

Addressing Challenging Behaviors through the Pyramid Model

Head Start Regional TTA Network

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Head Start Is Heart Work

Partnerships with State Systems
Reaching Children and Families
Investing in Workforce
Child Health and Safety
Quality Environments
EQUITY

Office of Head Start

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Learning Outcomes:

- Explore the Pyramid Model resources.
- Identify strategies to implement the Pyramid Model.


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Let's Talk

What Are the Challenges that you are seeing in your classrooms?



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Behavior Is Communication



Let's Talk

What might a child be expressing through their behavior?

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What we know...

Young Children with Challenging Behavior

It begins early...

- Between 10-30% of preschool students are not behaviorally and emotionally ready to succeed in school

Early problem behavior is predictive of future challenges.

- Best predictor of delinquency in adolescence, gang membership, incarceration

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What we know...

Young Children with Challenging Behavior

Early educators are challenged:

- Preschool teachers report that children's disruptive behavior is the single greatest challenge they face
- Preschool children are three times more likely to be expelled for behavioral issues than children in K-12



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*What Is the Pyramid Model?



<https://challengingbehavior.org/pyramid-model/overview/basics/>



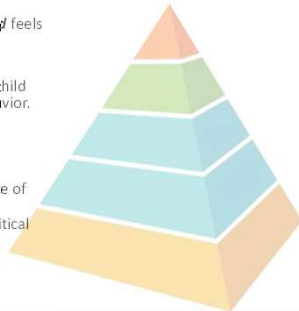
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The Pyramid Promotes Children's Success By:

- Creating an environment where **EVERY child** feels good about coming to preschool.
- **Designing an environment** that promotes child engagement and prevents challenging behavior.
- Focusing on **teaching children** what to do!
 - Teach expectations and routines.
 - Teach skills that children can use in place of challenging behaviors.
 - Teach social-emotional skills that are critical to child outcomes



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It's Research-based!

The Pyramid Model is a multi-tiered system of support for the Social, Emotional, and Behavioral Outcomes of Young Children.

Young children with strong social, emotional, and behavioral skills

➔

Have better early academic outcomes

➔

Are more likely to graduate from high school, graduate from college, and be employed.

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The Pyramid Model approach

- Adopting a posture of **support**:
 - Supporting each and every child
 - Supporting each and every family
 - Supporting each and every teacher
- Promoting equity and addressing bias
- Supporting **inclusion**, not exclusion

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

Primary, Universal, Individualized Intervention Plan

Secondary Prevention by Promoting More Intentional Interaction - Group

Tertiary Prevention by Promoting More Intentional Interaction - 1:1

Social-Emotional Development and Learning is the Core for All Tiers

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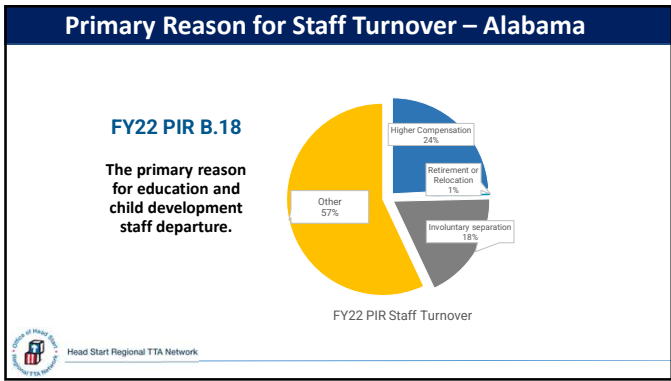
Effective Workforce

Let's Talk

It all starts with the foundation!

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Ensuring New Employees' Success

Best Practices for Employee Onboarding

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What is planned for pre-service and/or in-service specifically for teaching staff?

How are you currently coaching Education Staff? Is your needs assessment tailored to the specific Head Start and/or Early Head Start?

Let's Talk

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Using Professional Development Plans

Plan Develop Balance Strategize Progress Evaluate

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Let's Talk



Where do you need to provide additional support to employees?

Where are you spending more time and resources?

Are there opportunities for new Community Partnerships?

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Relationships & Supportive Environments



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It's All About Relationships!



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What Are Relationships?

Relationships...

- Have emotional connections
- Endure over time
- Have special meaning between people
- Create memories and expectations in the minds of the people involved



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What do Classroom Relationships Look Like?



Imagine someone is taking pictures of your interactions with children throughout the day...

- What kinds of interactions would be captured?
- What strengths would be identified?
- How many moments of these types of interactions make up the day for the infants and toddlers in your care?
- How might you increase joyful interactions like these in your care setting?



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Elements of a Caring Classroom Community



Healthy Relationships

Early relationships are vital to brain development because they help wire the brain to trust others, to love, and to feel safe and secure.



Positive Experiences

New brain connections are formed and modified through verbal and physical interactions



Consistent and Secure Environment

The brain develops gradually in response to experience and to the environment



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Elements of a Caring Classroom Community



Group identity and shared ownership



Group members see themselves in the environment



Reflects a culture of kindness

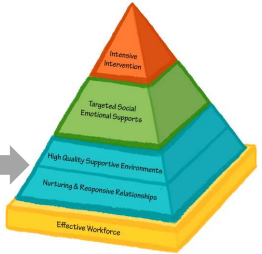
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Ways We Support Children in the Classroom for Success

Provide clarity, consistency, and predictability in the environment through the use of:

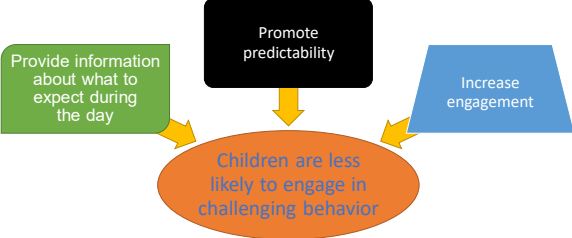
1. Balanced schedules
2. Clear classroom routines
3. Efficient transitions
4. Strategies that promote engagement
5. Clear behavioral expectations and rules



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Schedules and Challenging Behavior



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Five Keys to Developing Your Schedule

-  **Minimize transitions**
-  **Balance teacher-directed & child-directed activities**
-  **Provide ample time for child-directed play**
-  **Balance large & small group instruction**
-  **Balance active & passive activities**



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*Let's look at the classroom schedule...

Classroom Schedule	Activity Level		Directedness		Group Size	
	Active	Passive	Adult	Child	Large	Sm/Ind.
Arrival/Tables						
Circle						
Center Time						
Story Time						
Snack						
Books						
Outside						
Small Groups						
Closing Circle						

- **Work at your table**
- **Review the Grid**
- **Mark characteristic for each:**
 - ✓ Activity Level
 - ✓ Directedness
 - ✓ Group Size



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*Balancing the Daily Schedule

Classroom Schedule	Activity Level		Directedness		Group Size	
	Active	Passive	Adult	Child	Large	Sm/Ind.
Arrival/Tables	X			X		X
Circle		X	X		X	
Center Time	X			X		X
Story Circle			X	X	X	
Snack		X		X		X
Books		X		X	X	
Outside	X			X		X
Small Groups	X		X			X
Closing Circle			X	X	X	



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Daily Visual Schedules

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Teach the Schedule

Introduce first, next, then language

- First*, we'll have snack and *then* centers
- First*, we have morning meeting. *Next*, we'll eat snack, and *then* have centers

Ask children questions about the schedule

- What are we doing now?
- What did we just do?
- What will we do next?
- Do we go outside before or after lunch?

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What is the hardest part of each day?

Let's Talk

Transitions!

- Movement from one location to another
- Changing from one routine to another
- Changing from interacting with one person to another
- Switching from one activity to another

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Structuring Transitions

Schedule

- minimize the number of transitions across day
- minimize the transitions that require all to do the same thing at the same time

Adults

- assign roles and responsibilities with classroom team
- strategically place teachers during transitions

Children

- think about which children might need additional support to transition successfully
- use visual cues or be ready to give additional prompts

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Effective Transitions...

* Keep children engaged

* Decrease the likelihood of challenging behavior

* Have strategies for supporting the whole class and strategies for supporting individual children

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*The Keys to Developing Expectations and Rules

Positively stated

5 rules or fewer

Include a visual representation

Consider the skills that children need to be successful

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Classroom Rules

Simple rules help clarify expectations for specific settings.
The rules may only apply in certain settings.


Example Rules

Move carefully around the classroom

Walk with your group

Keep bikes on the bike path

Stay on your spot









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Classroom Strategies

- Classroom Helper Chart
- Build Classroom Community
- Display Children's Work
- Include Families in the Environment:
 - Social Stories
 - Pictures

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Classroom Greeter







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***We have Resources!**



**Pyramid Model Practices
Implementation Checklist
for Infant and Toddler Classrooms**

Pyramid Model Practices Implementation Checklist for Infant and Toddler Classrooms - National Center for Pyramid Model Innovations (challengingbehavior.org)



**Pyramid Model Practices
Implementation Checklist for
Preschool (2-5 years) Classrooms**


Pyramid Model Practices Implementation Checklist for Preschool (2-5 years) Classrooms (challengingbehavior.org)




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Use the Checklist to assess your classrooms



1. Review the Pyramid Checklist
2. Check items you do well 
3.  Note practices you want to strengthen or learn more about
4. Develop a plan 

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Let's review of the Pyramid Model

Promote social-emotional skills and prevent challenging behavior by:

- A well-trained, effective workforce
- Nurturing & responsive Relationships
- High-Quality Supportive Environments
 - Balanced schedules
 - Clear classroom routines
 - Efficient transitions
 - Strategies that promote engagement
 - Behavior expectations and rules



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Targeted Social-Emotional Supports

Social-emotional skills can be categorized into four types:

- behavior regulation,
- friendship skills,
- emotional literacy,
- problem-solving skills.

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All Day, Every Day

- Large and Small Group
 - Introduce new concepts
 - Model and practice
- Within all activities
 - To ensure multiple opportunities for meaningful practice
- Over time
 - To meet the instructional needs at each learning stage (acquisition, fluency, generalization)

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When Do We Teach Social-Emotional Skills?

We need to teach skills ahead of time,
not when the behavior is escalating!

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Teaching Social-Emotional Skills

- Behavior Regulation
- Friendship Skills
- Emotional Literacy
- Problem-Solving Skills
- Social-Emotional Skills – General
- Scripted Stories for Social Situations



Verbal Encouragement

- Use specific praise
- Praise the behavior, not the child
- Praise the effort, not the result
- Praise the process, not the product
- Praise the child, not the work
- Praise the child, not the task
- Praise the child, not the situation
- Praise the child, not the person
- Praise the child, not the group
- Praise the child, not the team
- Praise the child, not the organization
- Praise the child, not the community
- Praise the child, not the world

Nonverbal Encouragement

- Smiling
- Nodding
- Eye contact
- Hand gestures
- Physical touch
- Verbal encouragement
- Nonverbal encouragement
- Praise the child, not the work
- Praise the child, not the task
- Praise the child, not the situation
- Praise the child, not the person
- Praise the child, not the group
- Praise the child, not the team
- Praise the child, not the organization
- Praise the child, not the community
- Praise the child, not the world

Greetings | Saludos

Flashes for TV



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And there are training modules...

Infant-Toddler (Birth-36 Months)

- Pyramidal Model Infant-Toddler Module Series
- Responsive Routines, Schedules, & Environments**
- Challenging Behavior**
- Teaching About Feelings**



Preschool (3-5 years old)

- Pyramidal Model Preschool Module Series
- Nurturing and Responsive Relationships**
- Individualized Teaching of Social-Emotional Skills**
- Addressing Challenging Behavior**




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Intensive Intervention



Let's Talk


- Mental Health Coordinator
- Health Services Advisory Committee
- Mental Health Consultant
- Referral to Community Mental Health or Behavioral Health Partnerships
- Individualized Behavior Plans

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For More Information...




National Center for
**Pyramid Model
INNOVATIONS**


www.challengingbehavior.org


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Just reach out to your Program Specialist to submit a TTA Request!
 We can help you implement your very best Head Start, Early Head Start and Early Head Start CCP program...
 at no cost for TTA Services!


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