



Promoting Social Emotional Skills in Young Children: Tier 2 and the Pyramid Model

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www.challengingbehavior.org

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

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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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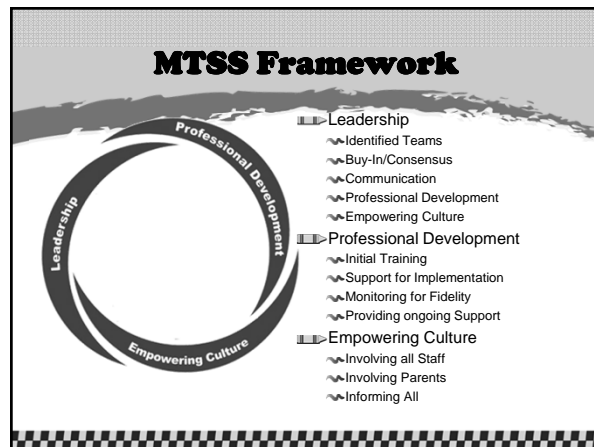
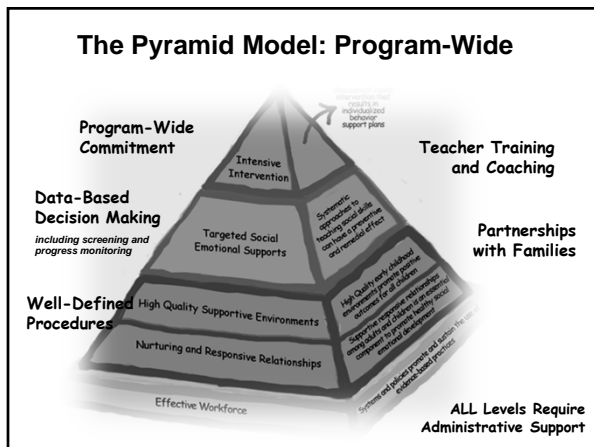
Targeted Social Emotional Supports

- 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



Individualized Intensive Interventions

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


RtI for Social/Behavioral

- Type and intensity of behavior **Can** demand immediate, intensive intervention.
- Type and intensity of behavior **Can** demand very frequent measurement
- Interventions are reliant on the social environment of the classroom; not delivered as pull-out
- Tier 2 and 3 interventions are not unique; difference is in intentionality, dosage, and precision
- In tiers 2 and 3, family involvement is vital to implementing and powering up intervention intensity across interactions, routines, and environments
- The potential "targets" of behavior change are almost limitless, requiring highly individualized measurement methods


Implementation Fidelity

- Teaching Pyramid Observation Tool
 - Teacher adoption of tier 1 for all children
 - General assessment of tier 2 and 3; not specific to individual target child
- Tier 2 and Tier 3
 - Must develop fidelity tool to examine implementation of intended instructional procedures and number of child learning opportunities

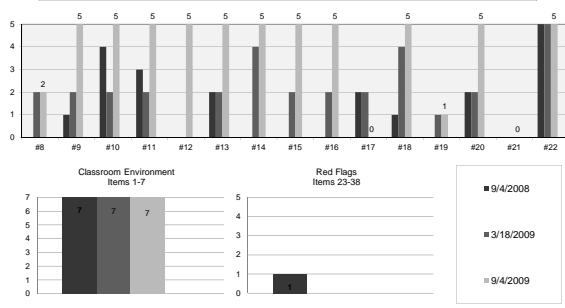
Data-Based Decision Making: Implementation

 Teaching Pyramid Observation Tool (TPOT)

- ~ Teacher implementation of the pyramid
- ~ Teacher's training and coaching needs
- ~ Change in teacher practice

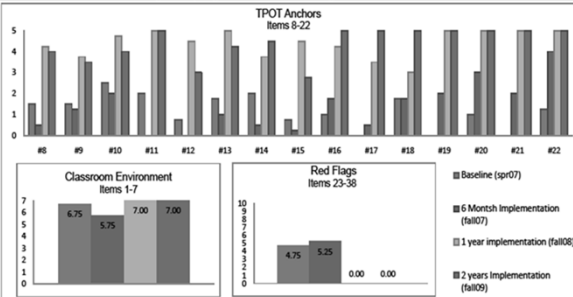


TPOT Growth and Professional Development



Date	Anchor	Environ.	Red Flags
9/4/2008	1.33	7	1
3/18/2009	2.13	7	0
8/4/2009	3.87	7	0

Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT) Mango HS Spring 2007 - Fall 2009: Averages Across All Teachers




Item	Baseline (spr07)	6 Month Implementation (fall07)	1 year implementation (fall08)	2 years Implementation (fall09)
Classroom Environment (Items 1-7)	6.75	5.75	7.00	7.00
Red Flags (Items 23-38)	4.75	5.25	0.00	0.00

Item	Baseline	Ann	RF
Baseline	6.75	1.18	4.75
Fall 2007	5.75	1.57	5.25
Fall 2008	7	4.42	0
Fall 2009	7	4.40	0




Targeted Social Emotional Supports

Promoting the Social Competence of All Children






Preventing the Development of Challenging Behaviors

Tier 2 Interventions

-  Behavior incidents of concern
 - ~ Inability to share, prone to meltdowns, difficulty engaging, play skills
-  ASQ SE Screening
-  Identified social emotional delays

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Importance of Addressing Behavior and Social Development

-  A child's delayed development can lead to more severe problem behavior
-  Social development and ability to be engaged is essential for school readiness
-  Children with severe problem behavior are deeply at risk for social exclusion and academic failure

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Teach Me What to Do Instead

- ▣ Friendship skills
- ▣ Following rules, routines and directions
- ▣ Identifying feelings in self and others
- ▣ Controlling anger and impulse
- ▣ Problem solving



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If You Want It, TEACH IT!

“If a child doesn’t know how to read, we *teach*.”

“If a child doesn’t know how to swim, we *teach*.”

“If a child doesn’t know how to multiply, we *teach*.”

“If a child doesn’t know how to drive, we *teach*.”

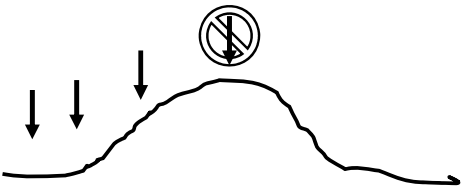
“If a child doesn’t know how to behave, we...
.....*teach*?*punish*?”

“Why can’t we finish the last sentence as automatically as we do the others?”

Tom Herner (NASDE President) Counterpoint 1998, p.2

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When to Teach



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Stages of Learning

- ▣ **Show and Tell**
 - ~ Acquisition – new skill or concept
- ▣ **Practice Makes Perfect**
 - ~ Fluency – the ability to immediately use the skill or concept without a prompt
- ▣ **You Got It!**
 - ~ Maintenance – continuing to use the skill or concept over time
 - ~ Generalization – applying the skill or concept to new situations, people, activities, ideas, and settings


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Promoting the Social Development of All Children

- ▣ Teach the whole class
 - ~ Circle time
 - ~ Centers
 - ~ Small group activities
 - ~ Partnering with families
- ▣ Target the individual skill instruction needs of each child
 - ~ Embedded instruction
 - ~ Prompting and priming
 - ~ Partnering with families

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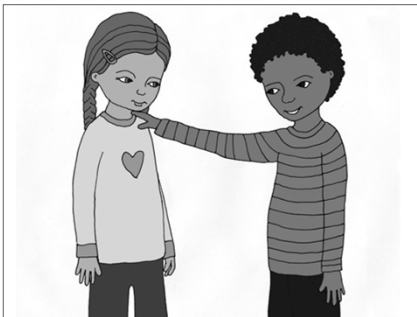
Friendship Skills



- Gives suggestions (play organizers)
- Shares toys and other materials
- Takes turns (reciprocity)
- Is helpful
- Gives compliments
- Understands how and when to give an apology
- Begins to empathize

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“I can tap my friend on the shoulder”



Visuals from Headstartinclusion.org

“I can gently take my friend by the hand”



Strategies/Activities to Teach Friendship Skills

- ▣▣▣ Adult Modeling
- ▣▣▣ Modeling with Puppets
- ▣▣▣ Preparing Peer Partners
- ▣▣▣ Songs
- ▣▣▣ Fingerplays
- ▣▣▣ Partner projects
- ▣▣▣ Affection training
- ▣▣▣ Incidental Teaching
- ▣▣▣ Prompts
- ▣▣▣ Priming
- ▣▣▣ Encouragement
- ▣▣▣ Use of Games
- ▣▣▣ Use of Children’s Literature
- ▣▣▣ Social Stories

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Using Puppets to Teach Friendship Skills

Video Clip 2.7
“Teasing Shield”

Super Friends



clip 2.9

Learning About Our Feelings

- ▣▣▣ Recognizing and relating with others’ feelings
- ▣▣▣ Recognizing anger can interfere with problem solving
- ▣▣▣ Recognize anger in oneself and others
- ▣▣▣ Understanding appropriate ways to express anger
- ▣▣▣ Learning how to calm down
- ▣▣▣ Recognizing our feelings and using self-regulation
- ▣▣▣ Understanding appropriate ways to problem-solve

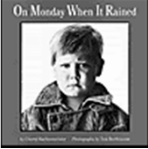


Feeling Wheels & Feeling Dice



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Book Nooks

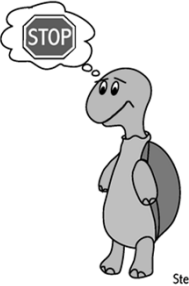
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<p>On Monday When it Rained</p> 	<p>Glad Monster Sad Monster</p> 	<p>Hands Are Not for Hitting</p> 
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Controlling Anger and Impulse


- ▣ Recognizing that anger can interfere with problem solving
- ▣ Learning how to recognize anger in oneself and others
- ▣ Learning how to calm down
- ▣ Understanding appropriate ways to express anger



Step 2
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Turtle Technique

Recognize that you feel angry.




Step 1

Think Stop.




Step 2

Go into shell. Take 3 deep breaths. Think calm, coping thoughts.



Step 3

Think of a Solution



Step 4

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Problem Solving

- Learning problem solving steps
- Thinking of alternative solutions
- Learning that solutions have consequences
- Learning to evaluate solutions - *Is it safe? Is it fair? Good feelings?*
- What to do when a solution doesn't work

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Problem Solving Steps

What is my problem?




Step 1

Think, think, think of some solutions.




Step 2

What would happen?



Step 3

Give it a try!



Step 4

Would it be safe?
Would it be fair?
How would everyone feel?

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The Solution Kit




Get a Teacher



Wait and take turns.

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Planning Instruction



Failing to plan is planning to fail.
~Benjamin Franklin

Embedding Instruction

- ▣ Within all activities
 - ~ To ensure multiple trials of meaningful instruction
- ▣ Over time
 - ~ To meet the instructional needs at each learning stage (acquisition, fluency, generalization)

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Activity Matrix				
Class: Cheryl Week: 1/22-1/27				
Daily Schedule:	Name: Byron	Name: Dominique	Name: Zane	Name: Tyler
Arrival/ Table time	Responds to name Explores sensory objects Respond to soothing	Waves Hello Identifies her first name	Says Hello to peers Greet peers appropriately (Hug, High 5)	Identifies first and last name in print
Circle time	Tolerates touch from peer Expresses emotions through facial expression Activates communication device with right hand	Follows two-step direction Identifies emotions in self by pointing to emotion chart	Addresses others by name Identifies emotions	Answers "wh-" questions
Free Choice	Explores new objects with both hands Sits near peer for 5 minutes Maintains eye contact with peer	Makes a choice between 3 center options Chooses a friend to play with Stays with peer for 5 min	Answers "wh" questions Chooses a friend to play with Asks, "Play with me?"	Counts objects to 10 Take turns on game or activity
Snack	Accepts new textures in mouth Vocalizes when hungry	Shares objects with others Signs "more please" Responds appropriately to directions ("put your napkin in the trash")	Says "more please" Waits for turn	Offers to help others Solves common problems: too few oranges
Outside	Accepts objects from peers	Ambulates in her walker Transitions between activities	Follows rules in simple game	Invites peers to play Counts to 10 during game play

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Common Instructional Strategies

- ▣ Peer-Mediated Strategies
- ▣ Least-to-Most Prompting
- ▣ Most-to-Least Prompting

Monitoring Progress

- ▣ How do we know:
 - ~ A child's interests, strengths, and weaknesses?
 - ~ A child's pattern of learning?
 - ~ That our teaching is effective?

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Direct Behavior Rating (DBR) for Tier 2 Interventions

The Direct Behavior Rating (DBR) Scale

- ▣▣▣▣ Brief rating of target behavior (social skill) following a specified observation
- ▣▣▣▣ Intervention outcomes targeting social-emotional skills or behavior patterns
- ▣▣▣▣ Data used to assess intervention effectiveness

V2.0 Directions for Using a DBR Form was created by Sandra M. Chaloubeas, T. Chris Riley-Tillman, and Theodore J. Christ. Copyright © 2010 by the University of Connecticut, East Carolina University & the University of Minnesota.

Selecting Skills to Monitor

- ▣▣▣▣ Use DBR Planning Form to identify activity, time, rater, and definitions for targeted behaviors that will be observed.
- ▣▣▣▣ Define what you will be observing for Engagement, Disruptive Behavior, and Targeted Social Emotional Skills
- ▣▣▣▣ Ensure that your definitions for each category are individualized for your child and the activity and are:
 - ~ Observable
 - ~ Measurable
 - ~ Well-defined

