

# Virtual Lab School



Welcome!

Live Webinar will begin at 11:00 EST

# Supporting Staff Retention: Factors That Contribute to Turnover and Strategies to Keep Professionals

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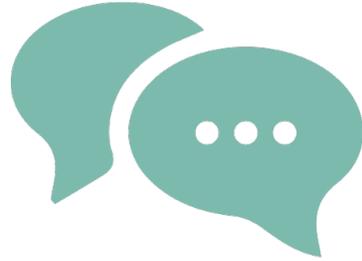
# To support your learning...

- ✓ All participants have been muted
- ✓ Please type questions or comments into Chat
- ✓ We will monitor the CHAT and answer questions throughout the training
- ✓ This session is being recorded to share on the Virtual Lab School site
- ✓ We encourage you to participate in the polls throughout the training
- ✓ Share your feedback after the training!
- ✓ If we disconnect – please log back in

# LEARNING OBJECTIVES

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- ❑ Examine factors that contribute to high turnover among ECE teachers, especially at the program level
- ❑ Describe evidence-based strategies that can reduce turnover and promote retention within an ECE program Bulleted item three
- ❑ Identify opportunities for implementing these strategies within your own program



## SHARE OUT - CHAT

*What drew you to today's session?*

# Turnover is HIGH in early care and education

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1

**25%  
per year**

“Nearly one in four  
center-based ECE  
teachers leave their job  
every year”

(cited in Fox et al., 2025)

2

**Worse for  
Centers serving  
0-5**

Turnover rates for  
centers serving children  
0–5 are 2x those serving  
only preschool-age  
children

3

**Highest in for-  
profit, private-  
pay ECE**

Even after accounting for  
differences in wages and  
benefits

# Turnover affects programs, staff, families, and children

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- The **cost of turnover for an ECE program** is estimated to be ~ 50% of the annual salary for each departing staff member
- When staff leave, remaining staff report facing increased demands and **higher levels of stress**
- High turnover rates increase staffing shortages in programs, and in turn, **limit families' access to care**
- Turnover is associated with **negative outcomes for children** in terms of language development, social-emotional outcomes

**“A stable workforce is critically important to basic day-to-day operations and overall quality”**

Fee (2024), Federal Reserve Bank of Cleveland

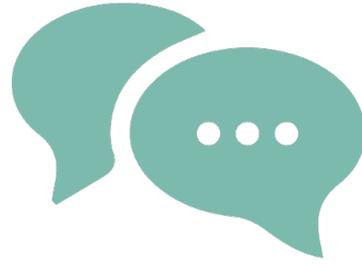
# But...turnover is complicated to understand

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May have many reasons why they seek new jobs

We may need a variety of strategies if we want to keep teachers

- Studies have found different things associated with turnover
- Findings are mixed and inconsistent across studies
- Interventions to address turnover often are limitedly successful



## SHARE OUT-CHAT

What do you find most stressful about turnover?

# Our research— Learning more about *Seekers* and *Stayers*

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## *Seekers*

Those who **HAD** looked for a job to replace their current job in the past 3 months



## *Stayers*

Those who **HAD NOT** looked for a job to replace their current job in the past 3 months

- 1 Are there common “clusters” of ***Seekers*** and ***Stayers*** in terms of strengths and vulnerabilities?
- 2 What other characteristics are related to clusters of ***Seekers*** and ***Stayers***?
- 3 How do ***Seekers*** and ***Stayers*** compare to one another?

# Where did our data come from?

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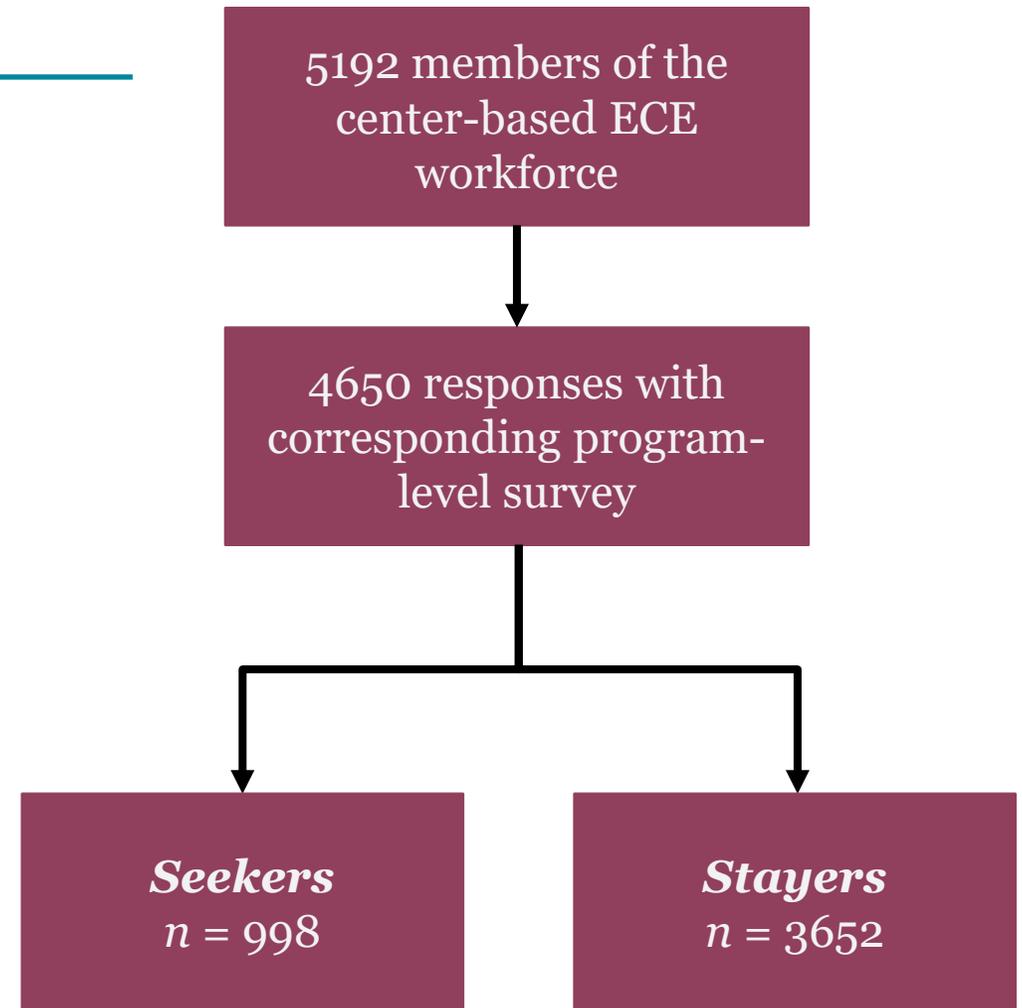
## 2019 National Survey of Early Care and Education (NSECE)

A nationally-representative survey of ECE providers in the United States

### The sample includes:

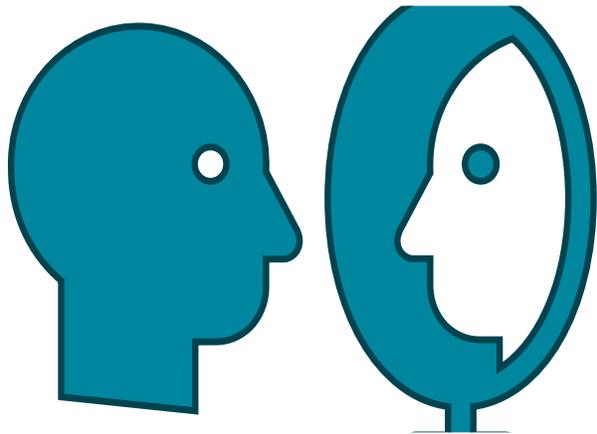
Center-based ECE providers with both of the following:

1. A valid response to the question “In the past 3 months, have you done anything to look for a new job or additional job?”
2. Corresponding data from a center-based program survey



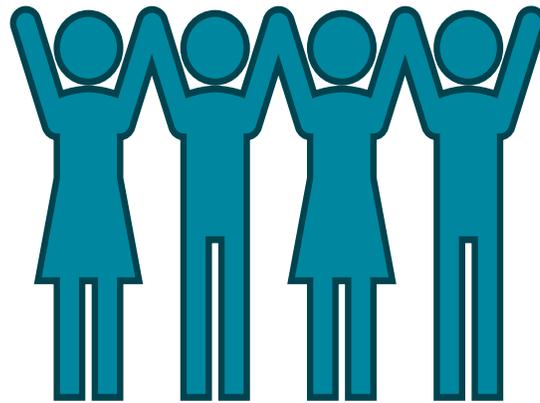
# Key topics of interest—strengths and vulnerabilities that are modifiable

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## Individual

- Mental well-being



## Relational

- Collegial support
- Relationships with children's families
- Experiences with children

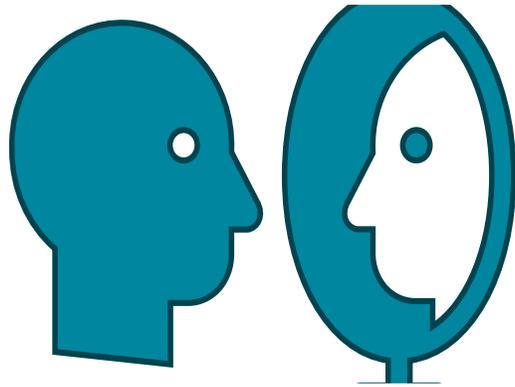


## Program Context

- Pay
- Supportive resources for staff and families
- Overall staff retention

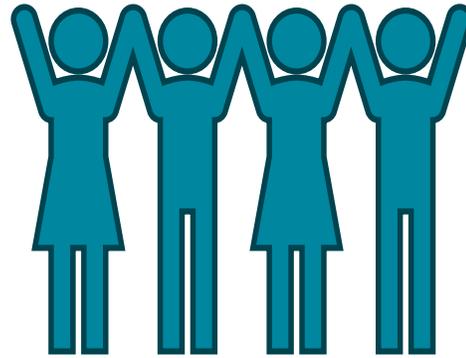
# Key characteristics—less-modifiable factors that may also be related to turnover

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## **Intrapersonal**

- Age
- Educational background
- Experience
- Motivation



## **Interpersonal**

- Partner status



## **Workplace context**

- Program auspice
- Primary age group



## **External context**

- Household income
- Community affluence



## POLL

*Which of these do you think are most strongly related to turnover based on your own experiences?*

*(select up to three)*

—— What did we find? ——

# Who were the teachers?

		<b>Seekers</b> (N = 998)	<b>Stayers</b> (N = 3652)
<b>Age (mdn.)</b>		<b>31 years</b>	<b>37 years</b>
Hourly wage (mdn.)		\$13	\$13
<b>Highest level of education</b>	High school or less	<b>17 %</b>	<b>23 %</b>
	Some college/AA	<b>43 %</b>	<b>49 %</b>
	BA or above	<b>40 %</b>	<b>28 %</b>
Primary role	Assistant teacher	37 %	38 %
<b>Primary age group</b>	Infant/Toddler	<b>53 %</b>	<b>47 %</b>
Program auspice	For-profit	44 %	43 %
	Non-profit	46 %	47 %
	Government	8 %	8 %

# 1

## There *are* unique clusters of strengths and vulnerabilities

### Managing

- Lower-than-average wages
- Average levels across all other included indicators

*Seekers*—50%  
*Stayers*—71%

### Well-resourced

- Higher-than-average wages
- High program resources
- High levels of stress related to children and families

*Seekers*—17%  
*Stayers*—10%

### Struggling

- Very low mental well-being
- Low levels of collegial support
- High levels of stress related to children and families

*Seekers*—16%  
*Stayers*—10%

### Challenging context

- Low wages
- Low program resources
- Low overall staff retention within the program

*Seekers*—13%  
*Stayers*—7%

### Highly paid

- Much higher-than-average wages
- High program resources and staff retention
- Somewhat high stress related to children and

*Seekers*—4%  
*Stayers*—3%

## 2

# Some characteristics are more common for some clusters

## Managing

(Reference group, so they serve as the “average” for comparison)

*Seekers*—50%

*Stayers*—71%

## Well-resourced

- High levels of education
- High levels of experience
- Working in non-profit and government-sponsored programs

*Seekers*—17%

*Stayers*—10%

## Struggling

- Younger
- More likely to be in the field for practical reasons
- Working with infants and toddlers

*Seekers*—16%

*Stayers*—10%

## Challenging context

- Younger
- Working with infants and toddlers
- Working in for-profit programs

*Seekers*—13%

*Stayers*—7%

## Highly paid

- Higher education
- More experience
- In the field because it is their “profession”
- Working with preschoolers
- Working in non-profit and

*Seekers*—4%

*Stayers*—3%

# 3

## Seekers differ from Stayers in several ways

**Seekers:**

lower mental well-being,  
lower collegial support,

**Stayers:**

lower reports of children experiencing stressors,  
lower reports of challenging behaviors

Managing	Well-resourced	Struggling	Challenging context	Highly paid
No significant differences	Profession rather than calling	Partnered Younger	For-profit programs	Non-profit Practical reasons Higher education
No significant differences	Partnered	Non-profit programs	Non-profit and govt. programs	Govt. More experience Older



## SHARE OUT-CHAT

*What is one thing you want to remember about these findings?*

# Key Take Aways

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- Different clusters suggest the need for diverse interventions when trying to increase retention
- Some groups of ECE professionals may benefit from more targeted supports
- **Improving the relational context** is a likely intervention target for a large proportion of the ECE workforce, including:
  - Supports for Addressing Children's Challenging Behavior
  - Supporting Collegial Relationships
  - Supporting Staff Well-Being

# Strategies for Reducing Turnover & Supporting Staff Retention

# What Matters?

Supports for  
Challenging  
Behaviors

Collegial  
Support

Staff  
Well-Being

# Challenging Behavior Contributes to Turnover



Managing challenging behavior is a significant source of stress and has been linked to greater levels of emotional exhaustion amongst teachers



Teachers that spend more time managing behavior feel less effective and competent

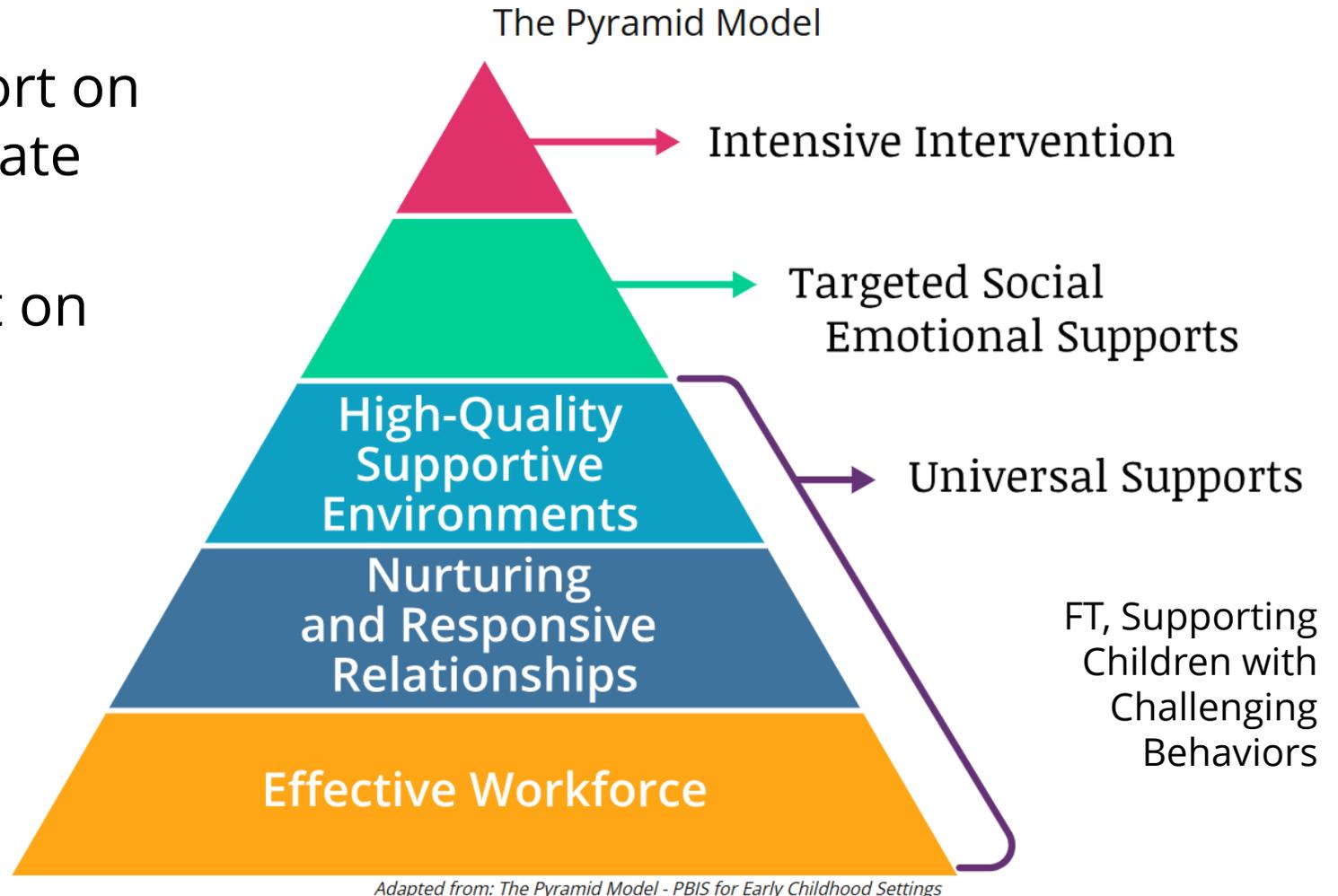


Teachers often feel unsupported and unequipped at handling challenging behaviors

# Evidence-Based Strategies

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- Training & coaching support on developmentally appropriate expectations
- Professional development on behavior functions and prevention strategies
- Modeling & practice communicating with families
- Program, state or Service level supports



# Reflecting on Staff's Knowledge & Expectations

 Focused Topics - Supporting Children with Challenging Behaviors - Lesson 5 - Explore
 
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 Date \_\_\_\_\_

## Behavior Sort

 Reflection

Read each of the following descriptions of behavior. Decide whether it is developmentally expected, concerning, or unsafe. Then write one idea for how you would respond. Discuss your answers with a coach, trainer, or administrator.

1. An 8-year-old pulls the fire alarm at the after-school program
2. A pre-toddler bites another child on the face and breaks the skin
3. A toddler screams any time her hands touch cold, wet, or messy materials. She pulls away and cries.
4. A 4-year-old plays with his food at lunch and makes his friends laugh
5. A 12-year-old tells a peer he should not go to school tomorrow if he knows what's good for him
6. A 7-year-old teases others on the playground
7. A 3-year-old leaps out of his families' mini-van and runs across the child development center parking lot
8. A toddler refuses to participate in clean-up and continues dumping toys

 **Hot Buttons**


Write three behaviors that "push your buttons."

1.	2.	3.
----	----	----

Write the emotion word that describes the way each of these behaviors makes you feel.

1.	2.	3.
----	----	----

What is the impact of your feelings? How do you respond to each of these behaviors? Write down how you act/react towards a child when they display each behavior.

1.	2.	3.
----	----	----

How do these behaviors and your response impact the relationship you have with the child?

1.	2.	3.
----	----	----

How do the child's behaviors and your response impact the relationship you have with the family?

1.	2.	3.
----	----	----

Pub: 03/13/23



**ChallengingBehavior.org**  
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 Infants & Toddlers - Child Abuse: Prevention - Lesson 2 - Explore
 
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## Reframing Activity: Understanding Development

 Reflection
  Required

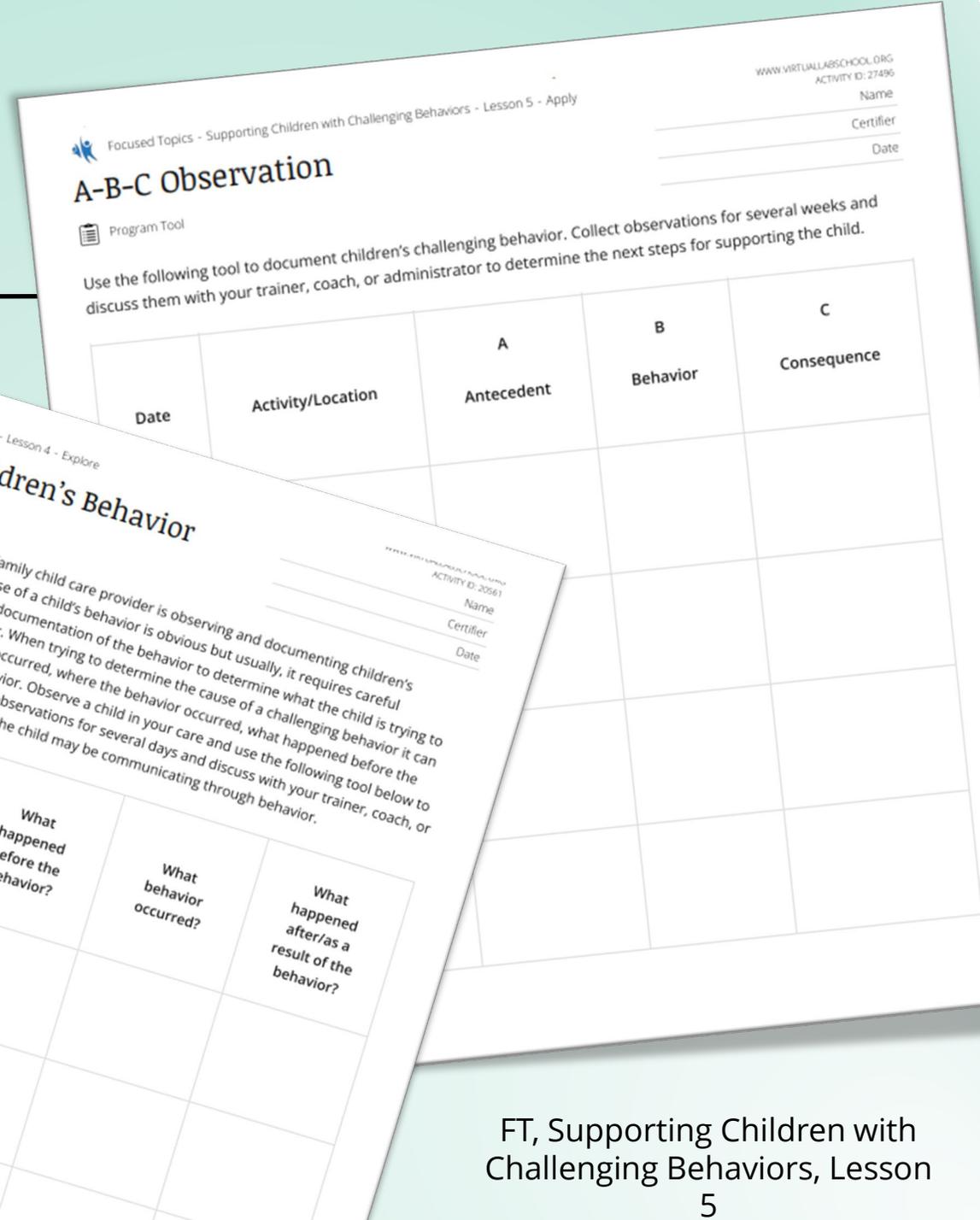
Read the scenarios in the table below. Each one is an unrealistic expectation for the child's behavior. In the space provided, write what you think a caregiver should say that reflects realistic expectations. After rewriting realistic expectations you're encouraged to share your work with your trainer, coach, or administrator.

Rewrite the scenarios below to be realistic expectations.

1. Zane is getting too attached to me. He clings all the time and cries for me.
2. He is such a mama's boy. I can't believe he still cries when his mom drops him off.
3. She never stops moving! She is wearing me out. She needs to learn to sit still.
4. All he wants to do is empty buckets and fill them back up. We need to get him something to do to keep him busy.
5. She is getting so bossy. She orders me around all day.

# Determining Behavior Functions

- Practice and systems for documenting behavior
- Support in the determining the function of behavior
- Preventative strategies connected to behavior functions



# Navigating Difficult Conversations



Guide

Focused Topics | Supporting Children with Challenging Behaviors | Lesson 6

## Talking With Families About Challenging Behavior

Review the following tips, from the National Center for Pyramid Model Innovations, about talking with families. Discuss the information with a coach, trainer, or administrator.

Relationship-Building Practices	Relationship-Hindering Practices
<ul style="list-style-type: none"> <li>Begin the discussion by expressing concern about the child or youth.</li> </ul>	<ul style="list-style-type: none"> <li>Begin the discussion by indicating that the child's or youth's behavior is not tolerable.</li> </ul>
<ul style="list-style-type: none"> <li>Let the family know your goal is to help the child or youth.</li> </ul>	<ul style="list-style-type: none"> <li>Indicate that the child or youth must be punished or "dealt with" by the parent.</li> </ul>
<ul style="list-style-type: none"> <li>Ask the family if they have experienced similar situations and are concerned.</li> </ul>	<ul style="list-style-type: none"> <li>Ask the parent if something has happened at home to cause the behavior.</li> </ul>
<ul style="list-style-type: none"> <li>Tell the family that you want to work with them to help the child or youth develop appropriate behavior and social skills.</li> </ul>	<ul style="list-style-type: none"> <li>Indicate that the parent should take action to resolve the problem at home.</li> </ul>
<ul style="list-style-type: none"> <li>Tell the family about what is happening in the classroom or program, but only after the parent understands you are concerned about the child, not blaming the family.</li> </ul>	<ul style="list-style-type: none"> <li>Start the conversation by listing the child's concerning behaviors. Blame the child and family for the behaviors.</li> </ul>
<ul style="list-style-type: none"> <li>Offer to work with the family to develop a plan that can be used at home and in the program.</li> </ul>	<ul style="list-style-type: none"> <li>Leave it up to the family to manage problems at home or develop a plan without inviting family participation.</li> </ul>
<p>*emphasize that your focus will be to help the child or youth develop skills needed to be successful in the program and healthy relationships.</p>	<ul style="list-style-type: none"> <li>Let the parent believe the child needs more discipline rather than needing instruction and support.</li> </ul>



Guide

Focused Topics | Supporting Children with Challenging Behaviors | Lesson 6

## Preparing for Conversation Guide

It can be helpful for you to reflect on how to prepare for and engage in meaningful conversations with families. These conversations become even more important when there is conflict, disagreement, or tension between you and families. When you are concerned or nervous about a conversation, use this tool to help you plan ahead. Use the questions to help you think deeply with a colleague or coach about the problem and the roles of everyone in mind. You can use these questions to guide your own thinking, or you can complete the questions in advance of a discussion and discuss them with a trusted colleague.

- Start with the end in mind. Envision your preferred collaboration with the family.**
  - What do I want for myself?
  - What do I want for the family?
  - What does the family want?
  - What do I want for the program or classroom?
- Think about where you are right now.**
  - What is the problem?
  - What roles have I put myself and the other person into in my mind? Is there a villain, a victim, etc.?
  - How can I change my thinking about those roles?
- Look at the situation differently**
  - What could be motivating the other person? Do they have good intentions? Are they worried about their child's health, safety, or development?
  - What is motivating me? Am I worried about saving face, looking bad, being embarrassed, or getting in trouble?
- Put it together and make a plan. Then, discuss for more ideas.**
  - How can I start the conversation in a way that shows I have really thought about the situation and care about the other person's viewpoint? Would any of these phrases help:
    - "I think we might be looking at a situation differently. Could we find a time to chat so I can understand where you are coming from?"
    - "I've been doing a lot of thinking, and I think what I said or did got us off to a bad start. Can I talk more with you about it?"
  - What questions will I ask?
- Have the conversation and follow-up.**
  - When is a good time for the conversation?
  - How will I follow up after the conversation?
  - How will I know the conversation was successful?

Notes:

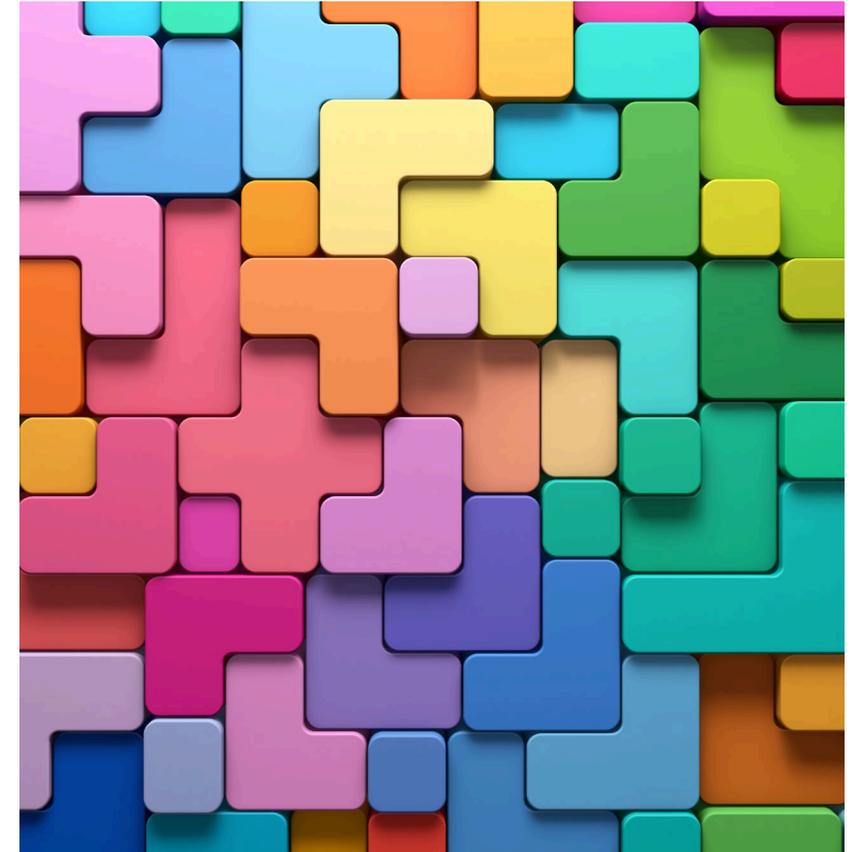
References:

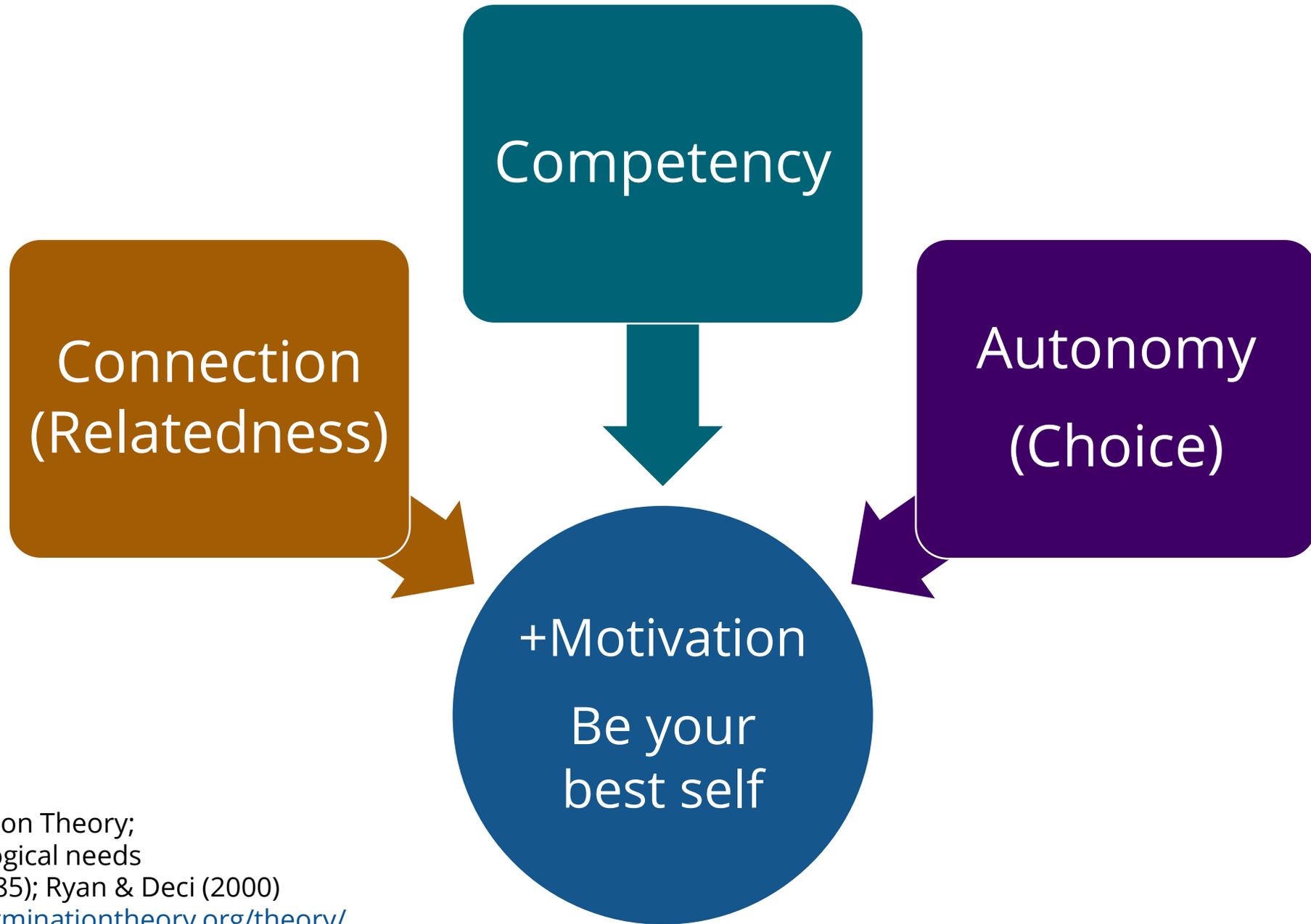
son, K., Grenny, J., McMillan, R., Switzler, A., Covey, S. R. (2011). *Crucial Conversations: Crucial Conversation Planner*. (2005). *We Have to Talk: A Step-by-Step Checklist for Difficult Conversations*. [http://www.judyringer.com/pdf/free\\_articles/checklist.pdf](http://www.judyringer.com/pdf/free_articles/checklist.pdf)

# Building Strong Teams

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- Preschool *teacher-perceived sense of community*, measured as collaboration with co-workers and involvement in program policies and practices, is associated with *teachers' work engagement and children's social-emotional development*.
- ECE teacher's *satisfaction with their relationship with a supervisor & team* strongly influenced turnover.



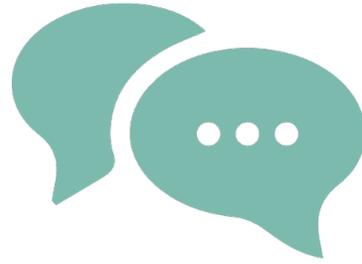


Self Determination Theory;  
3 Basic Psychological needs  
Deci & Ryan (1985); Ryan & Deci (2000)  
<https://selfdeterminationtheory.org/theory/>

# Practices that Prioritize Collaboration

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- ✓ Start meetings with team-building
- ✓ Use time during staff training to teach professional skills that support teamwork
- ✓ Share how you work on your own skills to be a better collaborator
- ✓ Coach or mentor staff members in this part of their professionalism
- ✓ Develop group agreements with staff
- ✓ Include collaboration as one aspect of staff performance review
- ✓ Include elements of teamwork in your staff observations and goal setting
- ✓ Prioritize time for team gatherings
- ✓ Use tools to assess teamwork in your program



## *SHARE OUT: CHAT*

*What are some ways that you engage professionals during a staff meeting that helps to build teamwork and collegiality?*

# Resources that Support Team Building/Collegiality

Management - Communication & Language Development - Lesson 1 - Apply

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## Birthday Line Up

Observation

Name \_\_\_\_\_  
Certifier \_\_\_\_\_  
Date \_\_\_\_\_

At your next staff meeting, take an opportunity to engage in the following teambuilding exercise. Ask program staff to line up in the order of the months and days of their birthdays. Observe how they go about this task and answer the following questions:

1. Can you identify staff members who fall into the four personality types presented in this lesson?
2. Was it easier for veteran staff than new staff?
3. What other things did you notice?

Afterwards, share your observations. Ask them what the experience was like for them. Activities like this are great teambuilding exercises that also provide you with valuable insights about your team. Consider printing this activity and asking staff the following questions about this experiences:

1. How did you begin?
2. What strategies did you use to communicate?
3. Did roles emerge? Was there a leader?
4. What did you get stuck on? What was difficult? What was easy?
5. What did you realize about each other's communication styles or preferences?
6. What connections did you make between this activity and how we work together as a team?

MG, Communication & Language Development, Lesson 1

Management - Program Management - Lesson 5 - Apply

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## Self-Assessment: Am I a Team Player?

Reflection

Name \_\_\_\_\_  
Certifier \_\_\_\_\_  
Date \_\_\_\_\_

Directions: Check the box to rate yourself on how often you demonstrate these positive teaming behaviors. You may write notes to review later. What are you doing well right now? What would you like to improve upon?

Key: 1 = Never    2 = Rarely    3 = Occasionally    4 = Often    5 = Always

1. I speak with other adults in a respectful and professional manner.	1	2	3	4	5
2. I encourage, support, and nurture other adults.	1	2	3	4	5
3. I take time to appreciate the lives, values, and personal priorities of other adults.	1	2	3	4	5
4. During work, I take time for myself to focus my thoughts and to renew my physical strength and mental outlook.	1	2	3	4	5
5. I do not participate in gossip, but speak directly to adults with whom I have questions or issues.	1	2	3	4	5
6. I share my skills and abilities with other adults.	1	2	3	4	5
7. Without being asked, I help others by proposing and carrying out creative solutions and improving problematic situations.	1	2	3	4	5
8. I talk with other adults in real conversations about what they are doing and thinking and do not judge but try to understand.	1	2	3	4	5

Notes:

Source: Schweikert, G. (2012). *Winning ways for early childhood professionals: Partnering with families*. St. Paul, MN: Redleaf Press.

MG, Program Management, Lesson 5

# Organizational Care Promotes Self Care



Teachers reporting higher levels of well-being also reported engaging in SEL practices to a greater extent than those with lower reported well-being.

American Teacher Panel (2020)

# Build a Program Culture of Calm & Caring

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Model and share your self-care strategies



Encourage staff to engage in trainings and professional development opportunities to develop their own self-care strategies



Collectively engage in self-care practices (small or large group)



Examine program policies to ensure staff members can meet their own needs



**Cultivate gratitude**

# The Power of Gratitude

- Teachers who practice gratitude benefit from improved relationships, increased feelings of calmness, greater resilience, and greater personal satisfaction; and they feel more engaged at work.
- When gratitude is expressed for teachers, they feel humanized and appreciated, experience a greater sense of belonging, demonstrate more self-efficacy, and feel more resilient against stress and burnout.
- **Expressions of gratitude for teachers can be simple**, such as recognizing specific accomplishments or just checking in. BUT gratitude is not enough when it's provided without other basic resources.

# Tools and Resources to Support Well-Being

## The SELF-T Approach for Teachers

**S** **step-back**

Pause for a moment to give yourself some space to center your thoughts, for seeing a larger picture, for taking the perspective of the person or system.

**E** **valuate**

What is the real you think about you time to reflect?

**L** **isten**

Listen to an inner focus on the your heartbeat.

**F** **ocus**

Focus on the big for you: control.

**T** **each**

Now calm, center skills to help the.

## Stress Reducing Techniques



Lead the children in your care in a breathing exercise. Keep it short, positive, and adapted for their age.



Add physical movements to the breathing, such as yoga poses, that will help reduce children's anxious feelings.

Focused Topics - Social Emotional Learning for Teachers - Lesson 2 - Apply

## Daily Stress Journal

Reflection

Regularly reflecting on your emotions will aid your ability to recognize indicators of stress, and as we have learned, identifying and labeling your emotions will help you manage them. This, in turn, will help you to regulate your emotions during stressful periods.

At the end of each day, take a few minutes to reflect on any stressful moments you experienced or anticipated by using the journal below. Record what happened, how your body reacted, what strategies you used to manage stress, and how effective they were. Complete the daily sections each day for one week, and at the end of the week, review your entries to identify patterns, such as which situations caused the most stress, how your body responded, and which strategies were most helpful.

Date/Time	Trigger	Symptom	Response	Rating
When did this occur?	What caused your stress today?	How did your body react?	What did you do to manage it? (e.g., deep breathing, short walk, stretching)	Did it help? 0 = no strategy used 1 = tried, didn't help 2 = helped a little 3 = helped a lot

Focused Topic:  
Social Emotional Learning for Teachers

## Direct Care Practice Inventory

	STAFF NAME
	DATE(S)
	CERTIFIER

Use the following list of practices to assess your ability to identify and manage your own stress and overall well-being. Each statement below refers to behaviors or attributes you should demonstrate when interacting with children, families, or colleagues. For each of the statements, reflect on your own practices and select your current level of mastery. This tool may also be used by your trainer, coach, or administrator to observe your practices in this content area and support professional development.

**E**  
Emerging  
You believe you need more information to understand or incorporate a particular practice

COMPETENCY

Name
Certifier
Date

Focused Topic:  
Social Emotional Learning for Teachers

## Leadership Practice Inventory

	STAFF NAME
	DATE(S)
	CERTIFIER

Use the following list of practices to assess your own ability to support staff members in identifying and managing their own stress and overall well-being. Each statement below refers to behaviors or attributes you should demonstrate when interacting with and supporting staff members, children, or families. For each of the statements, reflect on your own practices relative to this content area and select your current level of mastery. This practice inventory can also be used to support you in developing your own professional development goals.

**E**  
Emerging  
You believe you need more information to understand or incorporate a particular practice

**D**  
Developing  
You believe you have an understanding of the practice, and are working to properly apply it to your work

**M**  
Mastered  
You believe you have mastered and consistently implement a particular practice

COMPETENCY	RATE: E/D/M	NOTES
A Models stress-reduction strategies for staff members. For example, how to incorporate controlled breathing exercises with the children	● ● ●	
B Celebrates and acknowledges staff accomplishments	● ● ●	
C Expresses gratitude to children, families, and staff	● ● ●	
D Validates or acknowledges emotions that others are feeling	● ● ●	
E Uses emotional regulation strategies to help manage negative emotions	● ● ●	
F Identifies negative or unrealistic thinking and works at replacing negative thoughts with more positive or realistic ones	● ● ●	
G Identifies stress signals and uses positive coping strategies. For example, asks for help prior to feeling overwhelmed	● ● ●	
H Suggests and model self-care activities for the children, such as yoga poses, breathing exercises, and/or mindfulness techniques	● ● ●	
I Practices self-care strategies in and outside of the program	● ● ●	
J Brainstorms and exchanges ideas with staff members and colleagues on incorporating strategies that would help reduce stress	● ● ●	
K Models appropriate ways to express emotions	● ● ●	

# Putting It All Together



## Staff Retention Program Assessment

Name \_\_\_\_\_

Certifier \_\_\_\_\_

Date \_\_\_\_\_

 Program Tool

Use this tool to assess the staff retention strategies in place in your program. Each statements below refers to a specific strategy or practice that supports staff retention in programs. For each statement, reflect on how well the strategy or practice is implemented in your program using the following scale:

**Emerging:** You need more information to understand or incorporate this strategy/practice in your program.

**Developing:** You understand the strategy/practice and are working to implement it in your program.

**Mastered:** You understand the strategy/practice and consistently implement it in your program.



### Supports for Challenging Behaviors

#### Program-Focused

- |  |   |   |   |
|--|---|---|---|
| 1. Classrooms within my program are set up to encourage children's positive behaviors (e.g., schedule, arrangement, materials).  | E | D | M |
| 2. My program has clear, developmentally appropriate guidelines and resources for responding to common behaviors that staff find challenging (e.g., biting, naptime difficulties, peer conflict).            | E | D | M |
| 3. My program provides access to practical support as needed when staff are struggling with challenging behaviors (e.g., an additional staff member, on-demand breaks, support communicating with families). | E | D | M |
| 4. My program provides support related to documenting and monitoring challenging behavior.   | E | D | M |
| 5. My program provides staff with opportunities for consultation and guidance around supporting children with challenging behaviors.   | E | D | M |
| 6. My program helps staff identify and access additional resources for supporting children who demonstrate challenging behaviors.  | E | D | M |
| 7. My program supports staff as they communicate with families about challenging behavior.   | E | D | M |
| 8. My program uses child screening tools to help identify children who may need support to enhance their social-emotional skills.  | E | D | M |

#### Staff-Focused

- |   |   |   |   |
|---|---|---|---|
| 1. Staff in my program can identify behaviors that are developmentally expected for the children in their care.                   | E | D | M |
| 2. Staff in my program can adjust their classroom environments to minimize challenging behaviors in response to children's needs. | E | D | M |
| 3. Staff in my program take a problem-solving approach when responding to challenging behaviors.                                  | E | D | M |

# Need More Support?

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## Relevant Virtual Lab School courses:

### Supports for Challenging Behavior

- Supporting Children with Challenging Behavior
- Positive Guidance
- Learning Environments
- Social Emotional Development
- Child Abuse Prevention

### Collegial Support

- Social Emotional Development
- Communication & Language Development
- Professionalism
- Leadership Essentials

### Staff Well-being

- Social Emotional Learning for Teachers
- Self & Cultural Understanding
- Social Emotional Development
- Child Abuse Prevention

<https://www.virtuallabschool.org>

# VLS Tools & Resources

- ❑ Infant & Toddler, Child Abuse Prevention, Lesson 2: [Reframing Activity](#)
- ❑ Family Child Care, Positive Guidance, Lesson 4: [Documenting Children's Behavior](#)
- ❑ Training & Curriculum Specialist, Lesson 2: [Child Abuse Prevention](#)
- ❑ Management, Communication & Language Development, Lesson 1: [Birthday Line Up](#)
- ❑ Management, Program Management, Lesson 5: [Self-Assessment: Am I a Team Player](#)
- ❑ Focused Topic, [Supporting Children with Challenging Behavior](#)
- ❑ Focused Topic, Supporting Children with Challenging Behavior, Lesson 5: [Behavior Sort](#)
- ❑ Focused Topic, Supporting Children with Challenging Behavior, Lesson 5: [A-B-C Observation](#)
- ❑ Focused Topic, Supporting Children with Challenging Behavior, Lesson 6: [Talking with Families about Challenging Behaviors](#)
- ❑ Focused Topic, Supporting Children with Challenging Behavior, Lesson 6: [Preparing for Conversation Guide](#)
- ❑ Focused Topic, Social Emotional Learning for Teachers, Lessons 2: [Daily Stress Journal](#)
- ❑ Focused Topic, Social Emotional Learning for Teachers, Lesson 5: [Direct Care Practice Inventory](#)
- ❑ Focused Topic, Social Emotional Learning for Teachers, Lesson 5: [Leadership Practice Inventory](#)
- ❑ Focused Topic, Social Emotional Learning for Teachers, Lesson 5: [SELF-T Approach for Teachers](#)

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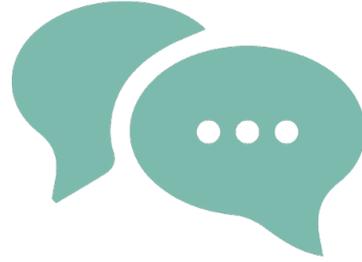
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*SHARE OUT: CHAT*

*What has been your biggest  
takeaway from today's session?*

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