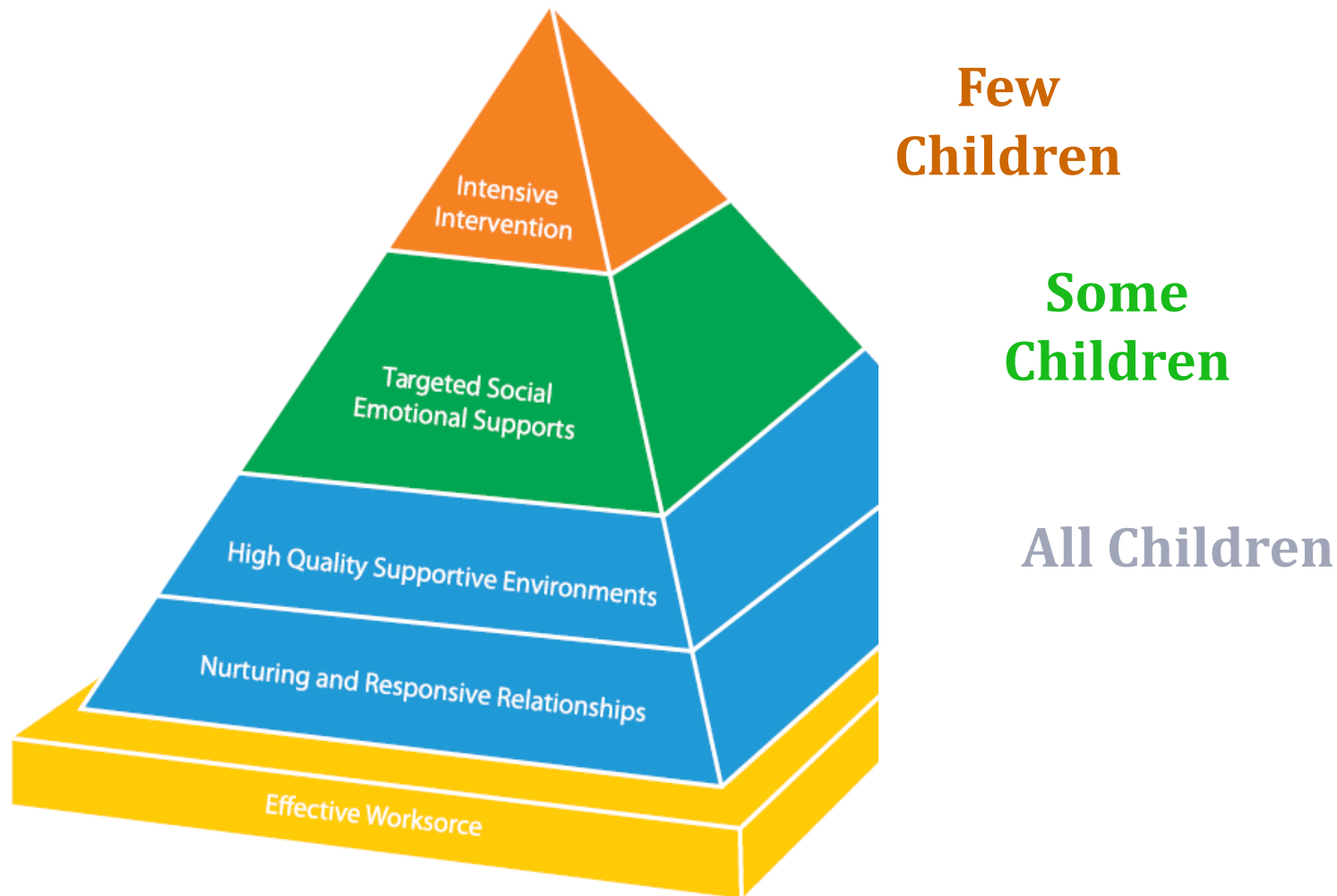


Zero rejection policy



The Teaching Pyramid Model:

Promoting Social and Emotional Competence and Addressing Challenging Behavior (<http://csefel.vanderbilt.edu/>)





Teaching Pyramid Model

+

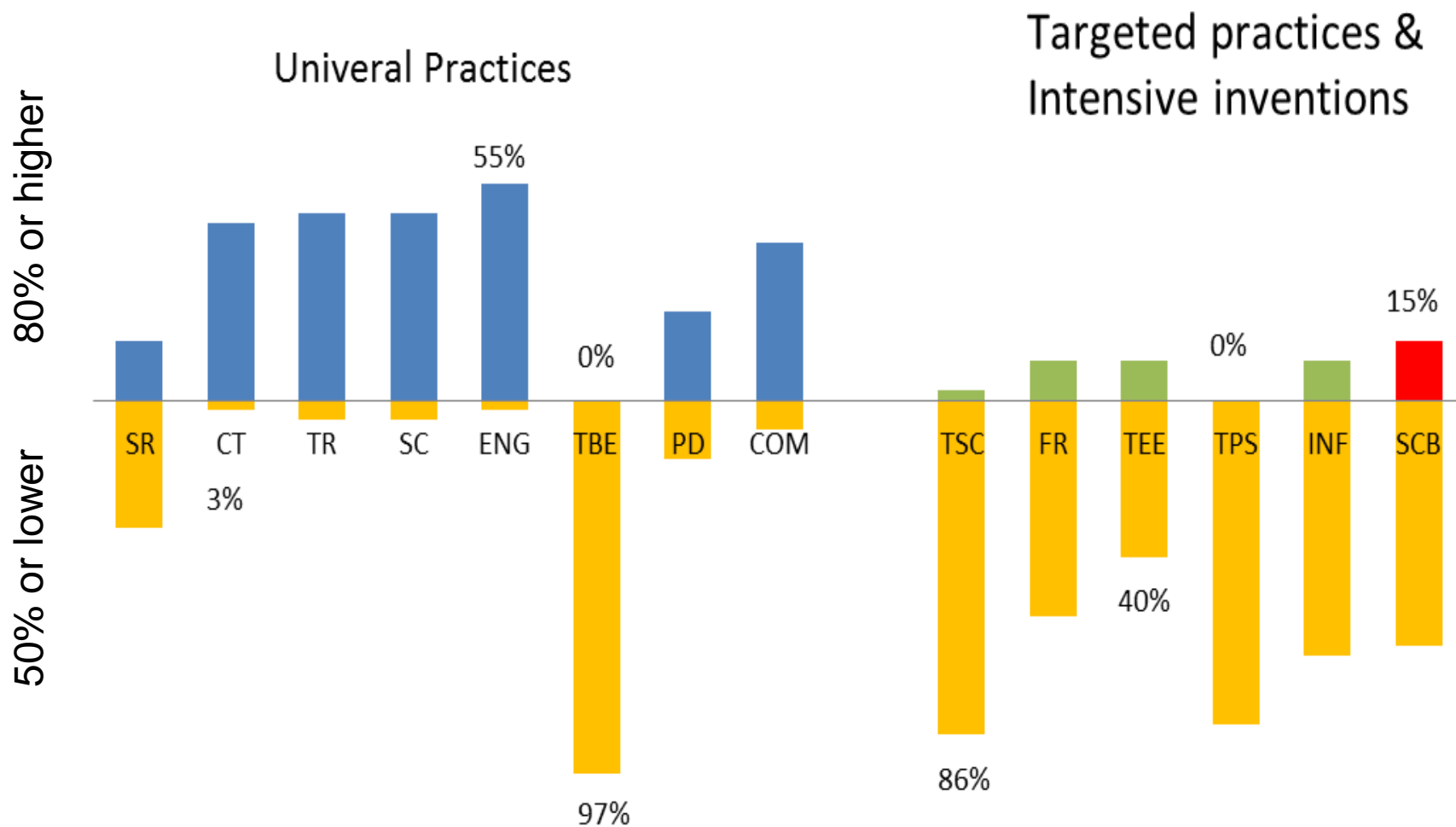


Practice Based Coaching

=

Quality Teaching Practices

Alberta's baseline of SE strategies (N= 40)



After 6 months of coaching...



Most educators made **20%** or more growth in using Pyramid Model practices including:

- ❑ Teaching social skills and emotional competencies
- ❑ Teaching children to express emotions
- ❑ Teaching children friendship skills
- ❑ Teaching problem solving skills
- ❑ Supporting challenging behaviour

Lessons Learned



- Program Wide Leadership team is key
- SE practices (targeted) are consistently below 50%, regardless of quality of environment
- Merging philosophy and practices across diverse fields of study (early childhood, early intervention, special education and mental health)
- Walk a long support raised educator's confidence in responding to behavior and communicating with families

Testimonials

“Before, when we talked to parents, the majority of the staff (myself included), found it hard to explain what we were doing. Now, I find talking with parents comes naturally.”

Director, Child Care

“Just being able to step back and be patient with the process has been good... How we see the children and how we see ourselves is a bit of a shift.”

Educator, Child Care

Questions?

