



Colorado Office of Professional Development  
Social/Emotional Training Needs Survey Report  
October 2008

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The Colorado Office of Professional Development (COPD) began operation in the spring of 2006. COPD is the statewide entity responsible for improving the quality of services, supports and education for young children and their families by enhancing the knowledge, skills and professional advancement of early childhood professionals. The Office has adopted a multi-disciplinary approach to professional development covering early childhood mental health, child health, parent education/family support, and early childhood education. One of its annual tasks is to conduct a survey of various early childhood stakeholders to determine the training needs of the professionals who work with young children in the state of Colorado. The previous year's survey results (O'Brien, 2006) indicated that there was a great need for training in early childhood social/emotional health. This survey was created to examine this need in greater detail. The resulting information will be used to guide The Office of Professional Development's future activities and inform other early childhood social emotional professional development stakeholders.

To build on previous work done in this area, a literature review was conducted. Most of the surveys focus on challenging behavior in early care and education settings with varying degrees of attention to professional development needs. The *Preventative Mental Health Services for Young Children in Alameda County* (Garling, Leung, Cleary, 2002) study highlighted that early educators often feel that they do not have the appropriate training to meet the social and emotional needs of the children in their care. This echoes earlier findings by Kaufmann and Wischmann, 1999). The *National Survey of Early Childhood Educators' Training Needs and Practices Related to Children's Social and Emotional Development and Challenging Behavior* (Hemmeter, Cheatham, Corso, 2006) surveyed over 500 early childhood educators and found that their highest rated training need was addressing challenging behavior. In this state, the *Children with Challenging Behavior: A Survey of Licensed Early Care and Education Settings in Colorado* (Hoover, 2006) determined that training (as opposed to peers, administrators,

consultants, the internet, etc.) is the primary means by which early educators access information and help with challenging behaviors. Additionally, this survey asked Directors to rate a number of training areas for level of need. The training area 'Problem Solving Strategies for Children with Challenging Behavior' was rated as the most crucial need.

### **Methodology**

The survey was drafted using a web-based survey tool. It was then field tested to ensure that the questions and response choices were clear and comprehensive, the survey software was operating properly and to gauge how long it took to complete the survey's eight questions. Modifications were made due to the feedback garnered from the field test (see Appendix A for a full text copy of the survey). A pre-notification email was sent to all prospective respondents briefly explaining the survey and urging their participation. Next, an email was sent to the same group of potential respondents that included a description of COPD, the purpose of the survey, assurance that their responses would remain confidential, where they could access the final report and the link to the survey. The survey was sent out to 748 people and 386 people responded, resulting in a 52% response rate.

The survey was sent out to the following organizations and groups: Colorado Early Childhood Council Coordinators, COPD/Qualistar Approved Trainers, the Coaching Consortium, the Colorado Head Start Association Board, the Early Childhood Education Association of Colorado Board, the COPD Advisory Board, Resource and Referral Directors, Invest in Kids, Colorado Parent and Child Foundation, statewide early childhood faculty, Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Model Trainers, the Colorado Association for the Education of Young Children Board, early childhood mental health specialists, BLOOM mental health practitioners, directors of Community Centered Boards, Child Find Coordinators, Colorado Association for Infant Mental Health members, Community Mental Health Centers with an Early

Childhood Mental Health Specialist, the COPD Social/Emotional Core Knowledge and Credential Working Group, Early Childhood Connections and the COPD Early Childhood Social/Emotional Planning Council. Surveying these groups meant that many of the respondents were not direct practitioners but in roles that lend support to direct practitioners.

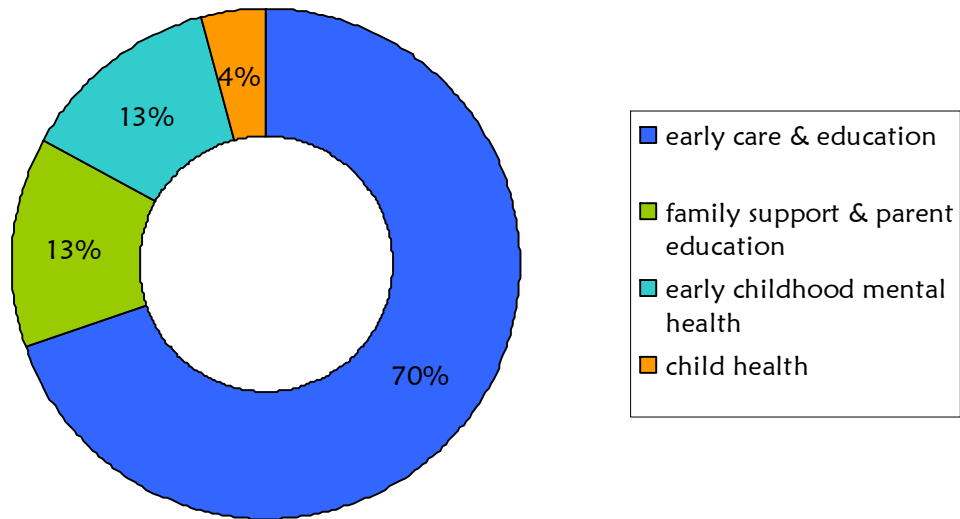
The survey was open (accessible by the web link) for six weeks. After three weeks, one email was sent to everyone thanking those who had completed the survey and urging people who hadn't to do so. When the survey closed, the designer could download the results in spreadsheet format and manipulate the data within a spreadsheet program. Additionally, a report summarizing the responses to the quantitative questions is generated by the web-based survey tool. Responses to the qualitative questions were compiled and tallied, searching for common themes and most frequently occurring responses.

## **Findings**

### ***Characteristics of Survey Participants***

Of the four domains (child health, child mental health, early childhood education, family support services), most respondents (70%) reported that they primarily work in early childhood education. Thirteen percent of the survey participants work in family support services, 4% in child health and 13% in child mental health. Chart 1 illustrates this distribution.

**Chart 1. In which domain do you primarily work?**

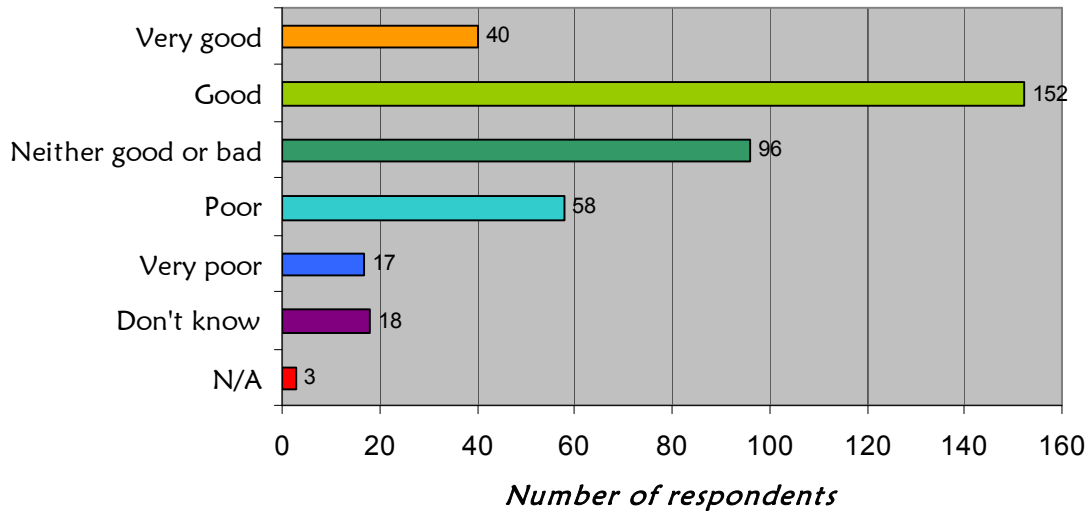


At least one individual from every county in Colorado responded to the survey. El Paso County had the most respondents at 14.5% (47), followed closely by Denver County at 13.8% (45). Twenty-seven (8.3%) people reported working with the entire state, rather than an individual or a group of counties. See Appendix B for an illustration of respondents by county.

### ***Rating Existing Professional Development Opportunities***

Two survey questions asked respondents to rate existing social/emotional professional development opportunities in their community. The first asked participants to rate the *quality* of social/emotional professional development opportunities currently available in their community. Chart 2 depicts the responses to this question.

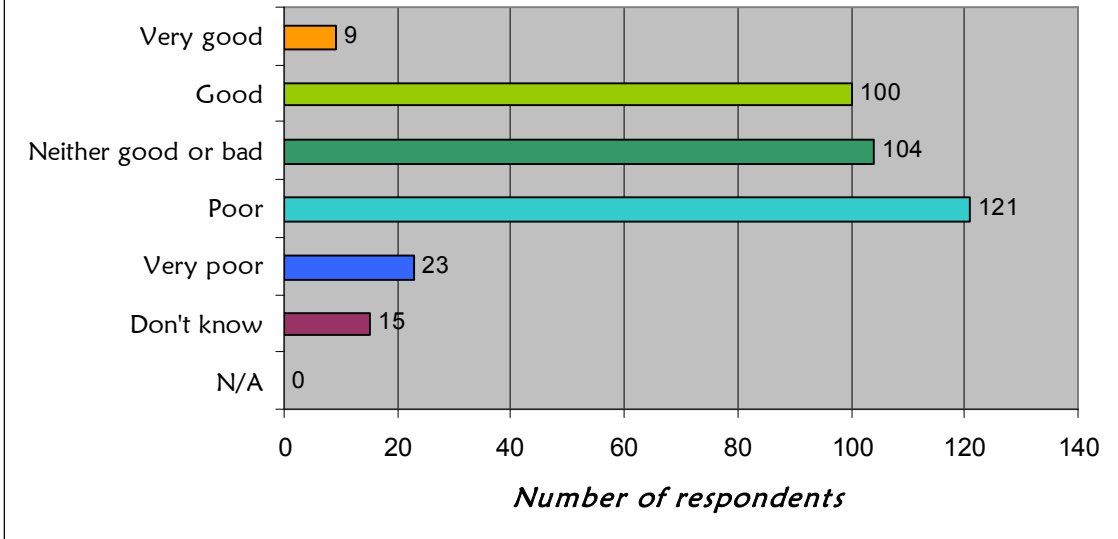
**Chart 2. How would you rate the QUALITY of social/emotional professional development opportunities currently available in your service area?**



Fifty percent of the respondents felt that the quality of social/emotional professional development opportunities currently available in their community is either good or very good. Twenty-five percent felt that it was neither good or bad. Twenty percent rated it either poor or very poor.

Respondents were then asked to rate the *quantity* of social/emotional professional development opportunities currently available in their communities. Chart 3 illustrates the responses to this question.

**Chart 3. How would you rate the QUANTITY of social/emotional professional development opportunities currently available in your service area?**



Thirty-nine percent of the respondents felt that the quantity of social/emotional professional development opportunities currently available in their community is either poor or very poor. Twenty-eight percent felt that it was neither good or bad. Thirty percent rated it as either good or very good.

Responses from the counties comprising the Denver Central Metropolitan Area (Denver, Jefferson, Adams, Arapahoe, Broomfield, Douglas) were separated from the larger data set and examined. There was no significant difference in responses for this geographical area for quality or quantity of social/emotional professional development opportunities. Next, responses from the counties included in the Front Range Urban Corridor (Denver, Jefferson, Adams, Arapahoe, Broomfield, Douglas, Boulder, Gilpin, Clear Creek, Larimer, Weld, El Paso, Teller, Pueblo, Fremont) were separated from the larger data set and analyzed. Similarly, there was no significant difference in responses for this geographical area for quality or quantity of social/emotional professional development opportunities. Analysis of the western half of the state (these counties are shaded in grey on map in

Appendix B) revealed that respondents serving these counties rated quantity and quality as being slightly lower than the entire state.

### *Rating Various Training Topics*

The next question on the survey asked respondents to rate a variety of training topics with 5 being 'great need' and 1 being 'little need'. The topics below are listed and discussed in order of the number of respondents (from most to least) who rated it as a 4 or a 5:

#### *Developing a plan for supporting social/emotional development and preventing concerning behavior in young children.*

This is an individualized intensive intervention that occurs after promotion and prevention strategies have been implemented and behavior concerns are still present. Developing a Behavior Support Plan should be a team effort (discussed further down) and done only after the function of a child's behavior has been determined. Following the development of a Behavior Support Plan, it is then implemented and monitored. Child outcomes are evaluated and the plan is refined in the child's natural environment.

#### *Identifying social skills that would reduce concerning behavior in young children.*

This topic is related to knowing how to teach social skills to children. It is a prevention strategy but is often used in intervention approaches as well. Identifying social skills that reduce concerning behavior is a way of helping children develop the social skills they need to navigate their world and build friendships in a healthy way. Examples of this would be teaching children conflict management, how to enter play, how to self-regulate and have impulse control and how to express emotions in a healthy way.

#### *Identifying ways to strengthen initiative, attachment and self-control in young children.*

Initiative, attachment and self-control are considered three determinants of resilience and social and emotional health in young children. The Devereux Early Childhood Initiative (DECI) program advocates that as these three characteristics are enhanced, social and emotional well-being is strengthened. By identifying ways to increase children's initiative, attachment and self-control in their environments, we can promote young children's social and emotional development, foster resilience, and build the skills for school success.

*Identifying reasons for/meaning of concerning behavior in young children.*

This is a practice by which teachers or parents assess the function or reason behind a child's behavior through observation. It can help caregivers eliminate assumption and approach the behavior as objectively as possible. This is an intervention technique applied when promotion and prevention strategies have been implemented, and the concerning behavior remains. Children often use concerning behavior when they don't have the social or communication skills to engage in more appropriate interactions. Assessing the function of the behavior helps to determine the appropriate intervention.

*Teaching young children anger management skills.*

This is a prevention approach to building social and emotional health in young children. This strategy helps children to recognize and express emotions in a healthy manner. If children can communicate emotions appropriately and effectively, they are more likely to be able to manage their anger and regulate their emotions.

*Using a team approach to address concerning behavior and social/emotional needs of young children.*

This intensive individualized intervention is put into place after determining the meaning of children's concerning behavior and the skill sets a child needs to learn to express the emotions more appropriately. A plan should be developed to

support the use of these skills that includes building a team (composed of teachers, early childhood mental health consultants, parents and family members) to support the child's behavior across settings.

*How to think reflectively about our interactions and practices with young children.*

It is important to understand how caregivers' personal biases, tendencies, and experiences can impact their interaction with young children. Using information gained from reflective practice maximizes the ability to create environments that support children's social and emotional well-being.

The above-mentioned training topics are addressed in varying degrees in many existing community-based early childhood social and emotional professional development opportunities. For a summary of these offerings, please see the report [Promoting Young Children's Social and Emotional Development through Professional Development: a Summary of Opportunities in Colorado](http://www.smartstartcolorado.org/professionals/socialpublications.htm) at: <http://www.smartstartcolorado.org/professionals/socialpublications.htm> The report highlights many programs including the Expanding Quality Initiative, ECE-Cares, Incredible Years and the Devereaux Early Childhood Assessment Program. Additionally, there are college classes that address early childhood social and emotional health. For more information on these classes, contact your local community college or university. The following link details colleges and universities with early childhood coursework: [http://www.smartstartcolorado.org/professionals/credit\\_coursework.html](http://www.smartstartcolorado.org/professionals/credit_coursework.html). For more information on community based training or college coursework, contact Holly Wilcher at 303-355-5205 or [Holly.Wilcher@ccd.edu](mailto:Holly.Wilcher@ccd.edu).

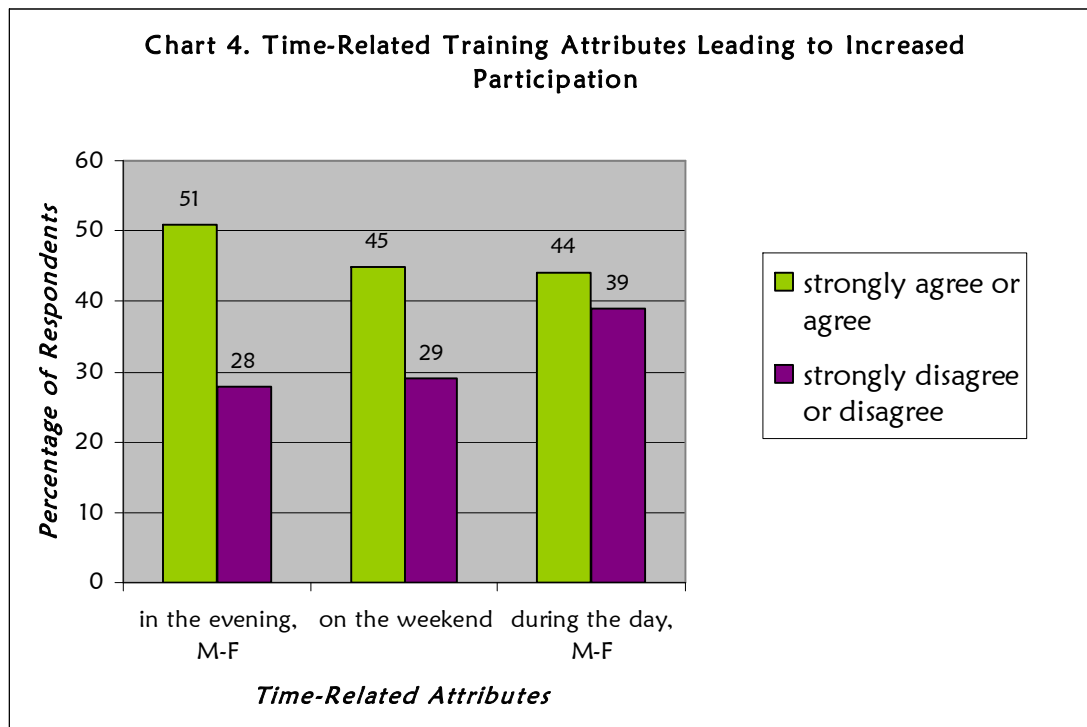
***Increasing Participation in Training***

The next question asked respondents to look at a variety of training attributes and rate them according to their ability to increase participation in training. Overall,

the four attributes that the most people either strongly agreed or agreed would increase participation were:

- Trainings that were conducted face-to-face (as opposed to an online or hybrid training)
- Training as a one-day conference (as opposed to a multi-day training)
- Training with follow up such as coaching, mentoring, technical assistance and/or consultation
- Training that counted toward college credit

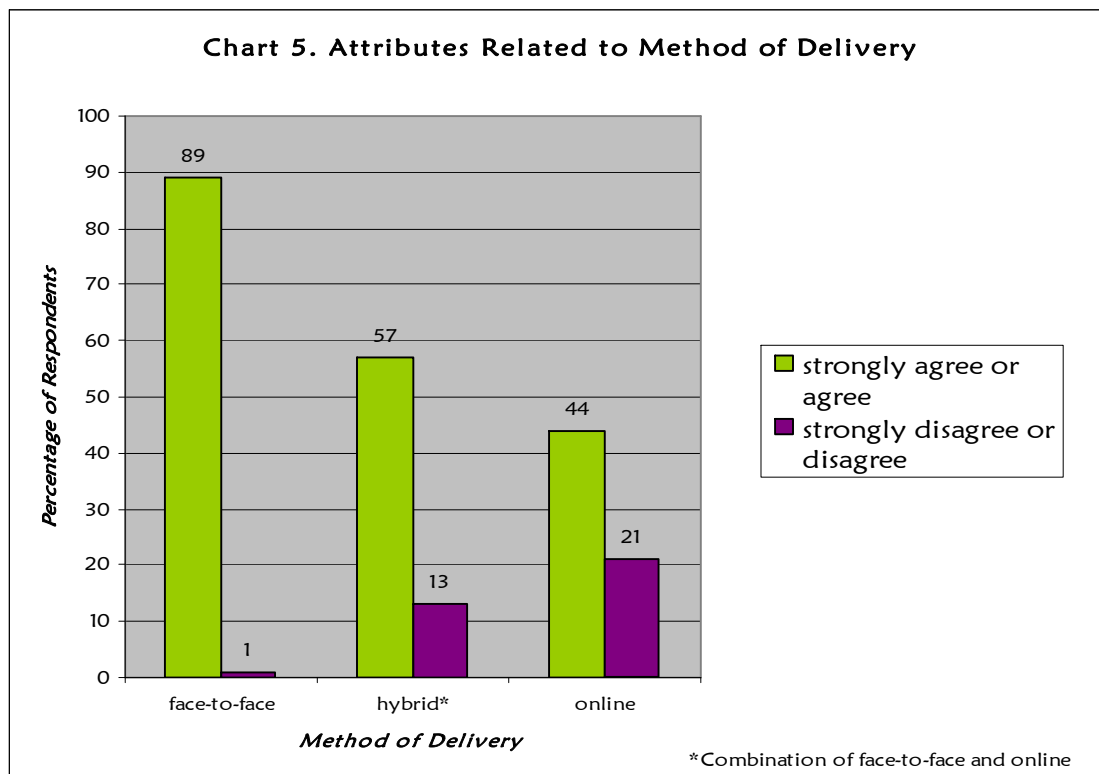
Taking a look at each attribute individually, the first three attributes relate to when trainings are held. Chart 4 below describes the extent to which respondents believe the attributes would increase participation in training.



While it's evident that many people are able to participate in training at the various times listed above, it is important to note that, conversely, a significant

number of people would not be able to attend training at these times. Therefore it is important that training be offered at a variety of times to reach the greatest number of learners possible.

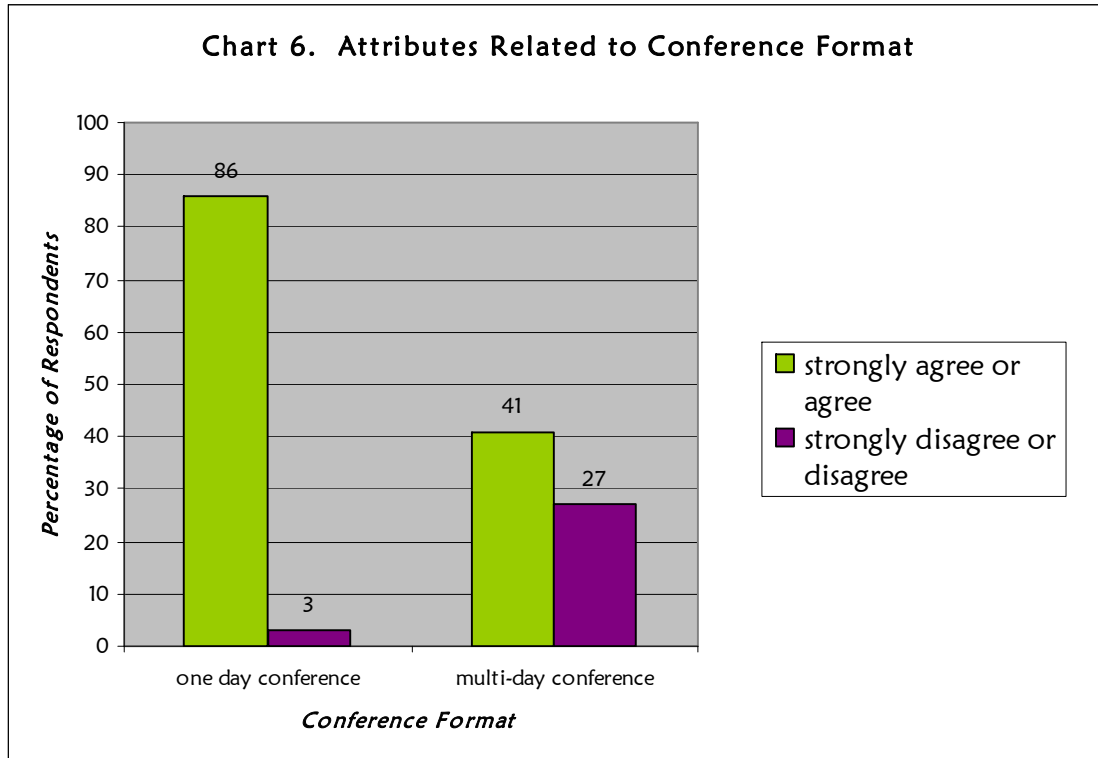
The next three attributes relate to method of delivery. Chart 5 below describes the extent to which respondents believe these attributes would increase participation in training.



Clearly, the majority of respondents (89%) believe that training offered in a face-to-face format would increase participation. Hybrid training (a combination of face-to-face training and online training) and online training are thought to increase training (57% and 44% respectively) but a sizeable percentage (13% and 21% respectively) either disagree or strongly disagree that these methods of delivery would increase participation. Historically, there has been some skepticism that early childhood coursework could be effectively delivered online. Great advances in the online learning environment have resulted in high levels of

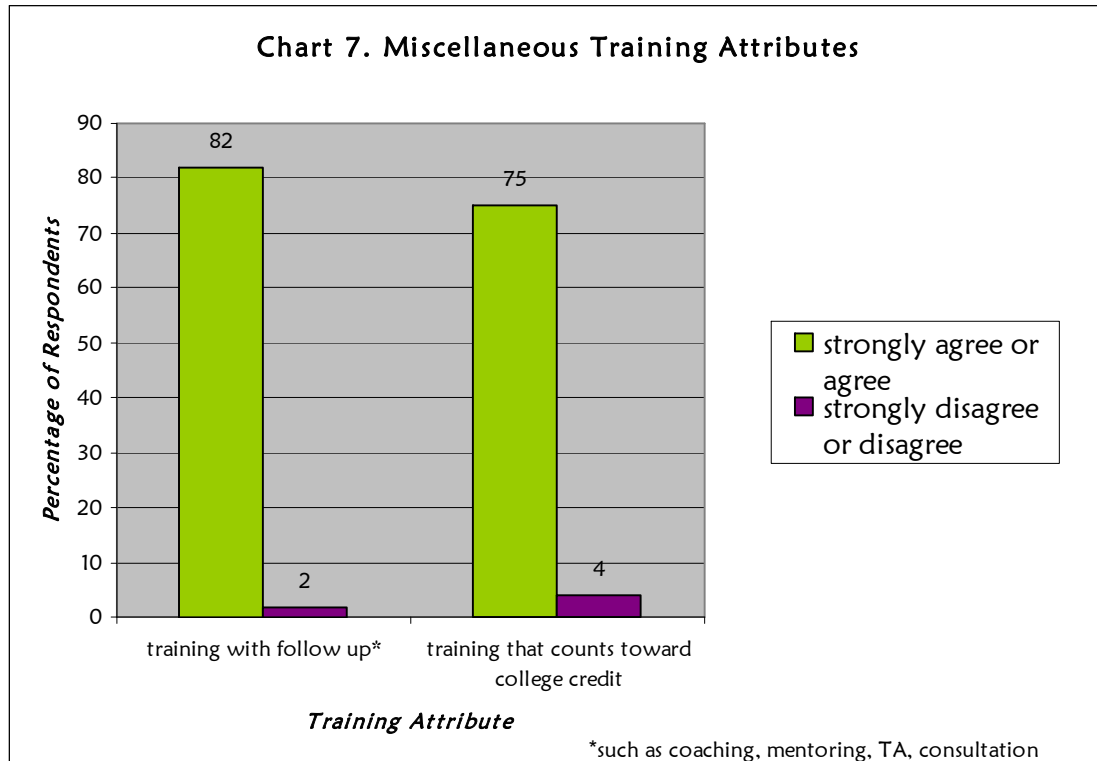
student/teacher interaction and content engagement. Moreover, online classes have the same course competencies as their face-to-face counterparts.

Conferences are a popular way of delivering information and the next two attributes relate to conference formats. Chart 6 below describes how respondents view two different conference formats.



Most respondents (86%) prefer a one day conference. A multi-day conference appears to be less favorable, with 41% of respondents strongly agreeing or agreeing that this format would increase participation and 27% strongly disagreeing or disagreeing that this format would increase participation.

The next two attributes are unrelated but are grouped together for expediency's sake. Chart 7 below illustrates the responses to these two attributes.



The majority of respondents either strongly agreed or agreed that training with follow-up (82%) and training that counts toward college credit (75%) would increase participation in training.

Respondents then had the opportunity to comment on other training attributes that would increase participation that did not appear as choices in the main question. The most frequently occurring response related to financial compensation for training participants. Some respondents commented on the importance of reimbursing participants for any personal expenses incurred and some discussed the need for an incentive to motivate people to attend training.

***Colorado Office of Professional Development's Assistance***

The next question asked survey participants to describe one thing that the Colorado Office of Professional Development could do to help coordinate social/emotional professional development in their community. Two hundred and twenty-seven people took the opportunity to answer this question and as

expected, a vast array of responses emerged. The five most popular responses are listed and discussed below:

*Provide and/or locate money for training.*

One of the office's primary duties is to link appropriate professional development to the community or practitioner in need. At this time, it is outside of the Office's purview to provide money for direct training. However, there are some options available to fund professional development activities. Contacting a local Early Childhood Council

(<http://www.cde.state.co.us/cdeprevention/download/pdf/2008eccouncilsdirectory.pdf>) or child care resource and referral agency

(<http://www.qualistar.org/parents/ccr.php>) will provide connections to local and state funding. Furthermore, the Office of Professional Development's website can provide information about financial resources at

[http://www.smartstartcolorado.org/professionals/financial\\_resources.html](http://www.smartstartcolorado.org/professionals/financial_resources.html).

*Coordinate training that takes place locally.*

The results of this survey as well as the previous training needs survey highlighted the need for training that takes place locally. Clearly, providing training near a person's home and/or work increases access to various learning opportunities. As the Office of Professional Development provides technical assistance and participates in training coordination efforts, this point will be emphasized. As mentioned earlier in this report, Colorado Early Childhood Councils are the best mechanism for accessing training that takes place locally.

The Colorado Office of Professional Development is committed to and greatly involved in the statewide work generated from the Center on the Social and Emotional Foundations for Early Learning. The Pyramid Model Partnership, which the Office helped coordinate and has continued its involvement, is an interagency statewide collaborative effort under the administrative home of the Colorado Foundation for Families and Children. This initiative coordinates and provides

evidence-based early childhood social and emotional training and coaching to early childhood communities. Its goal is to promote the social and emotional development of children, birth-five years, through a collaborative professional development system that fosters and sustains the state-wide, high-fidelity use of the Pyramid Model integrated with other relevant Colorado efforts. For more information on how to benefit from this early childhood social and emotional health professional development initiative in your community, call Abby English Waldbaum at 303.837.8466 x 109 or e-mail her at [awaldbaum@coloradofoundation.org](mailto:awaldbaum@coloradofoundation.org). For more information on the Pyramid Model Approach visit [www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel).

The Office of Professional Development also works with Invest in Kid's Incredible Years programs. These programs are a cost-effective, community-empowerment model that fit into a framework of services and systems, supporting the healthy development of young children and adding further strength to a community's support for families. Since the program's inception, it has served 8,350 children, 1,300 parents, in 65 sites, in 19 counties and 2 Indian reservations in Colorado. For more information on this program, contact Laura Carlson at 303-839-1808 x112 or [lbennett@iik.org](mailto:lbennett@iik.org) or visit the Invest in Kids website at <http://www.iik.org/>.

Lastly, the Colorado Office of Professional Development is significantly involved in the coordination of the Colorado Association for Infant Mental Health (CoAIMH) and the SpecialQuest Birth-Five professional development efforts in Colorado. The Colorado Association for Infant Mental Health promotes research and education related to infant mental health. They hold several "Teach-Ins", meetings and educational seminars a year. In addition, CoAIMH holds a biannual conference, the first of which was held in 2007. The second will be in 2009 (visit CoAIMH's website at <http://www.coaimh.org/> for emerging details). The SpecialQuest Birth-Five State Leadership Team is dedicated to raising awareness of and building a sustainable infrastructure for inclusive practices in our state. Inclusion is the practice of educating all or most children in the same classroom,

including children with physical, mental and/or developmental disabilities. If you want more information on the SpecialQuest Birth-Five training program and resource visit [www.specialquest.org](http://www.specialquest.org). The curriculum is geared toward early childhood educators, families, child care and service providers, inclusion specialists, early interventionists, and college and university professors working in the field of inclusion. For more information on either of these efforts in Colorado please contact Holly Wilcher at [Holly.Wilcher@ccd.edu](mailto:Holly.Wilcher@ccd.edu) or 303-355-5205.

*Provide effective communication about training.*

The Office shares information about training in a variety of ways. The Educational Opportunities page accessible through our website ([http://www.smartstartcolorado.org/professionals/educational\\_opp.html](http://www.smartstartcolorado.org/professionals/educational_opp.html)) provides a link to the Qualistar Early Learning Training Calendar and information about credited coursework. Another option available to communities and individuals is CoTrain ([www.co.train.org](http://www.co.train.org)). Through this site, you can quickly find and register for many courses listed on Train.org and participating TRAIN affiliate sites; track your learning with personal online transcripts; access valuable materials, course reviews, and discussions to improve your learning experience, and stay informed of the latest public health trainings for your area or expertise.

*Ensure that collaboration continues and partnerships grow.*

The Office of Professional Development is a collaborative partner with local early childhood councils, community colleges and resource and referral agencies. The Office fully understands that this work cannot take place in isolation and therefore participates in a variety of local and state activities (e.g. Pyramid Model Partnership, SpecialQuest Birth-Five, Colorado Association for Infant Mental Health, Blue Ribbon Policy Council, and Prevention Capacity Development Task Force) all aimed at building strong professional development systems.

*Create a system that provides follow-up (coaching, mentoring, technical assistance and/or consultation) with training.*

Undoubtedly, high quality professional development experiences include opportunities for application and reflection and allow for individuals to be observed and receive feedback upon what has been observed (Nation Association for the Education of Young Children, 1993). The Office of Professional Development developed a document summarizing coaching and mentoring resources in Colorado. It can be accessed at: <http://www.smartstartcolorado.org/professionals/documents/Leadershipcoachingandmentoring2-25-08.pdf>. The Office also participates in the Coaching Consortium and their current work around identifying coaching competencies for statewide use. CDE's Expanding Quality Initiative and ECE-CARES already have a coaching component in place. A coaching component is under development for CSEFEL's Teaching Pyramid Training Modules. The Pyramid Model Partnership Team is coordinating this effort.

### ***Additional Comments***

Lastly, respondents were asked if they had additional comments. Eighty people responded to this question. Many respondents (36%) thanked the Colorado Office of Professional Development for conducting the survey. Others (31%) discussed social/emotional professional development needs, many of which surfaced in previous survey questions. The need for funds to promote social/emotional professional development was reiterated as well as the need for follow-up such as coaching, mentoring, technical assistance and/or consultation. Twenty-four percent of the people who responded to this question talked about barriers to social/emotional professional development in their community such as trainings held at inconvenient times, lack of money to pay for training and training information that is too theoretical and lacks practical applications.

### **Conclusion**

In an effort to inform professional development decisions at the state and local level, this report will be sent to each of Colorado's Early Childhood Councils and will be posted on our website. Additionally, we will send it to state level

stakeholders at the Department of Education, the Department of Human Services, the Department of Public Health and Environment, the Division of Mental Health and the office of the Lieutenant Governor. We encourage the Councils to use and adapt the survey questions for use in their communities and would welcome questions or requests for assistance regarding this process.

The Office of Professional Development is committed to developing, supporting and strengthening early childhood social/emotional professional development opportunities. Through collaboration, we are dedicated to promoting a high-quality system for professional development, ultimately enhancing the lives of Colorado's kids and their families.

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## Appendix A. Survey Questions

1. How would you rate the **QUALITY** of social/emotional professional development opportunities currently available in your service area (the geographic area to which you or your agency provides services)?
  - Very good
  - Good
  - Neither good or bad
  - Poor
  - Very poor
  - Don't know
  - N/A
  
2. How would you rate the **QUANTITY** of social/emotional professional development opportunities currently available in your service area (the geographic area to which you or your agency provides services)?
  - Very good
  - Good
  - Neither good or bad
  - Poor
  - Very poor
  - Don't know
  - N/A

*The following question will ask you to take a look at 22 different training topics and rate them. You will need to scroll down to see them all.*

3. Thinking about the early childhood social and emotional health training needs of the frontline providers (i.e. early childhood teachers, child care

center staff, home visitors, family child care providers) to whom you provide technical assistance, training, supervision and/or coaching in your service area, please rate their need for the following training topics with 5 being 'great need' and 1 being 'little need':

Topic	5	4	3	2	1	Don't know	N/A
Establishing rules for young children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing activities that promote child engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating the development of friendship skills in young children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying ways to strengthen initiative, attachment and self-control in young children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching young children to recognize and express emotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying reasons for/meaning of concerning behavior in young children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a team approach to address concerning behavior in and social/emotional needs of young children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing encouragement and descriptive praise to young children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying concerning behaviors that require individualized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

intervention in young children							
Giving developmentally effective/appropriate directions to young children	○	○	○	○	○	○	○
Identifying social skills that would reduce concerning behavior in young children	○	○	○	○	○	○	○
Identifying the relationship between protective factors and risk factors in young children as they relate to resilience	○	○	○	○	○	○	○
Developing a plan for supporting social/emotional development and preventing concerning behavior in young children	○	○	○	○	○	○	○
Building positive relationships with young children and their families	○	○	○	○	○	○	○
How to think reflectively about their interactions and practices with young children	○	○	○	○	○	○	○
Designing physical environments to promote child well-being	○	○	○	○	○	○	○
Teaching problem-solving skills to young children	○	○	○	○	○	○	○
How to identify community resources that support the social and emotional health of young children	○	○	○	○	○	○	○

Teaching young children anger management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing how and when to use social and emotional screening and assessment tools with young children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying teachable moments when working with young children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to use effective observation techniques with young children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*The next question will ask you about various training attributes that would increase the likelihood that providers would participate.*

- The frontline providers in your service area to whom you provide technical assistance, training, supervision and/or coaching would be most likely to participate in training if the training was offered:

Attribute	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know
In the evening, M-F	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the weekend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the day, M-F	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As an online training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a face-to-face training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a hybrid (combination of online & face-to-face training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As a one day conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a multi-day conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For college credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With follow-up such as coaching, mentoring, technical assistance and/or consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other training attributes that would increase participation: [text field here]						

5. What is one thing that the Office of Professional Development could do to help coordinate social/emotional professional development in your area?  
[text field here]

*The next set of questions will ask you to provide some information about your employment.*

6. In which domain do you primarily work?

- Early care and education
- Early childhood mental health
- Family support and parent education
- Child health

7. Please select the counties that are part of your service area.

[respondents were provided a list of all Colorado counties in which they could check one or more counties or a check box labeled 'entire state']

# Appendix B. Survey Respondents by County Map

Entire state - 27

