Slide 1:

CP STATE
October 2024

**The Pyramid Model Framework
for Supporting Social and Emotional Competence
in Infants and Young Children**

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New York State Pyramid Model
Promoting Social & Emotional Competence in New York's Young Children

You are here

Slide 2:

Help us get to know you a little better with just two questions -

1 - What brought you to the session today?

2 - What is one thing you already know about the Pyramid Model?

Welcome

Slide 3:

Session Goals

This session will provide and overview of the following:

- Why New York State adopted the use of the Pyramid Model to support social emotional development in children birth - 5.
- The Pyramid Model Framework, a multi-tiered system of support.
- The Pyramid Model frameworks connection to other NY systems and initiatives.
- The support available through the NYS Pyramid Model Initiative.
- How to begin by submitting an application to become an Exploring Program.

G o a l s

Slide 4:

Why did New York choose the PYRAMID MODEL FRAMEWORK?

Slide 5:

The Research …

Dr. Walter Gilliam shares the research on the expulsion of Infants and Preschool children from both childcare and funded pre-k programs

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Slide 6:

Why Pyramid In NY State?

Tertiary Intervention
Few Children

Secondary Prevention
All Children

Universal Promotion
All Children

Effective Workforce

Promoting Social & Emotional Competence in New York's Young Children

"This project is supported by the Preschool Development Grant Birth through Five Initiative (PDGB5), Grant Number 90TP0059/02, from the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. Its contents are solely the responsibility of the authors and do not necessarily represent the official view of the United States Department of Health and Human Services, Administration for Children and Families."

- ➤ Findings from the Suspension and Expulsion survey sent to 18,000+ child serving agencies in NY winter of 2015
- ➤ Responses from 1,200 (majority from childcare programs, also from pre-kindergarten, Early Head Start, Head Start, Early Intervention & others)
- ➤ 12% of those responding indicated they had asked children to leave their program (i.e. expelled) over the past year.
  - ○ 12 were infants
  - ○ 38 were toddlers (1 – 2 years old)
  - ○ 149 were preschoolers (3 – 5 year old)

THE NEED IS REAL!

Slide 1

Pyramid Model Integrates WITH existing New York State systems and initiatives.

QUALITY stars NY

THE NEW YORK STATE PREKINDERGARTEN LEARNING STANDARDS

New York State EARLY LEARNING GUIDELINES: A Child Development Resource for Educators of Children Ages Birth Through Eight

Core Body of Knowledge

NEW YORK STATE | Council on Children and Families

NYS ED | New York State EDUCATION DEPARTMENT | Knowledge > Skill > Opportunity

NYC Department of Health

Slide 2

Consider when and why we teach…

When a child doesn't know how to read, we teach

When a child doesn't know how to swim, we teach

When a child doesn't know how to multiply, we teach

When a child doesn't know how to drive, we teach

When a child doesn't know how to behave, we _____?

Why can't we finish the last sentence as automatically as we do the others?"

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

Slide 3

The goal of the Pyramid Model Framework is…

…to promote children's success by:

➢ Creating an environment where EVERY child feels good about coming to their early learning setting (FCC, Center, Home, School).
➢ Designing an environment that promotes child engagement and success.
➢ Focusing on teaching children what TO DO!

Slide 4

NY State Goals for Pyramid Model Implementation

➢ Universal practices implemented to **prevent** challenging behaviors before they start, in all child serving settings.
➢ All early childhood educators, administrators and families are equipped with strategies to support children if they present challenging behaviors.
➢ Children under 6 years old are not suspended or expelled, they are supported and remain in their early care and education programs.

Slide 5

The Pyramid Model and High-Quality Inclusion Complement Each Other

#1 - Reduction in Challenging Behavior: When preschool classrooms maintain a quality inclusion ratio of typically developing children to children with disabilities (2:1 minimum), fewer challenging behaviors are observed (Justice, Logan, Lin, & Kaderavek, 2014; Kohler & Strain, 1999; Strain, 1981; Strain, 1983; Strain, 1984; Strain & Hoyson, 1990).

https://challengingbehavior.org/docs/Why-quality-inclusion_whitepaper.pdf

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Slide 6

The Pyramid Model and High-Quality Inclusion Complement Each Other

#2 - The Importance of Peer-Mediated Social Skills: Many of the peer-related social skills that are a focus for targeted intervention in the Pyramid Model rely on typically developing children to be agents of intervention. This can only be achieved in inclusive classrooms. In fact, effects produced by peer-mediated intervention have been equal to or superior to adult-mediated interventions in the peer social skills domain when the two are directly compared (Kohler & Strain, 1990; Odom & Strain, 1984; Stanton-Chapman and Snell, 2011; Steed, Barton & Strain, 2020; Strain & Fox, 1982).

https://challengingbehavior.org/docs/Why-quality-inclusion_whitepaper.pdf

#3 - High-Quality Inclusion Supports Social Emotional Skill Development: In a study using a fidelity tool for high-quality inclusion (The Quality Program Indicators (QPI), the efforts to increase quality inclusion practices yielded improvement in Teaching Pyramid Observation Tool (TPOT) scores and social-emotional outcomes. This demonstrates that high-quality inclusion can be supportive of building the social-emotional skills of all children (Strain, 2020).

https://challengingbehavior.org/docs/Why-quality-inclusion_whitepaper.pdf

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#4 - The Pyramid Model is Supportive of All Children: The Pyramid Model practices are effective for young children with and without disabilities and those with the most significant disabilities. The Pyramid Model is designed to support all children as the practices are based on research that supports the outcomes of children at different developmental levels with varying instructional needs (Strain & Odom, 1986; Joseph, Rausch & Strain, 2016; Joseph, Strain & Goldstein, 2016).

https://challengingbehavior.org/docs/Why-quality-inclusion_whitepaper.pdf

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#5 - The Pyramid Model is a Multi-Tiered Systems Approach Grounded in Implementation Science: The goal of the Pyramid Model is to help programs to implement effective practices with fidelity at scale and to sustain the system over time using the principles of implementation science. The training and coaching used for effective Pyramid Model implementation efforts can also be used to build the capacity of systems and locales to implement high-quality inclusion (Fixsen, Naoom, Blase, Friedman & Wallace, 2005).

https://challengingbehavior.org/docs/Why-quality-inclusion_whitepaper.pdf

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Questions?

Concerns?

Comments …

THE PYRAMID MODEL FRAMEWORK

The Pyramid Model Framework Is…

Rob Corso, Executive Director of the Pyramid Model Consortium Explains: THE PYRAMID MODEL

➢ Public Health Model
➢ Evidence Based
➢ Tiered Intervention
➢ A **conceptual framework** which can be used across early childhood settings and with any educational philosophy or curriculum.

505

Corso Pyramid

TRT: 2:23

Slide 1

The Pyramid Model Framework …

New York State Pyramid Model

Uses Reflective Practices to review current policies & practices.

Allows for flexibility in how each program achieves these elements.

- Individualized Supports
- Teaching Social Emotional Skills
- Creating Supportive Environments - Children/Families/Coworkers
- Relationship Building - Children/Families/Coworkers
- Systems Thinking- Workforce Preparation

Slide 2

The Pyramid Model Framework is grounded in Implementation Science

Formula for Success

Effective Practices ✖ Effective Implementation ✖ Enabling Contexts

= Child Outcomes

Slide 3

The base of the Pyramid is an Effective Workforce

- All staff
- Policies
- Procedures
- Program Culture

Systems Thinking

Effective Practices

Effective Workforce

Slide 4

Teachers are tired …

A recent NEA survey found that 80% of educators indicate that burnout is a serious problem.

1. 55% of educators indicate that they're ready to leave the profession early.
2. 76% of educators feel that student behaviors are a serious problem
3. 76% of educators feel that lack of respect from parents and the public is a serious problem.
4. 94% of educators want more student health and behavioral support.

Do any of these statements resonate with you?

NEA Study Link

Slide 5

How do we build an Effective Workforce …

By providing the workforce with effective tools to support children who are struggling

&

acknowledging how their experiences impact their reactions helps to build strong relationships and resilience for both.

Slide 6

Relationships are the foundation of healthy social emotional development for all children and families

Relationships with:
- Children
- Families
- Team Members

Promotion Strategies

Effective Practices

Nurturing and Responsive Relationships

Inclusive early care and education environments

- Environmental design
- Instructional materials
- Scheduling
- Child Guidance
- Interactions w/ children

Promotion Strategies

High Quality Environments

Effective Practices

EXPECTATIONS are general ways you hope people will act.

They will apply to all children and adults across settings.

What would you consider as possible Program Wide Expectations for your setting?

Program Wide Expectations

Physical Space

Visual Schedules & Routines

Transitions

Developing Rules and Giving Directions

Teach me what TO DO instead!

- Identifying emotions in self and others (Emotional Literacy)
- Friendship Skills
- Controlling Anger and Impulse
- Problem Solving

Prevention Strategies

Effective Practices

Targeted Social Emotional Supports

Targeted Social Emotional Supports

New York State Pyramid Model

Emotional Literacy

Targeted Social Emotional Supports

New York State Pyramid Model

Friendship Skills

Targeted Social Emotional Supports

New York State Pyramid Model

Anger and Impulse Control

Targeted Social Emotional Supports

New York State Pyramid Model

Problem Solving

Individualized Intensive Intervention

- Comprehensive interventions across settings
- Assessment based
- Collaborative teaming
- Skill building

Intervention Strategies

Effective Practices

Individualized Intensive Intervention

Who is at the top of the Pyramid?

New York State
Pyramid Model

Challenging Behavior

- *Duration*
- *Frequency*
- *Intensity*

Behavior that is unresponsive to typical child guidance procedures and is not developmentally expected.

Key Assumptions of the Pyramid Model

New York State
Pyramid Model

➤ **Behavior is Communication**
  ○ *I am bored, I am sad, I am angry*
  ○ *I am overwhelmed, I need support*
  ○ *You hurt my feelings*
  ○ *I need your attention*

➤ **Behavior that persists because it works**

➤ **Punishment will not change behavior**

Research on Implementation of Pyramid Model Shows:

New York State
Pyramid Model

Children develop expected social skills and emotional regulation in classrooms using Pyramid Model practices.

Early Childhood Educators in all settings are able to implement Pyramid Model practices better if they receive training and practice based coaching.
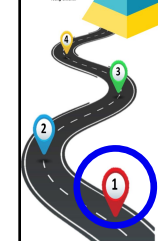

New York State
Pyramid Model

Questions?

Concerns?

Comments …

New York State
Pyramid Model

PYRAMID MODEL FRAMEWORK PROFESSIONAL DEVELOPMENT & IMPLEMENTATION SUPPORT

Getting Started - Exploring Phase

New York State
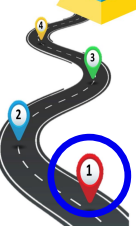Pyramid Model
Promoting Social & Emotional Competence in New York's Young Children

New to the Pyramid Model Framework
- Primary Contact - Regional Coordinator
  ○ Facilitates connections to the Region's Professional Development Network
- Readiness Process
  ○ The Program
    ■ Attends Roadmap Session 1 **Done**
    ■ Requests Exploring Program Status
    ■ Completes Exploring Program Agreement
    ■ Receives notice of Initial Program set-up in the Pyramid Model Implementation Data System

Effective Implementation

4
3
2
1

Slide 1: Getting Started - Exploring Phase

New York State Pyramid Model
Promoting Social & Emotional Competence in New York's Young Children

Getting Started - Exploring Phase

- Data Expectations
  - Program Administrator and/or designee is granted access and data entry authorization
  - Enters or uploads Pyramid Model Professionals (Program staff/external Coaches or observers)
    - Only those receiving supports observations or coaching
    - Optional - All program staff to link with the Aspire registry & track Pyramid Module completion.
- Grant Funded Support
  - Training Modules Promotion Tier - 1a, 1b, 1c & 1d
  - Observations (TPOT or TPITOS): Up to 3 classrooms
    - Initial baseline new implementing teacher/classroom & post training/coaching
  - Practitioner Coaching Cycles: Up to 3 cycles
    - 1 cycle = 6 observe/plan/reflect sessions
    - Cycles can be for a single classroom or divided.
- Anticipated Duration: 6-18 mos.

Effective Implementation

Slide 2: Promotion Tier - Foundational Modules Birth - Age 8

The first 3 Modules are Universal Birth to Age 8.

The purpose is to create a common language when discussing social-emotional development for the whole team and across modalities.

SYSTEMS THINKING

The Development of Social Emotional Skills in Young Children
Birth to Age 8 Module 1a
Module 1a - 4 hrs

The Language of Behavior
Birth to Age 8 Module 1b
Module 1b - 2 hrs

Nurturing and Responsive Relationships
Module 1c - 4 hrs

Slide 3: Promotion Tier - Environments

Responsive Routines, Schedules, and Environments
Infant Toddler Module 1d
Module 1d - 2 hrs

Responsive Environments, Schedules and Routines
Family Child Care - Module 1d
Module 1d - 4 hrs

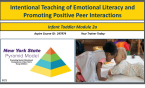Responsive Environments, Schedules, and Routines
Preschool Module 1d
Module 1d - 4 hrs

At this point in the series the modules begin to differentiate based on the age of the children or setting care is provided in.

Slide 4: Prevention Tier - Intentional Teaching Strategies

Intentional Teaching of Emotional Literacy and Promoting Positive Peer Interactions
Infant Toddler Module 2a
Module 2a - 3 hrs.

Teach, Practice, Promote: Intentionally Supporting Social Emotional Development
Preschool Module 2a
Module 2a - 4 hrs.

Teach, Practice, Promote: Intentionally Supporting Social Emotional Development
Family Child Care Module 2a
Module 2a - 4 hrs.

Targeted Teaching of Social Emotional Skills
Infant Toddler Module 2b
Module 2b - 3 hrs.

Connection, Self Regulation, & Problem Solving: Targeted Teaching of Social Emotional Skills
Preschool Module 2b
Module 2b - 4 hrs.

Connection, Self Regulation, & Problem Solving: Targeted Teaching of Social Emotional Skills
Family Child Care Module 2b
Module 2b - 4 hrs.

Slide 5: Intervention Tier - Individualized Supports

A Relationship Based Approach to Challenging Behavior
Infant Toddler Module 3a
Module 3a - 2 hrs

A Relationship Based Approach to Challenging Behavior
Family Child Care Module 3a
Module 3a - 2 hrs

A Relationship Based Approach to Challenging Behavior
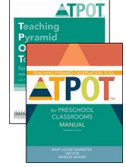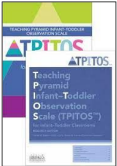*Preschool Module 3a*
Module 3a - 2 hrs

These strategies are introduced during the Initial Implementation phase when program are directly supported by an Implementation Coach.

Slide 6: Sample the Practices Observation Tools

Many members of our Professional Development Network are Trained to Reliability in these tools and can conduct these observations at no cost to the programs.

You can request up to 3 observations in your program during the Exploring Phase

Consider offering Practice-Based Coaching

Research has shown that when training & coaching are paired there is a significant increase in the adoption of new strategies and practices by educators.

They feel supported and are in control of their own growth.

You can request up to 3 Coaching Cycles while in the Exploring Phase

Practice-Based Coaching

Intervention Fidelity vs. Implementation Fidelity

Effective interventions without implementation strategies are like serum without the syringe. A preventative option is available but the delivery system is not.

Obstacles Frequently Associated with Program Wide Implementation

- Belief that the bottom levels are already in place
- Lack of understanding about the relationship between environment, social development, and problem behavior
- Tendency to jump to the top of the pyramid
- Desire for a quick fix
- "We already do that!"

What Makes it Work?

- A champion
- Administrative leadership
- Ongoing support for those working with children and families
- Clearly articulated policies and procedures related to behavior
- Commitment to long term process-systems change
- Collaboration between program and consultants
- Having a Mission Statement (what are you trying to achieve as a team?)

TEAM WORK

Taking Step 1 & What's Next

New York State Pyramid Model
Promoting Social & Emotional Competence in New York's Young Children

Join the NYS Pyramid Model Initiative
Register as an Exploring Program

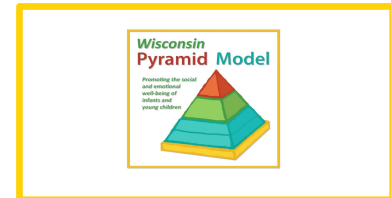**Complete the Registration Form to become an Exploring program.**

- Your Regional Coordinator will connect with you to make plans for Training, Observations, and Coaching.

- Continue learning more about how the NYS Pyramid Model Framework can help your program improve your ability to support staff, children and families.
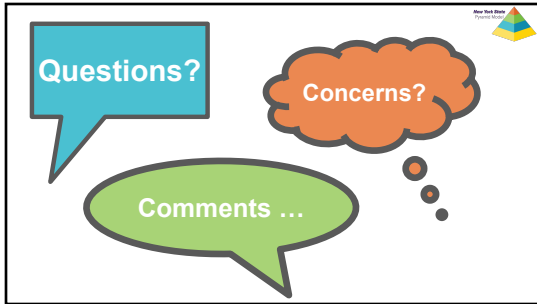

Options for Next Steps:

- **Continue attending the Roadmap to Program-Wide Implementation Series.**

Wisconsin **Pyramid Model**
Promoting the social and emotional well-being of infants and young children

We look forward to working with you and your program!

Slide 1

Questions?

Concerns?

Comments …

Slide 2

Slide 3

Reach me any time at laurencohenpyramid@gmail.com