Pyramid Model
Preschool Modules
Overview

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NYS Pyramid Model State Leadership Team Co-Chair
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Preschool Modules

**Preschool Module 1: Building Relationships and Creating Supportive Environments**

Topic 1: Building Positive Relationships (90 mins)
Topic 2: Designing the Physical Environments (120 mins)
Topic 3: Schedules, Routines and Transitions (90 mins)
Topic 4: Planning Activities that Promote Engagement (60 mins)
Topic 5: Giving Direction & Teaching Classroom Rules (60 mins)

7 Hours

**Preschool Module 2: Social Emotional Teaching Strategies**

Topic 1: Developing Friendship Skills (90 mins)
Topic 2: Enhancing Emotional Literacy (90 mins)
Topic 3: Controlling Anger/Impulse & Teaching Problem Solving (90 mins)
Topic 4: Individualizing Instruction (90 mins)

6 Hours

**Preschool Module 3: Individualized Intervention**

Topic 1: Overview/Process of Positive Behavior Supports (60 mins)
Topic 2: Functional Assessment/Data Collection (120 mins)
Topic 3: Developing a Behavior Support Plan (120 mins)
Topic 4: Monitoring Outcomes (60 mins)

6 Hours
Preschool Module 4:
Essential Leadership Strategies for Adopting the Pyramid Model

**Topic 1:** What is Leadership (60 mins)

**Topic 2:** Fidelity of Implementation (60 mins)

**Topic 3:** Collaborative Leadership (90 mins)

**Topic 4:** Effective Professional Development (60 mins)

**Topic 4:** Program/Systems-level Change (90 mins)
The Goal of the Pyramid Model is to Promote Children’s Success By:

- Creating an **environment** where EVERY child feels good about coming to school.

- Designing an environment that promotes child **engagement** and success.

- Focusing on **teaching** children what TO DO!
  - Teach expectations and routines.
  - Teach skills that children can use in place of challenging behaviors.
The Pyramid Model:
Promoting Social and Emotional Competence and Addressing Challenging Behavior

- **Universal Promotion:** All Children
- **Targeted Social Emotional Supports**
- **High Quality Supportive Environments**
- **Nurturing and Responsive Relationships**
- **Effective Workforce**

**Tertiary Intervention:** Few Children

**Secondary Prevention:** Some Children

**Intensive Intervention**

Assessment based intervention that results in individualized behavior support plans

Systematic approaches to teaching social skills can have a preventive and remedial effect

High quality early childhood environments promote positive outcomes for all children

Supportive responsive relationships among adults and children is an essential component to promote healthy social emotional development

Systems and policies promote and sustain the use of evidence-based practices
Overview of the Preschool Modules

- Building relationships with children
  - What pushes my buttons
- Building relationships with families
- Classroom team relationships
- Creating engaging environments
- Schedules, routines, & transitions
- Teaching classroom rules
- Ongoing monitoring and positive encouragement
Key Social Emotional Skills Children Need as They Enter School

- Confidence
- Capacity to develop relationships with peers and adults
- Concentration and persistence on challenging tasks

- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems

What do children do when they don’t have each of these skills?
When children do not have these skills, they often exhibit challenging behaviors.

We must focus on **TEACHING** the skills!
We Teach

“If a child doesn’t know how to read, we teach.
If a child doesn’t know how to swim, we teach.
If a child doesn’t know how to multiply, we teach.
If a child doesn’t know how to drive, we teach.
If a child doesn’t know how to behave,

we...... ......teach? ......punish?

Why can’t we finish the last sentence as automatically as we do the others?”

Tom Herner (NASDE President) Counterpoint 1998, p.2
Some Key Assumptions

• Challenging behavior usually has a message:
  
  I am bored,  I am sad,  you hurt my feelings,

  I need some attention.

• Children often use challenging behavior when they don’t have the social or communication skills they need to engage in more appropriate interactions.

• Behavior that persists over time is usually working for the child. Even if the outcome is negative.

• We need to focus on teaching children what to do in place of the challenging behavior.
Examining Our Attitudes About Challenging Behaviors

What behaviors push your button?

• How do these behaviors make you feel?
• What is your response when these behaviors occur?
• How does this impact your relationship with a child and his/her family?
Relationships: The Foundation of the Pyramid

- Intensive Intervention
- Targeted Social Emotional Supports
- High Quality Supportive Environments
- Nurturing and Responsive Relationships
- Effective Workforce
Building Relationships

Why is it important?

• The relationships that we build with children, families, and colleagues are at the foundation of everything we do. *It is important to build these relationships early on rather than waiting until there is a problem.*

• Children learn and develop in the context of relationships that are responsive, consistent, and nurturing.
Building Relationships

• Helps each child feel accepted in the group

• Assists children in learning to communicate and get along with others

• Encourages feelings of empathy and mutual respect among children and adults

• Provides a supportive environment in which children can learn and practice appropriate behaviors as individuals and as a group
The Benefits!

- Influence a child’s emotional, cognitive, and social development
- Help children develop secure relationships with other adults
- Help children develop good peer relationships
- Help reduce the frequency of behavior problems
- Help children develop positive self-esteem
- Result in higher rates of child engagement
Building Relationships
Ideas for Building Relationships

• Greet every child at the door by name.

• Post children’s work around the room.

• Call a child’s parent (in front of them) to say what a great day she is having or send home positive notes.

• Call a child after a difficult day and say, “I’m sorry we had a tough day today. I know tomorrow is going to be better!”
High Quality Supportive Environments
SUPPORTIVE ENVIRONMENTS

Engagement for Every Child
Designed for Learning
Make Accommodations, Provide Support
Classroom Arrangement & Environmental Supports

• Physical Design
• Environmental Cues, photos of ME
• Schedules and Routines
• Transitions
• Promoting Engagement During Large and Small Group Activities
• Simple Rules/Expectations
• Ongoing Monitoring and Positive Attention
What is This Environment Telling Children to Do?
What does this environment tell you to do?
Transition with Choices
Environmental Cues
Classroom Arrangement & Design: Learning Centers

Physical Design

• Clear boundaries
• Visibility
• Visual prompts when centers are not an option
• Adequate number of centers
• Size and location of centers
• Number of children in centers
• Organization of materials
• Preparation of centers
Choices/Flexible Positioning
Environmental Cues with Wiggle Room
Outside Line Up

Environmental visual cues assist children on where to stand in line and where to stop.

Stand on green, hand on a star
<table>
<thead>
<tr>
<th>Duck Duck Goose</th>
<th>London Bridge</th>
<th>Ring Around the Rosie</th>
<th>Treasure Hunt</th>
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<td>Chants and cheers</td>
<td>Hot Potato</td>
<td>Bean Bag Toss</td>
<td>Nature Rubbings</td>
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<td>Red Light Green Light</td>
<td>Cloud figures</td>
<td>Alphabet</td>
<td>Gentle Freeze Tag</td>
<td>Follow the Leader</td>
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**Outside Games and Activities**
Photograph Visual Schedule
Morning Meeting Mini-Schedule

First
- Morning Song
- Attendance
- Feeling Song
- Rules
- Weather
- Schedule
- Calendar

Then
- "small"
- "follow the leader"
Partnering With Families

“Getting Ready for School” Visual

Helps families prepare child for leaving home and going to school.

Provides predictability with a “schedule” of clear expectations around the morning routine.
Transitions

• Minimize the number of transitions that children have during the day.
• Minimize the length of time children spend waiting with nothing to do.
• Prepare children for transitions by providing a warning.
• Structure the transitions so that children have something to do while they wait.
• Individualize supports and cues.
Transition with Choices

- Transition Choices
- Today’s Transition is: Flying a Kite
- More like a Turtle
- Prance like a Cat
- Falling Feather
Circle Seats
Designing Circle to Promote Smooth Transitions

Block center shelves are covered with fabric prior to circle time.
Transition with Visual and Timer
Five Minute Velcro Glove

Visual cue paired with auditory cue

Individualized glove with child preference
Positive Attention

• Give children attention when they are engaging in appropriate behaviors.

• **Monitor our behavior** to ensure that we are spending more time using positive descriptive language and less time giving directions or correcting inappropriate behavior.
Learning Feeling Words

Most kids learn

– Happy
– Mad
– Sad

But what about:

Embarrassed? Nervous? Proud?
Empathy? Jealous? Apprehensive?
What is Positive Behavior Support (PBS)?

1. An approach to support young children’s social and emotional development
2. Includes attention to relationships, environment, teaching and acknowledging children the expectations, and providing individual supports to children who need them
3. Positive Behavior Support (PBS) is an approach for changing a child’s behavior
4. Based on humanistic values and research
What is Positive Behavior Support (PBS)?

5. Approach for developing an understanding of why the child has problem behavior and teaching the child new skills to replace problem behavior.

6. PBS offers a holistic approach that considers all of the factors that impact on a child and the child’s behavior.

A teacher said,

“PBS is the way we should treat each other”.
Positive Behavior Support

- A values-based approach for resolving problem behaviors & helping people lead enhanced lives
- An applied science of behavior change
Research on PBS

- Effective for all ages of individuals with or without disabilities.
- Effective for diverse groups of individuals.
- The only comprehensive approach to address problem behavior within a variety of natural settings.
Evidence Re: School Wide-PBS
K-12 School-wide Positive Behavior Support

- Decreases in Office Discipline Referrals
  - 10,000+ schools nation-wide
  - First year decrease averages 66%
- Improvements in school culture
- School-wide academic improvements
CSEFEL - What Works Briefs

http://csefel.vanderbilt.edu/resources/what_works.html
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<th>Brief 1</th>
<th>Óxitos en resumen</th>
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<td>Understanding the Impact of Language Differences on Classroom Behavior by R. M. Santos, M. M. Ostrosky</td>
<td>La comprensión del impacto de diferencias lingüísticas en el comportamiento dentro del aula por R. M. Santos y M. M. Ostrosky</td>
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<td>Helping Children Make Transitions between Activities by M. M. Ostrosky, E. Y. Jung, M. L. Hemmeter</td>
<td>Cómo ayudar a niños a manejar las transiciones entre actividades por M. M. Ostrosky, E. Y. Jung y M. L. Hemmeter</td>
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<td>Using Classroom Activities and Routines as Opportunities to Support Peer Interaction by T. Bovey, P. Strain</td>
<td>El uso de actividades y rutinas de las aulas como oportunidades de apoyar las interacciones entre compañeros por T. Bovey y P. Strain</td>
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<tr>
<td>Using Environmental Strategies to Promote Positive Social Interactions by T. Bovey, P. Strain</td>
<td>El uso de estrategias ambientales para fomentar interacciones sociales positivas por T. Bovey y P. Strain</td>
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<td>Helping Children Learn to Manage Their Own Behavior by L. Fox, S. Garrison</td>
<td>Cómo ayudar a los niños a aprender a manejar su propio comportamiento por L. Fox y S. Garrison</td>
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<td>Promoting Positive Peer Social Interactions by T. Bovey, P. Strain</td>
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Promoting Social Emotional Competence DVD

- Feature length video, 22 minutes
- Overview of Pyramid Model Framework
- English and Spanish
- Great way to get large groups to get excited about the Pyramid Model
Practical Strategies for Teaching Social Emotional Skills

28 minute DVD

- Highlights strategies and approaches that early childhood personnel and families can use to systematically target social emotional supports that build young children’s skills
Book Nooks - Practical Ideas

http://www.csefel.uiuc.edu/practical-ideas.html

On Monday When it Rained

Glad Monster Sad Monster

Hands Are Not for Hitting
Simple Props can make all the difference

- Scripted stories
- Solution Kits
- Picture schedules
- First this – than that charts
- Photo ‘lines’ when waiting is necessary
- Spaces organized for good reasons

- The laminator is your friend 😊
- Label things so everyone knows what goes where, including the people
Scripted Stories for Social Situations

Scripted Stories for Social Situations help children understand social interactions, situations, expectations, social cues, the script of unfamiliar activities, and/or social rules. As the title implies, they are brief descriptive stories that provide information regarding a social situation. When children are given information that helps them understand the expectations of a situation, their problem behavior within that situation is reduced or minimized.

- **Tip Sheet**
  - 1 pg
  - HTML | PDF

- **I go to Preschool (on the bus)**
  - 14 pg
  - HTML | PPT

- **I Can Be a Super Friend**
  - 18 pg
  - HTML | PPT

- **I Can Use My Words**
  - 15 pg
  - HTML | PPT

- **What Do We Do In Circle?**
  - 10 pg
  - HTML | PPT

- **I Can Stay Safe**
  - 15 pg
  - HTML | PPT

- **Tucker Turtle Takes Time to Tuck and Think**
  - 16 pg
  - PPT

  - **La Tortuga Tucker Toma Su Tiempo Para Pensar y Actuar**
    - PPT

Tools for Working on “Building Relationships”

- **Positive Attention Data Sheet**
  - 1 page
  - PDF

  - **Hoja de datos sobre atención positiva**
    - HTML

- **Some Starters for Giving Positive Feedback and Encouragement**
  - 1 page
  - PDF

  - **Algunas sugerencias para dar elogios e incentivos**
    - HTML

Book List - Using Books to Support Social Emotional Development

- **Children’s Book List**
  - Relevant to Social-Emotional Skills
  - 6 pages
  - PDF
Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with teaching the “Turtle Technique”

By Rochelle Lentini
March 2005
Teodora la Tortuga es una tortuguita muy guapa. Le gusta jugar con sus amigos en la Escuela Lago Mojado.
Pero a veces suceden cosas que enojan mucho a Teodora.
Hace tiempo, cuando Teodora se enojaba, pegaba, daba pateadas o les gritaba a sus amigos, quienes se sentían perturbados cuando ella les pegaba, daba pateadas o gritaba.
Ahora Teodora ha aprendido una manera nueva de “pensar como una tortuga” cuando se enoja.
Puede controlarse de modo que ¡ya no pega, da pateadas ni grita!
Se retira a su coraza y respira profundamente 3 veces para tranquilizarse.
Teodora entonces puede idear una solución o una manera de mejorar las cosas.
Los amigos de Teodora están contentos cuando ella juega con cortesía y no los pega ni les da pateadas. También les gusta cuando Teodora usa palabras agradables o pide la ayuda de una maestra cuando está perturbada.
Fin
Turtle Technique

Recognize that you feel angry.

“Think” Stop.

Go into shell. Take 3 deep breathes. And think calm, coping thoughts.

Come out of shell when calm and thinking of a solution.
The Solution Kit

Get a Teacher

Wait and take turns.
The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. We have developed extensive, user-friendly training materials, videos, and print resources which are available directly from this website to help early care, health and education providers implement this model.

State Partnerships

Visit our states page to find more information about any of our state partners or new resources and information for all states.

State Partners: California, Colorado, Hawaii, Iowa, Maryland, Massachusetts, Nebraska, North Carolina, Tennessee, Vermont, and Wisconsin.

Stay Connected to CSEFEL: sign up for our electronic updates
For more information:
On the Preschool Modules

http://csefel.vanderbilt.edu/resources/training_preschool.html

http://www.vanderbilt.edu/csefel
See you at the Carondolet March 15th - 17th