

Because RELATIONSHIPS MATTER

Improving the quality of teachers' interactions with children leads to developmental gains, especially for children at risk.



“It’s exciting to see such dramatic changes in teachers’ engagement with children, especially as a result of BEAM coaching.”

—CHRISTOPHER WATSON,
director of professional development at the
Center for Early Education and Development

The College of Education & Human Development

UNIVERSITY OF MINNESOTA

Center for Early Education and Development

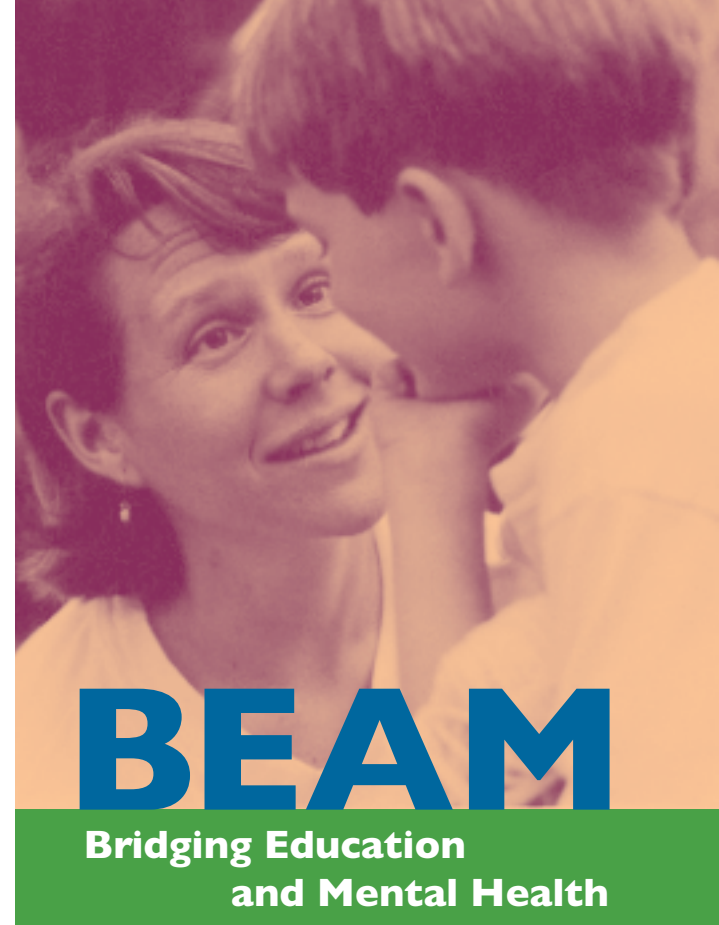
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FUNDING

BEAM is a program of the Center for Early Education and Development (CEED) at the University of Minnesota. The mission of CEED is to improve developmental outcomes for children through applied research, training, and outreach. The BEAM program was funded by the FY04 federal Early Learning Opportunities Act (ELOA) Grant provided to the Minneapolis Youth Coordinating Board. The pilots will run in 2005–06, with evaluation results available in late 2006.



*Giving teachers the tools they
need to support the social/emotional
development of young children*



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“Early environments matter and nurturing relationships are essential.”

—from *NEURONS TO NEIGHBORHOODS*
National Research Council

The components of BEAM professional development

BEAM is a professional development process. It supports teachers in improving their interactions with young children and provides a framework for addressing challenging behavior.

BEAM is grounded in the fundamentals of quality instruction, positive behavior support, and therapeutic or relationship-based teaching. This synthesis of best practice emphasizes the quality of relationships with children as the foundation of good teaching.

“The information used in this course was very applicable to my work...”

—BEAM PARTICIPANT

Quality training

BEAM trainers deliver online and face-to-face instruction to teachers and practioners (Head Start and child care staff, parent educators, and others).

Coaching

BEAM coaches provide follow-up support through online, telephone, and face-to-face consultation. Teachers learn to improve their instruction, provide more enriching environments, and better support vulnerable children.

Web resources

The CEED Web site contains additional resources for teachers: assessment tools, Tip Sheets, problem-solving strategies, and planning guides.

“Children who are emotionally well-adjusted have a significantly greater chance of early school success while children who experience serious emotional difficulty face greater risks of early school difficulty.”

—SOCIAL POLICY REPORT
published by The Society for Research in Child Development (Raver, 2002)

“The BEAM training helped you take a step back and look at the surroundings as a whole—the relationships, the environment, the daily routines. You realize how much can affect the children and their learning, and can use that knowledge to create positive relationships, environments, and consistent routines that work for each and every child.”

—EDUCATION COORDINATOR,
participating early childhood center

To learn more about BEAM, contact:



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