

# ePyramid Preschool Leader Guide



THE  
PYRAMID MODEL  
CONSORTIUM

Supporting Early Childhood PBIS





## Overview of the ePyramid Modules

The Pyramid Model Consortium (PMC) ePyramid suite is an online professional development program created by experts in the field. It provides complete, on-demand access to Pyramid Model training.

Each ePyramid course consists from 2 to 29 hours of content, divided into shorter modules and lessons. A subscription for a course provides the user with up to a year of online access, depending on the course selected.

For the purchase of individual courses please visit <https://www.pyramidmodel.org/online-courses-epyrmaid/>. If you are interested in purchasing courses for your program(s) or multiple users, contact Erin Kalanick at [erin.kalanick@pyramidmodel.org](mailto:erin.kalanick@pyramidmodel.org).

The foundational course that is appropriate for an individual or program depends upon the ages of the children being served. A number of ePyramid courses are available:

- Infant Toddler Modules
- Preschool Modules (can also be used for Kindergarten)
- Birth-Five Modules (appropriate for mixed-age groups, or for staff members who work across age ranges)
- Family Child Care Modules
- Early Intervention Modules

The following courses are also available in Spanish:

- Infant Toddler Modules
- Preschool Modules (can also be used for Kindergarten)
- Birth-Five Modules (appropriate for mixed-age groups, or for staff members who work across age ranges)
- Family Child Care Modules

Each module includes high-quality video teaching, handouts, reflections and knowledge checks. This guide also includes a sample action plan form for teams to use to support Pyramid Model implementation. All ePyramid courses provide evidence-based instruction on how to:

- Create Nurturing and Responsive Relationships
- Provide High-Quality Supportive Environments
- Implement Targeted Social Emotional Supports
- Practice Intensive Individualized Interventions

This guide focuses on the ePyramid Preschool Modules, which is also appropriate for Kindergarten. On the following page, you will see a more complete overview of the contents of each module.

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# Overview of the ePyramid Modules

MODULE	TIME
<b>Preschool Overview: Introduction to the Pyramid Model</b>	<b>2 hours</b>
<ul style="list-style-type: none"> <li>• Reflecting on Social Emotional learning</li> <li>• What we know about young children</li> <li>• Supporting each and every child</li> <li>• Pyramid Model overview and philosophy</li> <li>• Pyramid Model research</li> </ul>	
<b>Preschool Module 1: Nurturing and Responsive Relationships</b>	<b>6 hours</b>
<ul style="list-style-type: none"> <li>• Creating a caring classroom community</li> <li>• Relationships with and among children</li> <li>• Relationships with colleagues</li> <li>• Relationships with families</li> </ul>	
<b>Preschool Module 2: High-Quality, Supportive Environments</b>	<b>6 hours</b>
<ul style="list-style-type: none"> <li>• Classroom schedules</li> <li>• Classroom routines</li> <li>• Transitions</li> <li>• Promoting engagement</li> <li>• Rules and expectations</li> </ul>	
<b>Preschool Module 3: Teaching Social-Emotional Skills</b>	<b>6 hours</b>
<ul style="list-style-type: none"> <li>• Culturally responsive practices and including families</li> <li>• Stages of learning new skills</li> <li>• Teaching friendship</li> <li>• Teaching emotional literacy and self-regulation</li> <li>• Teaching problem-solving</li> </ul>	
<b>Preschool Module 4: Individualized Teaching of Social-Emotional Skills</b>	<b>2 hours</b>
<ul style="list-style-type: none"> <li>• Systematic individualized instruction</li> <li>• Teaching systematically – giving help</li> <li>• Peer-mediated instruction</li> <li>• Embedding instruction</li> <li>• Monitoring progress</li> </ul>	
<b>Preschool Module 5: Addressing Challenging Behavior</b>	<b>6 hours</b>
<ul style="list-style-type: none"> <li>• Understanding challenging behavior</li> <li>• Understanding intensive individualized interventions</li> <li>• Responding to challenging behavior</li> <li>• Developing a behavior support plan</li> </ul>	
<b>Preschool Module 6: Overview of Prevent-Teach-Reinforce for Young Children (PTR-YC)</b>	<b>1 hour</b>
<ul style="list-style-type: none"> <li>• Introduction to PTR-YC</li> <li>• Goal Setting</li> <li>• Behavior Rating Scale</li> <li>• Functional Behavior Assessment</li> </ul>	



# Using the Modules: Who and How

Decisions about how to use the modules may happen at a state, province, region, district, agency, program, or site level.

## Leaders will want to answer several questions prior to using the ePyramid modules:

- What are we hoping to accomplish through our use of the ePyramid modules?
- Who will receive ePyramid training?
- What approach will we take to the modules? Will we require staff members to complete the modules in their entirety, or will we use them as a menu of options based on role, data, or other factors?
- Who will support the learning process?
- Will we facilitate the use of the modules in a group? With individuals?
- What is the timeline for training using the ePyramid modules?
- How will we create time for staff members to complete the ePyramid modules?
- Will staff members be compensated for their time while working on the modules, or receive flex time?
- Will they be given professional development credit?
- Who will provide accountability?

This guide has been created to help you consider possible answers to many of these questions, and to guide your facilitation of the ePyramid modules.

### Who can benefit from using the ePyramid modules?

- All staff members who interact with children or families.
- Leaders who are interested in supporting quality improvement initiatives related to social-emotional development.
- Coaches or professional development specialists who are supporting staff in implementing social-emotional practices.

## Knowing what you want to accomplish will determine how you approach the ePyramid modules. Some possible approaches:

### Use the complete ePyramid Preschool modules:

- With all staff to launch a program-wide Pyramid Model initiative.
- For onboarding new staff.
- Supporting staff that might be experiencing challenging behavior in their classrooms.
- As a refresher for staff members who have already experienced in-person training.

Over the years we have learned that everyone in early childhood environments benefit from the full course to build a consistent and cohesive team.

### Use some of the lessons or modules:

- Those that apply to a particular role within your agency (see Appendix A for more information about which lessons are appropriate for each role).
- Those that directly address concerns expressed by staff members.
- As a resource at coaching meetings, to teach more about the specific practices that teachers are working to implement.
- As homework or follow-up after in-person trainings.
- To support improvement based on data (TPOT, TPITOS, ECERS, CLASS, etc.).

**Courses are designed for each person to have their own account.** This allows the user to track their own progress through the content and provides each user with their own certificate upon course completion. The content and accompanying reflections can be completed individually, in small teams, or as a whole staff.

## Which of these groupings would make the most sense in your context?

VIEW THE LESSONS/MODULES	COMPLETE THE REFLECTIONS
Individually	Individually
Individually	As a teaching team
Individually	At staff meetings or other large group format
As a teaching team	Individually
As a teaching team	As a teaching team
As a teaching team	At staff meetings or other large group format

On page 6 you will find sample plans outlining how leaders and coaches might allocate time, ensure lesson completion, and support implementation, depending on which grouping option you choose



# Role of the Leader



We recommend that whichever approach you choose, you provide some level of in-person support to supplement and provide accountability for use of the online modules.

The person who provides this support may be an administrator, professional development specialist, TA provider, behavior or mental health specialist, coach, or mentor teacher. Ideally, this person will have experience in implementation of the Pyramid Model, knowledge of related resources, and time to devote to the project.

## The role of the leader may include:

- **Supporting Implementation**
  - Guiding participants
  - Following up on learning
  - Extension questions and reflections (See page 9)
- **Documentation**
  - Monitoring progress through modules
  - Accountability for action plans/items

Some leaders fill both support and documentation roles, while other programs assign these roles to separate leaders.

We recommend that leaders provide participants with a binder that includes all of the handouts (see Appendix C), multiple copies of the action plan form, blank paper for journaling, and other relevant documents such as information about program-wide implementation of Pyramid Model practices.

According to one leader, “Having the materials printed and, in a notebook, and ready on Day 1 was absolutely necessary—it would be unrealistic for me to expect the participants to take care of this on their own...it would not have happened.”

**Supporting implementation** might include checking in regularly with individual participants to answer questions about content, directing to further resources, and otherwise extending learning. It could also include feedback and support on completed action plans as focus of coaching.

Leaders might also facilitate communities of practice that allow participants to share their learning and implementation with each other. Learning Community meetings can take place weekly, biweekly, or monthly.

**Documentation** might include providing deadlines, reviewing reports to monitor progress through the modules, and following up with participants to ensure that they are completing all lessons, reflections and activities within the module.

Leaders can access progress reports for each staff member on a weekly basis. Contact Erin Kalanick at [erin.kalanick@pyramidmodel.org](mailto:erin.kalanick@pyramidmodel.org) to arrange for this access.

At this time, users are able to move along to the next lesson or module even if they have failed a Knowledge Check. In order for an individual to receive their certificate each user needs to pass ALL Knowledge Checks with an 80% or higher and view ALL content to 100% to make the course show as complete.

Your agency may wish to provide additional recognition or documentation for successful completion of handouts and other reflections.



# Coaching

To take these courses and content one step further, coaching can be connected to the Pyramid Model practices. The practices found in the Implementation Checklist for Preschool (2–5 years) Classroom handout at the end of each ePyramid module can serve as a focus of coaching. The check list can be used to create an action plan. We have provided a sample action plan to use or you can use one that best fits your needs. At the end of each module, participants can choose one practice and create an action plan for implementing that practice.

Coaches can follow the Practice-Based Coaching (PBC) cycle to support participants in implementation. This cycle entails assisting with the action planning process, conducting focused observations related to the action plan, and meeting with participants after the observation to reflect on implementation and provide feedback.

This cycle can be completed a few times per module, once per section/part, or coaches and participants can engage in multiple coaching cycles per section/part.

If you would like to learn more about Practice-Based Coaching visit <https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc>. Pyramid Model Consortium also provides live PBC training as well as offering an ePyramid Practice-Based Coaching course. For PMC offerings contact Erin Kalanick at [erin.kalanick@pyramidmodel.org](mailto:erin.kalanick@pyramidmodel.org).

You can also check out the book, [\*Essentials of Practice-Based Coaching\*](#) from Paul Brookes Publishing.

## Sample Timelines for Completion of the Modules

Participants have access to the Preschool Modules for one year, and each participant can work through the modules at their own pace. This is often ideal for new staff members who begin mid-year, or for getting substitute teachers up to speed. However, it may be beneficial to provide some guidance for pacing of the lessons, or to have a group of staff members work through the modules together. Here are three sample plans for completion of the modules over different time periods: 9 months, 7 months and 3 months. Each schedule also provides time for planning, prep, and wrap-up of the modules.

Sample A - Plan for completion of the ePyramid modules over 9 months	
July	Recruit, train, and prepare leaders/coaches Plan for the year Ensure that leaders have access to weekly progress reports
August	Recruit and orient individuals who will take modules Ensure that all participants have user accounts and can access the modules
September	Participants complete the Introduction to the Pyramid Model Module
October	Participants complete Module 1, Parts 1-2
November	Participants complete Module 1, Parts 3-4
December	Participants complete Module 2, Part 1 Obtain feedback from participants taking the modules.
January	Participants complete Module 2, Parts 2-3
February	Participants complete Module 3, Parts 1-3
March	Participants complete Module 4, Parts 1-2
April	Participants complete Module 5, Parts 1-2
May	Participants complete Module 5, Part 3 and Module 6
June	Celebrate success Obtain feedback from participants



## Sample Timelines for Completion of the Modules (continued)

Sample B - Plan for completion of the ePyramid Modules over 7 months	
August	Recruit, train, and prepare leaders/coaches Plan for the year Ensure that leaders have access to weekly progress reports Recruit and orient individuals who will take modules Ensure that all participants have user accounts and can access the modules
September	Participants complete Introduction to the Pyramid Model
October	Participants complete Module 1, Parts 1-4
November	Participants complete Module 2, Parts 1-3
December	Participants complete Module 3, Parts 1-3
January	Participants complete Module 4, Parts 1-2
February	Participants complete Module 5, Parts 1-3
March	Participants complete Module 6
April	Celebrate success Obtain feedback from participants

Sample C - Plan for completion of the ePyramid Modules over 3 months	
August	Recruit, train, and prepare leaders/coaches Plan for the year Ensure that leaders have access to progress reports Recruit and orient individuals that will take modules. Ensure that all participants have user accounts and can access the modules
September	Participants complete Introduction Module and Module 1
October	Participants complete Module 2 and 3
November	Participants complete Module 4, 5 and 6
December	Celebrate success Obtain feedback from participants



# Sample Monthly Plans for Leaders

The tasks and time required of leaders will vary depending on the number of staff members, whether staff members are working through the modules independently or as a group, and the level of support provided. Here are sample plans outlining three possible monthly schedules for leaders to follow.

Sample - Monthly Plan #1	
At this program, participants do lessons independently, Learning Community meets 1x/month	
<b>Week 1: Check in with all participants</b> <ul style="list-style-type: none"> <li>Review weekly progress report</li> <li>Support each participant in planning to complete assigned lessons for the month</li> <li>Follow up from last month</li> </ul>	<b>Week 3: Check in with teachers E, F, G, H:</b> <ul style="list-style-type: none"> <li>Reflection/Feedback</li> <li>Review action plans</li> <li>Determine any additional support needed</li> </ul>
<b>Week 2: Check in with teachers A, B, C, D:</b> <ul style="list-style-type: none"> <li>Reflection/Feedback</li> <li>Review action plans</li> <li>Determine any additional support needed</li> </ul>	<b>Week 4: Learning Community meeting</b> <i>(see sample agenda on pg 8)</i>

Sample - Monthly Plan #2	
At this program, participants do lessons together, Learning Community meets 2x/month	
<b>Week 1: Learning Community Meeting</b> <ul style="list-style-type: none"> <li>Watch two parts + do reflections together</li> <li>Write action plans</li> </ul>	<b>Week 3: Learning Community Meeting</b> <ul style="list-style-type: none"> <li>Watch two parts + do reflections together</li> <li>Write action plans</li> </ul>
<b>Week 2: Check in with all teachers</b> <ul style="list-style-type: none"> <li>Reflection/Feedback</li> <li>Review action plans</li> <li>Determine any additional support needed</li> </ul>	<b>Week 4: Check in with all teachers</b> <ul style="list-style-type: none"> <li>Review weekly progress report</li> <li>Follow up on implementation of action plans</li> <li>Reflection/Feedback</li> </ul>

Sample - Monthly Plan #3	
At this program, participants do lessons independently, there is no Learning Community	
<b>Week 1: Check Weekly Progress Reports and Follow Up</b> <ul style="list-style-type: none"> <li>Check in with participants as needed regarding completion of lessons or passing of knowledge checks</li> <li>Provide all participants with refresher information, reflective questions, or extension activities related to past lessons/content</li> </ul>	<b>Week 3: Check in with participants E, F, G:</b> <ul style="list-style-type: none"> <li>Reflection/Feedback</li> <li>Review action plans</li> <li>Determine any additional support needed</li> </ul>
<b>Week 2: Check in with participants A, B, C</b> <ul style="list-style-type: none"> <li>Reflection/Feedback</li> <li>Review action plans</li> <li>Determine any additional support needed</li> </ul>	<b>Week 4: Check in with participants H, I, J:</b> <ul style="list-style-type: none"> <li>Reflection/Feedback</li> <li>Review action plans</li> <li>Determine any additional support needed</li> </ul>





## Sample Learning Community Agendas

Learning Community meetings can take place in-person or virtually and are typically scheduled to last between 1 to 2 hours.

First Meeting	Ongoing Meetings	Last Meeting
<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Orient participants</li> <li>• Relationship-building activities</li> <li>• Establish schedule/norms</li> <li>• Provide binders of handouts</li> <li>• Technology               <ul style="list-style-type: none"> <li>– Signing in</li> <li>– Format of lessons</li> <li>– Troubleshooting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Reflection on the Content:               <ul style="list-style-type: none"> <li>– What did you learn?</li> <li>– What new ideas did you get?</li> </ul> </li> <li>• Show and Tell</li> <li>• Reflection on Implementation:               <ul style="list-style-type: none"> <li>– What have you done to implement this content?</li> <li>– Successes? Challenges?</li> <li>– What child responses have you noticed?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate successes and accomplishments</li> <li>• Plan for future implementation</li> <li>• Provide certificates</li> </ul>

## Extension Questions/Reflections

Each ePyramid lesson includes activities and reflections that the participant is expected to complete (see Appendix B.) As you consider how you will support learning, prioritize discussion about the Pyramid Model Practices Implementation Checklist and emphasize implementation of the practices.

These additional questions and activities are optional and can be used to review, reinforce, and extend learning for individual users, or to provide discussion topics for Learning Community meetings.

### Introduction to the Pyramid Model Module Extension Questions/Reflections

- What have you noticed related to trauma and children's behavior?
- Did you learn something new about Sociocultural Trauma?
- What stood out for you from learning about the Pyramid Model Overview?
- What does Equity mean to you?
- What did you learn from doing the Hot Button activity?



## Extension Questions/Reflections (continued)

### Module 1 Extension Questions/Reflections

#### Part 1 - Creating A Caring Classroom Community

- What have you done to create a caring classroom community? (Thinking about group identity and shared ownership, members see themselves in the environment, culture of kindness)
- What messages does your classroom environment send about who belongs and what is done there?
- What strategies have you used to make sure families are included and represented in the classroom in an authentic way?
- What have you noticed related to children's bids for connection?
- In what ways have you increased your positive descriptive feedback with all children in your classroom?
- How have you used the guidelines for clarifying conversations? How did it go?
- Did you get the chance to use "banking time"?

#### Part 2 - Relationships With and Among Children

- What changes have you made in the design of your classroom to promote peer relationships?

#### Part 3 - Building Relationships and Communicating with Families

- What new ways have you implemented to make connections with families?

#### Part 4 - Relationships with Colleagues

- In what ways have you made connections with colleagues?
- What did you learn about working collaboratively with your colleagues?
- Review any completed action plans for Module 1. Discuss action steps and evidence of implementation of the plan. Evidence could include a photo of a support you have added to the learning environment or a description of the strategies you have implemented, or an explanation of how the children responded to what you tried. You should include the result of your actions – what happened when you \_\_\_\_\_. What do you still need to change or add?

### Module 2 Extension Questions/Reflections

#### Part 1 - Overview: High-Quality, Supportive Environments, Schedules and Routines

- What changes have you made to balance your schedule?
- How are you teaching the schedule? Any new visuals added to help children know what to do?
- In what ways have you taught and reinforced routines?

#### Part 2 – Transitions and Promoting Child Engagement

- What did you learn by using the Transition Planning Matrix?
- Which strategies did you try to promote engagement? Choices? Scaffolding? Feedback? Modifications?

#### Part 3 - Expectations and Rules and Partnering with Families

- What did you notice about your expectations and rules? Did you make any adjustments to them?
- How are you teaching the rules and promoting expectations?
- What strategies have you developed to provide families with information about how children are engaging in expectations in the program?
- Review any completed action plans for Module 2. Discuss action steps and evidence of implementation of the plan. Evidence could include a photo of a support you have added to the learning environment or a description of the strategies you have implemented, or an explanation of how the children responded to what you tried. You should include the result of your actions – what happened when you \_\_\_\_\_. What do you still need to change or add?



## Extension Questions/Reflections (continued)

### Module 3 Extension Questions/Reflections

#### Part 1 - Culturally Responsive Practices and Including Families, Stages of Learning New Skills and Teaching Friendship Skills

- How have you learned about families and their cultural values as they relate to social skills?
- How do you ensure that your teaching is culturally sustaining?
- What experiences/activities/materials have you intentionally planned to give children opportunities to practice their friendship skills?
  - Have you communicated with families about these skills? What could you do to encourage families to support these skills at home?
  - How are the children and families responding?
- What have you noticed about navigating children's biases and creating an anti-bias classroom?

#### Part 2 - Teaching Emotional Literacy and Self-Regulation

- What are the 10 feeling words you are teaching? Tell me how you are embedding this vocabulary throughout your day.
  - Have you communicated about this vocabulary with families? What could you do to encourage families to use these words at home? How are the children and families responding?
- When thinking about self-regulation, what are some of the strategies you teach to help children get back to their state of "calm"?
- How are you teaching calming strategies to the whole group? How does it feel for you when a child is unregulated? What are the strategies you use yourself to stay calm while a child may be experiencing dysregulation?
- What have you noticed using a trauma-informed lens about children's emotions?

#### Part 3 - Teaching Problem-Solving Skills

- What concerns do you have about teaching problem-solving to young children?
- What visual supports are you using to teach problem-solving?
- Review any completed action plans for Module 3. Discuss action steps and evidence of implementation of the plan. Evidence could include a photo of a support you have added to the learning environment or a description of the strategies you have implemented, or an explanation of how the children responded to what you tried. You should include the result of your actions – what happened when you \_\_\_\_\_. What do you still need to change or add?

### Module 4 Extension Questions/Reflections

#### Part 1 - Systematic Individualized Instruction

- Which children have you identified that could benefit from using Systematic Individualized Instruction? Have you identified a specific social-emotional skill that will be taught?
- How did you provide systematic instruction on the skill throughout the day?
- What did you learn related to the Prompting Hierarchy?
- What's an example of when you have provided help from least to most? Most to least?

#### Part 2 - Peers and Intervention, Planning for Embedded Instruction and Progress Monitoring

- Is there an opportunity for you to use peer mediated intervention? If so, how will you teach the strategy of stay-play-talk?
- What did you learn by planning for embedded instruction with Routine-by-Skill Matrix?
- What was your experience of monitoring the child's progress (data collection) related to the skill you are systematically teaching?
- Review any completed action plans for Module 4. Discuss action steps and evidence of implementation of the plan. Evidence could include a photo of a support you have added to the learning environment or a description of the strategies you have implemented, or an explanation of how the children responded to what you tried. You should include the result of your actions – what happened when you \_\_\_\_\_. What do you still need to change or add?



## Extension Questions/Reflections (continued)

### Module 5 Extension Questions/Reflections

#### Part 1 - Understanding Challenging Behavior

- Understanding that behavior is communication, what do you now understand about the children in your class who are exhibiting challenging behaviors?
- What have you learned about yourself related to your expectations of behavior? How has that impacted your relationships with children who present with challenging behavior?
- What stood out for you from the Gilliam Bias Experiment?
- What are some examples of how your lens has shifted related to trauma and challenging behavior?

#### Part 2 - Understanding the Intensive Individualized Intervention Process and De-Escalating Behaviors

- Can you see the function of behavior in the children who are exhibiting challenging behavior? If so, how has that changed the way you respond to them?
- What have you learned about yourself related to Implicit Bias, Elements of the Situation, Deficit thinking/strength-based approach, and Personal Decision State? What are some examples of how you have used this information in your work with children or families?
- What were the neutralizing routines that you created for yourself?

#### Part 3 - Developing A Behavior Support Plan

- What is your role in developing a behavior support plan? Do you know who your team members would be? What questions do you have about how we, as a program, create these plans?
- Review any completed action plans for Module 5. Discuss action steps and evidence of implementation of the plan. Evidence could include a photo of a support you have added to the learning environment or a description of the strategies you have implemented, or an explanation of how the children responded to what you tried. You should include the result of your actions – what happened when you \_\_\_\_\_. What do you still need to change or add?

### Module 6 Extension Questions/Reflections

#### PTR-YC Introduction, Case Study: Jackson

- What stood out for you in this module about Prevent-Teach-Reinforce for Young Children (PTR-YC)?
- What are you curious to know more about related to the PTR-YC process?

## Additional Resources to Support Pyramid Model Implementation

- Pyramid Model Consortium - [pyramidmodel.org](http://pyramidmodel.org)
- National Center for Pyramid Model Innovations - [challengingbehavior.org](http://challengingbehavior.org)
- [Discovery Source](#)
  - Pre-made Classroom and Home Kits to support Social-Emotional learning and development.
- [Brookes Publishing](#)
  - Additional books and manuals to support Pyramid Model implementation
- Cumulus Collections
  - Early Childhood books focused on social-emotional development



## Appendix A

# ePyramid Modules/Sections Appropriate for Various

This chart lists the length of lessons in the course and indicates which portions of each lesson are most appropriate for various staff members. Here is how we have grouped various roles for this chart:

- S Support Staff** could include Front office staff, custodians, bus drivers, kitchen staff, etc.
- A Administrator** could include Directors, education managers/coordinators, site supervisors, etc.
- T Teachers and Providers** could include mentor teachers, teacher assistants, paras, etc.
- B Specialists** could include Mental Health Specialists/Consultants, Behavioral Specialist etc.

### Introduction to Pyramid Model **S A T B**

- Learning Objectives and PDF's
- Welcome
- Brain Development in Young Children
- Adverse Childhood Experiences and Trauma
- Sociocultural Trauma: You Can Make a Difference
- How Do We Get There? Supporting Each and Every Child
- Overview of the Pyramid Model
- The Meaning of Behavior: Why Function Matters
- An Equity Mindset
- Applying the Pyramid Model Philosophy
- How Do We Respond Using the Pyramid Model?
- Reflecting on Behaviors That Challenge Us
- Research on the Pyramid Model
- Wrap-up

### Module I – Nurturing And Responsive Relationships

#### Part 1 **S A T B**

##### **Creating A Caring Classroom Community**

- Learning Objectives and PDF's
- Welcome
- Reviewing the Pyramid Model
- Elements of a Caring Community
- Introduction to Classroom Helpers with Observations
- Group Identity and the Environment
- Creating a Culture of Kindness

#### Part 2 **S A T B**

##### **Relationships With Children**

- Relationships with Children
- Investing in Relationships with Children
- Responsive Relationships Practices: Bids
- Responsive Relationships Practices: Taking the Child's Lead
- Responsive Relationships Practices: Supportive Conversations
- Supporting Children's Conversations When They Notice Differences
- Responsive Relationships Practices: Providing Feedback

##### **Building Relationships Among Children**

- Why Promote Peer Relationships
- Designing the Classroom to Promote Peer Relationships
- Peer Interactions and Anti-Bias Principles



# Appendix A

## ePyramid Lessons Appropriate for Various Roles (continued)

**KEY:** **S** Support Staff **A** Administrator **T** Teachers and Providers **B** Specialists (Behavioral)

### Module 1 – Nurturing And Responsive Relationships (continued)

#### Part 3 **S A T B**

##### **Building Relationships with Families**

- Partnering with Families
- The Benefits of Building Relationships with Families
- Strategies for Building Relationships with Families
- Connecting Families to the Classroom
- Getting to Know All Families

##### **Communicating with Families**

- Turning Towards Families
- Sharing Meaningful Information with Families: We Use the Pyramid Model
- Meaningful Conversations with Families
- Promoting Pyramid Model Practices at Home
- Review and Reflect: Connecting with Families
- More Resources for Teachers and Families

#### Part 4 **S A T B**

##### **Relationships with Colleagues**

- Relationships with Colleagues: Knowing Your Team
- Relationships with Colleagues: Valuing All Members of Your Team
- Relationships with Colleagues: Norms and Child Guidance Principles

##### **Wrap-Up & Reflection**

- Putting it All Together
- Module 1 Knowledge Check

### Module 2 – High-Quality Supportive Environments

#### Part 1 **A T B**

##### **Overview: High-Quality, Supportive Environments**

- Learning Objectives and PDFs
- Welcome
- High-Quality Environments

##### **Schedules**

- Why are Schedules Important?
- Developing a Daily Schedule
- Balancing the Daily Schedule
- Effective Visual Schedules
- Using Visual Schedules
- Implementing a Daily Schedule
- Implementing a Daily Schedule: Teach
- Implementing a Daily Schedule: Refer to the Schedule
- Observation: Schedule Review
- Observation: Preparing for Change
- Implementing a Daily Schedule: Individualize
- Schedules: Wrap-up

##### **Routines**

- Reflecting on Routines
- Activity: Building Routines
- Implementing Routines



# Appendix A

## ePyramid Lessons Appropriate for Various Roles (continued)

**KEY:** **S** Support Staff **A** Administrator **T** Teachers and Providers **B** Specialists (Behavioral)

### Module 2 – High-Quality Supportive Environments (continued)

*Routines continued)*

- Structuring Routines to Support Engagement and Learning
- Promote Active Participation
- Choices Within Routines
- Supporting Routines with Visuals
- Structuring Routines
- Observation: Arrival Routine 1
- Observation: Arrival Routine 2
- Providing Feedback
- Routines: Wrap up

### Part 2 **S** **A** **T** **B**

#### Transitions

- Transitions
- Planning Transitions
- Transition Planning Matrix
- Additional Transition Strategies
- Observation: Transition in Action
- Observation: Transition to Clean-Up
- Individualized Support
- Transition Makeover

#### Promoting Child Engagement

- Promoting Child Engagement
- Promoting Child Engagement
- The Power of Choice
- Observation: Large Group Engagement
- Large Group Engagement Strategies
- Observation: Center Time Engagement
- Scaffold Engagement
- Positive Descriptive Feedback
- Observation: Positive Descriptive Feedback
- Modifications to Promote Engagement
- Curriculum Modifications
- Activity: Promoting Engagement
- Promoting Engagement: Wrap-Up

### Part 3 **S** **A** **T** **B**

#### Expectations and Rules

- Expectations and Rules
- Why Teach Expectations and Rules?
- Defining Expectations
- Defining Rules
- Activity: Expectations vs. Rules
- Developing Expectations and Rules
- Observation: Expectations and Rules
- Expectations and Rules Matrix
- Teaching and Acknowledging Expectations and Rules
- Acknowledging Expectations and Rules
- Observation: Positive Descriptive Feedback for Expectations
- Acknowledging Expectations
- Keys for Positive Directions



# Appendix A

## ePyramid Lessons Appropriate for Various Roles (continued)

**KEY:** S Support Staff A Administrator T Teachers and Providers B Specialists (Behavioral)

<p><b>Module 2 – High-Quality Supportive Environments (continued)</b></p> <p><b>Partner with Families</b></p> <ul style="list-style-type: none"> <li>• Partner with Families</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>• Wrap-up</li> <li>• Module 2 Knowledge Check</li> </ul>
<p><b>Module 3 – Teaching Social-Emotional Skills</b></p> <p><b>Part 1</b> <span style="color: red;">S</span> <span style="color: green;">A</span> <span style="color: blue;">T</span> <span style="color: orange;">B</span></p> <ul style="list-style-type: none"> <li>• Learning Objectives and PDFs</li> <li>• Why Teach Social-Emotional Development?</li> </ul> <p><b>Culturally Responsive Practices and Including Families</b></p> <ul style="list-style-type: none"> <li>• Culturally Responsive Practices and Including Families</li> </ul> <p><b>Stages of Learning New Skills</b></p> <ul style="list-style-type: none"> <li>• Stages of Learning New Skills</li> <li>• Review: Stages of Learning New Skills</li> </ul> <p><b>Teaching Friendship Skills</b></p> <ul style="list-style-type: none"> <li>• Getting Ready to Teach Friendship Skills</li> <li>• How to Teach Friendship Skills: Show and Tell</li> <li>• How to Teach Friendship Skills: Practice</li> <li>• Anti-Bias Classroom and Friendship Skills</li> <li>• Friendship Skills: Maintenance and Generalization</li> </ul> <p><b>Part 2</b> <span style="color: green;">A</span> <span style="color: blue;">T</span> <span style="color: orange;">B</span></p> <p><b>Teaching Emotional Literacy</b></p> <ul style="list-style-type: none"> <li>• Why Teach Emotional Literacy?</li> <li>• What Emotions Might We Teach?</li> <li>• How to Teach Emotions: Show and Tell</li> <li>• How to Teach Emotions: Practice</li> <li>• Emotional Literacy: Maintain and Generalize</li> </ul> <p><b>Teaching Self-Regulation Skills</b></p> <ul style="list-style-type: none"> <li>• Teaching Self-Regulation Skills</li> <li>• Self-Regulation Skills to Teach</li> <li>• The Turtle Technique</li> <li>• How Can We Help Children Self-Regulate?</li> </ul> <p><b>Part 3</b> <span style="color: green;">A</span> <span style="color: blue;">T</span> <span style="color: orange;">B</span></p> <p><b>Teaching Problem-Solving Skills</b></p> <ul style="list-style-type: none"> <li>• Getting Ready to Teach Friendship Skills</li> <li>• Problem-Solving Skills to Teach</li> <li>• Opportunities to Practice Problem-Solving</li> <li>• Supporting Young Children with Problem Solving in the Moment</li> <li>• Review: Teaching Problem-Solving Skills</li> </ul> <p><b>Wrap-Up &amp; Reflection</b></p> <ul style="list-style-type: none"> <li>• Wrap-up</li> <li>• Module 3 Knowledge Check</li> </ul>



**KEY:** S Support Staff A Administrator T Teachers and Providers B Specialists (Behavioral)

### Module 4 – Individualized Teaching of Social-Emotional Skills

#### Part 1 A T B

- Learning Objectives and PDFs

#### **Systematic Individualized Instruction**

- Welcome
- Systematic Instruction
- What to Teach
- Identifying Skills to Target

#### **Teaching Systematically: Giving Help**

- Why Are Schedules Important?
- Helping Prompts
- Making a Plan
- Least-to-Most Help
- Most-to-Least Help
- Expressive Language Prompts
- Observation: Checking the Schedule
- Observation: Choose a Song
- Observation: Sign In Routine
- Observation: Communication System with a Peer
- Positive Reinforcement
- Implementing Individualized Teaching

#### Part 2 A T B

#### **Peers and Intervention**

- Peer-Mediated Intervention
- Peer-Mediated Intervention Steps
- Observation: Peer-Mediated Intervention
- Stay-Play-Talk

#### **Planning for Embedded Instruction**

- Planning for Embedded Instruction
- Observation: Individualized Instruction Plan

#### **Progress Monitoring**

- Measuring Child Progress
- Progress Monitoring Data Collection
- Incorporating Data Collection into Daily Routines

#### **Wrap-Up**

- Wrap-Up
- Module 4 Knowledge Check



**KEY:** **S** Support Staff **A** Administrator **T** Teachers and Providers **B** Specialists (Behavioral)

### Module 5 – Addressing Challenging Behavior

#### Part 1 **A T B**

- Learning Objectives and PDFs
- Welcome to Addressing Challenging Behavior
- Introduction to Intensive Individual Interventions

#### Understanding Challenging Behavior

- Addressing Challenging Behavior
- What Is Behavior?
- Family, Culture, and Behavior in Context: What Is Behavior?
- Trauma and Challenging Behavior

#### Part 2 **A T B**

#### Understanding the Intensive Individualized Intervention Process

- Understanding the Intensive Individualized Intervention Process
- Behavior Has a Meaning
- Behavior Has a Function
- Context and Function
- Strategies to Respond to Challenging Behavior
- Factors Impacting Responses to Challenging Behavior
- Reframing Our Thinking
- Neutralizing Routines

#### De-Escalating Behaviors

- De-Escalating Behaviors
- The Escalation Cycle

#### Part 3 **A T B**

#### Developing A Behavior Support Plan

- Individualized Intervention Using Positive Behavior Support
- Observation: Meet Tim
- Step 1: The Collaborative Team & Goal Setting
- Setting Goals
- Step 2: Functional Assessment
- Observation: ABCs
- Functional Assessment Interview
- Step 3: Developing Hypotheses
- Step 4: Developing Behavior Support Plans
- Replacement Skill
- Response to Challenging Behavior
- Tim's Behavior Support Plan
- Replacement Skills Instruction
- Step 5: Progress Monitoring and Evaluation

#### Wrap-Up & Reflection

- Major Messages to Take Home
- Module 5 Knowledge Check



## Appendix A

### ePyramid Lessons Appropriate for Various Roles (continued)

**KEY:** **S** Support Staff **A** Administrator **T** Teachers and Providers **B** Specialists (Behavioral)

#### Module 6 – Overview of Prevent-Teach-Reinforce for Young Children **A T B**

- Learning Objectives and PDFs

##### **PTR-YC Introduction**

- Welcome
- PTR-YC Overview
- The PTR-YC Team
- The PTR-YC Pathway

##### **PTR-YC Case Study: Jackson**

- Case Study: Jackson Introduction
- Observation: Meet Jackson
- Teaming and Goal Setting
- Jackson's Goal Sheet
- Behavior Rating Scale
- Jackson's Behavior Rating Scale
- Functional Behavioral Assessment
- PTR-YC Intervention
- Jackson's Plan
- Observation: Jackson with a Plan
- Jackson's Behavior Rating Scale: With Plan

##### **Wrap-Up**

- Wrap-up
- Module 6 Knowledge Check



## Appendix B

# List of Activities and Reflections

The activities and reflections within the modules have been designed to ensure that each ePyramid module is interactive and will lead to implementation of the practices discussed. Whenever possible, leaders should support participants in completing all activities and reflections for each module. If circumstances do not allow you to provide support and accountability for all of the items, you may choose to focus on the highlighted portions of this chart.

Items highlighted in **BOLD** are priority for participants to complete. If you do not have time or resources to follow up on every single assignment, focus on these.

### Checklist for Introduction to the Pyramid Model Module

#### Learn

- ☐ **Complete all lessons**
- ☐ Adverse Childhood Experiences (ACEs) and Trauma
- ☐ **Sociocultural Trauma's impact on children**
  - **Disproportionality – preschool suspension and expulsion**
  - **Bias, Inclusion and Resilience**
- ☐ Must-have Values
- ☐ **Pyramid Model Overview**
- ☐ Function of Behavior
- ☐ **Equity Mindset**
- ☐ Applying the Pyramid Model Philosophy: observation and reflection
- ☐ **Hot Button activity**
- ☐ **Research on the Pyramid Model**

#### Reflect

- ☐ Reflection: Should we screen for ACEs
- ☐ **Reflection: How do you make a difference?**
- ☐ **Function of Behavior Reflection**

### Checklist for Module I – Nurturing and Responsive Relationships

#### Part 1- Creating a Caring Community

##### Learn

- ☐ **Complete all lessons in Part 1**
- ☐ **Review the Pyramid Model Practices Implementation Checklist: Nurturing and Responsive Relationships**
- ☐ Review classroom environment examples
- ☐ Elements of a Caring Community: Group Identity and a Culture of Kindness

##### Reflect

- ☐ What helps you feel like you belong in a group?
- ☐ How are you going to create a culture of kindness in your classroom?

#### Part 2 – Relationships with Children and Among Children

##### Learn

- ☐ **Complete all lessons in Part 2**
- ☐ Handout: Complete Creating Connections with Children
- ☐ Handout: **Complete Recommendations and Considerations for Positive Description Feedback**
- ☐ Design the environment to promote peer relationships – Think, pair, share/Buddy Time
- ☐ Handout: Complete Opportunities for Play

##### Reflect

- ☐ **How will you make emotional deposits with children in your classroom?**
- ☐ How can you use Banking Time to support connection with children?
- ☐ How will you promote peer relationships in your classroom?



## Appendix B

### List of Activities and Reflections (continued)

#### Checklist for Module 1 – Nurturing and Responsive Relationships (continued)

##### Part 3 – Relationships with Families

###### Learn

- ☐ **Complete all the lessons in Part 3**
- ☐ Families Are Part of the Classroom Community – examples
- ☐ Partnering with Families – turn towards bids and bi-directional communication
- ☐ **Handout Review: We Have Something Important to Share with You**
- ☐ Review Pyramid Model informed resources and materials – how are they meaningful for families?
- ☐ **Review Communicating with Families: Helpful Suggestions - handout**

###### Reflect

- ☐ What are some ways you currently partner with families in your program, in your classroom?
- ☐ Reflection on conversation between Dr. Hemmeter and Dr. Allen
- ☐ What are some new ways you can partner with families? How can you make emotional deposits with them? Consider ways to honor family's culture-based communication style.

##### Part 4 – Relationships with Colleagues

###### Learn

- ☐ **Complete all the lessons in Part 4**
- ☐ Relationships with Colleagues – valuing and celebrating all team members examples
- ☐ Handout: Complete Provide Encouragement
- ☐ Communication styles, strengths and preferences
- ☐ Colleagues: Norms and Child Guidance Principles
- ☐ **Handout: Complete Classroom Collaboration Workstyle Guide**
- ☐ **Complete Module 1 Knowledge Check**

###### Reflect

- ☐ Reflection and Handout: Getting to know your team members
- ☐ Positive descriptive feedback to colleagues
- ☐ Reflection: Classroom Guidance Principles
- ☐ End of Module Reflection

#### Checklist for Module 2 – High-Quality Supportive Environments

##### Part 1 – Schedules and Routines

###### Learn

- ☐ **Complete all lessons in Part 1**
- ☐ **Review the Pyramid Model Practices Implementation Checklist: High-Quality Supportive Environments**
- ☐ Inclusive and Equitable Classrooms
- ☐ 5 Keys to Developing Your Schedule
- ☐ Handout: Complete Balancing the Daily Schedule
- ☐ Culturally Responsive Visual Schedules and Implementing a Daily Schedule
- ☐ **Handout: Routines within Routines - Complete Building Routines**
- ☐ Implementing Routines Scenarios
- ☐ Promote Active Participation: Structuring Routines

###### Reflect

- ☐ **Daily Schedule Reflection**
- ☐ Implementing the Schedule Reflection
- ☐ Reflection: Observation of Daily Schedules
- ☐ Reflection: Observation of Routines



## Appendix B

### List of Activities and Reflections (continued)

#### Checklist for Module 2 – High-Quality Supportive Environments (continued)

##### Part 2 – Transitions and Promoting Engagement

###### Learn

- ☐ **Complete all lessons in Part 2**
- ☐ **Handout: Complete Transition Planning Matrix**
- ☐ Complete Transition Makeover
- ☐ Promoting Engagement Activity: Choices All Day Long
- ☐ Scaffold Engagement
- ☐ Curriculum Modifications

###### Reflect

- ☐ Reflection: Observation of Transitions
- ☐ Reflection on Individualized Support for Transitions
- ☐ **Reflection: What might prevent children from being engaged?**
- ☐ Observations: Large Group Engagement, Center Time Engagement and Positive Descriptive Feedback

##### Part 3 – Expectations and Rules

###### Learn

- ☐ **Complete all lessons in Part 3**
- ☐ Definitions and examples of expectations and rules
- ☐ Brainstorm: Rules and Expectations
- ☐ **Expectations and Rules Matrix**
- ☐ **How to teach Expectations and Rules**
- ☐ Tips for positive directions
- ☐ Strategies for sharing information with families about rules/expectations
- ☐ **Complete Module 2 Knowledge Check**

###### Reflect

- ☐ **Reflection: Why teach expectations and rules video**
- ☐ Observation and Reflection: Rules and Expectations
- ☐ Observation and Reflection: Positive Descriptive Feedback for Expectations

#### Checklist for Module 3 – Teaching Social-Emotional Skills

##### Part 1 – Culturally Responsive Practices, Stages of Learning, and Teaching Friendship Skills

###### Learn

- ☐ **Complete all lessons in Part 1**
- ☐ **Review the Pyramid Model Practices Implementation Checklist: Teaching Social-Emotional Skills**
- ☐ Learn the stages of learning new skills
- ☐ Practice how to teach Friendship skills all day, every day
- ☐ Handout: Complete Teaching Social-Emotional Skills
- ☐ **Activity - Navigating Children's Biases scenario**

###### Reflect

- ☐ Reflection on family and cultural values related to social emotional skills

##### Part 2 – Teaching Emotional Literacy and Self-Regulation Skills

###### Learn

- ☐ **Complete all lessons in Part 2**
- ☐ Practice How to Teach Emotions using the Stages of Learning
- ☐ Learning about Self-regulation teaching strategies
- ☐ Learn about the impact of young children's Trauma and self-regulation
- ☐ **Learn about The Turtle Technique**
- ☐ Handout: Complete Guiding Children When There Are Strong Emotions



## Appendix B

### List of Activities and Reflections (continued)

#### Checklist for Module 3 – Teaching Social-Emotional Skills (continued)

##### Part 2 – Teaching Emotional Literacy and Self-Regulation Skills (continued)

###### Reflect

- ☐ Reflect on Emotional Literacy and Culturally Responsive Practices
- ☐ Reflection: How do we help Amber?
- ☐ Reflection: “How Can We Help Children Self-Regulate”

##### Part 3 – Teaching Problem-Solving Skills

###### Learn

- ☐ **Complete all lessons in Part 3**
- ☐ Learn the steps of Problem-Solving
- ☐ Problem-Solving Skills to teach
- ☐ Observations: Supporting Young Children with Problem-Solving in the Moment
- ☐ Handout: Complete Problem-Solving Scenarios
- ☐ **Complete Module 3 Knowledge Check**

###### Reflect

- ☐ Practice Teaching Problem-Solving Skills Reflection

#### Checklist for Module 4 – Individualized Teaching of Social-Emotional Skills

##### Part 1 – Systematic Individualized Instruction and Teaching Systematically: Giving Help

###### Learn

- ☐ **Complete all lessons in Part 1**
- ☐ **Review the Pyramid Model Practices Implementation Checklist: Individualized Teaching Social-Emotional Skills**
- ☐ Identify the skills to target reflection/activity
- ☐ Learn about Prompting Hierarchy – helping prompts
- ☐ **When and how to use: Least to Most/Most to Least helping prompts**
- ☐ Learn Reinforcement Principles
- ☐ Implementing Individualized Teaching – teaching opportunities

###### Reflect

- ☐ Reflection on observations on levels of assistance: Checking the Schedule, Choose a Song, Sign-in Routine communication system with peers

##### Part 2 –Peers and Intervention, Planning for Embedded Instruction and Progress Monitoring

###### Learn

- ☐ **Steps for developing Peer-Mediated Interventions**
- ☐ Strategy and Handout: Teach Stay-Play-Talk
- ☐ Planning for Embedded Instruction – Routine by Skill Matrix
- ☐ Handout: Complete Teaching Targeted Social-Emotional Skills: Individualized Instructional Plan
- ☐ General Data Collection Form usage
- ☐ Tips that can help you incorporate data collection into your daily routines
- ☐ **Complete Module 4 Knowledge Check**

###### Reflect

- ☐ Reflection on Peer-Mediated Intervention: Observations



## Appendix B

### List of Activities and Reflections (continued)

#### Checklist for Module 5 – Addressing Challenging Behavior

##### Part 1- Introduction to Intensive Individual Interventions/Understanding Challenging Behavior

###### Learn

- ☐ **Complete all lessons in Part 1**
- ☐ **Review the Pyramid Model Practices Implementation Checklist: Intensive Individual Interventions**
- ☐ Challenging Behavior: Frequency, Duration and Intensity
- ☐ Behavior is learned and is communication: obtain or avoid
- ☐ Behavior through the lens of family culture
- ☐ How a child's trauma history is expressed through behavior in the classroom

###### Reflect

- ☐ **How do your personal beliefs impact your interpretation of children's behavior**
- ☐ **Reflection: Giliam Bias Experiment**

##### Part 2 – Understand the Intensive Individualized Intervention Process and De-Escalating Behavior

###### Learn

- ☐ **Complete all lessons in Part 2**
- ☐ **Behavior has meaning**
- ☐ The function of behavior: ABC's
- ☐ Strategies to Respond to Challenging Behavior
- ☐ **Challenging Behavior: 3 Essential Practices**
- ☐ **Factors Impacting Responses to Challenging Behavior**
- ☐ Reframing our thinking: Strengths based approach
- ☐ Neutralizing Routines
- ☐ Escalation Cycle: escalating and de-escalating behavior

###### Reflect

- ☐ Observation: ABC vignettes
- ☐ Reflection: How did the teacher respond?
- ☐ **ABC's for a teacher**
- ☐ Reframe deficit thinking to strengths-based thinking
- ☐ Handout: My Neutralizing Routine
- ☐ Handout: Escalation Cycle Personal Reflection

##### Part 3 – Developing a Behavior Support Plan

###### Learn

- ☐ **Complete all lessons in Part 3**
- ☐ **The five steps of the Individualized Intervention Process**
- ☐ Handout: The collaborative team and goal setting (tips for effective teaming)
- ☐ Functional Assessment
- ☐ Developing hypothesis
- ☐ Replacement Skills
- ☐ Progress monitoring
- ☐ Handout: Talking with Families About Challenging Behavior Dos and Don'ts
- ☐ Handout: Support Planning Chart
- ☐ Handout: Sample Behavior Support Plan – Tim
- ☐ Handout: Positive Solutions for Families: Family Routine Guide
- ☐ **Complete Module 5 Knowledge Check**

###### Reflect

- ☐ Meet Tim – Observation and Reflection
- ☐ Handout: ABC Observations and Reflection on Tim
- ☐ Reflect on possible Prevention Strategies for Tim



## Appendix B

### List of Activities and Reflections (continued)

#### Checklist for Module 6 – Overview of Prevent-Teach-Reinforce for Young Children PTR-YC Introduction

##### *Learn*

- ☐ **Complete all lessons**
- ☐ **Review Handout: Prevent-Teach-Reinforce for Young Children Process and Forms**
- ☐ Teaming and goal setting
- ☐ How to use the Behavior Rating Scale
- ☐ What is a Functional Behavioral Assessment
- ☐ Observation: Jackson with a plan
- ☐ **Complete Module 6 Knowledge Check**

##### *Reflect*

- ☐ Reflection: Meet Jackson
- ☐ Reflection: What target behaviors to address?
- ☐ Reflection: Intervention Strategies for Jackson



## Appendix C

### Action Planning







# Coach Action Plan Goals Planning

Teacher: \_\_\_\_\_ Coach: \_\_\_\_\_ Date: \_\_\_\_\_

Use the data from your observations, including data from the formal Teaching Pyramid Observation Tool (TPOT), to identify strengths, needs, and potential focal areas for coaching. Use this form to help you lead a discussion during the goal planning session.

Identify 3 *Pyramid Model* practices the teacher is implementing well:

Identify 3 practice implementation needs identified on the *TPOT* (including Red Flags):

Identify 2-3 goals you think would be appropriate and relevant for this teacher:



Teacher: \_\_\_\_\_ Coach: \_\_\_\_\_ Goal number: \_\_\_\_\_ Date written: \_\_\_\_\_ Date moved to maintenance: \_\_\_\_\_

Goal	
Goal	Expected child outcomes

Planning		
Action Steps	Materials/Resources	Timeline

Implementation		
Action Steps	Materials/Resources	Timeline

## Progress Towards My Goal

I know I've met this goal and it's ready to move to maintenance when... (Check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Created all materials/visuals         | <input type="checkbox"/> I individualize for children who need more support (when applicable) |
| <input type="checkbox"/> Taught skill (when applicable)        | <input type="checkbox"/> Coach and I have observed child outcomes                             |
| <input type="checkbox"/> Implement consistently                | <input type="checkbox"/> Other: _____   |
| <input type="checkbox"/> I feel confident in my implementation |   |

What support do I need to continue to use this practice (list below):



# Action Plan

Goal (based on a selected teaching practice)			NO	IN PROGRESS	YES
The teaching practice I am working on is:			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will work on this teaching practice _____ (time, day, part of routine) (Optional) I will work on this teaching practice with _____ (specific children)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will: (describe exactly what you will do if you are implementing this teaching practice)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
<p>How will you know when you have met your goal? (Remember to focus on implementation of the teaching practice)</p>   <p>What data will you collect about implementation of this teaching practice? (Will you record how often you used the practice? What you did? How the children responded?)</p>					



# Facilitator Planning Document

Facilitators can use this sample document to assist in scheduling and planning sessions for the group of participants. This can be used for any number of sessions, 3, 7, or 9. It can also be used to track attendance, topics or trends to come back to, or reminders.

<input type="checkbox"/> Meeting A	Date:	Time:
<input type="checkbox"/> Meeting B	Date:	Time:
<input type="checkbox"/> Meeting C	Date:	Time:
<input type="checkbox"/> Meeting D	Date:	Time:
<input type="checkbox"/> Meeting E	Date:	Time:



# Facilitator Planning Document

<input type="checkbox"/> Meeting F	Date:	Time:
<input type="checkbox"/> Meeting G	Date:	Time:
<input type="checkbox"/> Meeting H	Date:	Time:
<input type="checkbox"/> Meeting I	Date:	Time:

**Additional Notes:**

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# Appendix D

## Pyramid Model Handouts: Introduction



THE  
PYRAMID MODEL  
CONSORTIUM

Supporting Early Childhood PBIS





Read each statement and decide if it aligns with the Pyramid Model.



If you mark no, try to rewrite the statement in the column on the right.

Statement	Does it Align? (Alternate Statement)
1. He knows what to do, he just won't do it.	
2. He's had a hard time this week and seems to be getting upset so quickly. I am going to spend some 1:1 time with and really connect.	
3. It won't work in our classroom. We have tried all those strategies.	
4. My kids are always telling on each other. I need to teach them other ways to solve problems.	
5. The parents never follow through with the suggestions we give them.	
6. She's hitting her friends when she wants to play with them. Maybe I should teach her how to get her friends' attention and offer play ideas.	
7. We are teaching the children to use calm down strategies at school. Maybe we could collaborate with families to identify some calm down strategies that might work for their child at home.	
8. All my assistant ever does is clean up after children. He never just plays with the children, nor does he engage in other classroom activities. I don't think he likes being in my classroom.	
9. We are talking to the children about calm down strategies. Maybe we should develop some materials to share with families during the upcoming parent conferences.	





# Hot Buttons



Write three behaviors that “push your buttons.”

1.	2.	3.
----	----	----

Write the emotion word that describes the way each of these behaviors makes you feel.

1.	2.	3.
----	----	----

What is the impact of your feelings? How do you respond to each of these behaviors?  
Write down how you act/react towards a child when they display each behavior.

1.	2.	3.
----	----	----

How do these behaviors and your response impact the relationship you have with the child?

1.	2.	3.
----	----	----

How do the child's behaviors and your response impact the relationship you have with the family?

1.	2.	3.
----	----	----



# Appendix D

## Pyramid Model Handouts: Module I



THE  
PYRAMID MODEL  
CONSORTIUM

Supporting Early Childhood PBIS







# Pyramid Model Practices Implementation Checklist for Preschool (2–5 years) Classrooms

## Nurturing and Responsive Relationships

### Creating a Caring Classroom Community

- ☐ Teach children how to care for one another by helping each other, inviting another child to play together, celebrating accomplishments, and giving compliments.
- ☐ Create a classroom that is a place children and families want to be (e.g., reflects children's home and cultures, feels comfortable, welcoming, and safe).
- ☐ Give children opportunities to be leaders in the classroom and helpers to their peers.
- ☐ Display children's art and products in the classroom with contributions from every child.
- ☐ Represent families in the classroom with family photos, projects, and other materials created by families.
- ☐ Give children and families opportunities to participate in making decisions about the classroom community.
- ☐ Use knowledge about individual children and families when planning activities.
- ☐ Show appreciation and gratitude to children and families.

Notes and Ideas:





## Relationships with Children

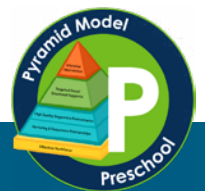
- ☐ Greet children on arrival.
- ☐ Call children by their preferred names throughout the day.
- ☐ Use a positive and supportive tone of voice.
- ☐ Show respect and warmth to all children.
- ☐ Speak to children who are dual language learners with key words from their home language.

Notes and Ideas:

## Positive Attention

- ☐ Comment frequently on children's appropriate behavior.
- ☐ Use positive descriptive feedback for children's skills, behaviors, efforts, and engagement.
- ☐ Convey enthusiasm while giving positive descriptive feedback and encouragement.
- ☐ Use forms of acknowledgment that are individualized to children, including nonverbal cues of appreciation (e.g., smile, thumbs up, pat on the back).
- ☐ Build positive interactions with children into daily routines (e.g., arrival, meals, departure).

Notes and Ideas:





## Supportive Conversations

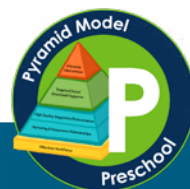
- ☐ Reflect and expand on children's verbal and nonverbal communication.
- ☐ Respond to children's communication by asking questions and making comments, and providing opportunities for children to take turns.
- ☐ Join children's play to have conversations about their interests and activities.
- ☐ Communicate using alternative strategies with children who are nonverbal, have a language delay, or are dual language learners.
- ☐ Engage in conversations that children initiate in supportive and empathetic ways.

Notes and Ideas:

## Relationships Among Children

- ☐ Create opportunities for positive interactions between children in daily routines (e.g., arrival, meals, departure).
- ☐ Extend play by offering ideas and making connections between children.

Notes and Ideas:





## Relationships with Families

- ☐ Use strategies that affirm culture, language, and identity with all families.
- ☐ Use a variety of strategies for building relationships with all families.
- ☐ Offer a variety of opportunities to contribute to the classroom community, including opportunities for families who cannot come into the classroom.
- ☐ Match communication to the individual needs and preferences of families, ensuring that each family is reached in a meaningful way in their home language.
- ☐ Engage in bi-directional communication with families to share information and give families a way to share information with the classroom teachers. Include ways to share celebrations of their child's accomplishments.
- ☐ Partner with families to identify strategies to use at home when they have concerns about their child's social-emotional development or behavior.
- ☐ Provide families with support as needed so that they are confident and comfortable in supporting their children's social-emotional development.
- ☐ Share information with families about community resources related to social-emotional development and challenging behavior.

Notes and Ideas:

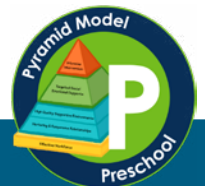




## Relationships with Colleagues

- ☐ Use a calm, positive, and supportive tone of voice in interactions with adults in the classroom.
- ☐ Plan opportunities to get to know classroom staff.
- ☐ Greet classroom staff and colleagues (e.g., therapist, office staff, custodial staff) when they enter the classroom and invite them to greet children.
- ☐ Provide positive and supportive feedback to other team members and use these opportunities to model for children.
- ☐ Share information with colleagues and classroom staff about what is going well in the classroom and with children. Additionally, share child progress information with other service providers (special education teacher, therapists, etc.) on a regular basis.

Notes and Ideas:





# High Quality, Supportive Environments

## Predictable Daily Schedule

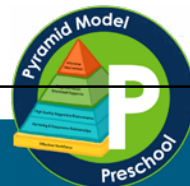
- ☐ Create and post a schedule with visuals that:
  - ☐ includes photographs or clip art for each activity;
  - ☐ represents all daily activities;
  - ☐ is posted where children can view and manipulate;
  - ☐ is designed to accommodate when changes occur;
  - ☐ is designed to indicate the passage of time; and
  - ☐ is visible the entire day.
- ☐ Develop and implement a classroom schedule that:
  - ☐ minimizes the number of transitions across the day;
  - ☐ includes a balance of teacher-directed and child-directed activities that includes play; and
  - ☐ includes both large and small group activities throughout each day.
- ☐ Refer to, and review the classroom schedule with children throughout the day (e.g., when it is time to change activities, during transitions).
- ☐ Make a visual modification to the schedule when changes occur and review with children.

Notes and Ideas:

## Implementing Predictable Classroom Routines

- ☐ Design and implement predictable routines within daily activities.
- ☐ Follow routines consistently on a day-to-day basis.
- ☐ Embed instruction into activities and routines across the day.
- ☐ Structure teacher-directed activities so there is a clear beginning, middle, and end.
- ☐ Plan for and embed the use of materials, visuals, and teaching strategies that promote active participation of all children across all routines.

Notes and Ideas:





## Modifying the Curriculum to Meet Individual Needs

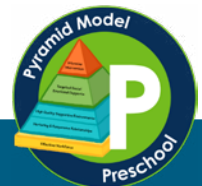
- ☐ Individualize instruction based on children's interests, needs, and abilities.
- ☐ Adapt instruction to meet children's individual needs.
- ☐ Adapt materials to meet children's individual needs.

Notes and Ideas:

## Transitions

- ☐ Provide a whole class warning or cue prior to transitions.
- ☐ Use transition strategies (e.g., games, songs, or other actions) to ensure that all children are actively engaged during the transition, including children who are waiting for the next activity.
- ☐ Teach the specific steps and expectations for transitions.
- ☐ Acknowledge and give specific positive descriptive feedback to children who transition appropriately.
- ☐ Provide individual support to children who have difficulty transitioning.
- ☐ Provide children with multiple opportunities to make choices across the day (e.g., during large group, small group, play).
- ☐ Support children to select centers and become engaged.
- ☐ Comment positively and descriptively on children's engagement.
- ☐ Redirect unengaged children and support them to become actively engaged.

Notes and Ideas:





## Providing Clear and Effective Directions

- ☐ Use directions that are simple, short, and specific.
- ☐ State directions in a calm, quiet, and neutral tone in close proximity to children.
- ☐ Phrase directions as statements; tell children what to do rather than what not to do.
- ☐ Check in with children to make sure they understand the directions.
- ☐ Acknowledge and give specific positive descriptive feedback to children who follow directions.
- ☐ Individualize directions with modeling, visuals, or gestures for children who need more support.

Notes and Ideas:

## Teaching Behavior Expectations across Classroom Routines

- ☐ Identify 2-5 expectations (e.g., “we are safe”, “we are kind”) that apply to adults and children and post in the classroom. Include a visual or symbol on the poster.
- ☐ Identify a small number of rules (five or fewer) for the classroom, an activity, or setting (e.g., center time or outdoor play). Rules should be positively stated and operationalize or define the expectations. Provide a visual for each rule.
- ☐ Refer to expectations multiple times throughout the day and link statements about appropriate behavior to the expectations.
- ☐ Facilitate conversations with children about the behavior expectations and rules and why they are important for them and the class.
- ☐ Provide instruction on posted expectations and rules during large group or small group activities (including how rules are connected to expectations).
- ☐ Review posted expectations or rules regularly before or at the beginning of an activity.
- ☐ Give positive descriptive feedback to all children when they demonstrate the expectations or follow the rules.
- ☐ Individualize instruction on posted rules and expectations for children who need more support.

Notes and Ideas:





# Teaching Social-Emotional Skills

## Friendship Skills

- ☐ Teach children friendship skills by using a variety of strategies (e.g., small and large group instruction, modeling and prompting).
- ☐ Select and arrange classroom activities and materials to encourage social interactions and communication between children.
- ☐ Plan for peer social opportunities within multiple classroom routines.
- ☐ Guide children to develop empathy and acceptance of others who have different identities than their own.
- ☐ Prompt children to work together, help each other, and carry out classroom roles.
- ☐ Acknowledge and give specific positive descriptive feedback to children who are attempting or using friendship skills.
- ☐ Model and label friendship skills with children and other adults.
- ☐ Prompt children to reflect on their use of friendship skills.
- ☐ Provide individualized instruction or assistance to children for initiating and maintaining interactions with peers.

Notes and Ideas:





## Emotional Literacy

- ☐ Teach children about emotion words and expressing emotions using a variety of strategies.
- ☐ Teach children a range of emotions.
- ☐ Model and label your own emotions and appropriate ways to express emotions.
- ☐ Point out facial expressions, voice tone, body language, or words to assist children in recognizing and understanding how others might be feeling.
- ☐ Label children's emotions and allow them to talk about how they feel.
- ☐ Support children in learning that feelings can change or that you can have more than one feeling.
- ☐ Individualize instruction on emotions based on children's developmental needs.

Notes and Ideas:

## Self-Regulation and Anger Management

- ☐ Teach children that all emotions are okay and provide examples of how to appropriately express their emotions.
- ☐ Teach children to use a variety of strategies to calm down when they are angry or upset.
- ☐ Model and label your own emotions and how you appropriately react to and express the emotions.
- ☐ Help children recognize cues of emotional escalation in themselves.
- ☐ Provide positive descriptive feedback on occasions when children are remaining calm or using self-regulation strategies.
- ☐ Provide individualized instruction or assistance to children who need support to regulate strong emotions.

Notes and Ideas:





## Problem Solving

- ☐ Teach children to name and use a variety of solutions.
- ☐ Teach the steps for solving social problems.
- ☐ Prompt children to generate solutions to common social problems.
- ☐ Post visual reminders about the problem-solving steps and solutions.
- ☐ Prompt children to try other solutions if their first solution does not work.
- ☐ Model and label problem-solving steps within interactions between children.
- ☐ Acknowledge and give positive descriptive feedback to children using problem-solving skills.
- ☐ Prompt children to reflect on their own problem-solving efforts.
- ☐ Individualize instruction on problem-solving based on children's individual needs.

Notes and Ideas:

## Individualized Teaching of Social-Emotional Skills

- ☐ Identify social-emotional learning objectives for individual children.
- ☐ Embed instruction on social-emotional objectives into naturally occurring opportunities across the day (e.g., circle, play, transitions, interactions, meals).
- ☐ Choose a prompting hierarchy for each objective.
- ☐ Assess and provide the appropriate level of assistance necessary at each moment in time (scaffolding) to ensure full participation.

Notes and Ideas:





## Progress Monitoring of Instructional Objectives

- ☐ Establish a system for data collection for each instructional objective.
- ☐ Incorporate data collection into daily routines.
- ☐ Maintain and review data regularly, using the data to inform instructional procedures.

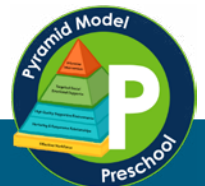
Notes and Ideas:

## Addressing Challenging Behavior

### Understanding Challenging Behavior

- ☐ Collect data on behavior incidents in the classroom to identify children needing additional supports.
- ☐ Identify the possible communicative function or purpose of children's challenging behavior.

Notes and Ideas:





## Developmentally Appropriate Responses to Challenging Behavior

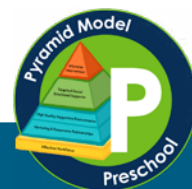
- ☐ Use developmentally appropriate strategies (e.g., redirection) in response to challenging behavior.
- ☐ Tell the child the expected behavior in positive terms or instruct the child what to do instead.
- ☐ Give positive attention or positive descriptive feedback when the child begins engaging in the expected behaviors.
- ☐ Use a neutralizing routine (e.g., pause and take a deep breath) when feeling stressed or agitated by behavior.

Notes and Ideas:

## De-escalating Dangerous Behavior

- ☐ Respond to a child's agitation by remaining calm, helping the child identify their feelings, and offering strategies to calm down.
- ☐ Focus on the safety of the child and other children in the classroom if the challenging behavior escalates in intensity.
- ☐ Stay calm and wait until the child has started to de-escalate before intervening.

Notes and Ideas:

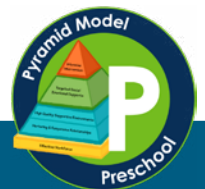




## Participate in the Functional Behavior Assessment

- ☐ Follow the process and procedures for initiating a functional behavior assessment (FBA).
- ☐ Provide input on how and when to collect FBA data.
- ☐ Participate in the interview about the child's challenging behavior.
- ☐ Collect data on behaviors that occur in the classroom.
- ☐ Encourage families to share relevant, important information including their cultural values and beliefs.
- ☐ Encourage families to identify their short- and long-term goals for their child.
- ☐ Support families to provide input on FBA goals.
- ☐ Partner with families to support their participation in the FBA team.

Notes and Ideas:





## Participate in the Development of a Behavior Support Plan

- ☐ Contribute ideas and strategies to the behavior support plan based on the results of the FBA.
- ☐ Participate as an active member of the behavior support team (e.g., ask clarifying questions, contribute ideas and observations).
- ☐ Contribute logistical ideas about plan strategies (e.g., what will be needed to implement the plan; ideas for modifying strategies that might not be feasible in the classroom).
- ☐ Collect resources necessary to implement the plan as written.
- ☐ Collaborate in the development of a plan to collect data to monitor the child's progress and implementation of the behavior support plan.
- ☐ Partner with the family to identify cultural values and practices that might be pertinent to identifying intervention strategies in the behavior support plan.
- ☐ Ask family members for their ideas, opinions, and guidance as the plan is developed, implemented, and evaluated.
- ☐ Assist the family in identifying how and when they can implement behavior support strategies at home and in the community (if applicable).


Notes and Ideas:





# **NCPMI From Classroom Jobs to Classroom Helpers**

Directions: Use this form to brainstorm ideas around classroom helpers.

<b>Classroom Job</b>	 <b>Classroom Helper</b>	<b>Considerations for classroom helper:</b> <ul style="list-style-type: none"> <li>• Important and relevant to the classroom</li> <li>• Represent a range of skills such that all children can be involved</li> <li>• Create opportunities to practice social-emotional skills</li> <li>• Develop a sense of responsibility to the classroom community</li> </ul>





# Caring Community Planning Sheet

Creating a Caring Classroom Community	Considerations & Suggestions	Ideas to Implement
Group Identity and Shared Ownership	<ul style="list-style-type: none"> <li>• Choose a name or mascot for the community</li> <li>• Participate in program spirit events</li> <li>• Participate in school or community service projects</li> <li>• Involve children in decision making</li> <li>• Select classroom materials and activities together</li> <li>• Embed choices into the day</li> <li>• Utilize voting or polling</li> <li>• Develop classroom helpers</li> </ul>	
Group Members See Themselves in the Environment	<ul style="list-style-type: none"> <li>• Display children's work</li> <li>• Include families in the environment</li> <li>• Learn about each other through family activities</li> </ul>	
Creating a Culture of Kindness	<ul style="list-style-type: none"> <li>• Celebrate the kindness and helpfulness of children, families, and adults</li> <li>• Ask children to share and reflect</li> </ul>	



## Directions

Read through the following example scenarios. For each example, provide an example of how you might respond to a child in a way that shows you understand and appreciate them. Then identify actions you might take to learn more about supporting that child. In the final row, share thoughts about bids for attention that you have found challenging and how you might turn toward that child or find out more.

Example Scenarios	How might you turn toward?	How do you find out more?
Kaitlyn has an IEP goal for increasing her use of verbal communication. During arrival, she sometimes smiles at the teacher but does not speak.		
During story circle time, Karl attempts to climb into Ms. Susana's lap each time she opens the book.		
Nguyen, who speaks Vietnamese and a few words in English, sees the teacher in the block center. Nguyen smiles and grabs a block out of the teacher's hand.		
Think of a bid you find to be challenging.		





## Talking to Very Young Children about

# RACE

*It's Necessary Now,  
More than Ever*

*By Rosemarie Allen, Amy Hunter,  
Erin Barton, and Ben Riepe*



The civil unrest following the murder of George Floyd had a profound impact on our nation. Multi-racial and multi-generational protestors have taken to the streets demanding justice and equity, especially for Black lives. Slogans such as “All lives can’t matter until Black lives matter” have prompted conversations about race around the country. Many families are wondering how to talk to young children about race. Some are afraid their children are too young, while others fear that talking about race might promote racism. The failure to talk about race contributes to racial inequities (Plaut, Kecia, Hurd, & Romano, 2018). Many families are afraid to broach the subject of race because they were taught to be ‘colorblind’ and to avoid uncomfortable conversations. This has left children to form their understanding with little guidance from parents or other adults. As children naturally categorize people based on skin color, they develop ideas and values about people as they watch and listen to adults for racial cues.

*Many families are wondering  
how to talk to young  
children about race.*

Black families talk to their children about race when they are very young, and the discussion continues and becomes more complex as children grow. These parents know they must prepare their children to live in a racialized society where they may be treated differently because of their skin color. Black families also discuss race to develop positive racial identities in their children to counter the negative narratives in society (McNeil Smith, Reynolds, Fincham, & Beach, 2019). White families are less likely to discuss race with their children because it is not critical to their survival. Their racial privilege has shielded them from being victims of discrimination and racism (Abaied & Perry, 2020).



Often adults in a variety of settings (e.g., medical, policing, education) dismiss or do not acknowledge pain experienced by people of color. This contributes to people of color receiving disparate, inaccurate, and/or even cruel treatment as in the case of police brutality or withholding medical treatment. In early childhood classrooms, it is important to recognize and respond to the emotions of children of color. Early childhood professionals who are attentive and responsive to the range of emotions of children of color can serve as a model of support so that other children recognize that their peers experience the same feelings and emotions that they do.

Current events remind us of the necessity to discuss race with young children. To engage in these conversations, adults must address their fears and discomfort in discussing race. This begins with normalizing racial conversations. These conversations should become a pattern during the early childhood years and not a single event. Even infants notice differences between people and how they look. Adults can help by noticing the differences and describing them positively. Casually respond when children notice how people have different color skin and hair. Discuss the variations within your own family or classroom. It is perfectly natural for children to notice and discuss race. They are amazing at noticing differences in hair, skin, shapes, colors, abilities, etc. If adults act anxious or awkward when a child notices differences, the child may invent reasons why the parent is concerned. The child may become anxious about people because of difference.

It is important to talk about race. Children see injustices that occur in the news, at the store, on the playground, in their classrooms, and other places children spend time. It is important for adults to explain to them what happened in a way that makes sense based on their developmental level.

*These conversations should become a pattern during the early childhood years and not a single event.*

## Developmental Understanding of Race and Difference and Strategies to Talk Young Children about Race



### Birth to Age 2

#### Developmental Understanding of Race and Difference

- ▶ At birth, babies look equally at faces of all races. At three months, babies look more at faces that match the race of their caregivers (Kelly et al. 2005).
- ▶ By the time children are two years old, they show a strong preference for those in the same racial group (Baron & Banaji, 2006).

#### Strategies for Talking about Race

- ▶ Examine everything in your environment to make sure that diversity is well-represented (e.g., Do you have books and photos that represent diversity of race? Do you have friends and/or professionals you engage with from different racial groups?).
- ▶ Model positive ways to talk about skin color and differences. “Jessie has dark skin and you have light skin. Both skin colors are beautiful.”



## Ages 3 to 4

### Developmental Understanding of Race and Difference

- ▶ Three- to five-year-olds categorize people by race and express bias based on race (Aboud, 2008; Hirschfeld, 2008; Katz, 2003; Patterson & Bigler, 2006).
- ▶ Three- to five-year-olds use racial categories to “identify themselves and others, to include or exclude children from activities, and to negotiate power in their own social/play networks” (Winkler, 2009).

### Strategies for Talking about Race

- ▶ Talk about race and promote racial identity in a positive way so that children are less likely to internalize racial discrimination. Silence can reinforce racism or discomfort with talking about race. The adult should actively help children feel positive about their racial identity, have accurate words to describe and understand other’s racial identities, and the skills to challenge racist behaviors.
- ▶ Select books that promote diversity and highlight positive role models of different races and ethnicities.
- ▶ Children notice differences. Model positive ways to talk about skin color and differences between people. “Yes, your skin is beige or white.” John’s skin is dark or black.” “Julie’s hair is...”
- ▶ Emphasize the importance of being different and celebrate differences. For example, “No one looks the same. Each person has their own look. It would be so boring if everyone looked the same.”
- ▶ Stress how everyone is different and everyone is important. No one is better than anyone else. “No one is better than anyone. No matter what color our skin is we are all important.”
- ▶ Start talking to children about hurtful behaviors and how to be helpful to others. Talk to children about how to be a good friend using concrete and specific examples. For example, “Sarah, when you told Tammy she could not play with you and the friends you are playing with, that hurt her feelings. It is important to be kind and treat everyone with respect.”
- ▶ Notice how friends feel happy when they play together. Help children notice each other’s feelings. For example, “It feels good to be asked to play and to play with many friends.”
- ▶ Talk about how we want to treat other people they way we would want to be treated. “We treat everyone fairly. We try to make sure everyone in the class gets what they need.”
- ▶ Promote empathy by asking children how they would feel if treated unfairly. “When you said that about Luna, it was hurtful. Now Luna is sad. Would it hurt your feelings if someone said that to you?”
- ▶ Be careful to promote empathy and not sympathy. It is important that White children not feel sorry for children of color so that superior attitudes are not developed. “We all have different skin color, but we are all the same. We have families, we eat food, and we like to play. It isn’t right to treat someone differently based on the color of their skin.”







## Ages 5 to 6

### Developmental Understanding of Race and Difference

- Five- to six-year-old children in the majority group show the same level of implicit bias as ‘in-group’ adults (Baron & Banaji, 2006).

### Strategies for Talking about Race

- Start talking about how some people might treat others differently based on the color of their skin. Be very specific about the actions children can take to respond. “Sometimes people don’t treat others kindly because their skin color is different.” “Do you think that is ok or kind?”
- White children are less likely to intervene when the victim is Black. We have to teach White children to be antiracist. “Did you think that was kind?” “If you see someone treated badly you can tell a grownup or stick up for your friend by saying ‘hey, that’s not right.’”
- We have to talk to children about being antiracist and pushing back against racist policies, practices, and ideas. “What can we do to help?” “We can write letters to people who make the rules to share our opinions that a practice or rule isn’t fair.” “We can vote for people who will help make rules and laws that are fair and just.”

- Help children notice that people are sad and angry when people of color are treated badly. It is ok to be angry. We can use anger to drive us to take action (e.g., get help, ask a peer to use kind words, invite a friend to play). “It’s ok to feel angry or sad when someone is treated badly. Its ok to tell a friend to be kind or ask a grownup for help if someone is being unkind to someone based on the color of their skin.”

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# Recommendations and Considerations for Positive Descriptive Feedback

**Positive descriptive feedback is an evidence-based practice** that is meant to be part of the teaching process. It encourages learning. We use the word “feedback” rather than praise or reinforcement because children need to understand what they have done and why we are acknowledging it. Statements like “good boy,” “excellent job,” and “well done” are examples of praise that provide non-descriptive feedback. The child may respond positively to this kind of praise but it does not help the child understand anything about his behavior or skills. Positive descriptive feedback provides information about the behavior and is a powerful strategy for teaching new skills. These are some recommendations and considerations for using positive descriptive feedback in the classroom.



## Describe the behavior by including it in the feedback statement

- ▶ This tells the child exactly what behavior is being acknowledged and is part of the process of teaching that behavior.
- ▶ Identify and provide feedback about skills. For example: “Excellent idea. You solved the problem of everyone wanting the tall blocks by sharing.” or “What a good friend. You helped Alicia when she fell.”
- ▶ Provide feedback that describes the process the child used. For example: “You really concentrated on making that raceway so it was an exciting game.” or “Well done. You followed all the instructions so carefully” or “You counted exactly the correct number of napkins we needed for lunch.”

## Acknowledge publicly when appropriate

- ▶ Public acknowledgment can reinforce the skill or process for the child you are acknowledging and provide a model for other children.
- ▶ For example, you might acknowledge Elinor for using her “inside” voice when you want the other children to lower their voices.



## Individualize the feedback

- ▶ Use the child's name.
- ▶ Be on the look-out for children who practice skills and competencies you are teaching.
- ▶ Learn a phrase you can use as part of your feedback in the home language of the child who is a dual language learner.

## Be consistent and be equitable

- ▶ Make sure all of the adults in the classroom know how and when to give positive descriptive feedback.
- ▶ Pay attention to how and how often you and others give positive descriptive feedback. Are all adults in the classroom providing more positive feedback than correction?
- ▶ Ask yourself whether positive feedback is delivered equitably. Are all children acknowledged when they demonstrate a skill, follow directions, meet expectations, or are engaged?

## Identify the child, family and cultural norms for feedback and praise

- ▶ Make a point to talk to the family about how and why positive feedback is given in the classroom.
- ▶ Ask the family what they do at home. Different cultures and family groups may have different and very specific ideas about providing positive descriptive feedback. For example:
  - Some cultures/families don't want their child to be acknowledged for their behavior. Children are taught not to stand out or that they should want to do their best without the need for acknowledgement.
  - Some cultures value interdependence and group success rather than individual success.
  - Some children may not like public feedback but may be open to a brief high five or pat on the back.
- ▶ Work with the family to identify ways to give feedback that respects their culture but also provides children with the information they need about their behavior.

## Reference:

Bayat, M. (2011). Clarifying issues regarding the use of praise with young children. *Topics in Early Childhood Special Education*. 31(2), 121-128.



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Pub: 08/18/20





# Opportunities in Play: What Are We Teaching Children to Understand and Do?

## Directions

Review the scenarios below. Choose one scenario to focus on, then brainstorm ideas to answer the question posed at the end of the scenario. If you have time, review the other scenarios and brainstorm ideas for modifying the activity or instruction.

## Scenario One

While the children are playing in morning centers, you overhear Mirra say to another child, "Asher can't play at the water table. He's in a wheelchair and it could get all wet." Asher looks at Mirra and moves away from the water table, his favorite center to play.

- ▶ What can you say to the child who made the statement?
- ▶ What can you say to Asher and the other children playing?
- ▶ How can you strengthen the environment to communicate that Asher belongs in all play areas?
- ▶ What strategies can you use to help children get to know each other so they can start building a relationship?

## Scenario Two

Three children are playing in the block construction center, constructing a large city scene. Tarina leaves the center she was playing in and adds her picture to the block area to play. You notice the boys playing in the group become very animated, all talking together at once. They turn to Tarina, and Malik says loudly, "There are no girls allowed. Girls can't play in the construction area." Tarina sets down the blocks she had picked up and starts crying.

- ▶ What can you say to the child who made the statement?
- ▶ What can you say to Tarina in this situation?
- ▶ What messages might children learn about who "builds" and "constructs?"
- ▶ What are strategies and materials you can use in the classroom to make building and construction an activity that is inclusive of all children and not something that just happens in the block center?

## Scenario Three

You are playing in the dramatic play area with several children. Two of the children begin to take the dress-up clothes and pretend to be princesses. The third child, Talia, takes a dress and wraps it around her body like a cape, pretending to fly through the air. Lucia, seeing the dress wrapped like a cape, tells Talia, "There are only dresses in the dress-up clothes. You have to be a princess." Talia tells Lucia that she does not want to be a princess and she does not like wearing dresses. Lucia responds by saying, "I do not want to play with you if you are not a princess."

- ▶ What can you say to the child who made the statement?
- ▶ What can you say to Talia in this situation?
- ▶ What messages might children be learning about what they role-play in the dramatic play center if the only available clothes are dresses?
- ▶ What materials might you offer in the dramatic play center to add diversity to the dress-up clothes?

Nurturing and Responsive Relationships  
Handout 7

For more information:  
[ChallengingBehavior.org](http://ChallengingBehavior.org)





## Welcome to the Classroom!

This document is designed to be used to gather information about the children in your classrooms. It will provide you with important information to help you build a relationship with each and every child and family. Below are some ideas for how to use the child information sheet.

1. The information sheet can be sent home to families with a welcome letter and the logistical information that families might need about the program or school year (e.g., start time, parking, pick-up, meals). Ask families to bring it with them or send it in with their child.
2. Translate the document into the home languages of families in your program.
3. Regard the information as private and resist the temptation to post the forms unless you specifically ask families for permission to share certain pieces of information
4. If you have an event before the start of the program year (e.g., open house), you might complete the sheet as you have conversations with families. Do this as a conversation, but let the family see that you are writing down their answers. Then, ask follow-up questions to get to know the family and child better. Or better yet, ask the families how they would prefer to provide the information.
5. If you do not receive a form back from a family, consider scheduling a phone call where you might ask these questions. Below is a suggestion for structuring the call.

*"Hi, I am your child's teacher, (name). I am so pleased to talk with you and to welcome you and your child to our class. This call is to share a little information about myself and learn more about your child. "*

*[Share information about yourself, it might be how long you have worked in the program, where you live (town or part of town), information about your family (children or not), and your goals for the children in your class.]*

*"Tell me one special thing about your child that you want me to know." [Wait for response.]*  
*"What else do you want me to know about your child?" [Wait for a response.]*

*[Follow up with any of the questions on the form that the family has not addressed. Thank the caregiver for sharing the information and let them know how much you are looking forward to working with their child.]*



# All About My Child

**Instructions:** Fill in the blanks with the information you want to share with your child's teacher. Add a photo if you have one.

My child's name is:

---

My child likes to be called:

---

Some things I want you to know about my child are:

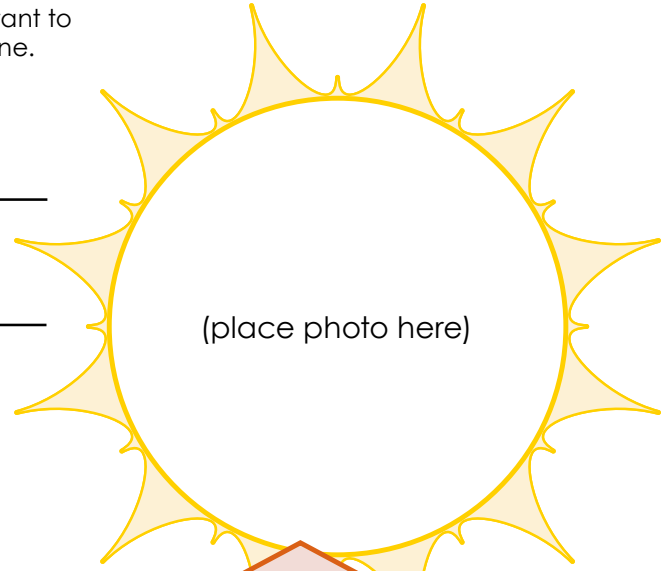
---

---

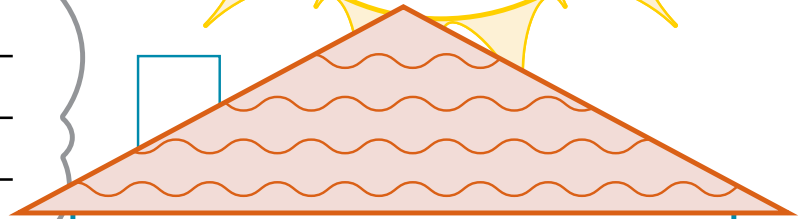
---

---

---



(place photo here)



My child lives with (people, pets):

---

---

---

---

---

The languages my child hears at home are:

---

---

My child loves (tell me about toys, activities, or favorite things):

---

---

---

Things I hope my child will learn in the next year:

---

---

---

My child has a difficult time when (tell me what might frustrate your child):

---

---

---

To help my child calm down or feel better, you can:

---

---

---



# All About My Child

**Instructions:** Fill in the blanks with the information you want to share with your child's teacher. Add a photo if you have one.

My child's name is:

---

My child likes to be called:

---

Some things I want you to know about my child are:

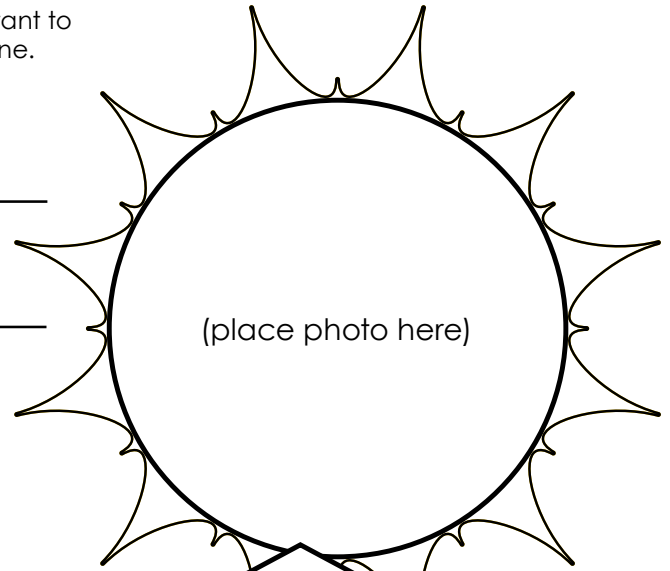
---

---

---

---

---



My child lives with (people, pets):

---

---

---

---

---

The languages my child hears at home are:

---

---

My child loves (tell me about toys, activities, or favorite things):

---

---

---

Things I hope my child will learn in the next year:

---

---

---

My child has a difficult time when (tell me what might frustrate your child):

---

---

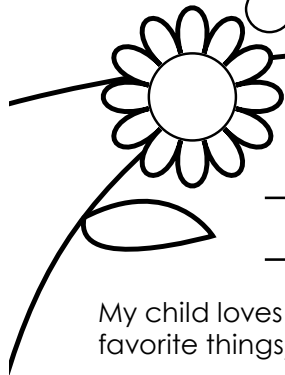
---

To help my child calm down or feel better, you can:

---

---

---





## Directions

Read through the following statements about families. For each statement, create an alternative statement using a strength-based approach. Include inclusive language that lets children know all families are welcome as part of the classroom community.

Take this home to your mom. She is going to love your painting.

Your mommies and daddies will be coming to the open house tonight. I cannot wait to meet them!

I know you miss your parents when you are at school. But remember, moms and dads always come back for us!

What Can We Say Instead?





## Directions

Read through the following statements about families. For each statement, create an alternative statement using a strength-based approach. Include ideas that embrace and welcome all family configurations.

Her uncle used to live with her family, and she was very close to him. Did you know he is in jail? I heard she has not seen him in over a year. It explains so much!

She has two moms. What are we going to do for Donuts with Dads?

His granny brings him to school, and she always is in a rush. She is always dropping him off late and he is the last one here every day. I feel sorry for him.

What Can We Say Instead?



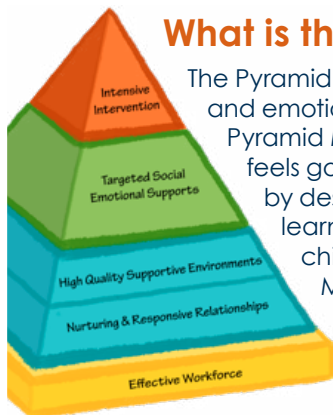




**Research<sup>1</sup> has shown that the skills your child needs to be successful in the future are social and emotional skills!**

The more socially skilled children are, the more likely they are to succeed in school. Because this is so important for your child, we are using the Pyramid Model in our program.

### What is the Pyramid Model?



The Pyramid Model is a framework for supporting the social and emotional development of our children. The goal of the Pyramid Model is to create an environment where every child feels good about coming to school. This is accomplished by designing classrooms that promote engagement in learning and by building positive relationships among children, families, and staff. In our use of the Pyramid Model, our classroom staff will work together to ensure that all children understand behavior expectations, receive instruction in social skills, and those who are struggling receive individual support.

The Pyramid Model illustrates that the foundation for helping children develop social and emotional skills is nurturing and responsive relationships and high quality environments. The middle of the Pyramid, teaching of social and emotional skills, is provided to all children with some children receiving additional teaching and support. The top of the Pyramid shows that a few children will need the foundation, the middle AND individualized intervention to address challenging behavior.

To use the Pyramid Model, our program established a leadership team that will provide ongoing support to our staff and families. Our leadership team looks forward to sharing some of the important work we are doing, including teaching program-wide expectations, partnering with families, training staff in teaching strategies, providing classroom coaching to help teachers implement, and using data for decision-making. Stay tuned for ongoing updates about the Pyramid Model in our program!

<sup>1</sup> Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105, 2283-2290.

### What is gained by using the Pyramid Model?

#### FAMILIES

- Receive information on how to help promote children's social and emotional skills
- Team with teachers to help children grow and learn
- Receive support for preventing and addressing behavior problems

#### TEACHERS

- Are effective in helping children learn social and emotional skills
- Strengthen classroom management skills
- Have information and resources to support families

#### CHILDREN

- Increase their social and emotional skills
- Improve in their readiness for kindergarten





# Communicating with Families: Helpful Suggestions

*Elizabeth Steed and Glen Dunlap with the NCPMI Family Engagement Workgroup*

It's important for early childhood personnel to use a variety of strategies to communicate with families and to offer opportunities for families to share information about themselves and the child. Different families will appreciate and be responsive to different ways of communicating. Therefore, it is important to always affirm the languages spoken by families in the program and use multiple forms of communication, including:



## Ways to Communicate with Families

### Orientation

When you want to orient the family to the program and classroom, you can share information:



- ▶ In an information fair or orientation event



- ▶ In a family handbook



- ▶ On a school webpage
- ▶ On a closed Facebook school page

### Happenings

When you want families to know about something happening in the program or classroom, share information:



- ▶ On a board with daily/weekly reminders at program entrance or outside classroom
- ▶ On a family bulletin board
- ▶ In newsletters



- ▶ In weekly emails in electronic newsletter form
- ▶ Through an app like REMIND
- ▶ On a closed Facebook school page
- ▶ Group text messages



## Progress Reports

When you want to share information with families about the child's day, use:



- ▶ Informal, regular face-to-face conversations



- ▶ Daily notes or a communication notebook



- ▶ Emails, texting, and phone calls
- ▶ Web-based home-school communication like Storypark, Preschool2Me, Brightwheel, HiMama, Learning Genie, ClassDojo, KidReports, MyProcure, Bloomz, or Seesaw
- ▶ Photo sharing through a program like Kaymbu or Tadpoles

## Developmental Supports

When you want to share information to support children's development, do it through:



- ▶ Child-focused meetings such as parent-teacher conferences or IEP meetings
- ▶ Family events during mornings, evenings, or weekends (e.g., open house, family workshops, family breakfast at drop off, family festivals, fundraisers)
- ▶ In-person communication with specialists, such as an Early Childhood Mental Health Consultant, speech pathologist, or occupational therapist



- ▶ Provision of print or material resources (e.g., NCPMI resources) about social emotional development or a developmental issue (e.g., tantrums)



- ▶ Links to electronic resources (e.g., Backpack Series)
- ▶ Online portfolios; like Storypark, Preschool2Me, Brightwheel, HiMama, Learning Genie, ClassDojo, KidReports, MyProcure, Bloomz, or Seesaw

## Ways to Invite Families to Share

Building a relationship is foundational to engaging families. Different families will prefer different strategies for sharing information about their child, themselves, and what they see as important. You'll need to provide choices and be responsive to parents' preferences.

## Enrollment

When you want to learn about the family, child, and what is most important to them at intake, use:



- ▶ Home visits
- ▶ Program orientation
- ▶ Open house



- ▶ Screenings (e.g., ASQ:SE2) and assessments (e.g., SEAM, DECA)
- ▶ Questionnaires and forms (e.g., new student/family questionnaire, enrollment forms)
- ▶ All About Me form or poster with pictures of the child and family



## Relationship

When you want to learn about the child and family and build a relationship over time, do it through:



- ▶ Informal face-to-face conversations at drop off and pick up
- ▶ Family events during evenings or weekends (e.g., family workshops)
- ▶ Child-focused meetings such as parent-teacher conferences or IEP meetings
- ▶ Collaboration with the Mental Health Consultant, behavior specialist, cultural liaison, and/or other professionals who work with the child and family



- ▶ Communication notebooks



- ▶ Emails, texting, and phone calls
- ▶ Communication app like REMIND
- ▶ Web-based home-school communication/portfolios like Storypark and Seesaw

## Input

When you want to have formal ways for families to provide input and support to the program, partner with them by inviting parents/caregivers to:



- ▶ Volunteer in the classroom
- ▶ Volunteer to help organize/carry out a school event or fundraiser
- ▶ Participate as a member of the family board
- ▶ Be a room parent/caregiver
- ▶ Serve on the Pyramid leadership team
- ▶ Get involved with the board of directors
- ▶ Make things for the classroom or program
- ▶ Help fix, clean, paint, and/or organize things during a workday at the school



Help your colleagues learn a bit about your likes and dislikes by completing this questionnaire. Collect and keep team forms in a shared place (e.g., binder, pictures on group text).

1. What are your favorite snack foods? \_\_\_\_\_
2. What is your favorite color? \_\_\_\_\_
3. What is your favorite hot beverage? \_\_\_\_\_
4. What is your favorite cold beverage? \_\_\_\_\_
5. What is your favorite scent? \_\_\_\_\_
6. What is your favorite flower? \_\_\_\_\_
7. What is your favorite thing to do in your free time? \_\_\_\_\_
8. What can you never have too much of? \_\_\_\_\_
9. What is something people think you like . . . but you don't? \_\_\_\_\_
10. Where do you like to go out to eat? \_\_\_\_\_
11. What do you collect? \_\_\_\_\_
12. What is your favorite television show (or type of television show)? \_\_\_\_\_
13. What is your favorite kind of music? \_\_\_\_\_
14. How do you relax? \_\_\_\_\_
15. What is your favorite dessert? \_\_\_\_\_
16. What are your hobbies? \_\_\_\_\_

## Lightning round! Would you rather have . . .

(neither or both is also an option)

- Hot dogs or tacos? \_\_\_\_\_
- Chinese food or Mexican food? \_\_\_\_\_
- Cake or pie? \_\_\_\_\_
- Train or plane? \_\_\_\_\_
- Soup or sandwich? \_\_\_\_\_
- Beer or wine? \_\_\_\_\_
- Card game or board game? \_\_\_\_\_
- Dine in or delivery? \_\_\_\_\_
- Motorcycle or bicycle? \_\_\_\_\_
- Book or e-reader? \_\_\_\_\_
- Antique or brand new? \_\_\_\_\_
- TV or movies? \_\_\_\_\_
- Forest or beach? \_\_\_\_\_
- City or county? \_\_\_\_\_

*Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers* edited by Mary Louise Hemmeter, Ph.D., Michaelene M. Ostrosky, Ph.D., and Lise Fox, Ph.D. with invited contributors. Copyright © 2021 by Paul H. Brookes Publishing Co., Inc. All rights reserved.

Nurturing and Responsive Relationships  
Handout 12

For more information:  
[ChallengingBehavior.org](http://ChallengingBehavior.org)





## Directions

For each of the following scenarios, write down a note of encouragement or a positive descriptive feedback statement that you could share with a colleague. Think of encouraging statements and feedback that you want children to hear and observe in the classroom.

Scenario	Positive Descriptive Feedback or Encouraging Statement
A group of children is playing independently in the block center. The teacher, Maria, sits down with the children and encourages them to play together, frequently commenting on how well the children are sharing the blocks.	
During a music and movement activity, you realize you do not have the instruments you need. Mr. Troy gets them from the cupboard and helps you pass them out.	
Think of a recent time when things were going well in the classroom or a time when someone did something that helped you out. What could you have said in the moment?	



**The purpose** of this tool is for practitioners working in a classroom to begin to open communication about how they are best able to work as a collaborative team. Honesty in the responses to the statements is essential. Differences in responses provide an opportunity to communicate and identify the best way to ensure classroom staff are working collaboratively so that classroom practices are implemented effectively and reliably (French, 2002). Working through the tool may raise questions or identify other areas in which practitioners might have different ways of working. Add these to the discussion as they arise.

**Directions:** The statements should be reviewed and discussed by all practitioners in the classroom. They can do this separately or together and may or may not include the classroom practitioner coach. Each practitioner reviews the list of statements, indicates whether they Agree or Disagree with each statement, and compares their responses to identify similarities and differences in the way they like to work.

Item Content	Agree	Disagree
1. I like to get things done early before children arrive.	<input type="checkbox"/>	<input type="checkbox"/>
2. I like to get things done after children leave.	<input type="checkbox"/>	<input type="checkbox"/>
3. I am okay with "winging it" if there are no plans in place.	<input type="checkbox"/>	<input type="checkbox"/>
4. I like to discuss problems openly.	<input type="checkbox"/>	<input type="checkbox"/>
5. I like having a written plan to follow each day.	<input type="checkbox"/>	<input type="checkbox"/>
6. I like to review and discuss activities that were successful.	<input type="checkbox"/>	<input type="checkbox"/>
7. I give frequent positive feedback to adults working with me.	<input type="checkbox"/>	<input type="checkbox"/>
8. I appreciate frequent positive feedback from adults working with me.	<input type="checkbox"/>	<input type="checkbox"/>
9. I think planning and teaching should be detailed.	<input type="checkbox"/>	<input type="checkbox"/>
10. I believe following the written plan exactly is important for it to be successful.	<input type="checkbox"/>	<input type="checkbox"/>
11. I work best when directions for the way tasks are to be completed are explicit.	<input type="checkbox"/>	<input type="checkbox"/>
12. I think it is important for classroom staff to think ahead so they know what to do for the next task.	<input type="checkbox"/>	<input type="checkbox"/>
13. I am comfortable receiving feedback about my workstyle.	<input type="checkbox"/>	<input type="checkbox"/>
14. I believe that all adults working in the classroom should be punctual.	<input type="checkbox"/>	<input type="checkbox"/>
15. I like working with someone willing to take on new challenges.	<input type="checkbox"/>	<input type="checkbox"/>
16. I like staff in the classroom to work independently.	<input type="checkbox"/>	<input type="checkbox"/>
17. I keep my voice slow and soft because it influences calm in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>
18. I get a little loud when I get excited.	<input type="checkbox"/>	<input type="checkbox"/>
19. I like to review and discuss activities that did not go well so I can improve them.	<input type="checkbox"/>	<input type="checkbox"/>
20. I think it is the teacher's responsibility to include ideas for teaching the lesson in the daily plan.	<input type="checkbox"/>	<input type="checkbox"/>
21. I think all classroom staff should be part of the planning for each day.	<input type="checkbox"/>	<input type="checkbox"/>
22. I think close supervision of classroom staff is the best way to ensure instruction is implemented effectively.	<input type="checkbox"/>	<input type="checkbox"/>

French, N.K. (2002). Managing paraeducators in your school: How to hire, train, and supervise non-certified staff. Thousand Oaks, CA: Corwin Press.



# Comparison

You may use this page to compare the practitioners' responses in the classroom by identifying those in which there is agreement and those in which there are differences that require further discussion. Remember, there are no right or wrong answers. Discuss areas of differences and work on solutions.

Item Content	Agree	Disagree	Priority
1. Work before children arrive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Work after children leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Okay to "wing it"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Open problem discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Daily written plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Review successful activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Giving frequent positive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Getting frequent positive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Detail-focused	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Following a written plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Explicit directions for task completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Think ahead so ready for tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Comfortable getting/giving feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Taking on new challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Soft, calming voice level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Voice loud when excited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Review activities that did not go well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. How to teach the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Planning together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Closeness of supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Pub: 05/07/21



# Appendix D

## Pyramid Model Handouts: Module 2



THE  
PYRAMID MODEL  
CONSORTIUM  
Supporting Early Childhood PBIS





# Balancing the Daily Schedule

Classroom schedules should include a balance of *Activity Level*, *Child/Adult Directedness*, and *Group Size* throughout the day. Providing a balanced schedule can help teachers maximize children's engagement and minimize challenging behaviors.

Fill in your classroom schedule in the left-hand column. For the purposes of this activity, you do not need to include transitions as part of your schedule. After filling in your daily schedule, rate each activity based on the dimensions of *Activity Level*, *Directedness*, and *Group Size*. Choose the dimension that represents the majority of each activity. For example, do not rate Circle as Active AND Passive because children are sitting in a group and singing songs and participating. Decide if they are spending more time being active or passive and rate it relative to that decision. See the next page for a sample schedule.

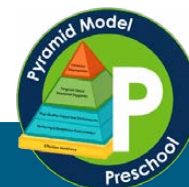
Classroom Schedule	Activity Level		Directedness		Group Size	
	Active	Passive	Adult	Child	Large	Sm/Ind.



# Balancing the Daily Schedule

## Sample 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





## Directions

Looking at your daily schedule, choose an activity for which you want or need to build an effective routine. You may decide to do this exercise for more than one activity, but it's best to start with one. Write the name of the activity in the left column labeled "Activity." In the next column, "Routines within the Activity," list each routine during your focus activity. Record each routine in its own row. Then, think through the steps of each routine. Write those out in the "Steps of the Routine" column. Reflect on each routine and step. Are the steps of the routine clear to you as the teacher? Have you taught these steps to the children? Do you need to individualize a routine for a specific child? Use the "Notes" column to record your reflections and ideas for building more effective routines.

See below for an example, and see the second page for a blank template.

## Example:

Activity	Routines within the Activity	Steps of the Routine	Notes
Opening Circle	Welcome Song	Adult selects helper Child passes out prop Group sings song Child collects prop	Need a system for choosing which child passes out props... sticks? Rotating job?
	Child Choice Song	Child picks song Child leads group	
	Choose Centers	Adult selects helper Peer calls up each child, hands "Play Pass" to peer and asks, "Where do you want to play?"	Visuals of center choices may be helpful for Laney



# Template

Use this template to build your classroom routines. Print extra pages if needed.

Activity	Routines within the Activity	Steps of the Routine	Notes





# Transition Planning Matrix

Classroom: \_\_\_\_\_ Date created: \_\_\_\_\_

Transition	Child Expectations/ Routine	Teacher Name and Actions	Teacher Name and Actions	Teacher Name and Actions
	▶	•	•	•
	▶	•	•	•
	▶	•	•	•
	▶	•	•	•
	▶	•	•	•
	▶	•	•	•
	▶	•	•	•



### CURRICULUM MODIFICATION: AN OVERVIEW

**Know each child:** Who is learning and who is struggling? If a child is struggling to learn, a simple modification to the curriculum may be just the amount of support needed.

<p><b>WHAT</b> is Curriculum Modification?</p> <p>Making small changes to classroom activities or materials in order to increase a child's participation.</p>	<p><b>WHEN</b> do I modify the curriculum?</p> <p>Curriculum modifications are most effective when the child is interested but not fully participating. However, modifications can also be designed to spark a child's interest.</p>	<p><b>WHY</b> modify the curriculum?</p> <p>Curriculum modifications help individual children access their early learning environment and increase their level of participation. This meaningful participation leads to more positive learning outcomes.</p>
---	--	--

TYPES OF MODIFICATIONS	
<b>Environmental Support</b>	Changing the arrangement of materials, peer groupings, and/or schedule to promote participation.
<b>Materials Adaptation</b>	Modifying the position, stability, or size of materials and/or the response required so that the child can participate more fully.
<b>Simplify the Activity</b>	Simplifying a complicated task by breaking it down into smaller parts or by reducing the number of steps.
<b>Child Preferences</b>	Identifying and integrating the child's preferred toys, activities, or people to motivate the child to take advantage of available opportunities.
<b>Special Equipment</b>	Using special or adaptive devices that allow a child to participate or increase the child's level of participation.
<b>Adult Support</b>	Having an adult step in to model, join the child's play, and/or use encouragement to support the child's participation and learning.
<b>Peer Support</b>	Utilizing peers to model, help, and/or offer encouragement to support the child's participation and membership.
<b>Invisible Support</b>	Thoughtfully sequencing turns and activities to increase the child's level of engagement.



**Directions:** Review the scenarios below. Choose one scenario to focus on, then brainstorm ideas to answer the question posed at the end of the scenario. If you have time, review the other scenarios and brainstorm ideas for modifying the activity or instruction.

## Scenarios

---

### Large Group

Ms. Schuler's class has been very interested in plants and learning how they grow, so she selects a story that she thinks will be engaging for all the children.

After she starts reading, she notices some children beginning to lose interest. Children are poking each other, and one child walks away from the group.

**How might Ms. Schuler modify the activity to re-engage children?**

---

### Small Group

Mr. Jonah is having children rotate through small groups where he is providing targeted support to children who need extra practice to use a strategy (Tucker the Turtle) for self-regulation (i.e., Tucker is a turtle who tucks in his shell when upset and takes three deep breaths).

He decides to re-read the story of Tucker to a small group of children. As he is reading, he notices that the children are not paying attention to the story and are watching other children currently in centers.

**How can Mr. Jonah modify the instruction or context to engage children?**

---

### Centers

Ms. Aleta uses a system to help children select centers. After she asks the children to choose a center, she sees several children wandering around but not engaging in a center.

She offers some choices and reminds them to choose one. Then, she joins the children who are playing in the dramatic play area. When Ms. Aleta looks over, several children are still wandering around.

**How can Ms. Aleta assist children to engage in centers?**

---

### Individual Children

Alex struggles to stay on task during small group activities. Their teacher, Ms. Anna, notices that Alex does not understand the expectations and has trouble completing multiple steps. Alex loses interest in the group and begins to wander the room.

**What can Ms. Anna do to support Alex's engagement?**





## Appendix D

### Pyramid Model Handouts: Module 3



THE  
PYRAMID MODEL  
CONSORTIUM

Supporting Early Childhood PBIS





1. Identify the skill to teach (remember to identify a skill that is observable and measurable!):

2. Use the matrix below and explain when and how the skill will be taught. Feel free to add additional activities.

Activity	Skill
Arrival	
Large Group Time	
Free Choice/Centers	
Clean-Up	
Snack/Meals	
Outdoor Play	
Departure	





## POSSIBLE FEELING WORDS TO TEACH

- Affectionate
- Agreeable
- Annoyed
- Awful
- Bored
- Brave
- Calm
- Capable
- Caring
- Cheerful
- Clumsy
- Confused
- Comfortable
- Cooperative
- Creative
- Cruel
- Curious
- Depressed
- Disappointed
- Disgusted
- Ecstatic
- Embarrassed
- Enjoying
- Excited
- Fantastic
- Fearful
- Fed-up
- Free
- Friendly
- Frustrated
- Gentle
- Generous
- Gloomy
- Guilty
- Ignored
- Impatient
- Important
- Interested
- Jealous
- Joyful
- Lonely
- Lost
- Loving
- Overwhelmed
- Peaceful
- Pleasant
- Proud
- Relaxed
- Relieved
- Safe
- Satisfied
- Sensitive
- Serious
- Shy
- Stressed
- Strong
- Stubborn
- Tense
- Thoughtful
- Thrilled
- Troubled
- Unafraid
- Uncomfortable
- Weary
- Worried



# Guiding Children When There are Strong Emotions

## Strategies to consider:

- Nurturing and responsive relationships
- Providing predictability
- Approaching strong emotions with understanding
- Helping the child express their emotions
- Helping the child feel safe

### Scenario 1

Harper is a 3-year-old child who is currently in foster care. She and her siblings were placed into foster care when a family member was convicted of sexually abusing her older sister. In your classroom, you have rest time after lunch. Your program runs from 7 am to 6 pm, and you find that many of the children who are 3-years-old need a nap. During rest time, the lights are off, and you play soft music. Children don't have to sleep, but they are expected to stay on their cots for one hour looking at books or listening to music. Harper will not stay on her cot. Instead, she gets off her cot and tries to turn on the light, get on a cot with another child, or sit with the teachers. When you insist that she follow the naptime rules, she cries and physically resists.

### Scenario 2

Damien is 4-years old. He and his family have faced a lot of difficulties this year. Early in the year, there was a house fire. Social services provided the family with a place to stay, but it was short-term. They had to move to a motel for a few weeks. They are now in stable housing. Damien is often loud and insistent when playing with his friends. Today, he was building blocks with two other children. He wanted to create a zoo and instructed children where to put the blocks and plastic animals. One of the children started building another structure and then said he wanted the plastic horses for his ranch. Damien began screaming at the child and pulled the toys away from him. When the teacher went over to the children, Damien was sobbing and had pulled all the blocks and animals towards him and was not letting the other children touch them.



Step	Teacher's Role	Example Language
Setting the tone	Support emotion regulation or validate emotions	<ul style="list-style-type: none"> <li>“I see you tucking in your shell.”</li> <li>“You’re taking big deep breaths to calm down.”</li> <li>“You look disappointed.”</li> <li>“You look sad. I see you are crying.”</li> </ul>
1. What’s the problem?	Validate child(ren)’s expressions in neutral language	<ul style="list-style-type: none"> <li>“It sounds like you both want the scoop.”</li> <li>“You want to play with Jake, and he’s playing with Emma.”</li> <li>“You are having some trouble zipping your coat.”</li> </ul>
2. Think, think, think of some solutions.	Encourage child(ren) to brainstorm solutions or find solutions from the solution kit	<ul style="list-style-type: none"> <li>“Hmm...what could we do to solve this problem?”</li> <li>“Where can we find more ideas for solutions?”</li> <li>“What if we got a timer?”</li> <li>“We could ask nicely or find a new place to play. Which would you like to try?”</li> </ul>
3. What would happen if we tried each solution? Would it be safe? Would it be fair? How would everyone feel?	Support child(ren) to evaluate solutions. In the beginning, the teacher may provide this evaluation for the child. Not all evaluative questions must be addressed in every situation.	<ul style="list-style-type: none"> <li>“You said we could ‘play together.’ What would that look like?”</li> <li>“How long should we set the timer for? What would be fair?”</li> <li>“Asking for help is a great idea.”</li> <li>“Taking turns going down the slide is a safe solution.”</li> </ul>
4. Give the solution a try!	Encourage child(ren) to put that solution into action; ensure successful outcome for child who is still learning the process	<ul style="list-style-type: none"> <li>“You chose to play in a new center. Let’s find somewhere fun to play.”</li> <li>“Let’s go share. You can keep one and give one to him.”</li> <li>“You chose ‘ask nicely.’ You can say, ‘can I put on a block?’”</li> <li>“You did all the problem-solving steps. Now you can take a turn.”</li> </ul>
Follow-up support	Follow-up with child(ren)	<ul style="list-style-type: none"> <li>“You solved the problem. You are taking turns with the scoop.”</li> <li>“You are good problem solvers. You figured out we can get another chair, and now we’re ready for small groups.”</li> <li>“It looks like we still have a problem. Angelique still doesn’t have a buddy. What should we do?”</li> </ul>





# Problem-Solving Scenarios

## Guidelines for Conversations with Children

### Strategies to Use

#### Find Out What the Children Think

Without judgment, find out what the children are feeling and thinking and how they make sense of the situation. Pay attention to their ideas and think about issues of acceptance, belonging, and membership that are a part of the situation.

#### Tell the Truth

Clarify misinformation as factually and simply as you can. Give children accurate information. Check in to see what they understand.

#### State the Justice Issue

State the justice issues. Help children think about what is kind, unkind, or hurtful. Help children identify ways to accept, include, and support others.

#### Speak Your Values

Use language such as “In our program”..., “In our classroom”..., or reference expectations that are aligned with values about how others are treated.

#### Guide the Problem-Solving Process

1. What is the problem?
2. What are some solutions? Can you think of alternative solutions?
3. What would happen if?
4. Give it a try!

#### Scenario #1

Three girls are in the dramatic play area. They pretend to cook, feed a doll in a highchair, and go to the store. Evan, a boy, enters the area and opens the toy cabinet where dishes and play food items are. One of the girls pushes him away and says, “You can’t be here. Only girls can play house.” Evan pushes back and throws one of the toy dishes on the floor. He shouts, “That’s not fair. I want to play here too.”

#### Scenario #2

Matt, a child with a disability who is physically smaller than the other children, is with a group of children who are organizing to play “family.” Matt says that he wants to be the Dad. Another child says, “You





have to be the baby.” Matt begins to cry and says, “I don’t want to be the baby, you always make me be the baby, and it is not fair.” A child says to him, “then you can’t play with us.” Matt comes to get you to help and says that the children are not being fair.

### Scenario #3

Two children are working on a floor puzzle and begin talking about how they will put the pieces together. Amaya comes over and watches and then begins to assist. One of the children says, “Amaya! No. We don’t want you to play with us.” Amaya begins crying. When you move to the group to see what happened, the children say “We don’t understand Amaya. She can’t help because she doesn’t speak English. We don’t want her to help us.”





# Challenges and Solutions for Teaching Problem-Solving Skills



**“My children can’t seem to make it through the problem-solving process without creating more problems!”**



**Consider whether children have some skills that support problem solving!**

1. Can children locate and “read” familiar resources (e.g., classroom schedule, expectations)?
2. What social and emotional skills do children already use?

## Social and Emotional Skills

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Get an adult’s attention</li> <li>• Get a peer’s attention</li> <li>• Ask for help</li> <li>• Give an object to a peer</li> <li>• Request an object from a peer</li> <li>• Label own emotions</li> </ul> | <ul style="list-style-type: none"> <li>• Calm down when experiencing strong emotions</li> <li>• Give a play idea</li> <li>• Engage in a peer’s play idea</li> <li>• Disagree with a peer</li> <li>• Respond appropriately to others’ emotions</li> <li>• Give a compliment</li> </ul> |
|---|---|



**“We don’t have enough ‘problems’ for the children to get enough practice.”**



**“Problematize” everything!**

1. Frequently label classroom situations as “problems” in a positive tone
2. Descriptively model the problem-solving steps in context
3. Support children to use the steps to solve those problems (with a few initial solutions from the solution kit or without solution cards)
4. Give descriptive feedback to children engaging in the problem-solving steps

## Problems Between Two or More Children

## Problems for an Individual Child

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Two children want a toy</li> <li>• Peer in a child’s spot a circle time</li> <li>• One pair of scissors for three children at small group</li> <li>• Not enough chairs at small group</li> <li>• Peer knocks over a child’s tower</li> <li>• Group of children cannot agree on a play idea</li> <li>• Peer paints on a child’s picture</li> </ul> | <ul style="list-style-type: none"> <li>• Child wants to go to a full center</li> <li>• Difficulty putting shoes on after nap</li> <li>• Child wants a peer to play with</li> <li>• Child wants a red marker, but none are out</li> <li>• Child says she misses her family member and wants to go home</li> <li>• Peer is making noise that bothers a child</li> </ul> |
|--|---|





**“We seem to have the same problems that keep happening, and none of the solutions really fit.”**



**Add more solutions to the kit!**

1. Can children locate and “read” familiar resources (e.g., classroom schedule, expectations)?
2. What social and emotional skills do children already use?

- Give a play idea
- Ask for a hug
- Ask for help
- Find another friend to play with
- Make a new choice
- Take a break
- Say, “maybe next time...”
- \_\_\_\_\_



**“My children give up on problem solving.” or “I keep getting interrupted while trying to help children solve a problem!”**



**Make problem-solving process *efficient* for children!**

1. Efficient = effective and quick
2. Eliminate distractions by prompting other teacher(s) to be the point person for other children
3. Have a peer get the problem-solving steps or solutions visuals for child(ren) if in another part of the room
4. Give more supportive prompts if children get stuck on a step

#### Supportive Prompts

- “It looks like you are having a hard time with your shoes. Should we try to solve this problem?”
- “What if we tried \_\_\_\_\_?”
- “We could try ‘say, please’ or ‘wait and take turns.’”
- “You picked ‘ask nicely.’ You could say, ‘can I have a turn?’”







**“My children know where the solution kit is but they don’t use the solutions!” or “My children always say ‘share’ for the solution to their problem.”**



**Teach the solution kit with the steps!**

1. The solution kit is a tool to help children with Step 2 of the problem-solving process; it cannot stand on its own without the steps
2. Teach children to locate and “read” the solutions in the environment
3. Pick solutions that make sense for the classroom context
  - a. What solutions do children already use?
  - b. What language do you find yourself using frequently?
4. Once some initial solutions have been taught, introduce new solutions one at a time by explaining, demonstrating, and having children practice the solutions that make sense for that solution

#### Suggested Initial Solutions

- Get a teacher
- Trade
- Wait and take turns
- Give a toy (share)

#### Suggested Solutions to be Taught Later

- Say, “please”
- Ignore (look away and say nothing)
- Ask nicely
- Say, “please stop”
- Play together
- Get a timer



**“There aren’t enough teachers to go around to help children solve problems all day!”**



**Use group activities to highlight problem solving!**

1. Note problem situations that occur in the classroom and solve them together
2. Engage children in reflection about their use of problem solving
3. Read books and pause to have children engage in problem-solving steps for characters





# Appendix D

## Pyramid Model Handouts: Module 4





## What are peer-mediated interventions?

- ▶ Peer-mediated interventions typically involve adults training peer buddies to implement interventions with target children who have social delays (Milam, Velez, Hemmeter, & Barton, 2018).

## What is Stay-Play-Talk?

- ▶ Stay-Play-Talk is a type of peer-mediated intervention.
- ▶ The goal of Stay-Play-Talk is to increase and extend a target child's frequency of social interactions with peers while minimizing the need for adult support (Milam, et al., 2018).
- ▶ Adults teach peer buddies to:
  - **Stay** and attend to the play of the target child
  - **Play** with the target child by engaging with the same toys in similar ways
  - **Talk** or comment on the target child's play

## What are the steps for implementing Stay-Play-Talk in a classroom?

### Step 1: Identify a Target Child and Collect Baseline Data

- ▶ A child who is socially isolated is any child who is rarely observed playing or talking to peers.
- ▶ Conduct brief observations of the child during free play.
  - Three, 10-minute observations can confirm anecdotal reports.
  - Record the frequency with which the child talks to or plays with other children.
  - Record the duration the child spends engaging in interactions with other children.

### Step 2: Select Peer Buddies

- ▶ Before matching a peer buddy to a target child, consider the following questions and conduct brief observations (Milam, et al., 2018):
  1. Does the peer buddy engage in frequent conversations with children?
  2. Does the peer buddy play with similar toys, materials, and centers as the target child?
  3. Do the peer buddy and target child have similar skills and interests?
  4. Can the peer buddy attend during large and small group instruction and follow adult prompts?



### Step 3: Train the Participating Children

- ▶ Teachers can train just the peer buddies, the peer buddies and target children, or provide whole-class trainings to all children in the classroom.
- ▶ Including target children in training sessions provides opportunities for the peer buddies to practice the Stay-Play-Talk strategies.
- ▶ During training sessions:
  1. Discuss the importance of being a peer buddy
  2. Introduce the strategy (using visuals)
  3. Provide examples of the strategy
  4. Provide adult modeling of the strategy
  5. Provide the children with opportunities to practice the strategy (Milam, et al., 2018)

### Step 4: Implement Stay-Play-Talk, Collect Progress Monitoring Data, and Make Changes as Needed

- ▶ Implement buddy time during free play when the peer buddies will be expected to use the strategies taught with the target children.
- ▶ Consider the supports the peer buddies will need during buddy time:
  - Where will visuals be posted?
  - What type of feedback will be provided when peer buddies need assistance implementing the strategies with the target children?
  - What type of reinforcement will be provided when peer buddies are successful in implementing the strategies with target children?
- ▶ Collect data on the peer buddy's implementation of Stay-Play-Talk strategy use and the target child's interactions with the peer buddy and other children in the class.
- ▶ Review the progress monitoring data frequently to determine whether the peer buddy needs additional support and whether the target child's social engagement with peers is improving.

## References

- Milam, M. E., Velez, M. S., Hemmeter, M. L., & Barton, E. E. (2018). Implementing peer-mediated interventions in early childhood classrooms. *DEC Recommended Practices Monograph Series-Instructional Practices*, 77-90.
- Ledford, J.R., Osborne, K., & Chazin, K.T. (2016). Stay, play, talk procedures. In *Evidence-based instructional practices for young children with autism and other disabilities*. Retrieved from <http://vkc.mc.vanderbilt.edu/ebip/stay-play-talk-procedures>.





## Visuals Representing the Stay-Play-Talk Strategies

### Citation for visuals:

Milam, M. E., Velez, M. S., Hemmeter, M. L., & Barton, E. E. (2018). Implementing peer-mediated interventions in early childhood classrooms. *DEC Recommended Practices Monograph Series-Instructional Practices*, 77-90.





# Did I...

**STAY**



**PLAY**



**TALK**

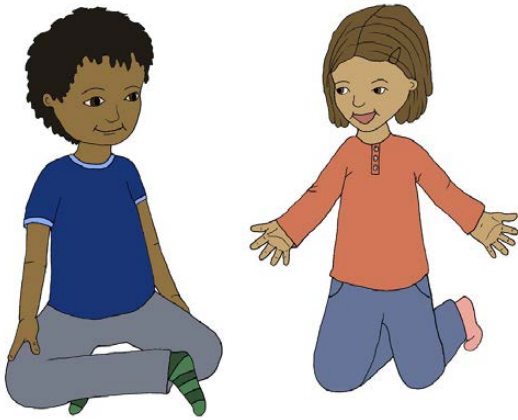




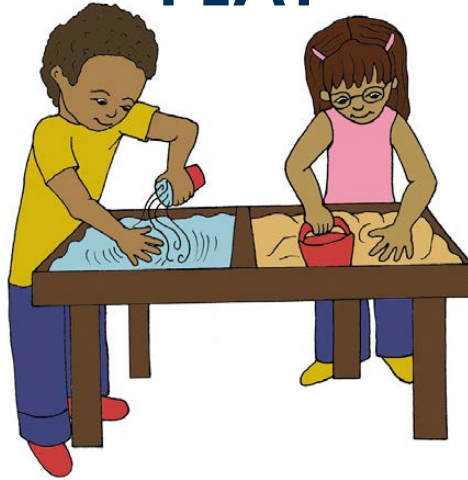
## Visual Checklist Feedback for Peer Buddies

# Did I...

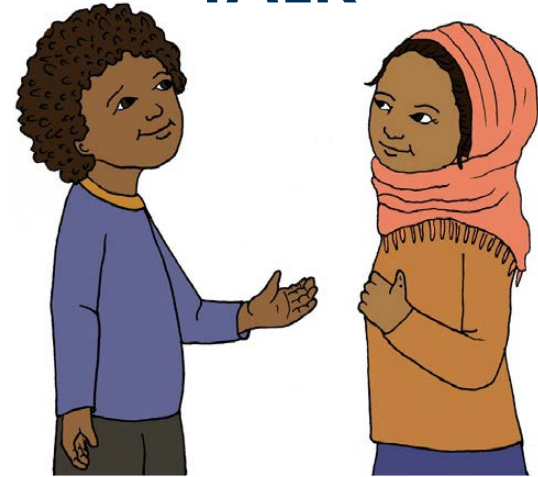
**STAY**



**PLAY**



**TALK**



Implementing Stay-Play-Talk in Early Childhood Classrooms





# Teaching Targeted Social-Emotional Skills Individualized Instructional Plan

Identified Child (check one): ☐ Paul ☐ Xavier

Time: 20 minutes

## Target Skill

Paul—The teacher knows that the child who took Paul's block triggered this outburst and acknowledges that the child should not take blocks from others. The teacher decides that there should be a sufficient number of blocks for each child to play with and a way for children to create boundaries around their creations. The teacher also notes that when Paul is frustrated, he becomes so agitated that he screams and hits. The teacher decides that Paul needs **additional instruction in using the turtle technique to calm down and to request help from a teacher.**

Xavier—This is not the first time that Xavier had a tantrum when playing with other children and sharing materials. His teacher has observed that he is fine when playing alone or has a similar toy to another child and engaging in parallel play. However, when he is in a small group with other children and the activity involves sharing and exchanging multiple materials, Xavier will become upset if children touch or use toys he is interested in using. Therefore, the teacher decides that Xavier needs **additional instruction on how to engage in social play with peers where there is an expectation that children will exchange materials.**

## Learning Opportunities

List all the opportunities that might be provided to the child to learn and practice the skill.

Learning opportunities include formal planned activities and informal activities such as outdoor play or center time (think about the activities that occur in a typical preschool classroom).

Learning Opportunities (be specific):

## How to Teach

Identify the initial strategy that will be used **before** the behavior or skill occurs (i.e., environmental prompt, verbal prompt, visual, gesture, modeling/demonstration, physical assistance) AND one strategy used **after** the behavior occurs (e.g., descriptive feedback, toy, or object).

What will you do or say to elicit the skill or behavior (antecedent)?





How will you respond when the child demonstrates the skill or behavior (feedback response)?

### Helping Prompts:

If the child does not demonstrate the skill or behavior, what prompting sequence will you use (e.g., least-to-most or most-to-least)?

Prompting Technique: ☐ Least-to-most ☐ Most-to-least

### Prompting Steps

List the prompting steps and how they will be implemented specific to the skill for this child (column B). Note the feedback that will be provided to the child and when to move to the next prompt level (column C). Complete the grid that aligns with your answer to the helping prompt question above.

#### Most to Least

A. Prompt Level	B. How to Implement	C. Feedback and When to Reduce Assistance
Full Assistance		
Partial Assistance		
Visual, Model, or Gestural Cue		
Verbal Direction		
Natural Cue		

OR

#### Least to Most

A. Prompt Level	B. How to Implement	C. Feedback and When to Reduce Assistance
Natural Cue		
Verbal Direction		
Visual, Model, or Gestural Cue		
Partial Assistance		
Full Assistance		





# General Data Collection Form

Child Name: \_\_\_\_\_

Date																				
Skill:	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND
Skill:	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	
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Skill:	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	
Skill:	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	4 3 2 1 0 ND	

4 = Independently with no adult assistance  
 3 = Adult gestures, points, or verbally directs  
 2 = Adult provides physical help, but child does some independently  
 1 = Adult provides full physical assistance  
 0 = Child refuses  
 ND = No data

Individualized Teaching of Social-Emotional Skills  
Handout 4

For more information:  
[ChallengingBehavior.org](http://ChallengingBehavior.org)





## Appendix D

# Pyramid Model Handouts: Module 5



THE  
PYRAMID MODEL  
CONSORTIUM

Supporting Early Childhood PBIS





# Tips for Responding to Young Children's Challenging Behavior

Phil Strain, Jaclyn Joseph, Mary Louise Hemmeter,  
Erin Barton, & Lise Fox

The most effective strategies for addressing challenging behavior are primarily focused on prevention of challenging behavior and promotion of appropriate social behaviors. These strategies include environmental manipulations, providing positive attention and feedback to children, and teaching social skills and emotional competencies. Even when these practices are in place, some young children will engage in challenging behavior. There are several strategies you can use when responding to challenging behavior but these should always be combined with more intentional promotion and prevention practices. The use of these response strategies is intended to reduce the likelihood of challenging behavior, but will not be effective without careful and intentional attention to teaching social skills and emotional competencies.

1. When children are engaging in challenging behavior, keep interactions with them to a minimum during these episodes. You should ensure the child's safety while providing minimal attention to the challenging behavior. This recommendation is based upon the fact that the two most likely reasons for challenging behavior are: (1) attempts to get attention or (2) attempts to avoid or escape a non-preferred activity. Sometimes if we attend to children during this time, we are reinforcing their inappropriate behavior.
2. When children are engaging in challenging behavior, interrupt, and redirect the child to the appropriate alternative behavior using minimal attention, discussion, and emotion. Your redirect should focus on stating what the child should or might do. For example, if the child has taken another's toy, prompt a more appropriate social skill (e.g., "You can trade with Eric."). For example, throwing blocks might be redirected to: "Let's build, you put one here!" Notice that this recommendation involves minimal interaction and usually just one prompt.
3. Reinforce the nearest child who is engaging in the appropriate, alternative behavior (e.g., "I see Manuel using walking feet" or "LaShawn you are sharing the blocks so nicely with your friends!"). Then, when the child with challenging behavior engages in the desired behavior, immediately use descriptive feedback to acknowledge his/her use of the desired behavior.
4. When the incident of challenging behavior ends and the child engages in appropriate behavior, provide positive attention to the child. This might include joining in the child's play, having a conversation with the child about the child's interests or activity, providing the child with a response opportunity, or providing the child with physical affection. It is important for the child to be able to rejoin the classroom community and to experience positive attention from the adult in the classroom when behaving appropriately.
5. If another child is hurt, attend to the "victim." You can say, for example, "Tim, it looks like you got hurt, come sit here with me." Notice that this recommendation involves ignoring, for the moment, the challenging behavior.
6. Put 95% of your time and attention into the teaching of replacement behaviors and do this when the child is not engaging in the challenging behavior. If and when children are upset and engaging in challenging behavior, it is likely that your teaching efforts will be minimally effective. Intentionally plan opportunities to teach the replacement skill throughout the day before the challenging behavior is likely to occur and focus most of your efforts on this instruction.





7. Remember that what keeps challenging behavior occurring are the things that happen after the behavior occurs (e.g., a redirection, saying, “stop,” being escorted to the cozy corner during large group). If challenging behavior seem to be reoccurring, consider what has been happening immediately following the challenging behavior and adapt it.
8. Find individualized reinforcers and use them liberally at first. Challenging behavior works for the child 100% of the time unless we teach the more appropriate skill and reinforce it at a higher frequency than the challenging behavior is being reinforced.
9. Figure out what makes the good times so good. If you analyze carefully, most children who engage in challenging behavior actually spend very little time engaged. Think about what environmental and contextual characteristics are engaging to the child and add more of these to the times of the day and routines when challenging behavior is most likely to occur.
10. Make a plan, write it down, and teach all adults what to do! It is important that all adults are responding consistently to children’s appropriate and challenging behavior.
11. Know that severe and persistent challenging behavior can require the use of individualized positive behavior support (e.g., Dunlap, Strain, Lee, Joseph, Vatland, & Fox, 2017; Dunlap, Wilson, Strain, & Lee, 2013). That is, once challenging behavior is severe and persistent, it oftentimes necessitates the use of a process in which goals are set, data collection occurs, the function of the behavior is determined, and a comprehensive behavior support plan is developed based on the function of the challenging behaviors, implemented consistently, and monitored to ensure success.

## References

Dunlap, G., Strain, P.S., Lee, J.K., Joseph, J. D., Vatland, C., & Fox, L. (2017). *Prevent, teach, reinforce for families: A model of individualized positive behavior support for home and community*. Baltimore: Paul H. Brookes Publishing Co.

Dunlap, G., Wilson, K., Strain, P., & Lee, J. K. (2013). *Prevent, teach, reinforce for young children: The early childhood model of individualized positive behavior support*. Baltimore: Paul H. Brookes Publishing Co.





# Reflection Worksheet: My Neutralizing Routine

**Neutralizing Routine:** A brief strategy to neutralize the effects of implicit bias on the teacher's decision making. They help us avoid automatic, reactive responses so we act in line with our values.

Behaviors that push my buttons.

Children that push my buttons:

Use initials!

When \_\_\_\_\_ happens, I am not at my best for understanding and responding to behavior.



My Neutralizing Routine  
If I feel agitated or stressed by the behavior, then...

- ✓ If-then statements
- ✓ Brief
- ✓ Clear steps
- ✓ Doable
- ✓ Add space/delay between child behavior and adult response

My response will consider the function or purpose of the child's behavior.





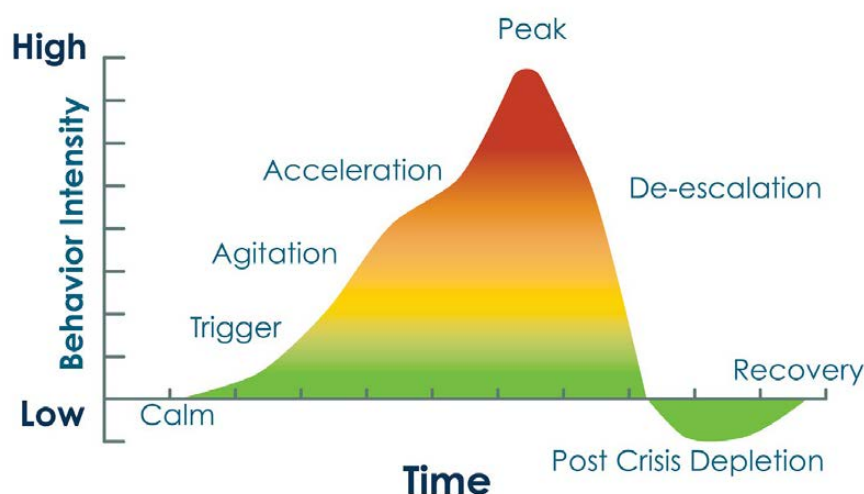
# Reflection Worksheet: What is Your Escalation Cycle?

1. Think of a time you were angry...really, really, angry.
2. Jot down some notes about how you escalated from being calm to peak. What did you do? What were you feeling? How did you express it?

3. Jot down some notes about your de-escalation from peak to recovery. What happened, how did you feel, what did you do?

4. Reflect on the questions below and write your answers.
  - a. When you are escalating, what might make it worse or intensify your reaction? In other words, what should someone NOT do to you when you are angry?
  - b. What might someone do to help you calm down after you have peaked?

## The Escalation Model





# Talking with Families About Challenging Behavior

## Dos and Don'ts

### Do

- ▶ Emphasize that your focus will be to help the child develop the skills needed to be successful in the classroom.
- ▶ Begin the discussion by expressing concern about the child and wanting the child to feel supported in the classroom.
- ▶ Let the family know that your goal is to support the child.
- ▶ Ask the family if they have experienced similar situations and are concerned.
- ▶ Tell the family that you want to work with the family to help the child develop appropriate behavior and social skills.
- ▶ Tell the family about what is happening in the classroom, but only after the family understands that you are concerned about the child, not blaming the family.
- ▶ Offer to work with the family in the development of a behavior support plan that can be used at home and in the classroom.
- ▶ Stress that if you can work together, you are more likely to be successful in helping the child learn new skills.

### Don't

- ▶ Begin the discussion by indicating that the child's behavior is not tolerable.
- ▶ Ask the family if something has happened at home to cause the behavior.
- ▶ Indicate that the family should take action to resolve the problem at home.
- ▶ Initiate the conversation by listing the child's challenging behavior. Discussions about problem behavior should be framed as "the child is having a difficult time," rather than losing control.
- ▶ Leave it up to the family to manage problems at home; develop a plan without inviting family participation.
- ▶ Let the family believe that the child needs more discipline. (The child needs instruction and support).
- ▶ Minimize the importance of helping the family understand implement positive behavior support.





# NCPMI ABC Observation Cards

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_

Activity: \_\_\_\_\_

Function: \_\_\_\_\_

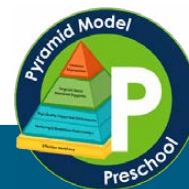
Antecedent	Behavior	Consequence
(What happened before)		(What happened after)

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_

Activity: \_\_\_\_\_

Function: \_\_\_\_\_

Antecedent	Behavior	Consequence
(What happened before)		(What happened after)







# Interview and Observation Summary Table

## Step-by-Step Instructions with Example

The Interview and Observation Summary Table includes data from all interviews and observations. Observation data come directly from the ABC data collection form.

### Step 1:

Although “challenging behavior” is listed in the third column, it is the first one to complete. Enter the number one priority behavior in this column. We recommend addressing one behavior at a time. Trying to address too many behaviors at once can result in ineffective interventions. More importantly, each behavior you identify may have a different function that will need a different set of strategies.

The challenging behavior should be written in the operational definition that you developed from the interview and used during the observation.

If you identified behaviors as occurring together (see Interview question 2), remember to use the combined operational definition.

### Example Step 1:

Setting Event(s)		
	Routine or Activity	Possible Trigger
Antecedent (A)		
Challenging Behavior (B)	Aggression/Hitting: Swinging a hand (both open palm or closed fist) and touching any part of another child's or adults' body with force. The behavior is dangerous as it often leaves a mark.	
Consequences (C)		





## Step 2:

From Section B of the interview, identify the routines/activities and possible triggers for the specific challenging behavior you entered in the third column of this table. List these under Antecedents in column two. Identify them as coming from the interview (Int).

### Example Step 2:

Setting Event(s)	
Antecedent (A)	Routine or Activity
	1. Center - Interview  2. Recess - Interview
	3. Home - Interview
	Possible Trigger 1. A peer has a toy or takes a toy from child. 2. Child told to clean up 1. A peer has a toy/takes a toy or is playing on equipment child wants 2. Child told it's time to go in - must leave toy 3. Child doesn't share toys with other children
Challenging Behavior (B)	Aggression/Hitting: Swinging a hand (both open palm or closed fist) and touching any part of another child's or adults' body with force. The behavior is dangerous as it often leaves a mark.
Consequences (C)	





### Step 3:

Review your ABC data forms to identify antecedents that you observed. Enter them in the table after the interview information and identify them as coming from the observation. Identify the number of times this antecedent occurred.

#### Example Step 3:

Setting Event(s)		
Antecedent (A)	Routine or Activity	Possible Trigger
	1. Center - Interview	1. A peer has a toy or takes a toy from child. 2. Child told to clean up
	2. Recess - Interview	1. A peer has a toy/takes a toy or is playing on equipment child wants 2. Child told it's time to go in - must leave toy
	3. Home - Interview	3. Child doesn't share toys with other children
	1. Center - Observation 2. Recess - Observation	Peer entered play area and moves toward child - observed 1x Peer asked for toy - observed 2x Teacher told child to clean up - observed 3x Peer has toy and child tries to get it - observed 4x
Challenging Behavior (B)	Aggression/Hitting: Swinging a hand (both open palm or closed fist) and touching any part of another child's or adults' body with force. The behavior is dangerous as it often leaves a mark.	
Consequences (C)		





## Step 4:

From Section C of the interview, list any events that have been identified as affecting the behavior in column one – Setting Events.

### Example Step 4:

Setting Event(s)	Child misses bus and is late to preschool	
Antecedent (A)	Routine or Activity	Possible Trigger
	1. Center – Interview	1. A peer has a toy or takes a toy from child.
	2. Recess – Interview	2. Child told to clean up
	3. Home – Interview	1. A peer has a toy/takes a toy or is playing on equipment child wants
	1. Center – Observation	2. Child told it's time to go in – must leave toy
Challenging Behavior (B)	2. Recess – Observation	3. Child doesn't share toys with other children
		Peer entered play area and moves toward child – observed 1x Peer asked for toy – observed 2x Teacher told child to clean up – observed 3x Peer has toy and child tries to get it – observed 4x
Consequences (C)	Aggression/Hitting: Swinging a hand (both open palm or closed fist) and touching any part of another child's or adults' body with force. The behavior is dangerous as it often leaves a mark.	





## Step 5:

From Section D of the interview, identify possible maintaining consequences. Review your ABC data forms to identify observed consequences. Add them to the Consequence column. Specify the consequence identified in each observation.

### Example Step 5:

Setting Event(s)	Child misses bus and is late to preschool	
Antecedent (A)	Routine or Activity	Possible Trigger
	1. Center - Interview	1. A peer has a toy or takes a toy from child. 2. Child told to clean up
	2. Recess - Interview	1. A peer has a toy/takes a toy or is playing on equipment child wants 2. Child told it's time to go in - must leave toy
	3. Home - Interview	3. Child doesn't share toys with other children
	1. Center - Observation 2. Recess - Observation	Peer entered play area and moves toward child - observed 1x Peer asked for toy - observed 2x Teacher told child to clean up - observed 3x Peer has toy and child tries to get it - observed 4x
Challenging Behavior (B)	Aggression/Hitting: Swinging a hand (both open palm or closed fist) and touching any part of another child's or adults' body with force. The behavior is dangerous as it often leaves a mark.	
Consequences (C)	Interview Centers: Child gets toy or gets to continue to play with toy instead of cleaning up	
	At recess: Child gets toy or equipment (e.g., tricycle, slide) or continues to play while others line up  Observation Centers: Peer leaves and child plays with toys 3x  Child plays with toys - 3x  Recess: Child plays with toy - 4x	





## Step 6:

List additional information from the interview that may be useful for the observation or development of the intervention and any ideas you may have about the information.

### Challenging Behavior: Aggression

Information	Description	Notes/Ideas for intervention
Section A: What intervention strategies have been used.	<i>Teacher is reminding child of rules and redirecting to another task – also waiting for child to stop playing.</i>	<i>None</i>
Section B: Are there routines in which behavior never occurs?	<i>Never occurs during morning circle.</i>	<i>Observe this time to see if teacher and/or peers are doing something different.</i>
Section C: Possible Setting Event	<i>Child misses bus and is late.</i>	<i>Ask for more information during interviews and review data to assess any correlation between missing bus and challenging behavior. How often does this occur? Why does the child miss the bus? What are the behaviors when missing the bus, during the drive to school? How is the child welcomed or acknowledged when they get to school?</i>
Section D: Skill deficit	<i>Child does not ask other children to play, and no other children ask child to play.</i>	<i>Consider teaching child how to initiate play with peers. Consider teaching friendship skills.</i>

Complete all steps for each challenging behavior you have identified. Write a summary statement for each challenging behavior.

### Example Summary Statement for Challenging Behavior

*When children are playing during recess and center play, Sharon engages in aggression by swinging her hands and touching another child's or adult's body with force. When this occurs, she often gains a toy or activity (e.g., play equipment such as swing). The behavior is more likely to occur when Sharon is late to preschool.*







# Functional Assessment

## Interview: Teacher Form

Developed by Jolene Ferro

Complete the interview with all adults (e.g., teacher, teacher assistant) who work with the child in the classroom and have knowledge of the challenging behavior. If incident data are collected in the classroom using the Behavior Incident Report System (BIRS), Early Child School-Wide Information System (EC-SWIS), or other data system, look at the data with the teacher to inform each section of this interview.

Child Name: Tim Age: 3y 6m Date: 1/31  
Interviewer: Lisa (practitioner coach)  
Respondent: Teacher, Teaching Assistant, Mother

### A. Identifying Challenging Behavior and Situations

#### 1. What is the behavior(s) of concern? What does the behavior(s) look like?

List up to three behaviors in priority of concern. Probe responses to develop a specific description of the actions that make up the behavior (e.g., Gary pushes other children by placing both hands on their body and exerting force). Identify behaviors that are considered dangerous. If using a data system, clarify behavior descriptions with the teacher using operational definitions used in the system.

Behavior	Specific Description of the Behavior	Dangerous?
Verbal Aggression	Threatens ("Im going to kill you" while pointing a finger gun. "Get Away," growl...)	No
Physical Aggression	Hits, pushes, kicks, punches, rams with toy	Yes
Property Destruction	Throwing, banging toys, destroying what others are working on	Yes

#### 2. Do any of the behaviors identified usually occur together (e.g., the child yells and throws toys during each incident)? If so, which ones? If yes, define as one behavior.

*Seems unpredictable at times. Sometimes he will be verbally aggressive, then do a physical aggression, or property destruction. Sometimes they will occur independently but most often they occur together.*

#### Behaviors Occurring Together Example

If you listed running away from task and crying or yelling as separate behaviors in Question 1, but in Question 2 you identified that they occur together, you would define them as one behavior (e.g., disruption or tantrum) for the remainder of this interview.





- 3. What intervention strategies have been used to address each behavior? Provide information for each behavior or cluster of behaviors separately in the remaining questions. See the response to Question 2 for clusters of behavior that occur together. Add a table for each behavior or cluster, as needed.**

Behavior	Intervention Strategies Used Previously
The behavior is identified as aggression. Examples include verbal aggression, physical aggression, and property destruction. He most often begins with verbal aggression.	Verbal redirect (i.e., adult goes to help him calm down, followed by removal from the situation (time out) if the behavior continues or escalates.

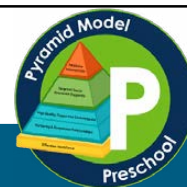
## B. Examining Antecedents

- 4. When is each challenging behavior most likely to occur?**

- List all routines or activities (e.g., circle, centers, transition, etc.) in which each behavior occurs, ordered by the most frequent occurrence. For example, if the behavior most frequently occurs during circle, followed by small group and recess, the interviewer should list circle, small group, and recess in that order.
- If the behavior occurs in more than one routine or activity, identify the one that is most problematic by including a check mark next to the routine.
- Describe any observable situations or events in the routine or activity that signal the challenging behavior is about to occur (e.g., waiting, parent leaves, asked to share, etc.)? These go in the column identified as “Triggers.”
- Note how often (frequency) the behavior occurs during each routine or activity (e.g., every day during morning circle or an average of five times during center). Be as accurate with the frequency as possible.

Behavior	Routines/Activity	Specific Situations or Event (Triggers)	Frequency
The behavior is identified as aggression. Examples include verbal aggression, physical aggression, and property destruction.	Arrival Playground Learning Centers	<ul style="list-style-type: none"> <li>Unstructured group play</li> <li>If he can't get a toy or activity he wants</li> <li>Changes to the routine</li> </ul>	2-5x per day – for verbal aggression  2-5x per week – Escalation to physical aggression or property destruction

Behavior Priority 2	Routines/Activity	Specific Situations or Event (Triggers)	Frequency
N/A			





**Beginning with the number one priority behavior, ask each of the remaining questions thinking about one challenging behavior. Use additional pages to gather information on each identified challenging behavior.**

**Priority Behavior:** Aggression (See Question 2). Aggression (See Question 2).

- 5. Are there any routines, activities, or situations in the classroom in which the child's challenging behavior never or rarely occurs? List them.**

*Structured teacher-directed activities, playing on the computer by himself*

- 6. Of those routines, activities or situations listed in question #5, are there any in which the child's challenging behavior always occurs? Identify them.**

*Unstructured child-directed activities, sharing materials, toys, adult attention with peers, schedule changes, transition to non-preferred activities*

- 7. How long has the behavior been occurring?**

*Since he started school three months ago.*

## C. Possible Setting Events

A setting event is a stimulus, condition, or event that occurred in the past (sometimes only minutes in the past) that influences whether an antecedent results in challenging behavior. Setting events can include a variety of stimuli and disruptive events such as a parent moving out of the home or a child being hungry and a meal is late. In these examples, the setting event might result in the child being more likely to respond to an antecedent with challenging behavior. Although you may not be able to change a setting event (e.g., you cannot ensure the child is never hungry), you can identify strategies that help to mitigate the effect of the setting event. For example, offering the child more comfort because they miss their parent or serving the child who is hungry first.

**Note:** If you suspect something is a setting event, we advise you to collect more data to confirm. For example, if you think that lack of sleep is a setting event, ask the parent to report whether the child has slept well each day.

- 8. Does the challenging behavior become worse or more likely to happen when: Specify "Yes" for each item identified as affecting the behavior.**

- There is an unannounced change in routine, schedule or activity? *Yes*
- The preferred teacher is absent? *No*
- There are different peers, or a favorite peer is not in the classroom? *No*
- There are unexpected visitors? *No*
- Contact with a primary caregiver or other family member has been disrupted (e.g., parent away for work, social services restrict contact)? *No*
- There is a change in schedule at home? *Yes*
- The child has moved to a new home? *No*
- A new family member or visitor has moved into the house? *No*
- Other: \_\_\_\_\_





9. Could the behavior be the result of discomfort or deprivation (e.g., allergies, hunger, lack of sleep, thirst, headache, stomachache, ear infection, etc.)? Other conditions?

*Lack of sleep*

## D. Maintaining Consequences

10. What usually happens after the behavior occurs? What does the teacher do? What do peers do? Be specific.

*Teachers try to redirect him, talk to him, or remove him from the situation.  
Peers will give him what he wants and back away from him.*

11. Does the child's challenging behavior usually gain attention from adults or peers (e.g., help, reprimand, consolation)? If so, who are adults or peers?

*Yes, teachers*

12. Does the child's challenging behavior usually result in obtaining objects (e.g., toys, food) and/or access to an activity (e.g., sliding, dancing)? If so, what objects; what activity?

*Peers will give up toys, materials, or space*

13. Does the child's challenging behavior usually result in avoiding or escaping from demands (e.g., clean up), or non-preferred activities (e.g., meal) or people (e.g., non-preferred teacher or new teacher)? If so, what or who?

*Avoids sharing toys with peers*

14. Does the child's challenging behavior usually result in obtaining sensory stimulation? If so, what sensory stimulation?

*No*

15. Does the child's challenging behavior usually result in avoiding sensory stimulation (e.g., noises, many people in the room)? If so, what sensory stimulation?

*No*





This table provides a summary of your responses to questions 10 – 15. Place a Y (yes) for any possible motivation identified in the interview, whether it gained or avoided something, and what that something was (e.g., which specific adult, peer, object, activity, demand, or sensory stimulation).

Possible Motivation	Obtain	Avoid/Escape
Adult Attention	Y – teacher	
Peer Attention		Y – peers leave area
Object	Y – gets toys	
Demand/Instruction		Y – teacher removes him from situation/task
Activity		Y – teacher removes him from situation/task
Sensory Stimulation		

**16. What strategies have been used to try to change the child’s challenging behavior?**

*Provided corrective feedback and restating the rules for play. Have him apologize to the child who was harmed.*

## E. Skills

**17. Can the child appropriately communicate wants or needs? Does the child understand the language spoken in the classroom? What are the general expressive communication strategies used by or available to the child (e.g., vocal sound, signs/gestures, communication books/boards, etc.)?**

*Yes, he has strong verbal communication skills*

**18. Does the child have a social skills deficit (e.g., problem solving, friendship skills)? Describe the skills that need to be strengthened.**

*Yes, sharing toys, cooperative play, problem solving, emotional regulation*

**19. Does the child play with other children their age? What toys or games?**

*Not unless the other child does exactly what he wants them to do*

**20. What are the types of social interactions (e.g., reading picture books with teacher), things (e.g., preferred toy, food) or activities (e.g., painting) that the child really enjoys that may prevent them from engaging in the behavior?**

*Group activities that are structured, predictable, and teacher-directed*

Additional comments: *None*





**Use the information from this interview and your observations to complete the interview and Observation Summary Table.**

## Interview and Observation Summary Table

The Interview and Observation Summary Table provides a simple matrix for summarizing the information and data that you have collected through the Functional Behavioral Assessment (FBA). Read step-by-step instructions before completing the summary table.

### Interview Information:

- Information from each section of the interview is included in the summary table in an Antecedent (A) – Behavior (B) – Maintaining Consequence (C) format.
- Setting Events: From Section C of the interview, list any events that have been identified as affecting the behavior in column one. If there are none, add NA to column one.
- Routines/activities and triggers provide ideas of the possible antecedent stimuli that trigger the behavior.
- Skill deficits and other information from the interview are identified in a separate table. These may provide ideas for intervention strategies and replacement behaviors.

Remember that the interview information only identifies possibilities. Observation data are also needed to develop a hypothesis that can be used to design a behavioral support plan from the FBA.

### Observation data:

- Observation data come directly from the ABC data collection form.
- Identify each consequence or antecedent and provide a frequency of how often each occurred

If you are going to intervene in more than one behavior, complete a separate table for each. The steps and examples for how to complete the Summary Table are provided in the instructions.

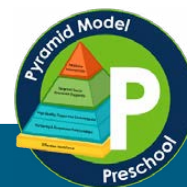




## Summary Table for Challenging Behavior

Setting Event(s)	Change in schedule or routine	
Antecedent (A)	Routine or Activity	Possible Trigger
	Group play: learning centers or outdoor play – Interview	<ol style="list-style-type: none"> <li>1. Tim playing with toys</li> <li>2. Transition to non-preferred activity</li> <li>3. Teacher announces different activity than Tim expected</li> </ol>
	Outdoor play – Observation	Tim and a friend are playing with toys. A child comes over and takes one of them – Observed 4x
	Center play – Observation	A child is at computer. Tim stands near and watches for a minute and then pushes the child out of the chair. Observed 2x
	Center play – Observation	Two children are playing in blocks with plastic animals. Tim approaches and yells at the children and then makes a raspberry sound. He reaches out and scratches one of the children (Observed 1x)
Challenging Behavior (B)	Aggression including verbal aggression (threats), physical aggression (hit, kick, push, punch), and property destruction (throwing and banging toys)	
Consequences (C)	Interview:	
	<ul style="list-style-type: none"> <li>• Peers give up toys/activity</li> <li>• Peers leave area</li> <li>• Teachers intervene to talk to Tim or remove him from the situation</li> </ul>	
	Observation: Tim grabs it back and pushes child down. Teacher intervenes and gives toy to the child and guides Tim away. Observed 4x	
	Observation: The child who is pushed goes to get a teacher while crying. Tim plays with computer. Observed 2x	
Consequences (C)	Observation: Child yells for a teacher to come over. Another child gives Tim one of the plastic animals. The teacher comes over and guides Tim to apologize. Observed 1x	

All the interview information can be used in selecting and developing an intervention. Interview information might highlight data, suggest further interviews, or observations that should be addressed or may inform prevention strategies. For example, skill deficits identified in Section D might highlight a skill deficit that affects the child's ability to perform the replacement behavior.





## Other Information from interview that may inform the intervention:

Challenging Behavior: Aggression

Section & Information	Description	Notes/Ideas for intervention
Section A: What intervention strategies have been used.	Verbal redirect, removal from the situation, time out	
Section B: Are there routines in which behavior never occurs	Teacher structured activities	
Section C: Possible Setting Event	<ul style="list-style-type: none"> <li>• Unexpected change in routine or activity</li> <li>• Change in home schedule</li> <li>• Lack of sleep</li> </ul>	<ul style="list-style-type: none"> <li>• Add prevention strategy to address what to do if routine/ activity change.</li> <li>• Consult with family about sleep and change in schedule.</li> </ul>
Section D: Skill deficit	Social skills/ friendship	

### Summary Statement:

In unstructured group play situations (outside play/centers), Tim exhibits aggression that includes verbal aggression (threats), physical aggression (hit, kick, push, punch), and property destruction (throwing or banging toys) to obtain toys and and/or join play. In many instances, an adult intervenes and provides Tim with excessive negative attention. This is more likely to occur when Tim has a change in schedule at home, parent reports he did not sleep well, or there was an unexpected change in the classroom routine.







# Functional Assessment Interview: Teacher Form

Developed by Jolene Ferro

Complete the interview with all adults (e.g., teacher, teacher assistant) who work with the child in the classroom and have knowledge of the challenging behavior. If incident data are collected in the classroom using the Behavior Incident Report System (BIRS), Early Child School-Wide Information System (EC-SWIS), or other data system, look at the data with the teacher to inform each section of this interview.

Child Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Respondent: \_\_\_\_\_

## A. Identifying Challenging Behavior and Situations

### 1. What is the behavior(s) of concern? What does the behavior(s) look like?

List up to three behaviors in priority of concern. Probe responses to develop a specific description of the actions that make up the behavior (e.g., Gary pushes other children by placing both hands on their body and exerting force). Identify behaviors that are considered dangerous. If using a data system, clarify behavior descriptions with the teacher using operational definitions used in the system.

Behavior	Specific Description of the Behavior	Dangerous?

### 2. Do any of the behaviors identified usually occur together (e.g., the child yells and throws toys during each incident)? If so, which ones? If yes, define as one behavior.

#### Behaviors Occurring Together Example

If you listed running away from task and crying or yelling as separate behaviors in Question 1, but in Question 2 you identified that they occur together, you would define them as one behavior (e.g., disruption or tantrum) for the remainder of this interview.





3. What intervention strategies have been used to address each behavior? Provide information for each behavior or cluster of behaviors separately in the remaining questions. See the response to Question 2 for clusters of behavior that occur together. Add a table for each behavior or cluster, as needed.

Behavior	Intervention Strategies Used Previously

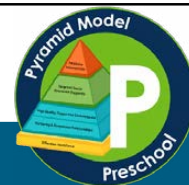
## B. Examining Antecedents

4. When is each challenging behavior most likely to occur?

- List all routines or activities (e.g., circle, centers, transition, etc.) in which each behavior occurs, ordered by the most frequent occurrence. For example, if the behavior most frequently occurs during circle, followed by small group and recess, the interviewer should list circle, small group, and recess in that order.
- If the behavior occurs in more than one routine or activity, identify the one that is most problematic by including a check mark next to the routine.
- Describe any observable situations or events in the routine or activity that signal the challenging behavior is about to occur (e.g., waiting, parent leaves, asked to share, etc.)? These go in the column identified as “Triggers.”
- Note how often (frequency) the behavior occurs during each routine or activity (e.g., every day during morning circle or an average of five times during center). Be as accurate with the frequency as possible.

Behavior	Routines/Activity	Specific Situations or Event (Triggers)	Frequency

Behavior	Routines/Activity	Specific Situations or Event (Triggers)	Frequency





**Beginning with the number one priority behavior, ask each of the remaining questions thinking about one challenging behavior. Use additional pages to gather information on each identified challenging behavior.**

**Priority Behavior:** \_\_\_\_\_

- 5. Are there any routines, activities, or situations in the classroom in which the child's challenging behavior never or rarely occurs? List them.**

- 6. Of those routines, activities or situations listed in question #5, are there any in which the child's challenging behavior always occurs? Identify them.**

- 7. How long has the behavior been occurring?**

## C. Possible Setting Events

A setting event is a stimulus, condition, or event that occurred in the past (sometimes only minutes in the past) that influences whether an antecedent results in challenging behavior. Setting events can include a variety of stimuli and disruptive events such as a parent moving out of the home or a child being hungry and a meal is late. In these examples, the setting event might result in the child being more likely to respond to an antecedent with challenging behavior. Although you may not be able to change a setting event (e.g., you cannot ensure the child is never hungry), you can identify strategies that help to mitigate the effect of the setting event. For example, offering the child more comfort because they miss their parent or serving the child who is hungry first.

**Note:** If you suspect something is a setting event, we advise you to collect more data to confirm. For example, if you think that lack of sleep is a setting event, ask the parent to report whether the child has slept well each day.

- 8. Does the challenging behavior become worse or more likely to happen when: Specify "Yes" for each item identified as affecting the behavior.**

- There is an unannounced change in routine, schedule or activity? ☐
- The preferred teacher is absent? ☐
- There are different peers, or a favorite peer is not in the classroom? ☐
- There are unexpected visitors? ☐
- Contact with a primary caregiver or other family member has been disrupted (e.g., parent away for work, social services restrict contact)? ☐
- There is a change in schedule at home? ☐
- The child has moved to a new home? ☐
- A new family member or visitor has moved into the house? ☐
- Other: \_\_\_\_\_



9. Could the behavior be the result of discomfort or deprivation (e.g., allergies, hunger, lack of sleep, thirst, headache, stomachache, ear infection, etc.)? Other conditions?

## D. Maintaining Consequences

10. What usually happens after the behavior occurs? What does the teacher do? What do peers do? Be specific.

11. Does the child's challenging behavior usually gain attention from adults or peers (e.g., help, reprimand, consolation)? If so, who are adults or peers?

12. Does the child's challenging behavior usually result in obtaining objects (e.g., toys, food) and/or access to an activity (e.g., sliding, dancing)? If so, what objects; what activity?

13. Does the child's challenging behavior usually result in avoiding or escaping from demands (e.g., clean up), or non-preferred activities (e.g., meal) or people (e.g., non-preferred teacher or new teacher)? If so, what or who?

14. Does the child's challenging behavior usually result in obtaining sensory stimulation? If so, what sensory stimulation?

15. Does the child's challenging behavior usually result in avoiding sensory stimulation (e.g., noises, many people in the room)? If so, what sensory stimulation?



This table provides a summary of your responses to questions 10 – 15. Place a Y (yes) for any possible motivation identified in the interview, whether it gained or avoided something, and what that something was (e.g., which specific adult, peer, object, activity, demand, or sensory stimulation).

Possible Motivation	Obtain	Avoid/Escape
Adult Attention		
Peer Attention		
Object		
Demand/Instruction		
Activity		
Sensory/Stimulation		

**16. What strategies have been used to try to change the child's challenging behavior?**

## E. Skills

**17. Can the child appropriately communicate wants or needs? Does the child understand the language spoken in the classroom? What are the general expressive communication strategies used by or available to the child (e.g., vocal sound, signs/gestures, communication books/boards, etc.)?**

**18. Does the child have a social skills deficit (e.g., problem solving, friendship skills)? Describe the skills that need to be strengthened.**

**19. Does the child play with other children their age? What toys or games?**

**20. What are the types of social interactions (e.g., reading picture books with teacher), things (e.g., preferred toy, food) or activities (e.g., painting) that the child really enjoys that may prevent them from engaging in the behavior?**

Additional comments:



**Use the information from this interview and your observations to complete the interview and Observation Summary Table.**

## Interview and Observation Summary Table

The Interview and Observation Summary Table provides a simple matrix for summarizing the information and data that you have collected through the Functional Behavioral Assessment (FBA). Read step-by-step instructions before completing the summary table.

### Interview Information:

- Information from each section of the interview is included in the summary table in an Antecedent (A) – Behavior (B) – Maintaining Consequence (C) format.
- Setting Events: From Section C of the interview, list any events that have been identified as affecting the behavior in column one. If there are none, add NA to column one.
- Routines/activities and triggers provide ideas of the possible antecedent stimuli that trigger the behavior.
- Skill deficits and other information from the interview are identified in a separate table. These may provide ideas for intervention strategies and replacement behaviors.

Remember that the interview information only identifies possibilities. Observation data are also needed to develop a hypothesis that can be used to design a behavioral support plan from the FBA.

### Observation data:

- Observation data come directly from the ABC data collection form.
- Identify each consequence or antecedent and provide a frequency of how often each occurred

If you are going to intervene in more than one behavior, complete a separate table for each. The steps and examples for how to complete the Summary Table are provided in the instructions.



## Summary Table for Challenging Behavior

Setting Event(s)		
	Routine or Activity	Possible Trigger
Antecedent (A)		
Challenging Behavior (B)		
Consequences (C)		

All the interview information can be used in selecting and developing an intervention. Interview information might highlight data, suggest further interviews, or observations that should be addressed or may inform prevention strategies. For example, skill deficits identified in Section D might highlight a skill deficit that affects the child's ability to perform the replacement behavior.



## Other Information from Interview That May Inform the Intervention

**Challenging Behavior:** \_\_\_\_\_

Section & Information	Description	Notes/Ideas for intervention
Section A: What intervention strategies have been used.		
Section B: Are there routines in which behavior never occurs		
Section C: Possible Setting Event		
Section D: Skill deficit		

### Summary Statement:

Write a summary or hypothesis statement that includes the antecedents (when/where), the observed behaviors, and the maintaining consequences. If there is a setting event, state it's affect on the behavior.





Date: \_\_\_\_\_

The graphic shows a pyramid divided into four horizontal layers, with a large white letter 'P' on a green background to its right. The layers of the pyramid, from top to bottom, are:

- Top layer (orange): Knowledge
- Second layer (green): Understanding
- Third layer (blue): Application
- Bottom layer (yellow): Evaluation

The text "Pyramid Model" is written in a curved path along the top of the pyramid, and "Preschool" is written in a curved path along the bottom. The large white letter 'P' is positioned to the right of the pyramid.



## The Problem

The purpose of the behavior:

In group play situations (outside play/centers), Tim uses verbal aggression (threats), physical aggression (hit, push, kick, punch), and property destruction (throwing or banging toys) to obtain toys and/or join play. When this occurs, the peer relinquishes the desired toy and leaves the play area and/or an adult intervenes and provides Tim with excessive negative attention.

Tim will grab toys, scream, and use physical aggression to obtain toys when peers suggest that they play with toys in a new way, propose a different play theme, or join in his play. When this occurs, the peer gives in to Tim's ideas, relinquishes the toy, or asks a teacher to intervene.

## Prevention Strategies

These strategies are used prior to situations that usually evoke challenging behavior from Tim.

**Scripted Story**—Pre-teach Tim, through the use of a scripted story, the following skills: asking to play, everyone can play (turn taking), being flexible and accepting other's ideas and space, and asking the teacher for help. Each skill will be taught one at a time to insure understanding of the skill use and success in building upon each skill. Note: the scripted story will include clear expectations for Tim's behavior, the perspectives of peers, the perspectives of Tim, and the communicative message of Tim's actions.

**Personal Cuing**—Tim will be cued with visual cue cards. The cue card is presented to Tim after gaining his attention (i.e., directly given to him by showing him the picture cue along with simple verbal cue). Cues will include directing Tim to stop and:

1. ask to play and join appropriately
2. take turns
3. go with the flow
4. stop, think, and do

**Self Management**—Tim will use a self-monitoring form to indicate if he accomplished his social skills goals. One goal will be introduced at a time. At the end of centers, a teacher will help Tim use the form to record if he was successful in meeting his goal(s) and then provide a certificate for Tim to take home to celebrate the use of the new skill. If certificate does not go home, no comment will be made. Certificate will be faded over time.

**Positive Encouragement and Feedback**—Tim should receive statements about his use of appropriate peer play behavior frequently throughout the day in a natural fashion (e.g., "Look at you playing with your friends. Everyone is getting a turn.").





## Replacement Skills

These are the new skills that will replace the use of the challenging behavior.

**Learn to negotiate difficult social situations**—A scripted story will be developed and used to help Tim identify social cues, to introduce new routines and rules, and to teach him the social skills necessary for social play. The following new skills will be included in the story: asking to play, everyone can play (turn taking), being flexible and accepting other's ideas and space, and asking the teacher for help. Each skill will be taught one at a time to insure understanding of the skill use and success in building upon each skill.

## Response to When the Challenging Behavior Occurs

These responses will not reinforce the challenging behavior.

- ▶ If Tim has difficulty with initiating interaction with his peers during play, anticipate the difficulty, and cue him to ask to play.
- ▶ If Tim has difficulty interacting with peers during play, anticipate the difficulty, and cue him to ask for a turn.
- ▶ If Tim has difficulty with children playing with toys in a way that differs from the way he thinks the toy should be played with, anticipate the difficulty, and cue him to “go with the flow.”
- ▶ If Tim has difficulty with interacting with peers during play and he needs help, cue him to “stop, think, and do.” Help him think of what to do.
- ▶ If Tim uses aggression, intervene to prevent harm by providing attention/support to the child who is hurt and/or upset.

## Responses to When the Replacement Skills are Used

These responses will reinforce the use of the new skills used to replace challenging behavior.

- ▶ When Tim asks to play, scaffold play with peers.
- ▶ When Tim asks for a turn, scaffold turn taking with peers.
- ▶ When Tim asks for help, quickly respond, and help him.
- ▶ When Tim uses any of the above skills, he should receive positive and reinforcing statements about appropriate behavior in a natural fashion (e.g., “Look at you playing with your friends. Everyone is getting a turn.”).





## Appendix D

# Pyramid Model Handouts: Module 5



THE  
PYRAMID MODEL  
CONSORTIUM

Supporting Early Childhood PBIS





# How to Include Families at Every Step of the PTR-YC Process

## Step 1

- Always include a family member on the PTR-YC team
- Involve families from the beginning of the PTR-YC process to the extent that they are comfortable with and able to be involved.
- Encourage families to provide information in person at meetings, over the phone, through conversations during drop off/pick up, via text message or the use of an app, or with any other method that works for the family and classroom team.

## Step 2

- Have families discuss or answer questions about the goals they have for their children.
- Make or ask clarifying statements and questions to ensure that families are understood and that their input is valued during goal development.
- Brainstorm ideas with families if they are not as familiar with what they can and should expect from their children.
- Set goals that are important in the home and in the early care or education setting.

## Step 3

- Include the perspective of families when completing the PTR-YC Functional Behavioral Assessment (FBA) checklists and when developing hypothesis statements for the function(s) of challenging behavior.
- If families are unable to attend meetings, send the PTR-YC FBA checklists home for them to complete and return or offer to do over the phone.
- Ask families to complete all or one of the PTR-YC FBA checklists depending on their wishes or their availability. For example, asking families to complete the Reinforce checklist provides teams with valuable information about likes and dislikes that is not always readily available in the classroom setting.
- Request family input once the hypothesis statement has been generated. Teams can ask families who are

unable to attend meetings questions like, “We think Grace yells after we say it’s time to clean up so that she gets to go to the cozy corner instead of helping her peers clean. Does that sound like anything you notice she does at home?”

## Step 4

- Have families help decide which strategies to include in the behavior intervention plan (based on the information obtained in Step 3).
- Get feedback from families on intervention strategies that are chosen by the team.
- Model intervention strategies for families or ask families to model intervention strategies for the classroom team.
- Make sure families have access to any resources needed to implement the plan (e.g., visuals, timer).
- Help families translate the behavior intervention plan into a plan that will work in the home setting to promote consistency.
- Let families who are unable to participate know what strategies were chosen, provide them with a copy of the behavior intervention plan if they would like to have one, and offer to meet with them to discuss the plan if they would ever like to do so.

## Step 5

- Share child progress with families!
- If changes need to be made to the behavior intervention plan, ask families for input.
- If families are implementing the behavior intervention plan, check in with them about how their progress is going. Offer suggestions and support when appropriate.

Dunlap, G., Wilson, K., Strain, P., & Lee, J. K. (2022). *Prevent-Teach-Reinforce for Young Children The Early Childhood Model of Individualized Positive Behavior Support, Second Edition*. Baltimore: Brookes Publishing.



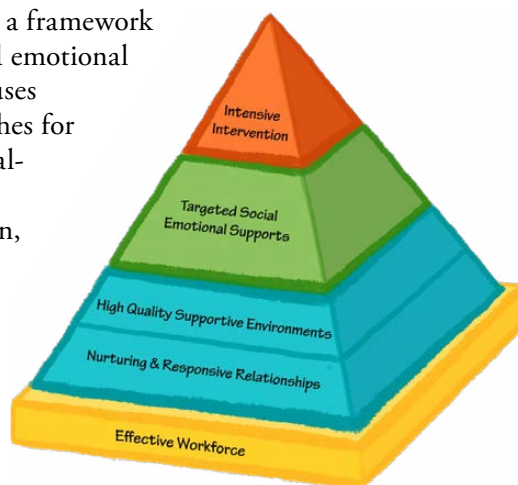




# What to Expect from the Prevent-Teach-Reinforce for Young Children (PTR-YC) Process

Jaclyn D. Joseph & Elizabeth A. Steed

As you know, our program implements the Pyramid Model, which is a framework of evidence-based practices for promoting young children's social and emotional competence. The Pyramid Model is a tiered model, so our program uses universal supports as well as more targeted or individualized approaches for children who need them. In our program, we use individualized social-emotional supports when children have more severe and persistent behavior that makes things like classroom transitions, communication, or making friends in the classroom difficult. *Prevent-Teach-Reinforce for Young Children* (PTR-YC; Dunlap, Wilson, Strain, & Lee, 2022) is what we use to provide this individualized support. We think your child may benefit from individualized social-emotional supports in our program. In collaboration with you, we would like to start the PTR-YC process. This document outlines how PTR-YC works and how you'll be involved. If you have any questions or concerns, please ask or let us know!



## Why would your child benefit from PTR-YC?

The goal of PTR-YC is to provide more support for your child so they are successful at our school. PTR-YC allows us to better understand exactly how your child is currently communicating their needs, what is challenging for your child, and what might help your child going forward. After completing the first steps in the PTR-YC process, your child will have an intervention plan that will provide guidance to your child's teachers and to you about strategies that will help prevent challenging behavior, teach new skills, and reinforce skills you'd like to see increased.

## What is PTR-YC?

PTR-YC is a team-based model of individualized positive behavior support. The team is made up of you, teachers, and anyone else who is currently supporting your child (e.g., occupational therapist, speech pathologist). The team will collaboratively go through a set of steps to end up with a plan to support your child's social-emotional competence. The plan, called a behavior intervention plan, will include strategies that:

- ▶ **Prevent** challenging behavior from occurring and promote the likelihood that your child will use other, more desirable behaviors, instead.
- ▶ **Teach** your child how to use more desirable behaviors in the classroom.
- ▶ **Reinforce** your child's use of more desirable behaviors so that they are more likely to keep using them.





## What is the PTR-YC process?



## What is your role as a family member in the PTR-YC process?

Family members play an important part in the PTR-YC process. You are an equal member of the PTR-YC team and are invited to participate in all steps of the PTR-YC process. Family members may attend meetings in person or contribute in other ways (e.g., video conferencing, phone calls, or providing input over email). Please let your child's teacher know what works best for you. Children are powerfully affected when everyone who cares for them is on the same page and working together. Please communicate to your child's teacher how (e.g., email, text, phone call) and to whom we should direct our updates.

## Can I use PTR-YC at home?

**Yes!** You and the rest of your team can come up with helpful strategies to use at home. Families sometimes find this helpful to address particular routines (e.g., getting ready for school, bathtime, bedtime) that are challenging at home. Please let your child's teacher or team know if you'd like to use PTR-YC at home.

Dunlap, G., Wilson, K., Strain, P., & Lee, J. K. (2022). *Prevent-Teach-Reinforce for Young Children The Early Childhood Model of Individualized Positive Behavior Support, Second Edition*. Baltimore: Brookes Publishing.



Overview of Prevent-Teach-Reinforce for Young Children  
Handout 2

For more information:  
[ChallengingBehavior.org](https://ChallengingBehavior.org)





# Prevent-Teach-Reinforce for Young Children Process and Forms

## Step 1: Teaming and Goal-Setting

### Must Use Forms:

- PTR-YC Goal Sheet

### Things to Accomplish:

- Assemble team that includes at least one family member
- Discuss long-term vision for child
- Develop short-term goals (that can be accomplished in about 2 months) for challenging behavior(s) to decrease and desirable behavior(s) to increase
- Create operational definitions for challenging behavior(s) and desirable behavior(s)

## Step 2: Data Collection

### Must Use Forms:

- PTR-YC Behavior Rating Scale

### Things to Accomplish:

- Determine when data will be collected (observation period)
- Develop data collection method by individualizing a behavior rating scale
- Discuss who will collect data, where data logs and graph will be stored, who is responsible for maintaining logs and graphs, and when/how often data will be reviewed and analyzed by the team

## Step 3: PTR-YC Assessment

### Must Use Forms:

- PTR-YC Functional Behavioral Assessment Checklist: Prevent
- PTR-YC Functional Behavioral Assessment Checklist: Teach
- PTR-YC Functional Behavioral Assessment Checklist: Reinforce
- PTR-YC Functional Behavioral Assessment Summary Table

### Things to Accomplish:

- Assess current use of classroom-wide Pyramid Model practices and identify any steps that need to be taken to improve them
- Complete the three PTR-YC Functional Behavioral Assessment (FBA) checklists

- Review the PTR-YC FBA checklists and summarize on the PTR-YC FBA Assessment Summary Table
- Develop hypothesis statement(s) regarding the perceived function of the child's challenging behavior

## Step 4: PTR-YC Intervention

### Must Use Forms:

- PTR-YC Menu of Intervention Strategies
- PTR-YC Behavior Intervention Plan Summary

### Things to Accomplish:

- Review the descriptions of intervention strategies (found in the appendices at the end of the PTR-YC manual)
- Decide on intervention strategies to implement
- Create behavior intervention plan by developing a task analysis of the strategies that are to be used when implementing the plan
- Complete the PTR-YC Intervention Plan Summary form
- Determine what training and ongoing support needs to be provided for classroom team members who are responsible for implementing the behavior intervention plan

## Step 5: Using Data and Next Steps

### Must Use Forms:

- PTR-YC Fidelity of Strategy Implementation

### Things to Accomplish:

- Continue implementing the behavior intervention plan and collecting data
- Review the data
- Make data-based decisions to continue implementing the plan as designed or to change aspects of the plan based on child success (e.g., fade behavior intervention plan supports) or child's continued need for more or different supports (e.g., determine whether or not elements of the plan need to be changed to more effectively support the child)

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