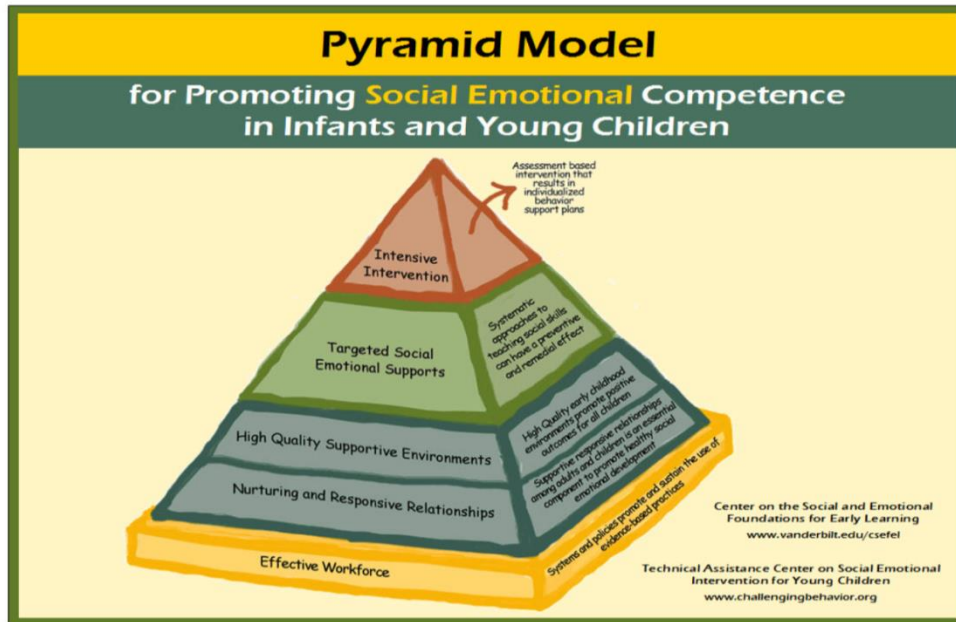


Pyramid Model Overview Module



MINNESOTA CENTERS OF EXCELLENCE
For Young Children With Disabilities

mn DEPARTMENT
OF EDUCATION

ai
HUB The Active Implementation Hub

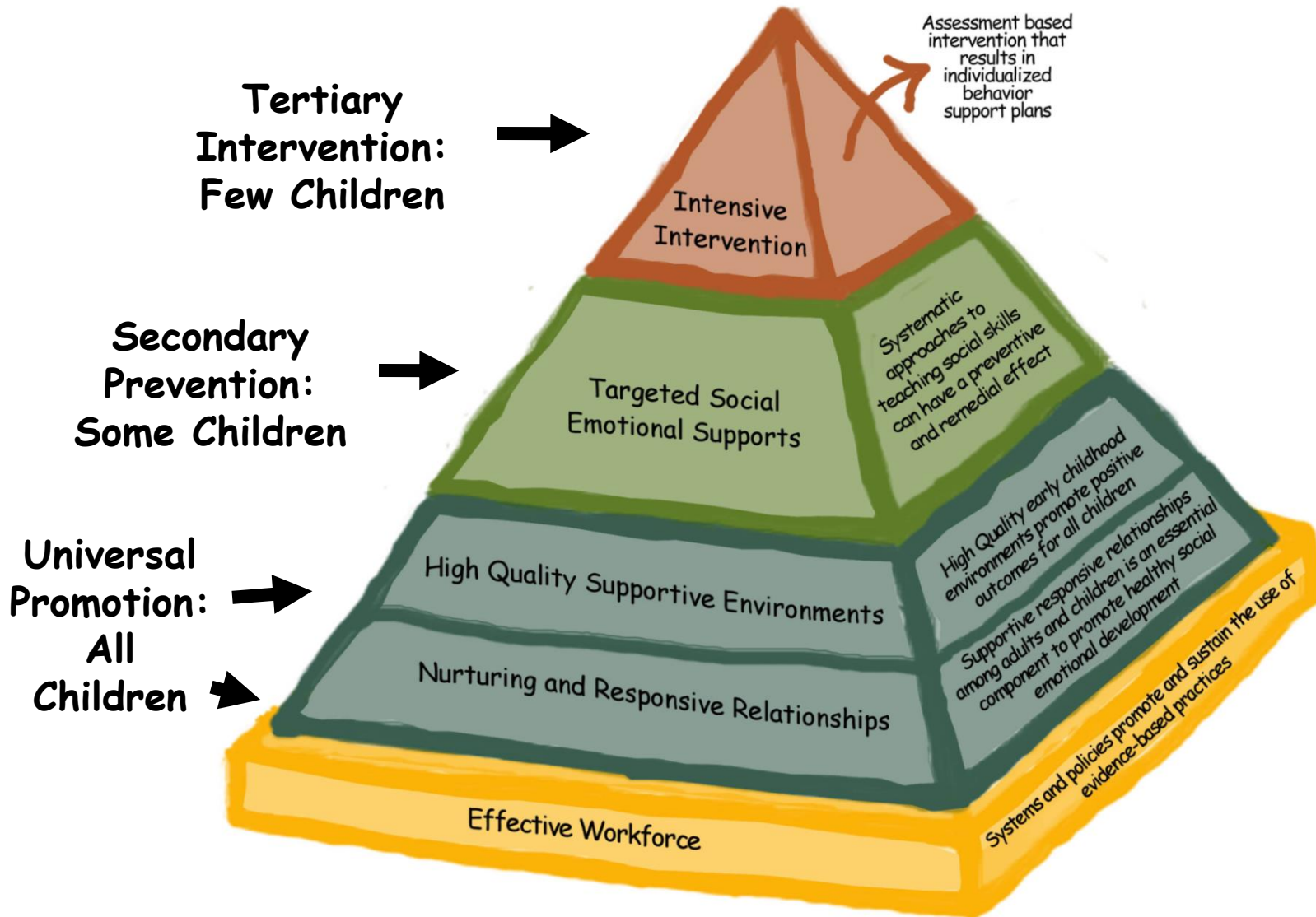
This initiative is made possible with grants from the Minnesota Department of Education using federal funding CFDA #84.173 special Education – Preschool Grants and CFDA #84.181 Special Education – Grants for Infants & Families. Unless otherwise specified, this activity does not necessarily represent the policy of the MN Centers of Excellence, Metro ECSU, federal Department of Education or the state Department of Education and you should not assume endorsement by the federal or state government.

Is The Pyramid Model Right for Your Program?

- What is the Pyramid Model?
- Why Focus on Social Emotional Development?
- How Does the Pyramid Model Work?
 - Stages of Implementation
 - Benchmarks of Quality
 - Data Collection
 - Implementation Team
 - Internal Coaching
- How Will We Know if We are Ready?
- What are the Benefits to Our Program?
- What are the Next Steps?



What is the Pyramid Model?



Foundation: Effective Workforce

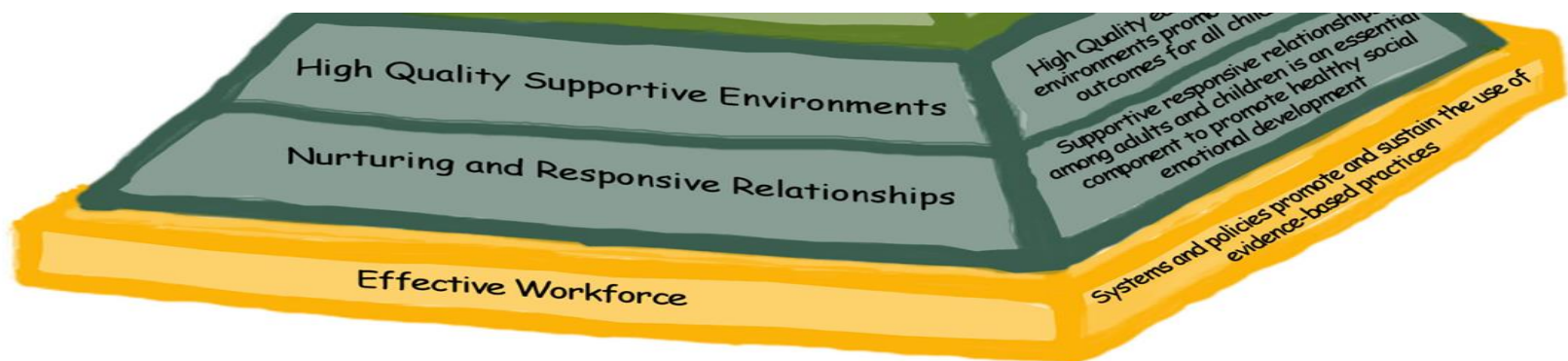
The foundation for all practices in the Pyramid Model are the **systems and policies** necessary to ensure a workforce that is able to adopt and sustain the evidence-based practices.



Nurturing & Responsive Caregiving Relationships and High Quality Supportive Environments : TIER 1

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

High quality early childhood environments promote positive outcomes for ALL children.



Targeted Social Emotional Supports: TIER 2

- Provides explicit instruction around social emotional skills.
- Addresses self regulation, expressing and understanding emotions, and developing social relationships.
- Some children need systematic and focused instruction to learn discrete social emotional skills.



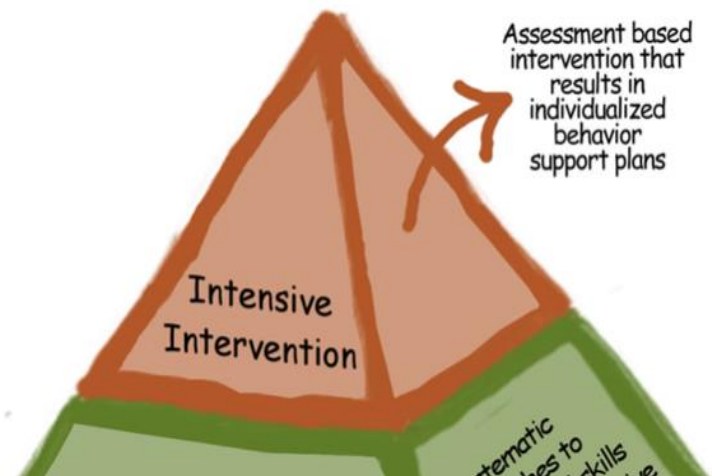
Individualized Intensive Interventions:

TIER 3

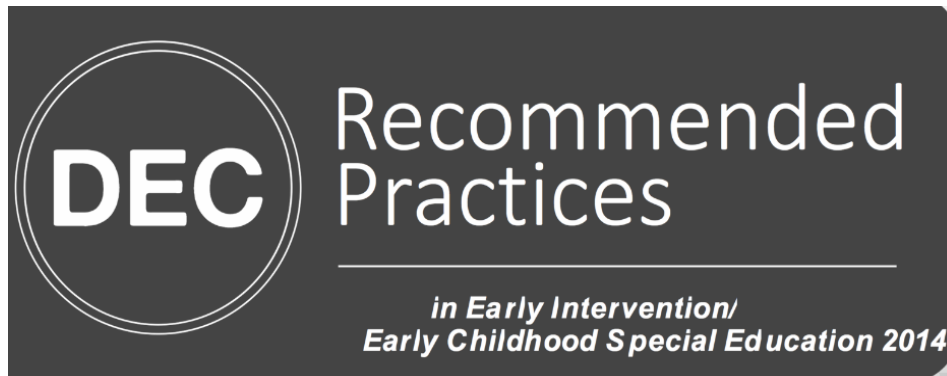
Individualized Intervention

When children have ongoing challenging behavior, comprehensive interventions are developed to resolve problem behaviors and support the development of new skills.

- Family-Centered Intervention
- Assessment Based
- Focus on Skill Building



Pyramid Model Aligns with Research-Based DEC Recommended Practices



- Supported by research, values, and experience
- Represent breadth of topic
- Observable
- Not disability specific
- Delivered in all settings
- Build on and are not duplicative of other standards (such as NAEYC)

<http://ectacenter.org/decrp/>

ECTACenter
The Early Childhood Technical Assistance Center

Research supporting the Pyramid Model:

<http://challengingbehavior.cbcs.usf.edu/Pyramid/overview/research.html>

Initial research on the effects of the Pyramid Model concluded:

- Teachers who received training and coaching showed a statistically significant difference in their implementation of Pyramid Model practices.
- Children enrolled in classrooms implementing the Pyramid Model showed statistically significant differences in their social skills.
- Target children had statistically significant reductions in problem behavior.

Statistics Regarding Young Children with Challenging Behavior

- Approximately 10-15% of all typically developing preschool children have chronic mild to moderate levels of behavior problems (*Campbell, 1995*).
- Children who are poor are much more likely to develop behavior problems (*Qi & Kaiser, 2003*).
- Children identified as “hard to manage” at ages 3&4 have a high probability of continuing to have difficulties into adolescence (*Campbell & Ewing, 1990; Campbell 1997, Egeland et al., 1990*);

Why the Pyramid Model Deserves Attention

Children with Challenging Behavior:

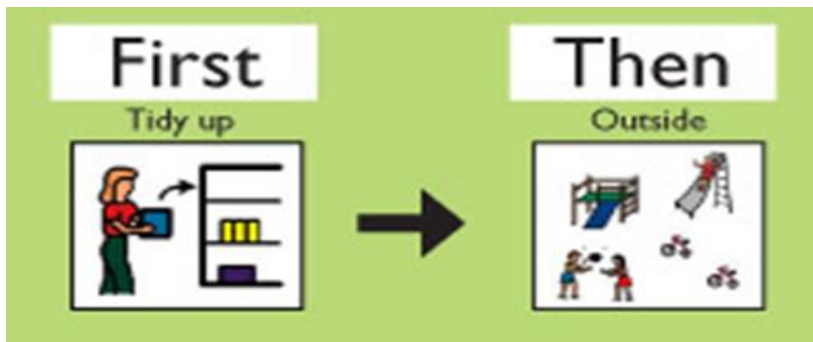
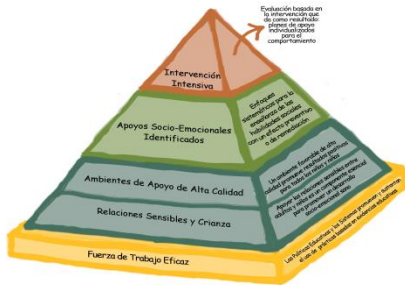
- Are rejected by peers
- Receive less positive feedback
- Are less likely to be successful in Kindergarten
- Preschool children are 3x more likely to be expelled than children in k-12 (Kazdin, 1995)

The Pyramid Model Can Help

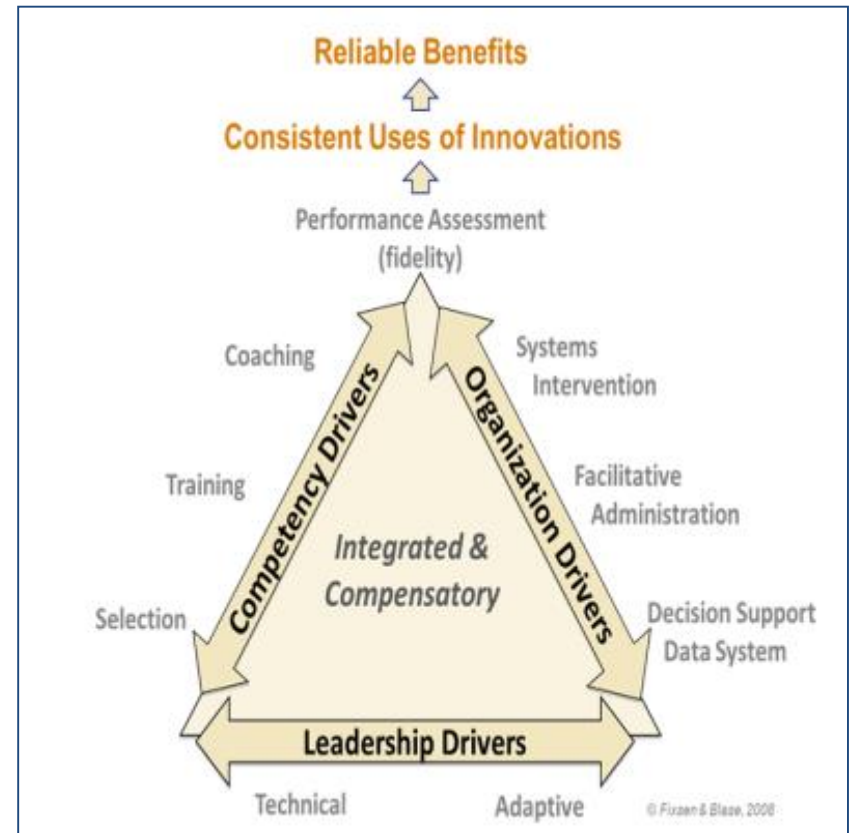
- The Pyramid Model has a particular focus on supporting the social development and relationships of these young children.
- Social development and the ability to be engaged is essential for school readiness.

How does Program Wide Adoption of the Pyramid Model Work?

Content & Strategies:

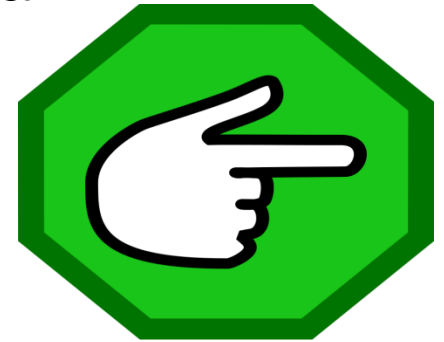


Process for implementing the Pyramid Model to fidelity:



Program Wide Implementation- What does it look like to start:

- Implementation Team is formed and attends Program Wide Adoption training
- Staff are trained
- Appropriate staff are coached
- Teachers, coaches, and the Implementation Team engage in data collection & use
- Practitioners and staff are engaged with implementation



Implementation Team Membership

Administrator from ECSE & Inclusion Partner

Behavior Coach

Data Manager

Internal Coach (1-2)

Teacher Representative (1-2)

ECSE Professional Development

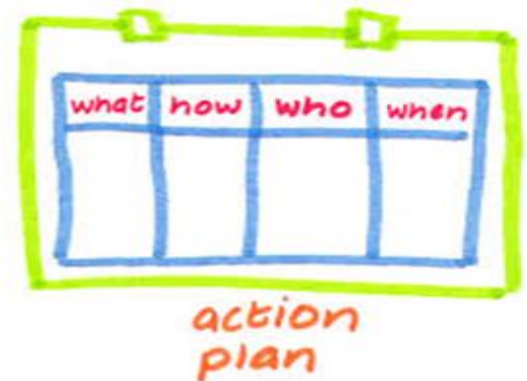
Facilitator/External Coach (PDF)

Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen.
(Alan Keith)



What does the Implementation Team do?

- Uses the Benchmarks of Quality to Action Plan & guide program wide installation and implementation.
- Assesses progress towards full program wide implementation of the Pyramid Model practices to fidelity.
- Meets monthly.



Training

All Relevant Staff: 4 Content Training Modules

Implementation Team: Program Wide Adoption Training

Coaches: Practice Based Coaching Training & TPOT Training

Data Manager: Data Manager Training

Coach(es), Data Manager, Behavior Coach,

Administrator: Behavior Incident Report Training

What is Coaching in Pyramid Model Implementation?



- Collaborative
- Interactive
- Focused on skill-building
- Goal Directed
- Outcomes Driven

Coaching Impact: Why does this make sense?

Joyce and Showers, 2002

TRAINING COMPONENTS	OUTCOMES		
	% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom		
	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
...+Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%

What Data Will be Collected & Used?

Data Tool	Purpose
Site ID Form	Create a roster of Coaches and Coachees
Benchmarks of Quality (BOQ)	Monitor progress of program wide adoption and guide the implementation team's action plan.
PM TPOT/TPITOS	Determine practitioner's use of the Pyramid Model practices and set goals for coaching- <i>only use in rooms being coached.</i>
Coaching Log	Determine amount of time spent in coaching as well as the strategies being used.
Behavior Coaching Log	Determine amount of time spent in behavior coaching as well as the strategies used.
Behavior Incident Reports (BIRs)	Monitor challenging behavior of individual children and assist in the Behavior Support Planning process.

Practitioners and Staff

- Teachers and staff willing to be trained
- Teachers and staff willing to participate in Practice Based Coaching sessions
- Teachers and staff willing to team together around use of Pyramid Model practices and strategies with all children



What are the Expected Benefits?

- ✓ Staff view themselves as having the skills to better support children in classrooms.
- ✓ Staff look to each other as sources of additional information and support.
- ✓ Staff can demonstrate the fundamental elements in their classrooms.
- ✓ A culture of support is created throughout the program.
- ✓ Staff become intentional and purposeful in interactions with children in order to build on their strengths.

What are the Expected Benefits?

- ✓ Staff turn over is reduced; staff satisfaction is increased.
- ✓ Staff ask for fewer suggestions from mental health professionals.
- ✓ The number of children receiving individual counseling from psychologists decreased.
- ✓ The number of children identified as having challenging behavior and referred for mental health services decreased.
- ✓ Program spends less time and resources on intervention level and more on prevention level of the Pyramid.

For More Information.....

National Center on Pyramid Model Innovations

<http://challengingbehavior.cbcs.usf.edu/>

Pyramid Model Overview

https://www.youtube.com/watch?time_continue=10&v=A_byPfNPkKM

Center on Social Emotional Foundations for Early Learning (CSEFEL)

www.vanderbilt.edu/csefel/

28 minute video on importance of Social Emotional Development:

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

What are the Next Steps?



- Review Give & Get with PDF



- Complete Hexagon Tool with PDF



- Complete Application

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