

The Pyramid Model: A Promotion, prevention, intervention approach

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Sister Centers



Center on the Social and Emotional Foundations for Early Learning
www.vanderbilt.edu/csefel/



Technical Assistance Center on Social Emotional Intervention
www.challengingbehavior.org


Center Mission

Identify, disseminate and promote the implementation of evidence-based practices in order to improve the social, emotional, and behavioral functioning of young children with or at risk for delays or disabilities.

Our Focus


- ▣ Provide a unified message and approach to the field
- ▣ Work in collaboration with existing organizations and technical assistance providers
- ▣ Develop and evaluate models of effective practice
- ▣ Support states to sustain scaled-up implementation of evidence-based models and evidence-based practices

Pyramid Model



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MTSS Framework



- ▣ All (Core)
 - ~ Core Curriculum
 - ~ Core Instruction
 - ~ Screening Assessment
- ▣ Some (Supplemental)
 - ~ Targeted Social Emotional Instruction
 - ~ Prevention of Challenging Behavior
 - ~ Progress Monitoring
- ▣ Few (Intensive)
 - ~ Behavior Support Team
 - ~ Assessment-Based, Intensive

WWW.KANSASMTSS.ORG

Nurturing and Responsive Relationships

- ▣▣▣ Foundation of the pyramid
- ▣▣▣ Essential to healthy social development
- ▣▣▣ Includes relationships with children, families and team members





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High Quality Environments

- ▣▣▣ Inclusive early care and education environments
- ▣▣▣ Comprehensive system of curriculum, assessment, and program evaluation
- ▣▣▣ Environmental design, instructional materials, scheduling, child guidance, and teacher interactions that meet high quality practices as described by NAEYC and DEC



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Targeted Social Emotional Supports

- ▣▣▣ Self-regulation, expressing and understanding emotions, problem solving, developing social relationships
- ▣▣▣ Explicit, embedded instruction
- ▣▣▣ Increased opportunities for instruction, practice, feedback
- ▣▣▣ Family partnerships
- ▣▣▣ Progress monitoring and data-based decision-making



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Individualized Intensive Interventions

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



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Establishing the Evidence-Base of the Pyramid Model



Mary Louise Hemmeter, Vanderbilt University
 Lise Fox, University of South Florida
 Patricia Snyder, University of Florida
 James Algina, University of Florida

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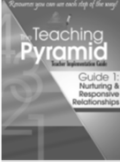
Methods

- ▣▣▣ Public school classrooms
 - ~ Nashville, Tennessee
 - ~ Tampa, Florida
 - ~ 2 Cohorts
- ▣▣▣ Randomized group design
- ▣▣▣ 20 Intervention and 20 control teachers
- ▣▣▣ 2-3 Target children in each classroom
 - ~ (identified through the Caregiver Teacher Report Form of the Child Behavior Checklist)

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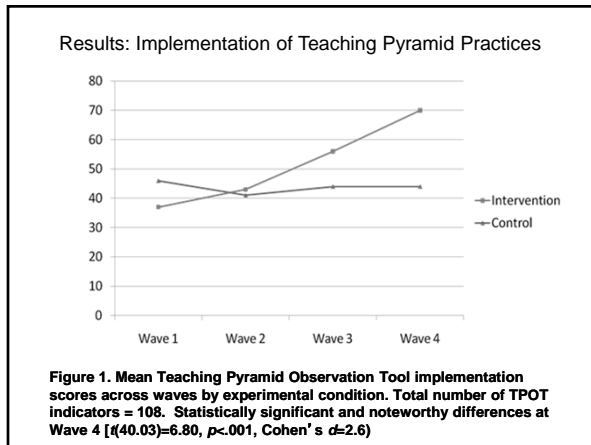
Methods Continued

- ▣ Intervention teachers received:
 - ~ 3 days of training (19.5 hours)
 - ~ Implementation guides and materials
 - ~ Weekly observation, coaching sessions, and email feedback (mean=13.4, range 7-17)
- ▣ Control teachers received training at end of study



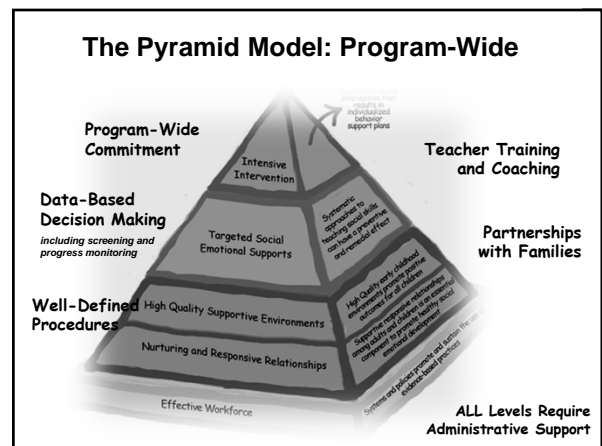
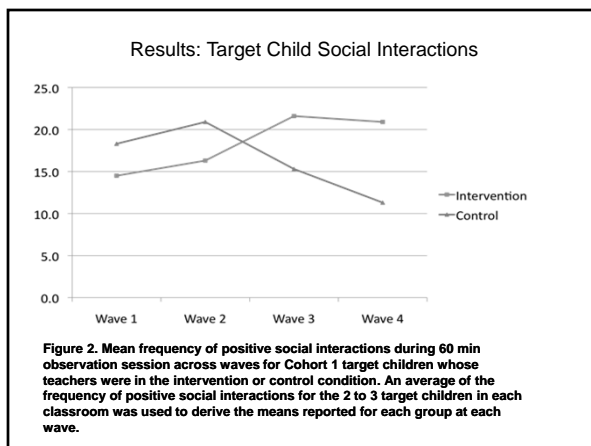
Measures

- ▣ Observational Measures
 - ~ Teaching Pyramid Observation Tool (TPOT)
 - ~ Classroom Observation Scoring System (CLASS)
 - ~ Target Child Observation System
- ▣ Teacher Report
 - ~ Social Skills Improvement System
- ▣ Measurement Schedule
 - ~ Four waves, 7-8 weeks apart




Results: SSIS Child Outcomes

	Adjusted Means		Cohen's d Effect Size
	Intervention	Control	
Target Children			
Social	88.6	84	.41
Problem Behavior	108.7	115.5	-.52*
Non Target Children			
Social	103.8	96.4	.46*
Problem Behavior	95.2	99	-.29



MTSS Framework



- Leadership
 - ~ Identified Teams
 - ~ Buy-In/Consensus
 - ~ Communication
 - ~ Professional Development
 - ~ Empowering Culture
- Professional Development
 - ~ Initial Training
 - ~ Support for Implementation
 - ~ Monitoring for Fidelity
 - ~ Providing ongoing Support
- Empowering Culture
 - ~ Involving all Staff
 - ~ Involving Parents
 - ~ Informing All

MTSS Principles and Practices


- Intervening early
- Multi tier model
- Groups are fluid
- Evidence-based practices
- Differentiated learning experiences
- Data-based decision making
- Problem solving
- Integration and sustainability
- Instruction and classroom management

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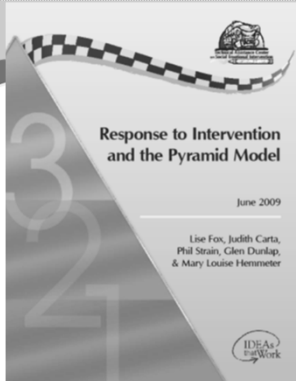
Resources for Program Administrators

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Policy Briefs



- ✓ Promoting Social, Emotional and Behavioral Outcomes of Young Children Served Under IDEA
- ✓ Administrator Strategies that Support High Fidelity Implementation of the Pyramid Model for Promoting Social-Emotional Competence & Addressing Challenging Behavior




Response to Intervention and the Pyramid Model

June 2009

Lise Fox, Judith Carta,
Phil Strain, Glen Dunlap,
& Mary Louise Hemmeter


IDEA's PartWork

Roadmap to Effective Intervention Practices Series



1. Screening for Social Emotional Concerns: Considerations in the Selection of Instruments
2. Evidence-Based Social-Emotional Curricula and Intervention Packages for Children 0-5 Years and Their Families
3. Promoting Social Behavior of Young Children in Group Settings: A Summary of Research

Facts About Young Children with Challenging Behavior




Young children with challenging behavior have a significant risk of continued problems, school failure, and social adjustment problems.

This fact sheet provides:

- ✓ a summary of the research on the significance of the issue
- ✓ the social costs associated with young children who have challenging behavior
- ✓ the importance of early intervention


Consultation

- Support of children with disabilities, challenging behavior/Behavior Support
- ~ Individualized Intervention Handbook
- ~ Observation Toolkit

www.ecmhc.org

TACSEI Webinars



- ✓ Positive Behavior Interventions and Supports from Preschool to High School: A Conversation about Implementation
- ✓ Preventing Challenging Behavior: A Model for Young Children with Autism Spectrum Disorder
- ✓ Implementing and Sustaining Effective Programs and Services that Promote Good Social, Emotional & Behavioral Outcomes for Young Children with Special Needs (Two Parts)
- ✓ Program-Wide PBS: The Pyramid Model
- ✓ Using a Response to Intervention (RTI) Framework to Promote Young Children's Social Development: The Teaching Pyramid Model

Pyramid Model Updates

Young Children's *Social-Emotional* Development



Updates from
TACSEI and CSEFEL

**Sign Up to Receive our Center
Monthly Updates**
www.challengingbehavior.org

Resources for Trainers

Center on the Social Emotional
Foundations for Early Learning

Office of Head Start
Child Care Bureau

<http://www.vanderbilt.edu/csefel/>

Preschool Training Materials

- **Module 1** – Promoting Children’s Success: Building Relationship and Creating Supportive Environment
- **Module 2** – Social Emotional Teaching Strategies
- **Module 3a/3b** – Individualized Intensive Intervention
- **Module 4** - Leadership Strategies



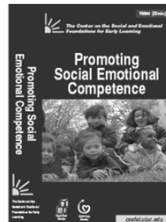
Infant Toddler Training Materials

- **Module 1** – Social Emotional Development within the Context of Relationships
- **Module 2** – Responsive Routines Environments, and Strategies
- **Module 3** – Individualized Intensive Intervention with Infants and Toddlers
- **Module 4** - Leadership Strategies



• Promoting Social Emotional Competence” Video

- Feature length video
- Overview of Framework
- Facilitator Guide in progress
- English and Spanish
- open captioning

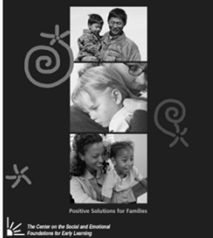


“Practical Strategies for Teaching Social Emotional Skills” ” Video

- 28 min. feature length video
- Highlights strategies and approaches that early childhood personnel and families can use to systematically target social emotional supports that build young children’s skills



Facilitator’s Guide



Parent Training Modules

- 6 Session, Parent Group
- Designed to provide support and solutions for families struggling with child’s social development and problem behavior
- Includes Parent Workbook
- Family Routine Guide helps families address challenging behavior within everyday routines



Center on the Social and Emotional Foundations for Early Learning

What Works Briefs Training Kits

- Provide trainers with the materials needed to conduct a short staff development program on a focused topics based on the What Works Briefs topics. Materials include:
 - PowerPoint slides
 - Activities
 - Handouts
- <http://www.vanderbilt.edu/csefel/trainingkits.html>

Supporting the Social Emotional Development of Infants & Toddlers through Family Coaching (Part C, Early Intervention)


TACSEI & CSEFEL
Pyramid Model Partnership
Promoting Social Emotional Competence in All Young Children



Modules available in December, 2012

Resources for Teachers

Teaching Tools for Young Children with Challenging Behavior




Teaching Tools for Young Children with Challenging Behavior

Teaching Tools gives teachers practical strategies to create a plan to support young children who are having challenging behavior

This tool provides:

1. easy access to ideas and materials such as handouts, worksheets, techniques, strategies, and visuals to support children in the classroom and other learning environments
2. ideas of effective intervention approaches for children who do not need a functional assessment

Positive Solutions for Families




This four-page brochure provides parents with **eight practical tips** they can use when their young children exhibit challenging behavior.

Each tip includes:

- ✓ a brief explanation of the tip
- ✓ an example to show parents how they might use the specific approach with their own family in everyday life.

This product is also available in Spanish


Making Life Easier



These family guides help families address their child's needs during difficult routines.

Several have been posted on the web; more are in development. You can email TACSEI with your suggestions of routines to address;
lisefox@usf.edu

Complete Guide to Positive Behavior Support



- ✓ Designed as a "take-away" tool to accompany the TACSEI Six Steps of PBS (Positive Behavior Support) learning modules on the TACSEI site
- ✓ Word document that outlines the entire PBS process
- ✓ Includes links to all the forms, information sheets and worksheets described in the learning modules
- ✓ Includes links to many websites and other valuable resources

