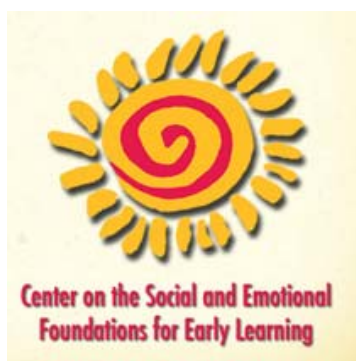


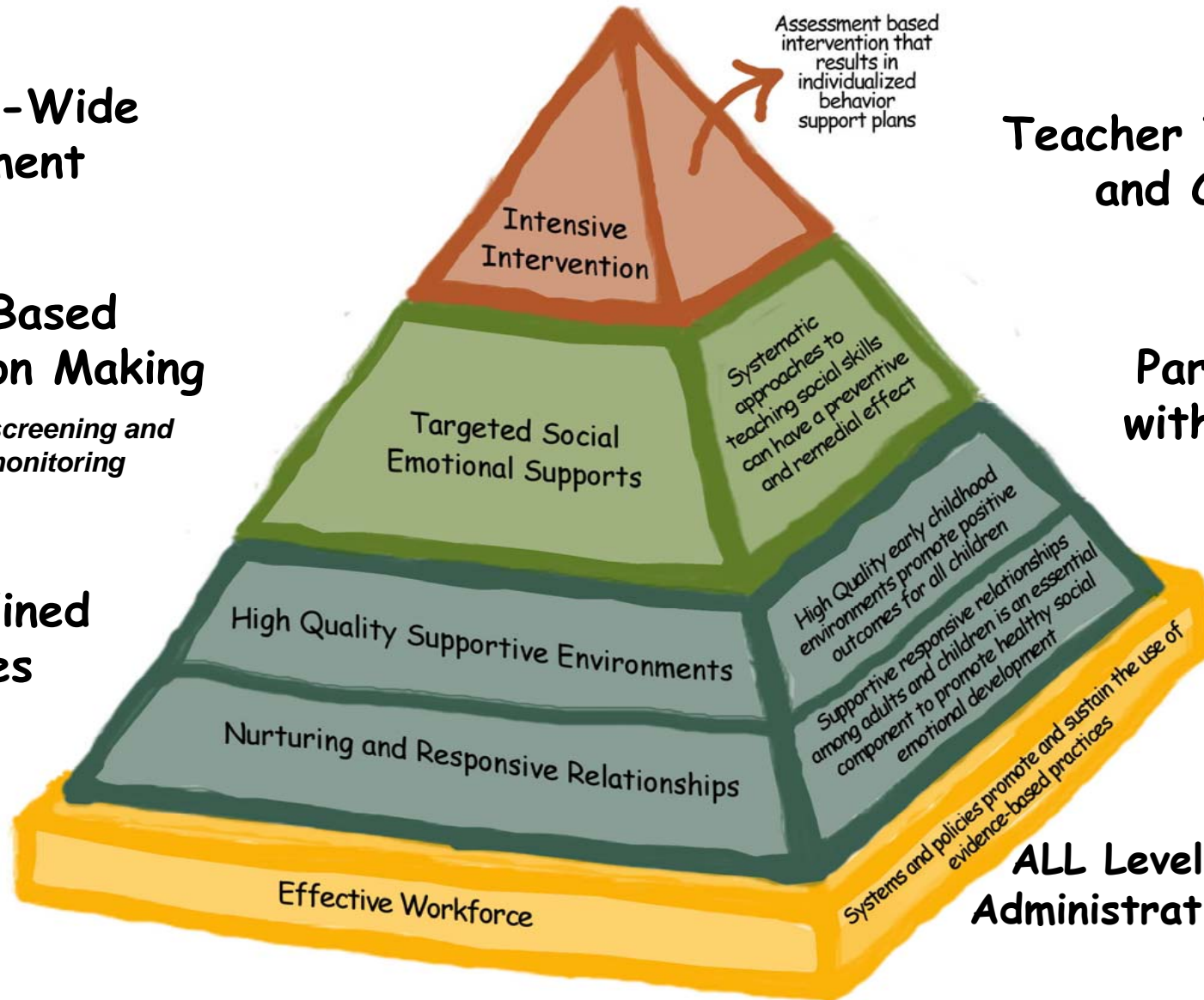
A Tiered Model for Promoting Social Emotional Development and Addressing Challenging Behavior



Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children



The Pyramid Model: Program-Wide PBS



Program-Wide Commitment

Teacher Training and Coaching

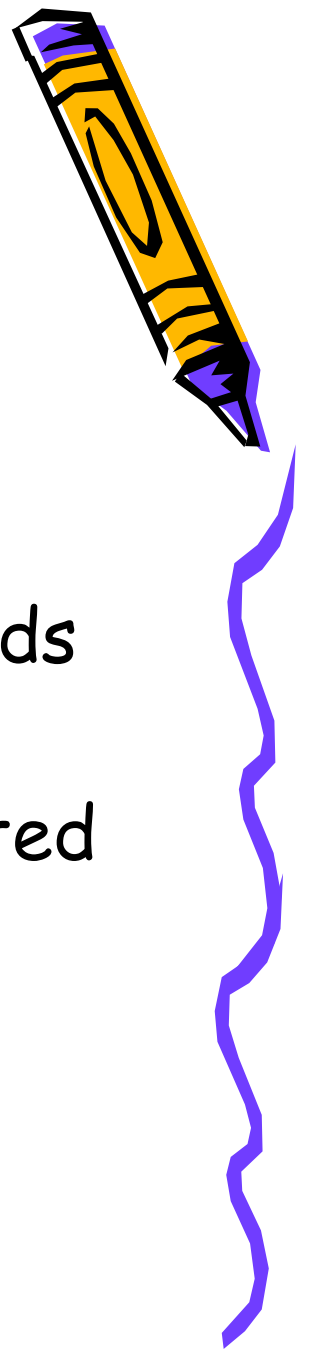
Data-Based Decision Making
including screening and progress monitoring

Partnerships with Families

Well-Defined Procedures

ALL Levels Require Administrative Support

Program-Wide Adoption



- Leadership team guides implementation and monitors implementation fidelity
- Children with instructional/support needs receive indicated tier of intervention
- Data are used for decision-making related to implementation steps, professional development, and child intervention



Challenges

- Measuring the processes and program level infrastructure essential to implementation
 - Team self-assessment (Benchmarks of Quality)
- Measuring the implementation of Pyramid practices
 - Teaching Pyramid Observation Tool
- Using teacher fidelity data for coaching



Benchmarks of Quality



- Team self-assessment
 - 43 indicators
 - Categories of: leadership team; staff buy-in; family involvement; program-wide expectations; teaching program-wide expectations; classroom Pyramid practices; procedures for responding to challenging behavior; staff support plan; data-based decision-making
- In place, partially in place, not in place
- Translates to implementation plan



Early Childhood Program-Wide PBS Benchmarks of Quality

Program Name: _____ Location _____ Date _____

Team Members _____

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place	Improve ment	In Place
Establish leadership team	1. Team has broad representation that includes at a minimum a teacher, administrator and a member with expertise in behavior support. Other team members might include parent, teaching assistant, related service specialists and other program personnel.			
	2. Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model.			
	3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent.			
	4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.			
	5. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals.			
	6. Team reviews and revises the plan at least annually			

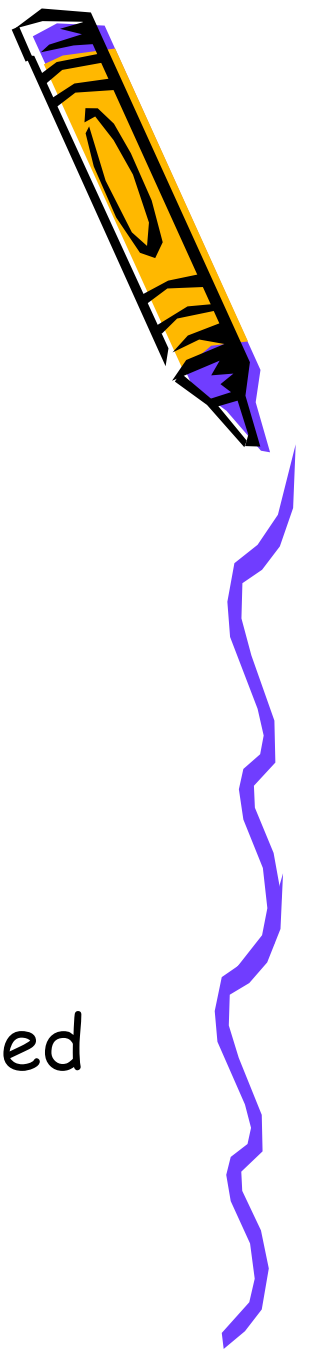
Teaching Pyramid Observation Tool



- Hemmeter, M. L., Fox, L., & Snyder, P.
- Assessment of teacher implementation of Pyramid practices in the classroom
 - Coaching and professional development
 - Implementation fidelity



Format of the TPOT



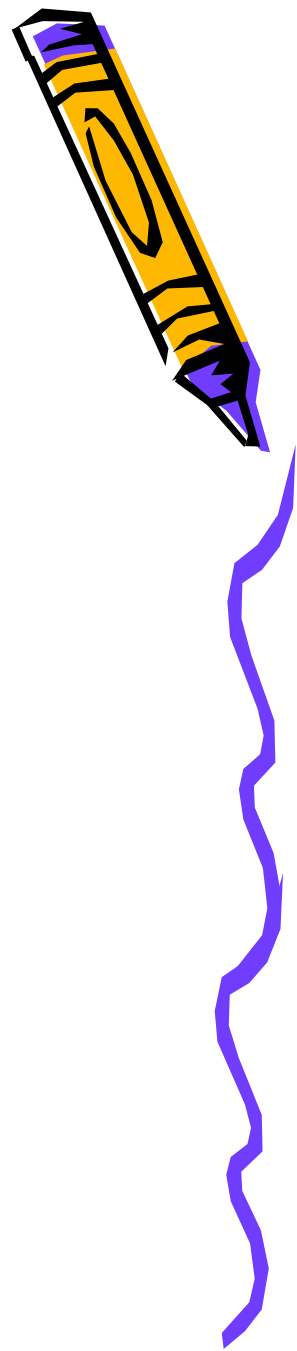
- Three types of Items
 - Environmental items (Items 1-7) - yes/no based on observation
 - Ratings of practices (items 8-22) - ratings based on observation and/or provider report
 - Red Flags (items 23-38) - yes/no based on observation



Environmental Arrangement Items

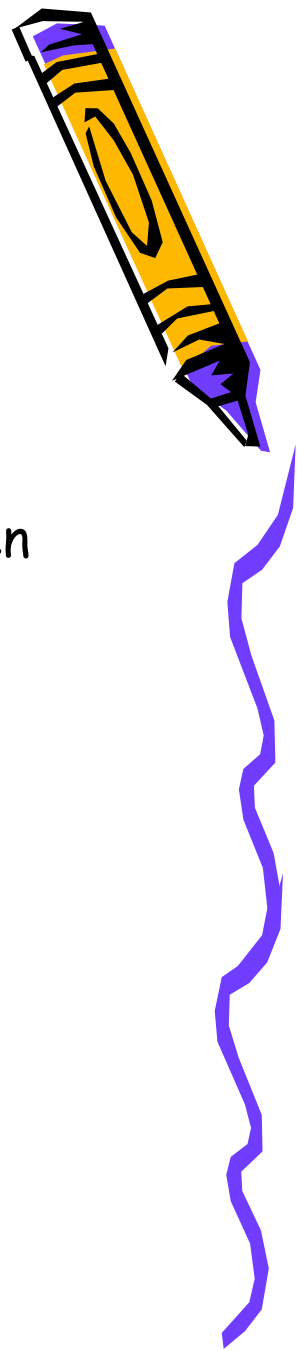
- Clear boundaries
- Move easily around room
- Lack of large open spaces
- Adequate number of centers
- Materials support play
- Preparation of centers

Classroom rules



Items based on observations and/or provider report

- Schedule and Routines
- Transitions between activities
- Teachers engage in supportive conversations with children
- Promoting children's engagement
- Teaching children behavior expectations
- Providing directions
- Effective strategies to respond to problem behavior
- Teaching social skills and emotional competencies
- Teaching children to express emotions
- Teaching problem solving
- Supporting friendship skills



Sample Item

11. Promoting children's engagement

0	1	2	3	4	5
<p>A classroom receives a score of "0" if all behaviors under a score of "1" are not observed</p> <p>Notes:</p>	<p>__Y __N (1.1) Teacher offers general guidance to children to select activities or use materials to promote engagement*</p> <p>__Y __N (1.2) Teacher provides fun activities that will support the engagement of almost all of the class *</p> <p>__Y __N (1.3) Teacher communicates with children on eye level almost all of the time *</p>		<p>__Y __N (3.1) Structured large-group (e.g., circle) activities are structured so that children are actively engaged (responding, interacting) almost all of the time</p> <p>__Y __N (3.2) Teacher assists individual children in selecting center activities and becoming actively engaged*</p> <p>__Y __N (3.3) Children are provided with multiple opportunities to make meaningful choices within activities (choosing center, choosing how to use materials, choosing where to sit, etc.)</p> <p>__Y __N (3.4) Teacher frequently comments positively on children who are engaged in activities</p>		<p>__Y __N (5.1) Teacher assists individual __N/O children who are exhibiting problem behavior within an activity become actively engaged (score N/O if no opportunity to observe) *</p> <p>__Y __N (5.2) Teacher modifies instruction or activity when children lose interest in large- and small-group activities</p>

Items are scored based on provider report

- Supporting children with persistent problem behavior
- Communication with families to promote involvement
- Involving families to support social emotional development and addressing problem behavior
- Strategies to build collaborative teaching with other adults



Sample Interview Item

16. Teaching children to express emotions

Tell me how you teach or help children learn about emotions. This includes helping children recognize and deal with their own emotions, or recognize and respond appropriately to other's emotions. Give me some examples of the emotions you teach or help children learn. What strategies do you use? What materials do you use?

Tell me how you teach or help children deal with their anger. What strategies do you use? What materials do you use?

How do you individualize instruction around emotions? Can you give me a few example?

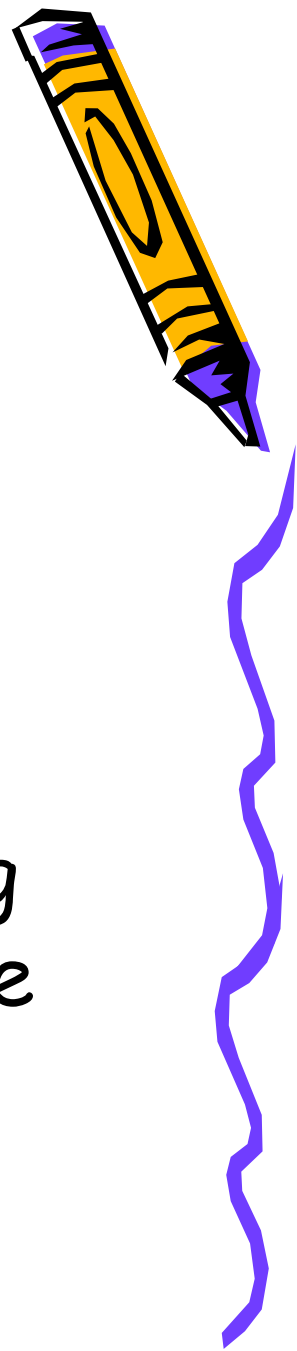
0	1	2	3	4	5
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	<p>__Y __N (1.1) Teacher models __R __O and/or labels own emotions appropriate ways to express emotions</p> <p>__Y __N (1.2) Teacher uses a __R __O variety of strategies to teach children about emotion words</p> <p>__Y __N (1.3) Teacher teaches __R __O about a variety of both positive and negative emotions</p>		<p>__Y __N (3.1) Teacher uses a variety of strategies to __R __O teach children how to recognize emotions in themselves, other children, and adults*</p> <p>__Y __N (3.2) Teacher validates children's emotions by __R __O labeling them and helping children talk about their emotions</p> <p>__Y __N (3.3) Teacher provides children with strategies __R __O to use when they are angry to calm down</p>		<p>__Y __N (5.1) Teacher uses a variety of __R __O strategies to teach children how to respond to other children's emotions</p> <p>__Y __N (5.2) Teacher individualizes __R __O instruction on emotions based on children's developmental needs. Procedures and materials vary across children</p>

Pyramid Model Coaching Process



- Preparing for Coaching
 - Conduct baseline observations using the TPOT
 - Meet with teacher to review TPOT and develop action plan
- Observe teacher with a focus on action plan items
 - Use specific TPOT items
 - Use other observational measures
 - Model, feedback, and provide suggestions as planned
- Debrief with teacher
 - Provide positive performance feedback
 - Provide corrective performance feedback
 - Discuss issues related to individual children
 - Develop implementation steps
 - Plan for next observation
 - Use a variety of strategies (e.g., video, problem solving)





- Follow-up:
 - Provide email feedback following meetings
 - Provide materials as needed
- Support teacher around developing plans for children at the top of the Pyramid



Challenges



- Measuring delivery of intervention at tier 2 or 3
 - Universe of targets and approaches is large
 - Instructional and behavior support plan adherence
- Measuring the dynamic process of matching intervention to child need (data-based decision-making)
- Using fidelity data to understand program and child level outcome data



Translation into Practice



- Successes

- Very receptive to the use of TPOT for focused professional development and tracking teacher change
- Good uptake on the use of Benchmarks to indicate progress towards full implementation

- Challenges

- Moving the model into part C services (fidelity and the home visitor, fidelity and family)
- Lack of infrastructure and knowledge for using data

