Pyramid Model
Overview

Exceptional Student Services Unit
Preschool Special Education and Child Find

The contents of this handout were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
Tiered approaches **promote** outcomes for **all** children

- Evidence-based practices
- Teaching to fidelity
- Scaling-up
  - bringing the practice or model to more programs and families
- Sustainability
  - high fidelity implementation over a sustained period of time
Nurturing and Responsive Relationships

Strategies for building positive relationships
Making Deposits

5:1
- Deposits and Withdrawals
- Positive Language
- Directions Tell Children What To Do
- Catch Children Being Good
- Plan for Positive Language
Building Relationships

- Helps each child/individual 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 and acceptable behaviors as individuals and as a group
How do you actively establish and develop relationships with:

- Children
- Families
- Colleagues
“Every child needs one person who is crazy about him”

* Uri Bronfenbrenner
High quality supportive environments

Organization & Management
Organization

• Physical Design
  – Traffic patterns
  – Learning Centers
• Schedule and Routines
  – Balance and Consistency
• Transitions
  – Reduce wait time and frequency
Management

- Implementing schedules and visual systems
- Promoting Engagement
  - Large group activities
  - Small group activities
  - Design of learning centers
  - Adaptations and Modifications
- Managing behavior
- Teaching strategies
- Embedding learning & teaching opportunities
All children need to be able to answer these questions:

- What am I supposed to be doing?
- How do I know I am making progress?
- How do I know when I am finished?
- What do I do next?
Clear Beginning, Middle, End

Transitions:
- Warning
- Visual and Auditory Signal
- Song
- Reminders of behavior expectations
- Steps of transition
- Individual reminders
- Commenting: Remember 5:1
Assessment based intervention that results in individualized behavior support plans

Intensive Intervention

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

Targeted Social Emotional Supports

High Quality early childhood environments promote positive outcomes for all children

High Quality Supportive Environments

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

Nurturing and Responsive Relationships

Effective Workforce

Systems and policies promote and sustain the use of evidence-based practices
Targeted social emotional supports

Directly teaching social skills & emotional literacy
Social Skills & Emotional Competence

- Behaviors that lead to friendships
- LEAP social skills
- Emotional literacy
- Anger and impulse control
- Problem-solving skills

* Planning, teaching, embedding opportunities
Specific Behaviors that Lead to Friendships

- Play Organizers
- Sharing
- Assisting
- Affection
- Lengthy Encounters
- Reciprocity
Emotional Competence

- Identify Emotions
- Understanding Emotions
- Calming Strategies
- Anger & Impulse Control
- Self-Regulation – Thermometer
- Problem-solving Strategies
Intentional Teaching

- Getting attention
  - puppets, books, modeling with teachers and peers
- Sharing
- Identifying emotions
- Self regulation - calming
- Thermometer
- Problem-solving
Intensive behavior support

Understanding behavior & strategies for challenging behavior
Some Basic Assumptions

- Challenging behavior is most often related to some skill deficit (e.g., language, social).
- Behavior that persists over time is working for the child.
- When we have positive relationships with children, supportive classroom environments, and focus on teaching social and communication skills, we reduce the likelihood of challenging behavior.
Behavior

- Behavior is predictable; it does not occur in a vacuum.
- Behavior is changeable; we need to understand the functions, predictors, and consequences of behavior.
- Behavior intervention has two primary goals: to reduce inappropriate behavior and to increase appropriate behavior.
Why Do Challenging Behaviors Persist

Behaviors continue because they are reinforced in some way.

The behaviors are working.

ABC’s

Understand function

Reinforcement - maintaining and new

Adult behavior
Children are less likely to engage in challenging behavior when they...

- Understand the routine
- Understand the expectations for their behavior
- Are engaged in meaningful activities
Behavior has a Function:

Challenging Behavior may mean:

What will I get?

What will I get out of?