The Pyramid Model

Intensive
Intervention

Targeted Social
Emotional Supports

High Quality Supportive Environments

Nurturing and Responsive Relationships

Effective Workforce

Cost of doing Nothing/Lifelong Effects

- Prevalence rate of **challenging behaviors** among young children in the classroom is approximately 10% or 1 out of every 10 children

- **Expulsions** from early childhood programs-perpetuates the cycle

- Around 40% of children enter kindergarten **lacking social-emotional skills**

- Over 65% of students identified with emotional and behavioral disorders **drop out of school**

Fox, L. and Smith, B., *Policy Brief: Promoting Social, Emotional and Behavioral Outcomes of Young Children Served Under IDEA,* January 2007.

Cost of doing Nothing/Lifelong Effects

- School dropout ultimately leads to poor job outcomes, limited income, and **patterns of failure** that may persist into adulthood including unplanned pregnancies & criminal activity

- **Impaired ability** to sustain healthy relationships

- **Systems stress:** child abuse/neglect, domestic violence, substance abuse, mental health, staff burnout, compromising resources for early care and education system
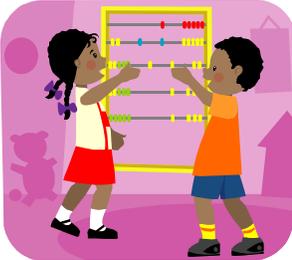
Why the Pyramid?

Research shows it works!

Less challenging behavior

Increased social skills

Happier providers and families

Less turnover in programs

More knowledge and confidence in supporting children

Positive changes in the program

What is The Pyramid Model?

- Research-based model supporting social skill development and preventing challenging behavior in children birth to 5 years old

- Addresses children's behavior challenges through:
  - building relationships
  - arranging environments
  - teaching social skills

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Pyramid Model Components

1. **Effective Workforce**
   – better-trained caregivers are the foundation

2. **Nurturing and Responsive Relationships**
   – positive relationships with children, families, and other providers

3. **High Quality Supportive Environments**
   – setting up an environment to prevent problems before they start: arranging materials & toys, predictable schedules, and routines

4. **Targeted Social Emotional Supports**
   – planning for how to respond to children's behaviors

5. **Intensive Intervention**
   – planning with others for how to support individual children that need additional help beyond steps 1-4

Why the Pyramid Model?

IT WORKS! Programs have experienced:

- Decrease in:
  – children's challenging behavior
  – staff & family turnover

- Increase in:
  – children's social skills
  – staff & family satisfaction; feeling supported/part of a team
  – caregiver knowledge & confidence in supporting children & families
  – positive program changes, including overall quality

Implementing the Pyramid Model Program-Wide:

- Leadership Team guides implementation process, develops supports, and infrastructure

- Leadership Team is focused on the ongoing process of supporting Pyramid Model implementation

- Uses data-based decision making to guide implementation efforts and monitor outcomes

Components of the Program-Wide Approach

Leadership Team

- Meets monthly to guide the implementation
- Comprised of administration, teaching staff, coach, and behavior specialist
- Individualized supports provided to children with challenges, professional development for teachers, plan for family participation, and uses data to make decisions

Staff Buy-In

- All staff become involved in the model
- All staff must agree that they are willing to participate
- Leadership Team monitors & supports staff buy-in on an ongoing basis

Family Involvement

- Establish partnerships with families in adopting the model
- Provide families with information and support
- Collaborative teaming to support individual children

Program-Wide Expectations

- Shared focus and shared language for describing behavior expectations to children, staff, and families

- Expectations are posted in the program

- Staff acknowledge expectations by providing appropriate feedback and reinforcement to children

Classroom Implementation

- Providers are individually assessed using fidelity observational tool

- Action planning occurs to identify goals for supporting teachers in reaching fidelity criteria

Staff professional development & support plans

- Training and coaching/support provided to implement

- Leadership Team develops strategies to provide ongoing support to staff as they implement the model
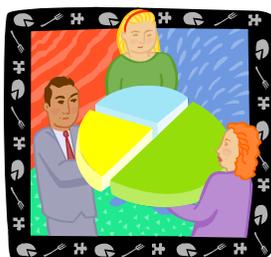
Behavior support procedures

- Leadership Team develops policies/procedures to support staff in addressing challenging behaviors

- Problem solving, crisis situations, behavior support plans
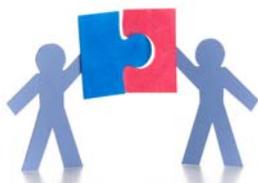
Data-based decision making

- Team gathers and reviews data on implementation and outcomes using tools provided by TACSEI

For more information:

Center on Social and Emotional Foundations for Early Learning (CSEFEL)
- ❖ Resources for all early childhood settings
- ❖ Training modules for staff and parents
- ❖ http://www.vanderbilt.edu/csefel/index.html

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)
- ❖ Resources to use in everyday routines and activities
- ❖ http://www.challengingbehavior.org/index.htm

Nebraska Early Childhood Training Center
- ❖ Resources for training & coaching
- ❖ Checklist for self-assessment of program practices
- ❖ Phone 402-557-6880
- ❖ http://www.education.ne.gov/oec/teaching_pyramid/index.html

University of Nebraska-Lincoln Extension
- ❖ Early Childhood Educational resources and training opportunities for parents and early childhood professionals
- ❖ http://www.extension.unl/web/child