NCPMI Pyramid Model Practices for Family Child Care Homes

Nurturing and Responsive Relationships

- ☐ Greet children and families warmly on arrival (for drop-off and pick-up) and correctly pronounce each name based on the child's and family's preferences.

- ☐ Create a place where children and families feel respected, welcomed, and safe.

- ☐ Communicate with children at eye level.

- ☐ Use a calm, positive, supportive tone of voice.

- ☐ Verbally interact with children during routines and activities.

- ☐ For infants and toddlers, imitate and expand on children's vocalizations or imitate actions.

- ☐ Encourage back and forth exchanges or conversations by responding to children's communication by asking questions and making comments.

- ☐ Join children's play and support and expand their interactions with other children.

- ☐ Find one-on-one time to spend talking and playing with each child.

- ☐ Know what interests each child and engage the child in conversations about those interests.

- ☐ Comment on infant and toddler's actions, activities, interests, and interactions.

- ☐ Speak a few important words in a child's home language when the child's home language is different from the provider's language.

- ☐ Ask families about the practices, rituals, and traditions that are important to them and if they have requests related to caring for their child.

- ☐ Encourage families to share any changes to the child's routines or circumstances.

- ☐ Provide positive attention to children when they are engaging in appropriate behavior.

- ☐ Use positive descriptive feedback to comment on children's skills, behaviors, and activities.

- ☐ Be consistent about communicating positively (i.e., sharing strengths and celebrations) with families about their child at the end of the day.

Notes, Thoughts or Ideas: _____

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High-Quality Supportive Environments

Design the Physical Environment

☐ Clearly define areas for daily routines and learning centers.

☐ Arrange the environment to be conducive for children of multiple ages to interact.

☐ For infants younger than 12 months, create an open and safe space for tummy time.

☐ Provide materials in each learning center that meet the developmental stages of all children.

☐ Use child interests and suggestions, along with family and cultural considerations, when deciding what to put in learning centers.

Schedules and Routines

☐ Develop schedules and routines to accommodate the varying activities (e.g.., nap time, lunch) for the age range of children.

☐ Invite families to share their routines and schedules at home especially related to feeding and napping for infants and toddlers.

☐ Design the schedule and routines to include a balance of both provider-directed and child-directed activities with more time spent in child-directed activities.

☐ Provide older toddlers and preschoolers with a visual schedule that is posted where children can see and interact with it.

☐ Teach children about the schedule and routines using a variety of materials to meet the needs of the age range of children. For example, for infants and toddlers, state the routine of what is coming up (e.g., time for a snack) and show an object related to the routine (e.g., snack bowl, bib).

☐ Implement the schedule and routines flexibly and consistently.

☐ Provide explanations to children when changes in the schedule and routines are necessary.

☐ Invite families to share information about their routines and schedules at home and their family expectations and rules.

Expectations and Rules

☐ Identify 2-5 behavior expectations (e.g., "We are kind", "We are safe") for adults and children.

☐ Post the expectations with visuals and share them with families.

☐ Refer to the expectations throughout the day.

☐ For activities or settings where rules are needed, identify a few rules (two to five) that are positively stated, linked to the expectations, and taught to children (e.g., "Use walking feet").

☐ Post rules (with a visual for each rule) where they can be reviewed with children, and children can see them throughout the activity.

☐ For older toddlers and preschoolers, teach rules using a variety of strategies and scaffolding to address the varying age range of children.

☐ Use positive descriptive feedback to children when children demonstrate the expectations or follow the rules.

Provide Clear and Effective Directions

☐ State directions positively by telling children what to do rather than what not to do.

☐ State directions calmly when in close proximity to the children.

☐ Use additional strategies when giving directions (e.g., modeling, visuals, object cues) for children who need more support.

Transitions

☐ Use a variety of strategies to teach the steps to transitions based on the developmental needs of children.

☐ Provide a whole group warning prior to transitions.

☐ Use a variety of transition strategies to help all children engage in the transition.

☐ Give positive descriptive feedback to all children when they transition appropriately.

Promoting Engagement

☐ Provide activities that consider children's culture, interests, developmental level, and age range.

☐ Identify skills and teaching strategies that are culturally responsive and affirming and matched to where children are developmentally for all activities.

☐ Provide opportunities for all children to participate in activities.

☐ Monitor children's engagement and modify the activity when children lose interest in the activity.

☐ Make adaptations and modifications to ensure that all children can be involved in a meaningful way in all activities.

☐ Give positive descriptive feedback to children when they are engaged.

☐ Provide choices within activities to promote and sustain engagement.

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Targeted Social-Emotional Skills

Design the Physical Environment

☐ Teach friendship skills (e.g., sharing, taking turns, working together) during planned activities and play.

☐ Promote positive peer interactions in developmentally appropriate ways across the age range of children.

☐ Encourage peer partners or buddies (e.g., hold hands during transitions, clean-up buddy).

☐ Select, arrange, and use age-appropriate activities that promote peer interactions (high interest, novel, culturally meaningful).

☐ Remain close by during peer interactions to provide security, comfort, encouragement, and guidance.

☐ Provide positive descriptive feedback to promote and maintain social interactions.

Emotional Literacy

☐ Provide opportunities for learning to identify, label, and manage emotions using visuals and books.

☐ Teach developmentally appropriate strategies for calming down when angry, excited, or upset.

☐ Be responsive to children's expression of emotions by affirming their expressions (e.g., "I see you are excited to go outside.", "It is disappointing when you have to wait to play with the pink ball.").

☐ Show empathy and acceptance of children's feelings by validating the feeling with an expression of understanding ("I think you are sad because your Dad had to leave and go to work.") and helping children in their management of strong feelings ("Would you like to sit in my lap until you feel like playing?", "If you want to be in the cozy corner until you want to play, that's OK.").

☐ Model how to name emotions (e.g., Provider says, "I feel frustrated that I can't get this paint jar to open").

☐ Help children recognize cues of emotional escalation in themselves.

☐ Guide children in using calm down strategies when they feel angry or upset.

☐ Consider cultural norms when modeling and teaching emotions.

☐ Comment positively and descriptively when children are expressing their emotions in appropriate ways.

Problem Solving

☐ Create developmentally appropriate opportunities to practice problem-solving based on the needs of each child.

☐ Allow time for children to problem-solve.

☐ Teach children to name and use a variety of solutions.

☐ Use real-life situations to practice problem-solving, including defining the problem and labeling emotions.

☐ Support children to use a problem-solving process during peer conflict.

☐ Provide positive descriptive feedback to children using problem-solving skills.

Responding to Challenging Behavior

☐ Respond to challenging behavior using calm, supportive, and developmentally appropriate strategies.

☐ Respond immediately to infants and toddlers in distress and use supportive strategies to soothe them or help them calm down.

☐ Validate the child's emotion and then support the child to use a more appropriate social behavior (e.g., tell the child what they can do to meet their need).

☐ Redirect children engaging in challenging behavior to engage in more appropriate behaviors or skills (e.g., "You grabbed the blocks from Kara because you want to play too. Try asking Kara if you can have some of the blocks.").

☐ Support children to name their emotions.

☐ Support child to use calm down strategies.

☐ Support child to use strategies to generate solutions that led to the challenging behavior.

☐ Connect with the child and provide positive attention after the child begins to engage in appropriate behaviors.

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Individualized Interventions

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☐ Individualize instruction and intervention paying attention to family and cultural values.

☐ Develop and implement a process for developing a behavior support plan.

☐ Collaborate with family members to identify strategies to address social-emotional learning and persistent challenging behaviors.

☐ Identify support services to develop a plan in partnership with the family to address persistent challenging behavior or provide additional services to the child when needed.

☐ Work with a team and the family to provide services and supports for the child that are comprehensive, consistent, and aligned with family values.

☐ Use data to monitor the effectiveness of the behavior plan.

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