

Creating a Climate of Support for Students in Early Childhood/Elementary Settings


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Pyramid Model
INNOVATIONS
ChallengingBehavior.org


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What Are We Going to Do Today?

- Context for This Work
 - Young children's social emotional development
 - Supporting families and teachers
- Overview of the Pyramid Model – an MTSS
 - Creating a climate of support at all tiers







What is our Goal?







Jones, Greenberg, & Crowley (2015)

- Children reported to have better social skills such as sharing, cooperating, and helping other children in K are:
 - More likely to get a college degree and have a full time job
 - Less likely to be arrested, use drugs or be on a waiting list for public housing



Trajectory of Challenging Behavior



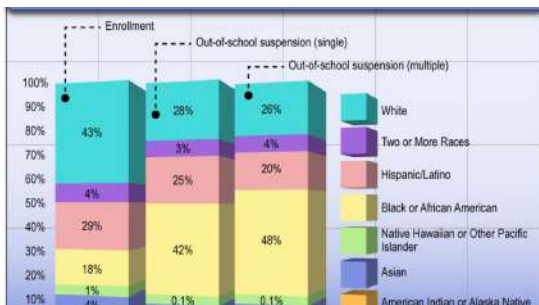
NCPW

Gilliam (2005)

- Preschool children are three times more likely to be expelled than children in k-12
 - 6.7/1000 – PreK
 - 2.1/1000 – k-12

NCPW

US Department of Education Office of Civil Rights (2014)



NCPW

Key Points about the Effects of Suspension/Expulsion

- Suspension/Expulsion in early years is predictive of problems in school and beyond
 - The best predictor of expulsion is a previous expulsion
 - Implications of "behavior" label early in life
- May hinder child's development
 - Lack of continuity in care settings
 - Missed opportunities for learning and interactions
- Potentially contributes to family stress
 - Economic issues
 - May increase likelihood of punitive discipline practices in the home



What Teachers Say...



Our Focus....

- Adopting a posture of **support**:
 - Supporting all children
 - Supporting all families
 - Supporting all teachers and providers
 - Supporting all programs
- Promoting **confidence** and **competence**
- Supporting **inclusion**, not exclusion



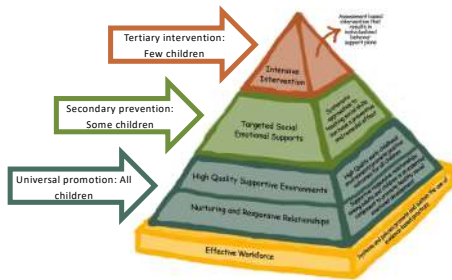
Critical Concepts

Pyramid Model is about supporting ALL children, families and colleagues:

- Applying an **Equity Lens**
- Understanding **Implicit Bias**
- Using Culturally **Responsive Practice**



The Pyramid Model: Promoting Social-Emotional Competence and Addressing Challenging Behavior



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"An ounce of prevention is worth a
pound of cure."

- Benjamin Franklin



It's all about relationships



Relationships Between Children

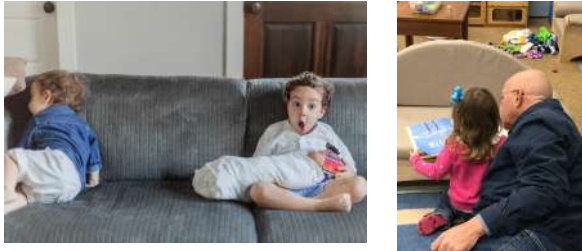


**“Every child needs one person
who is irrationally crazy about him.”**

Uri Bronfenbrenner



**“Parents need to know that we care
before they care what we know”**
(Klass, 1997)

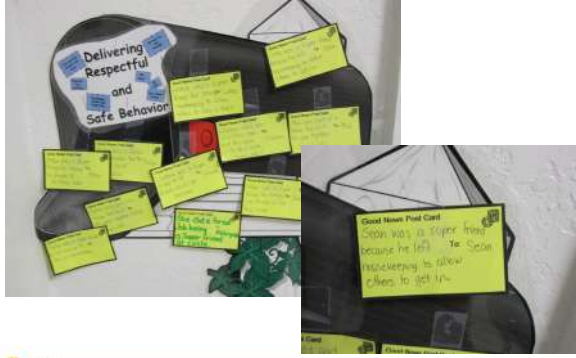


Walter Gilliam

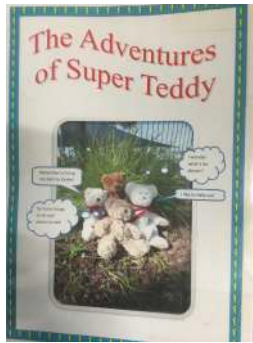
“I’ve never seen a case where a child was
expelled from a preschool or child care program
when the teachers and parents knew and liked
each other. I’ve never seen it once.”



Sharing Good News with Families

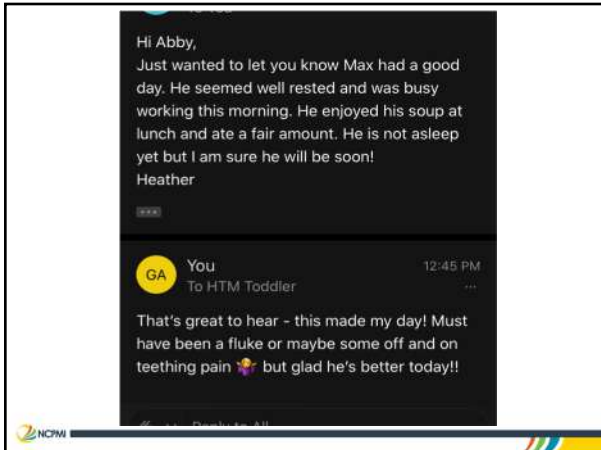


Bridging Home and School




#PyramidWinatHome

- Jackson – 3 years old
 - I am going to put on daddy's Titans hat to make me feel better when I am missing him
- Avery – 4 years old
 - I had to go to my room and take 3 deep breaths to calm down
- Skye – 4 years old
 - That's just embarrassing
- Joseph – 4 years old
 - That's not very responsible daddy





Relationships with Colleagues

- A common goal of supporting children where children spend time
- Respect for each other's expertise
- Absence of blame
- Nonjudgmental
- Transparency
- Within a classroom:
 - Behavior support approach
 - Modeling what we want children to do



Collaborative Teaming

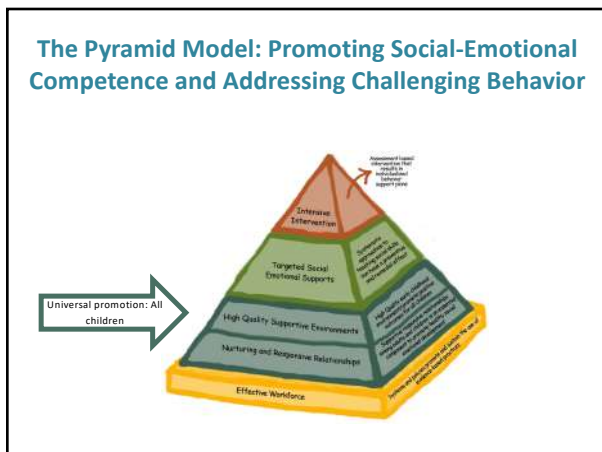
- Everyone interacts with children; even visitors to your class
- Talk between adults is classroom related
- Adults give each other praise
- Roles are shared; including instruction
 - Decision making is shared

Rising Monarchs Snack Group Schedule Staff Zoning Plan | 2014-2015

Time/Activity	Adrienne	Lyn	Mary	Colleen	Comments
7:30 - 8:30 Early Care Planning	planning classroom setup snack setup	Early Care: -supervise kids Planning: -activity planning -rotate kids through potty	Early Care: -supervise kids Planning: -activity planning -rotate kids through potty	Early Care: -Engage w/ children -Complete teacher tasks as needed	Mary in @ 8
8:30 - 9:00 Arrival Snack Quiet Centers	-greet children -assist w/ sign in and hand washing -supervise quiet activities	-serve breakfast -support conversations -B9 clean up breakfast and tables	-rotate kids through potty	-greet children -supervise quiet activities -serve breakfast if Lyn is out	
9:00 - 9:30 Large Group	9:00-9:15 -serve P.Y. message -greeting, "Good-morning" 9:15-9:30 -MT, T, & M support kids w/ singing and stretching B9 -T, B, & M singing game	9:00-9:15 -MT, T, & M support kids w/ singing and stretching B9 -T, B, & M singing game	9:00-9:15 -MT, T, & M support kids w/ singing and stretching B9 -M singing game	9:00-9:15 -MT, T, & M support kids w/ singing and stretching B9 -M singing game	
9:30-10:00 Small Groups	9:30-9:45 -MT, T, & M support kids w/ singing and stretching B9 -T, B, & M singing game	9:30-9:45 -MT, T, & M support kids w/ singing and stretching B9 -T, B, & M singing game	9:30-9:45 -MT, T, & M support kids w/ singing and stretching B9 -M singing game	9:30-9:45 -MT, T, & M support kids w/ singing and stretching B9 -M singing game	
10:00 - 10:30 Quiet Centers	10:00-10:15 -MT, T, & M support kids w/ singing and stretching B9 -T, B, & M singing game	10:00-10:15 -MT, T, & M support kids w/ singing and stretching B9 -T, B, & M singing game	10:00-10:15 -MT, T, & M support kids w/ singing and stretching B9 -M singing game	10:00-10:15 -MT, T, & M support kids w/ singing and stretching B9 -M singing game	
10:30 - 11:00 Large Group	10:30-10:45 -MT, T, & M support kids w/ singing and stretching B9 -T, B, & M singing game	10:30-10:45 -MT, T, & M support kids w/ singing and stretching B9 -T, B, & M singing game	10:30-10:45 -MT, T, & M support kids w/ singing and stretching B9 -M singing game	10:30-10:45 -MT, T, & M support kids w/ singing and stretching B9 -M singing game	
11:00 - 11:30 Quiet Centers	11:00-11:15 -MT, T, & M support kids w/ singing and stretching B9 -T, B, & M singing game	11:00-11:15 -MT, T, & M support kids w/ singing and stretching B9 -T, B, & M singing game	11:00-11:15 -MT, T, & M support kids w/ singing and stretching B9 -M singing game	11:00-11:15 -MT, T, & M support kids w/ singing and stretching B9 -M singing game	
11:30 - 12:00 Snack Quiet Centers	11:30-11:45 -MT, T, & M support kids w/ singing and stretching B9 -T, B, & M singing game	11:30-11:45 -MT, T, & M support kids w/ singing and stretching B9 -T, B, & M singing game	11:30-11:45 -MT, T, & M support kids w/ singing and stretching B9 -M singing game	11:30-11:45 -MT, T, & M support kids w/ singing and stretching B9 -M singing game	

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Supportive Environments

- Predictable and consistent schedules
- Clear expectations
- Well-designed transitions
- Developmentally appropriate, appropriately challenging, engaging activities
- Planned social opportunities
- Visual supports
- Individualized supports



Creating Environments that Support All Children's Engagement and Prevent Challenging Behavior



Supporting Family Routines



Going to School




Mary Go Round Child Care Center
Story by Mary Go Round South Pointe Childcare

We all go to school at Mary Go Round.



Some of us are here all day and some of us here only part of the day. We all need to remember to be safe and respectful while we are at school.

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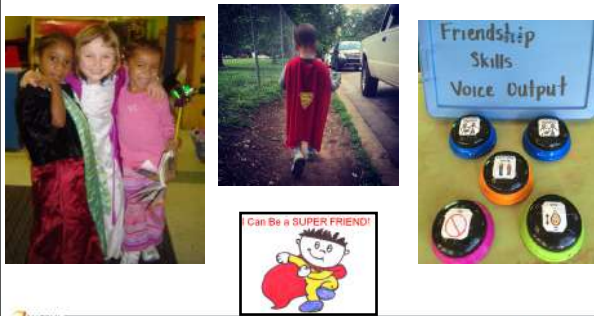
“If a child doesn’t know how to read, *we teach.*”
 “If a child doesn’t know how to swim, *we teach.*”
 “If a child doesn’t know how to multiply, *we teach.*”
 “If a child doesn’t know how to drive, *we teach.*”
 “If a child doesn’t know how to behave, *we.....*
.....teach?punish?”
 “Why can’t we finish the last sentence as automatically as we do the others?”
Tom Herner (NASDE President) Counterpoint 1998, p.2)

Expectations



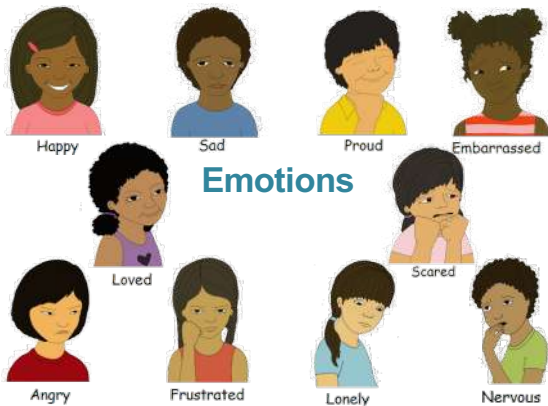
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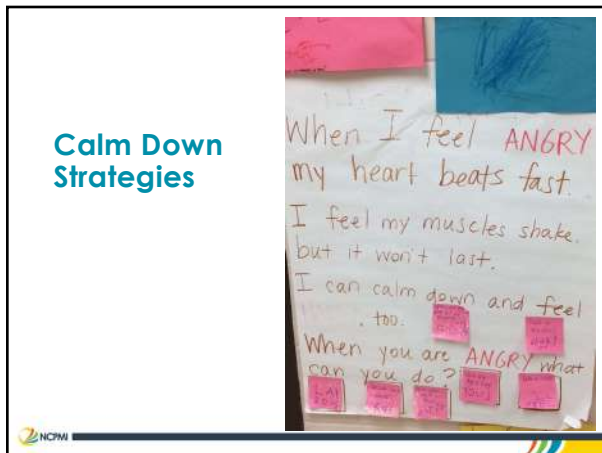
Friendship Skills



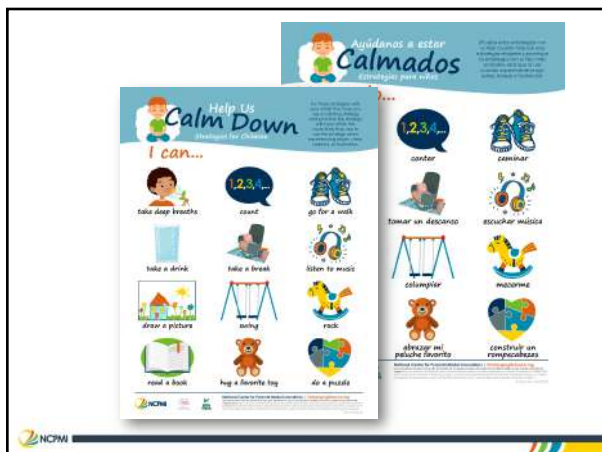
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Emotions









Super Turtle Letter



Dear Parent,

Billy did a great job today handling frustration and not getting angry when we ran out of his favorite cookie at snack. Instead of getting upset, Billy took three deep breaths and decided he would try one of the other cookies. That was a great solution and he really liked the new cookie too!

You can help Billy at home by: Asking him what he did at school today when we ran out of his favorite cookie. Ask him how he calmed down. Comment on what a great job he did. Tell him that you hope that he will do that again when he gets frustrated about something.

Thank you so much!

Mr. Phil

The Pyramid Model: Promoting Social-Emotional Competence and Addressing Challenging Behavior

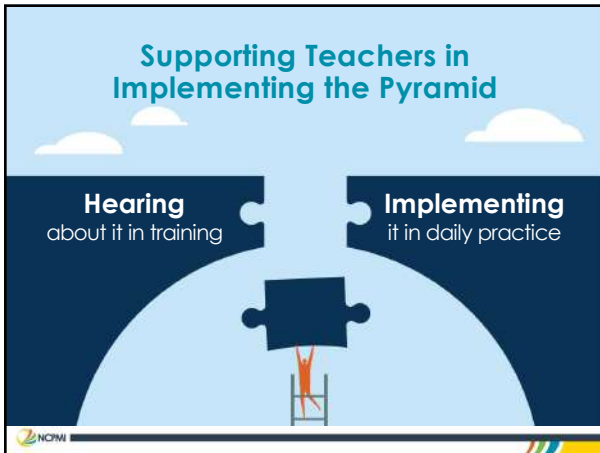


Tertiary: Individualized Intensive Interventions

- Comprehensive interventions across all settings
- Assessment-based
- Collaborative team
- Skill-building

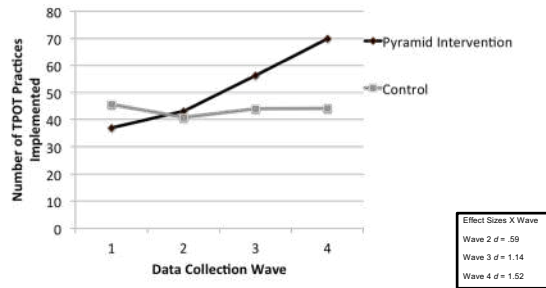


Positive Solutions for Families	
Session	Content
1. Making a Connection	Building relationships, quality time, positive comments, and encouragement
2. Making it Happen	Play, supporting the development of friendship skills, encouraging positive behavior
3. Why Do Children Do What They Do?	Determining the meaning of behavior, making expectations clear, developing and teaching household rules
4. Routines, Routines, everywhere	Understanding how to structure routines, giving directions
5. Teach Me What to Do	Emotional vocabulary, managing anger and handling disappointment, problem solving
6. Facing the Challenge Part 1	Strategies to promote positive behavior
7. Facing the Challenge Part 2	Problem solving, challenging behavior





Teacher Implementation of Pyramid Model Practices



Observations of Target Children's Social Skills

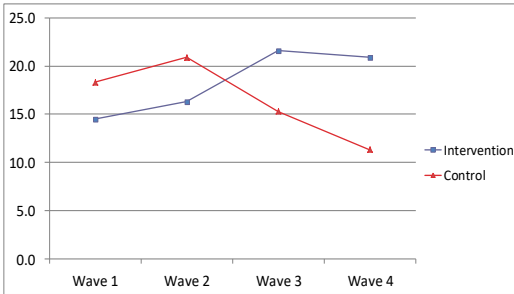


Figure 2. Mean frequency of positive social interactions during 60 min observation session across waves for Cohort 1 target children whose teachers were in the intervention or control condition. An average of the frequency of positive social interactions for the 2 to 3 target children in each classroom was used to derive the means reported for each group at each wave.

Critical Elements of Program-Wide Implementation



Components of Program-Wide Implementation

1. Establish a leadership team
2. Ensure staff buy-in
3. Promote family engagement
4. Establish program-wide expectations
5. Develop and implement a plan for professional development and staff support
6. Develop procedures to identify and respond to individual children's social and emotional support needs
7. Monitor implementation and outcomes





Early Childhood Program-Wide PBS Benchmarks of Quality

Dr. Fox, Mary Louise Henninger, Susan Jost, and Debbie Peep Shuler

Program Name: Location: Team Members:	Date:				



Ensure Family Engagement

- Multiple mechanisms for input at the beginning
- Multiple mechanisms for sharing the plan
- Multiple mechanisms for home implementation
- Family partnerships in developing and implementing individualized support that are culturally supportive.



The Promise, The Challenge



The Promise, The Challenge



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