

ePyramid Infant Toddler 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.

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 Infant Toddler ePyramid Module Package. On the following page, you will see a more complete overview of the content of each module.

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- A Length of Videos, Lessons Appropriate to Each Role
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Overview of the ePyramid Infant Toddler Modules

MODULE	TIME
Infant Toddler Overview: Introduction to the Pyramid Model	2 hours
Content Includes: <ul style="list-style-type: none"> • Reflecting on Social Emotional learning • What we know about young children • Supporting each and every child • Pyramid Model overview and philosophy • Pyramid Model research • The research that provides evidence for the use of the Pyramid Model. 	
Infant Toddler Module 1: The Pyramid Model for Promoting Social-Emotional Competence	2 hours
Learning Objectives: <ul style="list-style-type: none"> • Explain the basic components of the Pyramid Model for Promoting Social-Emotional Competence. • Understand key terms and concepts, and recognize social-emotional development milestones. • Reflect on your role as a caregiver in supporting children's social-emotional growth and development. 	
Infant Toddler Module 2: Focusing on Relationships	3 hours
Learning Objectives: <ul style="list-style-type: none"> • Understand how attachments and relationships build over time. • Learn ways to grow relationships with children and families. • Understand the role of culture and risk factors on relationships. 	
Infant Toddler Module 3: Responsive Routines, Schedules, and Environments	3 hours
Learning Objectives: <ul style="list-style-type: none"> • Describe the importance of caregiving routines and identify strategies to support social-emotional development. • Identify key ways the physical environment can promote social-emotional development in infants and toddlers. • Support families in promoting routines and environments that promote social-emotional development of infants and toddlers. 	
Infant Toddler Module 4: Understanding Behavior	2 hours
Learning Objectives: <ul style="list-style-type: none"> • Recognize young children's behavior as a way of communicating and understand that all behavior has meaning. • Use a variety of strategies, including observation and self-reflection, to increase your capacity to support the social-emotional development of infants and toddlers. 	
Infant Toddler Module 5: Teaching About Feelings	2 hours
Learning Objectives: <ul style="list-style-type: none"> • Learn about emotional literacy and why it's important. • Identify strategies teachers can use to help identify emotions. • Learn how you can use real-life situations to teach about feelings. 	
Infant Toddler Module 6: Promoting Positive Peer Interactions	2 hours
Learning Objectives: <ul style="list-style-type: none"> • Learn how to facilitate positive peer interactions. • Learn how to support the development of social and friendship skills. 	

Overview of the ePyramid Modules

MODULE	TIME
Infant Toddler Module 7: Individualized Teaching	2 hours
Learning Objectives: <ul style="list-style-type: none">• Identify when a child might need individualized teaching (extra support) to learn social-emotional skills.• Identify what to teach.• Plan embedded learning opportunities.• Monitor the child's progress.	
Infant Toddler Module 8: Challenging Behavior	3 hours
Learning Objectives: <ul style="list-style-type: none">• Identify how we define challenging behavior in infants and toddlers.• Understand how implicit bias impacts how we respond to behavior.• Understand ways to gather information to help us better understand challenging behavior.• Understand behavior, meet children's needs, prevent challenging behavior, and teach children new replacement skills.• Understand the steps for developing an individualized behavior support plan.	



Using the Modules: Who and How

Decisions about how to use the modules may happen at a state, 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 Infant Toddler modules including the Introduction to the Pyramid Model:

- With all staff to launch a program-wide Pyramid Model initiative.
- For onboarding new staff.
- 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 ASSIGNMENTS
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 pages 7-8 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 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 checklist 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.

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 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, 6 months, and 4 months.

Sample A - Plan for completion of the ePyramid Modules over 9 months		TIME
July	<ul style="list-style-type: none">Recruit, train, and prepare leaders/coachesPlan for the yearEnsure that leaders have access to progress reports	
August	<ul style="list-style-type: none">Recruit and orient participantEnsure that all participants have user accounts and can access the course <i>Obtain feedback from participants after each session</i>	
September	Participants complete Introduction to the Pyramid Model	2 hours
October	Participants complete Module 1	2 hours
November	Participants complete Module 2	3 hours
December	Participants complete Module 3	3 hours
January	Participants complete Module 4	2 hours
February	Participants complete Module 5	2 hours
March	Participants complete Module 6	2 hours
April	Participants complete Module 7	2 hours
May	Participants complete Module 8	3 hours
June	Celebrate success <i>Obtain feedback from participants</i>	

Sample Timelines for Completion of the Modules (continued)

Sample B - Plan for completion of the ePyramid Modules over 6 months		TIME
August	<ul style="list-style-type: none"> Recruit, train, and prepare leaders/coaches Plan for the year Ensure that leaders have access to progress reports Recruit and orient participants Ensure that all participants have user accounts and can access the course <i>Obtain feedback from participants after each session</i>	
September	Participants complete Introduction to the Pyramid Model and Module 1	4 hours
October	Participants complete Module 2	3 hours
November	Participants complete Module 3	3 hours
December	Participants complete Module 4-5	4 hours
January	Participants complete Module 6-7	4 hours
February	Participants complete Module 8	3 hours
March	Celebrate success <i>Obtain feedback from participants</i>	

Sample C - Plan for completion of the ePyramid Modules over 4 months		TIME
August	<ul style="list-style-type: none"> Recruit, train, and prepare leaders/coaches Plan for the year Ensure that leaders have access to progress reports Recruit and orient participants Ensure that all participants have user accounts and can access the course Introduction to the Pyramid Model Module <i>Obtain feedback from participants after each session</i>	
September	Participants complete Module 1-2	5 hours
October	Participants complete Module 3-4	5 hours
November	Participants complete Module 5-6	4 hours
December	Participants complete Module 7-8	5 hours
December/ January	Celebrate success <i>Obtain feedback from participants</i>	

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 complete Modules independently, Learning Community meets 1x/month	
Week 1: Check in with all participants <ul style="list-style-type: none"> Review Progress Report Support each teacher in planning to complete assigned lessons for the month Follow up from last month 	Week 3: Check in with teachers E, F, G, H: <ul style="list-style-type: none"> Review action plan and assignments/projects Reflection/Feedback Determine any additional support needed
Week 2: Check in with teachers A, B, C, D: <ul style="list-style-type: none"> Review action plan and assignments/projects Reflection/Feedback Determine any additional support needed 	Week 4: Community of Practice meeting <i>(see sample agenda on pg 10.)</i>

Sample - Monthly Plan #2	
At this program, participants complete Modules together, Learning Community meets 2x/month	
Week 1: Learning Community Meeting <ul style="list-style-type: none"> Watch module (may need to break module up into sessions) + do assignments together Write action plans 	Week 3: Learning Community Meeting <ul style="list-style-type: none"> Watch module (may need to break module up into sessions) + do assignments together Write action plans
Week 2: Check in with all participants <ul style="list-style-type: none"> Review Progress Report Follow up on implementation of action plans Reflection/Feedback 	Week 4: Check in with all participants <ul style="list-style-type: none"> Review Progress Report Follow up on implementation of action plans Reflection/Feedback

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



Sample Learning Community Agendas

Learning Community meetings typically take place in person and are typically scheduled to last 1, 1 ½, or 2 hours. Depending upon the amount of time that the group has will determine the number of extension questions and reflections that will be covered. Adjust the presentations (if you are using Power Point) to adapt to the group.

First Meeting	Ongoing Meetings	Last Meeting
<ul style="list-style-type: none">• Welcome<ul style="list-style-type: none">– Meet the facilitator– Materials– Logistics (in person or online)<ul style="list-style-type: none">◦ Sign in◦ Verify everyone has access to the ePyramid Infant-Toddler Module training◦ Provide assistance; if needed• Getting Acquainted and Introductions• Key Resources (Websites)• Our Time Together (Meeting Routine)• Establish Meeting Agreements• Sharing and Reflection	<ul style="list-style-type: none">• Welcome• Reflection on the Content:<ul style="list-style-type: none">– What did you learn?– What new ideas did you get?• Show and Tell• Reflection on Implementation:<ul style="list-style-type: none">– What have you done to implement this content?– Success? Challenges?– What child responses have you noticed?	<ul style="list-style-type: none">• Celebrate successes and accomplishments• Plan for future implementation• Provide certificates• Collect feedback from teachers

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
<ul style="list-style-type: none">• 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?

Infant Toddler Module 1 - Extension Questions/Assignments

Session 1- Setting the Stage: Promoting Social-Emotional Competence

- What was the value of the “Getting to Know Yourself” Self-Regulation exercise?
- Who did you tell about the Pyramid Model? How did the conversation go?
- Do you have questions about implementation of the Pyramid Model here at our agency?
- Is there anything that you are nervous about, related to Pyramid Model implementation? Excited about?
- In what ways does the Pyramid Model relate to your role here at our agency?

Section 2 - Understanding Social-Emotional Development

- What have you continued to learn about related to social and emotional development and the brain? What has surprised you?
- What surprises you about brain development in infants and toddlers?
- Share with us how you understand and have been able to make connections between what you do (teaching, caregiving, coaching) and supporting a developing brain.
- What personal insights did you explore and gain following the Milestones Expectations activity? What questions did this activity raise for you?
 - How will you use the information gained from this activity to support your work with young children, families and co-workers?
 - How many of your expectations do you feel you are able to act on or support, regularly, in your work here at our agency?
- What are some activities and materials you provide for infants and toddlers to enhance their social-emotional development. For instance, forming relationships, expressing emotions, and exploring the environment?

Section 3: The Caregiver’s Role

- What is your greatest attribute as a caregiver to infants and toddlers?
- What did you think your work would be like in relation to supporting families’ social and emotional well-being?
- Which daily routine do you enjoy most during your day? Why? Which routine is most challenging? Why?
- How do you welcome families in your program? Share a picture or video from your classroom that is an example of how you help families feel understood, respected, and valued.

Suggested Assignments/Applications:

- 1.1 Tell someone about the Pyramid Model.
- 1.1 Explore the NCPMI website.
- 1.2 Share Developmental Continuum - Social-Emotional Development, post for families and staff.
- 1.3 Connect with a family member or colleague and share some strengths that they have related to supporting social-emotional development.

Infant Toddler Module 2: Extension Questions/Assignments

Section 1 - Setting the Stage: Focusing on Relationships

- What messages about relationships did you receive from your family or culture?
- Do you behave the same way (or differently) as adults who cared for you?

Section 2 - Attachment Relationships and Building Relationships with Children

- Share some examples of child behavior that noted the child had a secure base and attachment with a caregiver. If you took a video of this interaction, what would we see and hear?
- What are some strategies or activities to support healthy attachment with infants and toddlers in your care?
- Reflection on the questions you answered during the module: What are some of the responses or insights you had while going through the module?

Section 3 - Building Relationships with Families

- What are some of the ways you build new relationships with families?
- How often do you communicate directly with families each week? What are some ways you can increase these interactions?
- What might children and families believe about relationships because of their interactions and experiences with you?
- What impact did forming a close relationship with a family have on your relationship with a child? Can you share an example with me? What impact did this have on the parent-child relationship?
- What do you find to be the most challenging part about building relationships with families? What do you find is the most comfortable part?
- Share a time that you had a positive interaction with someone in a child's family. Why do you think this interaction went well?

Section 4 - Understanding Families: Cultural Influences

- Share what you observe and experience from the children and families in your care - how do they build relationships? Does it feel familiar or different based on how you build relationships?
- How are family and staff traditions and culture celebrated in the program that you work with?
- How are cultural differences handled in the agency that you work with?
- Are family culture and values considered in how program caregivers respond to children's (infants and toddlers) behaviors?
- What is an example on how family culture influenced a routine, activity, or expectations in your program?
- Share a time when a family and the program may have different perspectives or opinions related to discipline or positive guidance. Were there challenges? Were there solutions?
- How is your program supporting you in recognizing implicit bias? Do you feel supported or comfortable in having these conversations with other co-workers or administrators?
- Does your program have resources to provide communication and materials to families who may use a home language that is not English? What are these resources? Do all staff members know how to access these resources?
- How do you build and maintain relationships with co-workers?
- How is each child's family represented in the classroom? What are some additional ways families can be represented?

Section 5 - Understanding Families: Challenges and Strengths

- What are some risk factors that families may have in your community?
 - How does the program screen these possible risk factors?
 - Are there community or program resources that families can utilize if they are affected by risk factors?
- What are some protective factors impacting the families in your community?
 - How does the program help families in connecting with these resources?
- Have you explored the resources given in this training to help identify parental depression and strategies to use if you suspect mental health concerns? If so, what did you learn?
- What has been your greatest surprise in your work relationships so far (something you now know or accept about children, families, or others that you did not anticipate in your role)?

Suggested Assignments/Applications:

- Section 3: Create and share one goal-oriented relationship goal you have created with a family.
- Section 3: Relationships with families are essential in providing high quality early care and education. Talk about 3 things you do (or plan to do) to engage families.
- Section 4: Research community or other resources to help you and your agency support families who do not speak or read in English. What are those resources? Do you have experience accessing these resources?
- Section 4: Bring a list of community or agency resources available to help families who may be at risk or are experiencing a crisis. Share the resources with the group.
- Section 5: Explore the website PRISM. Name three resources from either website that would enhance your skills in building relationships with children, families, or co-workers.
- Section 5: Share one positive statement that you created at the end of Module 2. How will you communicate this message to children and families in your agency?

Infant Toddler Module 3: Extension Questions/Assignments

Section 1 - Setting the Stage: High Quality Supportive Environments

- Describe how the Pyramid Model helps caregivers set up high quality supportive environments. List 3 strategies that you learned in this section.

Section 2 - Responsive Schedules and Routines

- In your words, why are schedules and responsive routines so important to infants and toddlers? What ways do they support social-emotional development?
- What were some routines that you listed as important to you and how they affect your life?
- What system do you have in place to communicate about daily routines and activities with families and vice versa?
- What stands out after completing the Responsive Routines Activity? How will you use the information you gathered from this activity in your practice with infants and toddlers?
- How do you support infants and toddlers during responsive routines (e.g. drop off, diapering, meals, nap, etc.) when they show discomfort, sadness, or anger?

Section 3 - Transitions

- What is the most challenging transition in the setting you are working in? What is the smoothest transition? Explain why for both questions.
- Pick one transition, what strategies are you currently using to increase the likelihood of a smooth transition?
- List two transition strategies that you learned in this module that you are planning on implementing.
- What song, books, materials or activities would you recommend to help support transitions in very young children?
- Brainstorm how you would individualize transition strategies for a child who may need additional support.

Section 4 - Responsive Environments

- How do you observe and assess the social-emotional climate of your classroom? What thoughts or impressions did you have when reflecting on the social-emotional climate of your classroom or our agency?
- Can you provide examples of how you have fostered an environment that promotes positive messages for both children and adults, particularly in the areas of relationships, initiative, and self-regulation?
- Let's discuss how the environment at our agency supports your well-being. Is there anything else you would like to see considered? How about your own environment—are there any changes you might make to better support your well-being?
- Which area of your classroom do you find most inviting? What aspects of your classroom environment feel challenging?
- What is your process in planning and designing the physical environment for an infant room? Or a toddler room? What developmental and cultural considerations do you take into account? What are the desired outcomes for the children?
- Let's reflect on an infant or toddler already in our early care and learning environment. What signs can we observe that provide insight into their needs and desires within the environment?
- How do you know when the environment "works" for young children in your care? Their families? Yourself?

Wrap-Up and Reflection

- Let's also take some time to review the completed action plans you have worked on throughout Module 3. Is there a particular action plan you would like to share?
- What led you to choose this specific practice to implement?
- What was it like for you determining the action steps? This can be one of the hardest parts when developing an action plan.
- What were you looking for to help you determine and know when you met your goal? Was there specific data you were collecting? This is such an important part as it includes the results of your hard work and actions.
- What do you still need to add or change?

Infant Toddler Module 3: Extension Questions/Assignments *(continued)*

Possible Assignments/Applications:

- Section 1: Take or draw a picture of the early childhood care environment that you work in. List attributes within the environment that supports the growth of children's social-emotional development.
- Section 2: Create a tool or present the tool that you use to learn from a family what their routines look like at home including napping/sleep, feeding/meals, diapering/toileting, and play.
- Section 3: Provide some examples on how we can break down routines to increase predictability and assist children with transitioning from one activity to another.
- Section 3: Bring, show a photo, or explain the transition tool that you created. Explain how you came up with the idea and how you will or how you use the tool.
- Section 4: How do you create an environment so anyone (children, families, colleagues) who enters feels welcome and a sense of belonging? Please share photos or videos as examples.

Infant Toddler Module 4: Extension Questions/Assignments

Welcome

- Share the five things you have learned about the Pyramid Model.
 - What is the biggest change you have implemented since you began the ePyramid modules? What has been your biggest challenge?
 - What is the biggest change to your thoughts, ideas, or planned strategies since you began the ePyramid modules?
 - What strengths are in place at our agency and helping to support implementation of the Pyramid Model?
 - Are there barriers to implementing the Pyramid Model at our agency?

Section 1 - Setting the Stage: Behavior

- How do you consider the child's development, temperament, and family culture when addressing behaviors that are challenging?
- Were there any terms in this section that you would like to go over as a group?

Section 2 - Observation

- What are some strategies you have used to be sure that your observations of a child are objective rather than subjective?
- What tool have you found is most helpful for recording observations of a child in the early childhood care environment?
- What influences your approach to observations?
- What have you found is difficult about observing infants and toddlers?
- What are some of the ways you use your observations to support positive outcomes?
- What did you learn about temperament?
- Would you like to share the Temperament Continuum you completed?
 - Your temperament style?
 - A child's?
- When thinking about a young child whose behavior you find challenging, do you think there are temperament traits that are a part of what feels challenging to you?

Section 3 - Learning From Families

- How have you involved families in recording or providing information about their child's behaviors at home or in their community?
- How does your agency elicit family input, sharing, and suggestions about their child's behavior?
- List 3 ways you can introduce a conversation with a family about your observations of their child's behavior in the early childhood care setting. For instance, "I am wondering..."

Infant Toddler Module 3: Extension Questions/Assignments *(continued)*

Section 4 - Cues of Young Children

- What did you find most helpful about this section and the Engagement and Disengagement Cues: Activity?
- Have you worked with a child that you had a difficult time reading their cues? How did you modify your practice to support the child in accessing their wants and needs?

Section 5: Development and Challenges

- Did you explore the CDC's Learn the Signs or the CDC's Developmental Milestones website? If so, what were some of your takeaways?
- Do you have an example to share when the expectations of the children's behavior did not match their developmental milestones?

Section 6: Examining Our Reactions

- Which behaviors did you identify that press your 'hot button'?
 - What are some of your emotional responses you listed?
 - Which emotions do you experience most often and what do you notice about these responses? What purpose do they serve?
- What did you notice and learn after examining your hot button behaviors?
- What new strategy did you try in response to your hot button(s) being pushed?
 - How did it feel?
 - What did you notice?
- Have you been able to practice "reframing thoughts"? If so, what have you noticed about reframing thoughts?

Section 7: Responding to Challenges

- What are some ways you try to better understand and respond to a young child(ren)? Have you noticed any changes in your behavior since completing this module? If so, what have you noticed?
- Understanding the developmental level of the child and the context of the behavior are two ways in knowing how to respond to the behaviors that are challenging. How has this information helped you learn "why" a behavior may have occurred?
- What are some strategies you have used to help prevent challenging behaviors in the classroom?
- How can you see Scripted Stories being used in a toddler classroom or with a toddler individually? Do you have experience writing or using a Scripted Story? Please share an example.
- If you were to use one word to describe your biggest takeaway from this module, what would it be?

Possible Assignments/Applications:

- Section 2: Complete a temperament scale for yourself as well as a child in your care.
- Section 5: Go to the CDC Website and explore CDC's Learn the Signs or the CDC's Developmental Milestones
- Section 6: Create a list of a few strategies that you and your co-workers will use to address hot buttons; include one that is related to reframing your thoughts.
- Section 7: Create a scripted story which would be appropriate for an infant or toddler. Share the story with the group.

Infant Toddler Module 5: Extension Questions/Assignments

Section 1 - Setting the Stage: What We Know About Emotional Literacy

- Which goal did you work on since the last Community of Practice?
 - What went well? And what additional support is needed to implement the action plan?
 - What was the biggest success? What was the biggest challenge?
- Are there topics that you would like to know more about or resources that you might need to help you implement what you have been learning?
Emotional Literacy

Infant Toddler Module 5: Extension Questions/Assignments *(continued)*

Section 2 - Developing Emotional Literacy & Strategies to Teach About Feelings

- Which feeling words did you identify as important to teach infants or toddlers to? How did you decide on these words?
- What materials and activities do you plan on using in your classroom to teach infants or toddlers emotions; how to recognize their own emotions, and others?
- Which children's book did you choose to read to the infants or toddlers in your care?
 - Why did you choose this book?
 - What way(s) did you use this book with children to help enhance emotional literacy?
 - What will you do next?

Possible Assignments/Applications:

- Section 2: Practice saying "emotion words" during the day, to note how you are feeling as well as label how a child may be feeling.
- Section 2: Explore the NCPMI Booklist on the website. Locate one book that you would like to share with the children and families in your classroom. Why did you choose this book and how will it support emotional literacy?
- Section 2: On the NCPMI website locate a Book Nook. Read the Book Nook and think of how this tool can be helpful in learning how to use books to teach emotional literacy and social skills.

Infant Toddler Module 6: Extension Questions/Assignments

Section 1 Setting the Stage - Promoting Positive Peer Interactions with the Pyramid Model

- What 'support systems' are in place in your classroom or agency to help you implement the skills and strategies that you have already learned during this course? For instance, coaching, mental health consultation, reflective consultation, staff wellness activities, and professional development.
- At this point do you have a greater understanding of what the Pyramid Model is? Do you have any questions or need more clarification?

Section 2 - Developing Social and Friendship Skills

- How may you use the Progression of Play Skills to teach and support infant and toddler play?
- List 3 activities that you have used to promote peer to peer interactions with infants or toddlers?
- What have you found to be most challenging when teaching very young children play and social?

Section 3 - Facilitating Positive Peer Interactions

- How can you model and encourage empathy in your interactions with infants and toddlers to help them develop an understanding of others' feelings and needs?
- Assess the physical environment for spaces where two or more children can engage in side-by-side activities, with adults able to sit nearby for supervision. Which area in your classroom supports this?
- Review the daily schedule to find multiple opportunities to develop play skills each day.
 - Which daily routines led to more social opportunities? Refer to your completed Classroom Environment and Peer Interaction handout.
 - How can routines support the promotion and support of peer to peer interactions?
- What materials and equipment are in the classroom and outside play areas that allow and encourage two or more children to interact?
- What types of social behaviors can you model for the children in your care?
- How can you provide positive verbal support for playing together and helping each other? How will this look for younger infants? Or older toddlers?
- Let's discuss turn taking and sharing. What were your takeaways from the module training content?
- What are turn taking games that you play with infants and toddlers?

(continued)

Infant Toddler Module 6: Extension Questions/Assignments *(continued)*

Section 3 - Facilitating Positive Peer Interactions *(continued)*

- How do you incorporate family and cultural considerations related to turn-taking and sharing?
- Reflections from the training:
 - Are there instances in your class where you practice the skill of sharing?
 - How might the perspective of the family and your approach to teaching sharing impact the children in your care?
 - How might the way you teach the beginning of sharing skills change if a toddler has experienced trauma or adversity in their young life

Wrap-Up and Reflection

- While reflecting and completing the module checklist, what are some ways you will change your practice to promote friendship and social skills with infants and toddlers?

Possible Assignments/Applications:

- Section 2: List 3 activities that you have used to promote peer to peer interactions with infants or toddlers. Share photos, videos, or examples.
- Section 3: Evaluate the physical environment. Create spaces for two or more children to enjoy side-by-side activity and for adults to be seated close by, for supervision. Share photos or videos if available.
- Section 3: Complete the Classroom Environment and Peer Interaction handout using the age group that you primary care for.
- Ensure that the daily schedule and routines includes small groups and planned opportunities for children to interact with one another.
- Which daily routines led to more social opportunities?
- How can routines support the promotion and support of peer-to-peer interactions through planned opportunities?
- Optional: share photos, videos, or examples

Infant Toddler Module 7: Extension Questions/Assignments

Section 1 - Welcome and Setting the Stage - Individualized Teaching

- Have you tried any of the strategies that you wrote down from previous training?
- Share one success story related to teaching emotions or friendship skills.
- Set an intention for our time today.
 - What questions do you have related to the content that you have learned in the module?
 - What is one skill or strategy you would like to learn?

Section 2 - Identifying What to Teach

- What universal screening tool do you and your agency use?
 - Is there a tool you use to determine social-emotional intervention goals?
 - How often are they used?
 - What is the response if there is an indication that further assessment or intervention is recommended?
- How are families included in this process? Name some strategies, tips and tools you learned in this module and previous modules when partnering with families.

Section 3 - Developing a Plan

- Creating a plan for a child includes, what, who, when and how to teach was reviewed in this module. Practice using the Individualized Teaching Plan template as a group. Support one another in completing the tool.
- How can you ensure that there are multiple opportunities for the child to practice new skills? Think about activity-based learning through child directed, routines, and planned activities.
- What questions do you have related to using helping and developmentally appropriate prompting to teach young children new skills? What is your experience in using most-to-least or least-to-most prompting?

Infant Toddler Module 7: Extension Questions/Assignments *(continued)*

Section 4 - Implementing the Plan

- Share your experience with implementing individualized teaching plans.
 - Who created the plan?
 - Was the family included?
 - When was the plan implemented during the day?
 - Was data collected?
- Reflect on the Individualized Teaching Plan activity.
 - What worked? What was challenging?
 - How did you like using the template?
 - Would this tool be helpful to use in your classroom and agency?
 - What support do you need to be successful in using this tool?

Possible Assignments/Applications:

- Section 2: If your agency uses a social-emotional universal screening tool for infants and toddlers please share a score sheet or part of the tool with the group. Share with the group your experience using the tool, when and how it is used, and do families also complete the screening tool?
- Section 4: Practice and complete the Individualized Teaching Plan handout using the second Case Study activity in the module. Be prepared to share completed forms and reflect with the group; ask questions, receive and give support to others.

Infant Toddler Module 8: Extension Questions/Assignments

Section 1 - Welcome and Setting the Stage - Challenging Behavior

- Is there a comprehensive program-wide system in place for addressing challenging behavior?
- If there is, does it work? If there isn't, or if it doesn't work, what role can you play in refining or developing a system?
- Do you take a team approach to intensive intervention? Who writes the plan? Who implements it? How do you know if the plan is working or not working?
- How do you differentiate if a challenging behavior is developmental or may need individualized intervention?
- How do our beliefs and values affect our interpretation of a child's behavior?
- What were some of your thoughts and reflections from the Gilliam Bias Experiment?
 - Do you consider the child's family and environment when you identify a challenging behavior?
 - Have you ever caught yourself responding differently to two children with the same challenging behavior?
 - Have you considered where your behavior expectations come from?
 - Is your approach to behavior different or similar to how you were raised?
- What are some ways you respond to child behaviors that may be challenging? Ask yourself the following:
 - Do I respond the same way with each and every child?
 - Did I expect the child to be challenging?
 - When is my response different?
 - How am I feeling?
- How has trauma affected children in your care? How has it affected you?
- Create a list of community resources that are available to children, families, and caregivers related to mental health and addressing trauma. Share the resources with the group.
- Share at least three factors that affect a child's behavior.
- How can you get more information about possible factors that affect the behavior of a child you work with?

Section 2 - Identifying Challenging Behavior

- What insights did you gain from considering the perspective of a child? How about when you considered the perspective of another adult?
- Which children come to mind when you think of acting out behaviors? What children come to mind when you think of withdrawing behaviors? How about a combination of externalizing and internalizing behaviors? *Please refrain from sharing names of children and families.

(continued)

Section 2 - Identifying Challenging Behavior *(continued)*

- How have you approached families when there is a challenging situation or behavior occurring with their child in your classroom? What has worked? What didn't work?
- How can building relationships and communicating with families help us learn more about the child and to help understand the function of the child's behavior?
- What are some basic needs infants and toddlers might need to feel safe to engage, learn, form relationships, and explore? What are some ways this is ensured at the agency and within the home?
- What are the two functions of behavior? (avoid/escape or access/obtain) What are some questions that you can ask yourself when a behavior that is challenging occurs to help determine what the child may need or want?

Section 3 - Responding to Challenging Behavior

- What are some universal, prevention or proactive strategies to help reduce behaviors that are challenging for very young children? As a group make a list for infants and toddlers.
- Take time to reflect on each step of creating a behavior support plan for a young child. For each step we will discuss strengths your team has, in addition we will note possible barriers and solutions.
 - Establish a Collaborative Team
 - Gather Information (Functional Behavior Assessment)
 - Develop a Hypothesis
 - Design a Behavior Support Plan
 - Implement, Monitor, and Refine the Plan
- What data collection tools have you used in the past? What data collection tool did you learn about during this training? How could you see this tool being helpful to learn more about the child's behavior?
- How do we determine what "new skill" or "replacement behavior" to teach the child? How should we respond when the child uses that skill or behavior? What should our response be to the previous behavior the child was using?
- List some ideas on how we can support families when we create a behavior support plan in the classroom.
- What support do you need from the program so that you can work with families to gather information about a child's behavior?

Wrap-Up and Reflection

- Reflect on your experiences with challenging behaviors in infants and toddlers. Considering what you have learned throughout this training, how have your perspectives shifted from the beginning to the end?
- Gather the Practice Implementation Checklists from each module. Create a comprehensive action plan based on universal strategies and priorities.
- Create an accountability plan with the group on when goals will be reviewed and updated; including how accomplished goals will be celebrated.
 - For instance: Review the completed action plans you have worked on throughout this course. Choose one of your action plans and show me 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 explanation of how the children responded to what you tried. You should include the result of your actions:
 - What happened when you implemented the plan?
 - What do you still need to change or add?

Resources to Support Implementation

- **Pyramid Model Consortium** <https://www.pyramidmodel.org/>
- **National Center for Pyramid Model Innovations** <https://challengingbehavior.org/>
- **PRISM** <https://prism.ku.edu/>
- **Center of Excellence for Infant & Early Mental Health Consultation** <https://www.iecmhc.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 Roles



ePyramid Modules/Sections Appropriate for Various Roles

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.

Module 1 – The Pyramid Model for Promoting Social Emotional Competence S A T B

Welcome - Getting to Know Yourself

- Learning Objectives and PDF's
- Welcome
- Self-Reflection
- Definitions
- Understanding the Pyramid Model

Understanding Social-Emotional Development

- Defining Social-Emotional Development?
- The Developing Brain - Essential Needs
- Knowing Social-Emotional Needs
- The Developmental Continuum
- Key Skills Needed for School

The Caregiver's Role

- How Do Caregivers Support Social Emotional Development?
- Supporting Self-Regulation

Wrap-Up and Reflection

- Conclusion
- Module 1 Knowledge Check

Module 2 –Focusing on Relationships S A T B

- Learning Objectives and PDF's
- Welcome

Setting the Stage: Relationships

- What are Relationships?
- Reflecting on Relationships?

Section 1: Forming and Sustaining Relationships with Young Children and Families

Attachment Relationships

- Attachment Relationships Introduction
- Attachment Relationships
- Observation: Supporting Attachment
- Activity: Attachment Relationships
- Attachment Relationships: 3 Observations
- Attachment Relationships: Observation 4
- Activity: What Do Your Relationships Look Like?
- Strategies to Build a Secure Relationship with a Very Young Child
- Activity: Checklist - Enhancing My Relationships

Appendix A

ePyramid Lessons Appropriate for Various Roles (continued)

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

Module 2 –Focusing on Relationships (continued)

Section 2: Building Relationships with Families

- Building Relationships with Families
- Positive Goal-Oriented Relationships
- Supporting the Family-Child Relationships
- Celebrating Families in the Classroom
- Observation: Family Books
- Strategies for Building Relationships with Families

Section 3: Understanding Families: Cultural Influences

- Understanding Families: Cultural Influences
- How Culture Influences Caregiver Behavior
- Age Expectations for Feeding Milestones
- Implicit Bias
- Implicit Bias: Reflection
- Cultural Influences
- Strategies for Supporting Cultural Influences

Understanding Families: Challenges and Strengths

- Understanding Families: Challenges and Strengths
- Possible Risk Factors Affecting Families
- Possible Protective Factors Affecting Children and Families
- Parental or Family Depression
- Parental or Family Depression: What Caregivers Can Do

Wrap-Up and Reflection

- Practice Implementation Checklist
- Essential Positive Messages Activity
- Major Messages to Take Home
- Module 2 Knowledge Check

Module 3 – Responsive Routines, Schedules, and Environments SATB

- Learning Objectives and PDF's
- Welcome

Setting the Stage: High Quality Supportive Environments

- Reviewing the Pyramid Model
- Revisiting the Definition of Social-Emotional Development
- The Terms We Will Use

Responsive Schedules and Routines

- Responsive Schedules and Routines
- How Schedules and Routines Support Social-Emotional Development
- Using Routines to Support Social-Emotional Development
- Routines: Sharing Information with Family
- Activity: Responsive Routines
- Observation: Care Routines
- Strategies to Support Routines for Infants and Toddlers

Appendix A

ePyramid Lessons Appropriate for Various Roles (continued)

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

Module 3 – Responsive Routines, Schedules, and Environments (continued)

Transitions

- Using Transitions to Support Social-Emotional Development
- Observation: Toddler Greetings
- Strategies to Support Greeting and Goodbyes
- Observation: Infant Transitions
- Observation: Toddler Transitions
- Activity: Planning for Transitions
- Strategies to Support Transitions Throughout the Day

Responsive Environments

- Creating Responsive Environments
- Creating Responsive Environments: Reflection
- Environmental Elements to Consider

Wrap-Up and Reflection

- Wrap-Up and Reflection
- Module 3 Knowledge Check

Module 4 – Understanding Behavior **S A T B**

- Learning Objectives and PDF's
- Welcome

Setting the Stage: Understanding Behavior

- Understanding Behavior and Definitions

Observation

- Observation
- Observation Activity
- Temperament - A Continuum of Traits

Learning From Families

- Learning From Families
- Encourage Input and Sharing

Cues of Young Children

- Cues of Young Children
- Engagement and Disengagement Cues: Activity
- Responding to Cues

Development and Challenges

- Development and Challenges
- Development's Influence on Challenges
- Challenging Scenarios Reflection
- Challenging Situations with a 9-month-old

Examining Our Reactions

- Examining Our Reactions
- Emotional Reactions
- Examining Our Feelings
- Noticing and Challenging Our Thoughts
- Activity: Reframing Behavior
- Strategies for Reframing

Appendix A

ePyramid Lessons Appropriate for Various Roles (continued)

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

Module 4 Understanding Behavior (continued)

Responding to Challenges

- Responding to Challenges
- Responding to Classroom Challenges
- Responding to Challenging Behaviors
- Understanding Guides Our Response
- Strategies that Support Toddlers
- Scripted Stories

Wrap-Up and Reflection

- Self-Reflection
- Major Messages to Take Home
- Module 4 Knowledge Check

Module 5 – Teaching About Feelings **A T B**

- Learning Objectives and PDF's
- Welcome

Setting the Stage: What We Know About Emotional Literacy

- The Pyramid Model
- What is Emotional Literacy?

Developing Emotional Literacy

- How Does Emotional Literacy Develop?
- Infant Talk: Observation
- Talking About Feelings

Strategies to Teach About Feelings

- Strategies to Teach About Feelings
- Feelings Chart
- Teaching Emotions at Circle
- Strategies for Group Settings
- Providing Emotional Support
- Teaching Tools
- Teaching With Puppets
- Model Positive Relationships
- Using Books to Teach About Feelings

Wrap-Up and Reflection

- Wrap-Up
- Module 5 Knowledge Check

Module 6 – Promoting Positive Peer Interactions **A T B**

- Learning Objectives and PDF's
- Welcome

Setting the Stage: Promoting Positive Peer Interactions

- Pyramid Model

Appendix A

ePyramid Lessons Appropriate for Various Roles (continued)

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

Module 6 – Promoting Positive Peer Interactions (continued)

Developing Social and Friendship Skills

- Developing Social and Friendship Skills
- Infant Play Model
- Progression of Play Skills
- Modeling Social Play Skills
- What are Friendship Skills?

Facilitating Positive Peer Interactions

- Why is it Important to Support Positive Peer Interactions?
- Friendship Skills: Setting Up the Environment
- Friendship Skills: Promoting Development
- Friendship Skills: Turn-Taking and Sharing
- Sharing: Cultural Considerations
- Taking Turns
- Toddler Peer Interaction
- Infant Peer Interaction
- Positive Peer Interactions
- Environment and Peer Interaction

Wrap-Up and Reflection

- Wrap-Up
- Module 6 Knowledge Check

Module 7 – Individualizing Teaching A T B

- Learning Objectives and PDF's
- Welcome

Setting the Stage: Individualizing Teaching

- Definition of Social-Emotional Development
- The Pyramid Model for Promoting Social-Emotional Development

Identifying What to Teach

- The Individualized Teaching Process
- Using Universal Screening Tools to Help Set Goals
- Identifying Skills to Target: Case Study

Developing a Plan

- What, Who, and When to Teach
- How to Teach
- Using Helping Prompts
- Developing a Plan: What Should Be Done?

Implementing the Plan

- Implementing the Plan
- Implementing the Plan: Observation and Reflection

Wrap-Up and Reflection

- Wrap-Up
- Module 7 Knowledge Check

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

Module 8 – Challenging Behavior **A T B**

- Learning Objectives and PDF's
- Welcome

Setting the Stage: Challenging Behavior

- What is Challenging Behavior?
- The Pyramid Model
- Developmentally Expected Behaviors
- Teacher, Culture, and Behavior
- Reflections on Perspective
- Reflections on Regulation
- Gilliam Bias Experiment
- Identify When and How to Respond
- Trauma and Challenging Behavior
- Trauma and Challenging Behavior: What Can You Do?

Identifying Challenging Behavior

- Emotions and Behaviors of Young Children
- Continuum of Emotional Expression
- Observation: Externalizing and Internalizing Behaviors
- Activity: Identifying Behaviors
- Behavior is Communicating
- Reasons for Challenging Behavior
- Iceberg Example: Infant
- What is Influencing the Behavior?
- Behavior is Communication
- Purpose of Infant Behaviors
- Purpose of Toddler Behaviors

Responding to Challenging Behavior

- How We Respond to Challenging Behavior
- New Way: Be Proactive
- Developing a Support Plan: Step 1
- Developing a Support Plan: Step 2
- ABC Chart
- Biting Observation
- Questions to Ask About the Meaning of Behavior
- Developing a Support Plan: Step 3
- Helping Ryan Observation
- Developing a Support Plan: Step 4
- Supporting the Family
- Developing a Support Plan: Step 5

Wrap-Up and Reflection

- Major Message to Take Home
- Module 8 Knowledge Check

Appendix B

List of Assignments/Priority Activities



THE
PYRAMID MODEL
CONSORTIUM

Supporting Early Childhood PBIS



List of Assignments/Priority Activities

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.

<h3>Introduction to the Pyramid Model</h3> <p>Reflect</p> <ul style="list-style-type: none"> <input type="checkbox"/> On what it means for young children to have a strong foundation and develop social-emotional skills early in life <input type="checkbox"/> One ways you are supported and ways you support yourself as part of an Effective Workforce <p>Learn</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Introduction to the Pyramid Model <input type="checkbox"/> Reflect and journal on: <ul style="list-style-type: none"> • your own reactions to children's behavior • the meaning of children's behavior • what it would mean to you to use an equity mindset <input type="checkbox"/> Explore the National Center for Pyramid Model Innovations website <p>Check and Do</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the Knowledge Check <input type="checkbox"/> Download and print the Action Plan form <input type="checkbox"/> Complete selected Assignments/Applications
<h3>Checklist for Module 1 - The Pyramid Model for Promoting Social-Emotional Competence</h3> <p>Section 1 Setting the Stage Section 2 Understanding Social Emotional Development Section 3 The Caregiver's Role</p> <p>Reflect</p> <ul style="list-style-type: none"> <input type="checkbox"/> What does Social-Emotional Competence mean to you? <input type="checkbox"/> What are some thoughts and reflections from the Implementing the Pyramid Model video? <input type="checkbox"/> Do you have questions about implementation of the Pyramid Model here at our agency? <p>Learn</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete ePyramid Module 1 <input type="checkbox"/> Complete "Getting to Know Yourself" handout <input type="checkbox"/> Set a goal on learning more about the developing brain. Suggestion: watch Brain Power: From Neurons to Networks. <input type="checkbox"/> Read and highlight what stands out to you in the handout, "Definition of Social Emotional Development." <p>Check and Do</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Module 1 Practice Implementation Checklist <input type="checkbox"/> Complete Module 1 Knowledge Check <input type="checkbox"/> Tell someone about the Pyramid Model <input type="checkbox"/> Share Developmental Continuum - Social-Emotional Development, post for families and staff <input type="checkbox"/> Connect with a family member or colleague and share some strengths that they have related to supporting social-emotional development.

Appendix B

List of Assignments/Priority Activities (continued)

Checklist for Module 2 - Focusing on Relationships

Part I

Section 1 - Setting the Stage: Focusing on Relationships

Section 2 - Attachment Relationships and Building Relationships with Children

Reflect

- ☐ Who is someone that made a positive impact in your life when you were a very young child? What characteristics did they have? How did they interact with you that made you feel special?
 - Do you have any of these qualities or characteristics with children you care for?

Learn

- ☐ Complete ePyramid Module 2: Part 1
- ☐ Complete the Attachment Relationships Activity
- ☐ Complete “What Do Your Relationships Look Like?” Activity
- ☐ Review and implement all of the Strategies to Build Secure Relationships with Infants and Toddlers. Select one strategy that you would like to improve.

Check and Do

- ☐ Complete Module 2 Part 1- Practice Implementation Checklist

Part II

Section 2.4 - Understanding Families: Cultural Influences

Section 2:5 - Understanding Families: Challenges and Strengths

Reflect

- ☐ On progress made based on the Action Plan created from last meeting
- ☐ How do you get to know families of the children that you care for?
- ☐ How are families celebrated in your classroom and agency?
- ☐ Reflect on how you have honored families' culture and values, and how it has influenced the care you give to their child(ren).

Learn

- ☐ Complete ePyramid Module 2: Part 2
- ☐ Learn how to create a positive goal-oriented relationship with families
- ☐ Learn how to celebrate families of children you care for.
- ☐ Gain ideas and strategies on how to build positive relationships with families
- ☐ Learn more about the ePyramid Culturally Responsive Practices to Reduce Implicit Bias, Disproportionality, Suspension & Expulsion training.
- ☐ Receive strategies for supporting cultural influences and competency
- ☐ Explore the Family Connections: A Mental Health Consultation Model website
- ☐ Complete the Essential Positive Messages Activity

Check and Do

- ☐ Complete Module 2 Part 2 - Practice Implementation Checklist
- ☐ Complete Module 2 Knowledge Check

Checklist for Module 3 - Responsive Routines, Schedules, and Environments

Reflect

- ☐ On progress made based on the Action Plan created from last meeting
- ☐ Share the five things you have learned about the Pyramid Model.
 - What is the biggest change you have implemented since you began the ePyramid modules? What has been your biggest challenge?
 - What is the biggest change to your thoughts, ideas, or planned strategies since you began the ePyramid modules?
 - What strengths are in place at our agency and helping to support implementation of the Pyramid Model?
 - Are there barriers to implementing the Pyramid Model at our agency?

Appendix B

List of Assignments/Priority Activities (continued)

(continued)

- ☐ In your words, why are schedules and responsive routines so important to infants and toddlers? What ways do they support social-emotional development?
- ☐ How do you know when the environment “works” for young children in your care? Their families? Yourself?

Learn

- ☐ **Complete ePyramid Module 3**
- ☐ Gain a greater understanding of Social-Emotional Development in very young children
- ☐ **Learn how to create a responsive routines (infants and toddlers) and flexible schedules (toddler)**
- ☐ Complete the “Responsive Routine Inventory” Activity
- ☐ Learn developmentally appropriate transition strategies for very young children
- ☐ **Complete “Planning for Transitions” Activity**
- ☐ Create your plan for the improvement of the social-emotional environment, using the “Infant and Toddler Environment Planning” handout

Check and Do

- ☐ **Complete Module 3 Practice Implementation Checklist**
- ☐ **Complete Module 3 Knowledge Check**

Checklist for Module 4 - Understanding Behavior

Reflect

- ☐ On progress made based on the Action Plan created from last meeting

Learn

- ☐ **Complete ePyramid Module 4**
- ☐ Gain an understanding of behavior and definitions
- ☐ **Complete Observation Activity**
- ☐ **Complete Temperament Activity**
- ☐ Use the Communicating with Families: 3 Key Steps to increase comfort with sharing and learning from families.
- ☐ Explore the CDC’s Learn the Signs or the CDC’s Developmental Milestones website
- ☐ Engagement and Disengagement Cues: Activity
- ☐ **Complete “Examining Our Reactions” and “Reframing Activities”**
- ☐ Learn how to write a Scripted Story

Check and Do

- ☐ **Complete Module 4 Practice Implementation Checklist**
- ☐ **Complete Module 4 Knowledge Check**

Checklist for Module 5 - Teaching About Feelings

Reflect

- ☐ On progress made based on the Action Plan created from last meeting
- ☐ How are you feeling?

Learn

- ☐ **Complete ePyramid Module 5**
- ☐ Emotional Literacy and how to develop these skills
- ☐ How to teach Emotional Literacy to infants and toddlers.
- ☐ Teaching Tools to support teaching emotions and feeling
- ☐ Explore the NCPMI Booklist on the website and Book Nooks. Locate one book that you would like to share with the group.

Check and Do

- ☐ **Complete Module 5 Practice Implementation Checklist**
- ☐ **Complete Module 5 Knowledge Check**

Appendix B

List of Assignments/Priority Activities (continued)

Checklist for Module 6 - Promoting Positive Peer Interactions

Reflect

- ☐ On progress made based on the Action Plan created from last meeting
- ☐ While reflecting and completing the module checklist, what are some ways you will change your practice to promote friendship and social skills with infants and toddlers?

Learn

- ☐ **Complete ePyramid Module 6**
- ☐ Review the Pyramid Model framework and the definition of social-emotional development.
- ☐ Learn Development of Play Skills for Infants and Toddlers (handout).
- ☐ Understanding Friendship Skills and its importance in development.
- ☐ Learn how to set up the environment and routines to promote social interactions.
- ☐ Evaluate the physical environment. Create spaces for two or more children to enjoy side-by-side activity and for adults to be seated close by, for supervision.
- ☐ Ensure that the daily schedule and routines includes small groups and planned opportunities for children to interact with one another.
- ☐ How culture influences a child's social behavior and peer interactions.
- ☐ Reflect on turn-taking, sharing, and how a child's development and experience may impact these skills.
- ☐ **Complete the "Classroom Environment and Peer Interaction" handout.**

Check and Do

- ☐ **Complete Module 6 Practice Implementation Checklist**
- ☐ **Complete Module 6 Knowledge Check**

Checklist for Module 7 - Individualized Teaching

Reflect

- ☐ On progress made based on the Action Plan created from last meeting
- ☐ Have you tried any of the strategies that you wrote down from previous training?
- ☐ Share one success story related to teaching emotions or friendship skills.
- ☐ On what you do in your classroom or agency when you observe an infant or toddler who may need individualized teaching or support.

Learn

- ☐ **Complete ePyramid Module 7**
- ☐ Using universal screening tools to identify what to teach. Review the universal screening tools provided in the module; SEAM, DECA, and ITSEA.
- ☐ **Practice planning how to individualize instruction with the Case Study (Haley and Ryan) provided in the module. Fill out the Individualized Teaching Plan template.**
- ☐ Practice and complete the Individualized Teaching Plan template using the second Case Study activity in the module. Be prepared to reflect with the group; ask questions, receive and give support to others.

Check and Do

- ☐ **Complete Module 7 Practice Implementation Checklist**
- ☐ **Complete Module 7 Knowledge Check**

Checklist for Module 8 - Challenging Behavior

Reflect

- ☐ On progress made based on the Action Plan created from last meeting
- ☐ On your relationship with families and how those affect your ability to discuss concerning behavior.
- ☐ Plan three ideas to use in the next few weeks to continue developing strong relationships with families.
- ☐ On shifts in your thinking about challenging behavior

Appendix B

List of Assignments/Priority Activities (continued)

(continued)

- ☐ On internalizing and externalizing behaviors, you have noticed
- ☐ On your thinking about form and function of behavior
- ☐ On your emotional responses to challenging behavior

Learn

- ☐ **Complete ePyramid Module 8**
- ☐ Study and understand the developmentally expected behaviors.
- ☐ How to examine Implicit Biases.
- ☐ Read the 'resources' related to trauma throughout the course.
- ☐ Create a list of community resources that are available to children, families, and caregivers related to mental health and addressing trauma. Share the resources with the group.
- ☐ **Complete the "Identifying Behaviors Activity" handout**
- ☐ **Complete "Iceberg Activity" handout**
- ☐ Practice recording behavior data using an ABC form.
- ☐ The steps in creating a behavior support plan for a very young child.
- ☐ **Complete the Developing a Behavior Plan activity (using Ryan's Scenario).**
- ☐ Explore Prevent Teach Reinforce for Young Children (PTR-YC) and Prevent Teach Reinforce for Families (PTR-F). Consider enrolling in the ePyramid online training and purchasing the manuals.

Check and Do

- ☐ **Complete Module 8 Practice Implementation Checklist**
- ☐ **Complete Module 8 Knowledge Check**
- ☐ **Complete CoP Evaluation**
- ☐ **Gather the Practice Implementation Checklists from each module. Create a comprehensive action plan based on universal strategies and priorities.**
- ☐ **Create an accountability plan with the group on when goals will be reviewed and updated; including how accomplished goals will be celebrated.**

Appendix C

Action Planning



Appendix C

Action Planning

There are three forms that can help create an action plan for implementation.

1. **Coach Action Plan Goals Planning** - This document can be used to collect information regarding strengths, needs, and preferences on skills that the teacher and teaching team can work on implementing in the classroom.
2. **Guided Action Plan Template** - Template Option A
3. **Action Plan Template** - Template Option B

Either **one** of these template options can be used to create an action plan.

A Pyramid Model coaching action plan template provides a structured approach for supporting early childhood educators and programs in implementing the Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children. It focuses on promotion and prevention, with a cyclical, collaborative process.

Key Elements of a Pyramid Model Coaching Action Plan:

Shared Goals and Action Planning: The coach and coachee work together to define specific, measurable goals related to social-emotional competence and plan the steps to achieve them.

Focused Observation: The coach observes the coachee's interactions with children and the classroom environment to gather data and identify areas for improvement.

Reflection and Feedback: The coach and coachee reflect on the observations, discuss progress towards goals, and provide constructive feedback.

Cyclical Process: The coaching process is ongoing, with regular review and updates based on observations, feedback, and progress towards goals.

Steps to Develop a Pyramid Model Coaching Action Plan:

Establish Shared Goals: Identify specific areas for improvement and develop SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.

Assess the Current Situation: Conduct observations and gather data to understand the current state of practice.

Develop Action Steps: Break down the goals into smaller, manageable steps with specific timelines.

Identify Resources and Support: Determine the resources and support needed to implement the action plan.

Monitor and Evaluate Progress: Regularly track progress towards goals and adjust the plan as needed.

For more information on Pyramid Model Practice Based Coaching go to:

https://challengingbehavior.org/wp-content/uploads/2023/09/pbc_collection.pdf

or <https://challengingbehavior.org/implementation/coaching/pbc/>



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 TPITOS or Infant Toddler Practice Implementation Checklist:

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, 6, 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: Module I



Getting to Know Yourself

Directions: Fill out the lists about yourself and then save this document to share with one of your colleagues later.

3

**of your qualities
that help you work
with children**

2

**things you do to
help young children
regulate emotions
and express
themselves**

1

**reason you are
taking this course**

--

The term *social-emotional development* refers to the developing capacity of the child from birth through five years of age to:

- ▶ form *close* and *secure* adult and peer *relationships*
- ▶ *experience*, *regulate*, and *express emotions* in socially and culturally appropriate ways and
- ▶ *explore* the environment and learn

...all in the context of *family*, *community*, and *culture*.

Caregivers promote healthy development by:

- ▶ working to *support* social-emotional *wellness* in all young children
- ▶ making every effort to *prevent* the occurrence or escalation of social-emotional *problems* in children at-risk
- ▶ identifying and working to *remediate problems* that surface, and
- ▶ when necessary, *referring* children and their families to *appropriate services*.



Definition adapted from Zero to Three 2019. <https://www.zerotothree.org/resource/how-to-talk-about-infant-and-early-childhood-mental-health/>

Age Range	Forming Close & Supportive Relationships	Developing Self-Awareness & Identity	Growing Exploration & Independence
Infant Birth to 15 Months 	<ul style="list-style-type: none"> Recognizes human language/ prefers primary caregiver's voice Prefers human faces Prefers familiar adults Early social interaction is a smile and mutual gaze Crawls away but checks back to ensure adult contact Stretches arms to be picked up Acts anxious around strangers Uses stuffed toy for security 	<ul style="list-style-type: none"> Goes from accidentally sucking own hands to carefully watching them Tries to make things happen Hits or kicks to make a pleasing sight or sound continue Talks to self when alone Prefers to be held by familiar people Imitates adult behavior Knows own name Understands simple directions 	<ul style="list-style-type: none"> Brings thumb or hand to mouth Tracks primary caregiver's voice Observes own hands Babbles using all types of sounds Uses a few words mixed with babbling to form sentences Tries to keep a knee ride going by bouncing to get adult started again Shows strong feelings (anger, anxiety, affection)
Toddler 12 Months to 2.5 Years 	<ul style="list-style-type: none"> Relates to others by exploring things with them Pulls up, stands holding furniture, then walks alone Goes through a phase of clinging to primary caregiver Experiences period of intense feelings when separating or reuniting with parent 	<ul style="list-style-type: none"> Knows they can make things happen, but not sure of responsibility for actions Becomes bossy Uses words: Me, You, I Says "No" to adults Explores everything Is sensitive to others' judging behavior 	<ul style="list-style-type: none"> Keeps looking for a toy that is hidden from view Understands many more words than can say Has wide mood swings (e.g., stubborn to cooperative) Wants to do things by self
Preschooler 2.5 to 3.5 Years 	<ul style="list-style-type: none"> Is capable of dramatic play Has better control over all aspects of self Needs adult coaching to get along well with others Shows feelings with words and in symbolic play Is more aware that others have feelings Can plan ahead 	<ul style="list-style-type: none"> Is capable of self-evaluation (e.g., good, bad) Tries to control self (e.g., emotions, toileting) Is learning to take turns in conversation Knows a lot about communicating in the style of own culture 	<ul style="list-style-type: none"> Uses names of self and others Can tell others about what happened that day Has much larger vocabulary to express Shows concern for others Classifies, labels, sorts objects and experiences into groups

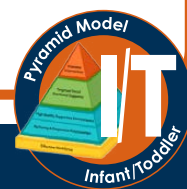
Adapted by CSEFEL with permission from J. Ronald Lally, Abbey Griffin, et al., Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice (Washington, DC: ZERO TO THREE/The National Center, 1995), pp. 78-79.

Practice Implementation Checklist: Warmth & Responsivity

Place a star next to the items you feel are a strength for you. Then, check any of the boxes that apply.

Demonstrate warmth & be responsive to individual children	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Positive, calm, and supportive tone to class				
Stay at child's level during interactions almost all the time				
Use warm, responsive tone, make eye contact, and smile when interacting with children				
Show physical affection toward children				
Greet and acknowledge children warmly upon arrival & when they enter an activity or area				
Show interest in child; respond to children's initiations				
Readily participate in children's play and activities				

My Notes



Appendix D

Pyramid Model Handouts: Module 2



Take time to think about each question on the inventory and write out some answers to each.

Think about a satisfying relationship in your life. Name three things that make it satisfying.

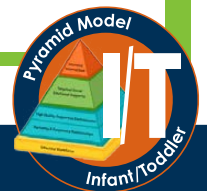
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Think about the messages you received about relationships from your family and culture. Try to put those messages into words.

--

Think about yourself as a child. Do you behave in your relationships with children the same way important adults behaved with you (e.g., playful, cautious, honest, patient, etc.)? Try to put into words what you know to be true of your behavior with the children in your life today.

--



Directions: Reflect on the following vignettes. What could the professional do to promote infant-caregiver relationships?

Vignette 1: When a home visitor arrives, she finds a father and his 5-month-old baby deeply engaged in play on the floor. While she knows that she needs to get a lot of paperwork filled out during this visit, she also knows that one of her primary jobs is to support the relationship between these two. She watches as the baby reaches and scoots on her tummy for a toy, while Dad—on his tummy too—is building the excitement and encouraging her but not letting the excitement get out of hand. She reaches the toy and flashes him a smile that says, *“Being with you is wonderful!”*

What might the home visitor do to promote the development of this relationship?

Vignette 2: An infant care teacher in a center-based program is trying to calm a 10-week-old baby with colic. The baby cries and cries, even when being held. The teacher is concerned about the needs of this child and her other three children.

How can this infant care teacher use this moment to build the child's attachment relationship with her?

Vignette 3: A 1-year-old toddles across the play yard from where the teacher is sitting on a blanket with another baby. She wants to watch the children in the next play yard through the fence but keeps looking back fearfully at her teacher.

How can this infant care teacher use her close, secure relationship with this child to support her learning and exploration?

Practice Implementation Checklist: Enhancing My Relationships

Check any of the boxes next to the items you feel are a strength for you.

Provide opportunities for communication & relationship	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Talk often to individual children				
Comment on and join in children's activities and follows child's lead by matching focus of child's attention				
Imitate and expand on children's vocalizations or actions				
Listen and respond to children's attempts to communicate				
Encourage child communications, skills, behaviors, and activities through positive statements				
Provide opportunities and time for children to initiate interactions, take turns, and respond				
Use alternative strategies to communicate with children who have delays or are dual language learners				
Use books and photos to support children's unique racial and ethnic identity				

My Notes



Enhancing My Relationships

Directions: Think of a child in your class. Using responses on your Practice Implementation Checklist, write examples of strategies you will use to enhance your relationship with that child.

1

2

3

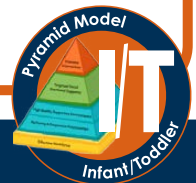


Practice Implementation Checklist: Working with Families

Check any of the boxes next to the items you feel are a strength for you.

Engaging parents in supporting their child's social-emotional development	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Provide information to parents about social-emotional milestones				
Give families specific strategies that they can use to promote their child's social-emotional development				
Work together with parents to collect information when there is a concern about a child				
Provide families with information on community resources related to children's social-emotional development (e.g., parenting classes or mental health services)				
Work together with the family and other mental health support services when needed				

My Notes

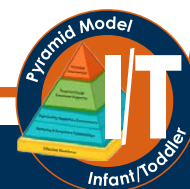


Practice Implementation Checklist: Working with Families

Check any of the boxes next to the items you feel are a strength for you.

Communicating with families and promoting family involvement	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Regularly provide families with information on what is going on in the classroom				
Have a system for communicating with families about the daily experiences of individual children				
Have different approaches to reach different families				
Have a system for getting information from families on an ongoing basis about what is happening at home				
Use a variety of strategies to promote family involvement in the classroom				

My Notes



Facility

Feeding	Breast-feeding space provided for mothers
Bulletin Boards	Post notices about events, resources, social-emotional development, classroom schedule, and what is happening in the classroom; post family photos in the classroom
Conversation Corner	Provide a dedicated space for parents to talk privately with staff
Charts	Use charts to quickly communicate and receive information about how their child is doing/feeling
Pictures and Art	Post photos and art that is reflective of the families and children served in the program



In-Person

Open-Door Policy	Families are part of the community, so may be in the classroom anytime throughout the day, and are invited to do so
Staff-Parent Contact	Families encounter and have opportunity to talk privately with staff
Volunteerism	Parents and other family caregivers are invited to come into the classroom to serve, such as reading to babies, rocking children, or helping with feedings
Home Visits	Staff meets with families in their homes to learn about the child and family
Phrase Book	Staff has access to a phrase book to assist in basic communication in other languages, when an interpreter is unavailable (e.g., Hello. How are you? Baby was tired today.)
Classroom Celebrations	Find fun reasons to bring families into the classroom, such as celebrating school milestones, holidays, and success stories; make events inclusive of all types of families (e.g., Cupcakes with Caregivers instead of Muffins with Moms)

Technology

Phone	Connect with families to share both positive stories and when concerns arise to learn about family interests, and activities
Text	Use for reminders, short bits of information to help families support their child's development, resource sharing, or setting up appointments; share photos of the child meeting expectations (e.g., baby napping, toddler sharing, etc.)
Apps	Apps help share information, coordinate events, classroom activities, and photos. Examples: SeeSaw, Learning Genie, Remind
Social Media	Media such as Facebook, Twitter, and Instagram allow parents to reinforce school activities at home in a timely fashion, learn more about child development, and receive reminders about special events. Private groups allow parents to have access to what their child is doing throughout the day, ask questions of the center's community of parents and staff, and have a place to share ideas.
Website	Provides general information about the center, contacts, events, handbooks and policies, curriculum, and PBS process
Email	Useful for sharing digital newsletters and forms (but not forms that need to be printed)

Paper

Notes Home	Share information about good things the child is doing; connect on touchpoints (i.e., prepare the family for challenging stages of development and educate them about why these are important and how they are positive, in advance); supportive notes about the family's strengths and efforts
Resources	Connect family to relevant community resources
Educational	Information about social-emotional development and challenging behavior, tips, and activities to do at home
Newsletter	Allows parents to see the big picture of what is happening at the center, get to know staff, and allow parents to submit stories about how they are engaging their child at home
Questionnaires	Sent home, seeking parent input and feedback
Classroom Books	Create books to send home for families to read together; topics include expectations, rules, and daily procedures (depending on age)
Home Activity Calendar	Send home a paper calendar with simple ways parents can encourage social-emotional development; reinforce the calendar on social media or through apps

Appendix D

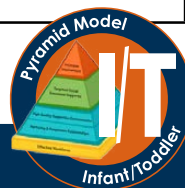
Pyramid Model Handouts: Module 3



Responsive Daily Routines	What I do Now/My Plans
Implement a flexible routine (eating, sleeping, inside, outside) so that toddlers learn to predict what to expect	
Provide a daily routine that follows each infant's and toddler's needs for feeding and sleeping	
Use routines as opportunities for emotional interaction and learning	
Provide primary caregiving	
Provide Responsive Routines for Infant Feeding and Toddler Eating	What I do Now/My Plans
Provide a daily routine that follows each infant's and toddler's needs for feeding and sleeping	

Provide Responsive Routines for Infant Feeding and Toddler Eating	What I do Now/My Plans
Welcome families to eat with their children	
Respect the caregiver's wish to breastfeed and adapt routines appropriately	
Provide a system for documenting families' wishes on issues related to weaning from the breast or bottle and respect those wishes	
Ask families about their cultural and family preferences for the child's eating habits, needs, and food preferences	
Provide daily information to the family about how, when, and what the child ate	
Sit with toddlers for eating rather than hovering above or walking around to get needed items	

Provide Responsive Routines for Infant Feeding and Toddler Eating	What I do Now/My Plans
Respond to infants' and toddlers' non-verbal, as well as verbal, requests and comments while feeding or eating with the children	
Hold infants gently for bottle-feeding. Babies need to be held for feeding to ensure safety and to meet their emotional needs. Talk softly, hum, sing, or be quiet according to the infant's cues.	
Speak in a soft, encouraging, and positive way to the children during feeding and eating activities	
Respond when infants and toddlers indicate that they are hungry or want more food and respect them when they indicate that they are satisfied or want to stop eating	
Provide opportunities for toddlers to begin to serve themselves, pour milk out of a small pitcher, and clean the table with a sponge. Accept accidents and physical explorations of food as part of the learning process.	
Use feeding time for infants as an opportunity for emotional connections between the adult and child	



Provide Responsive Routines for Infant Feeding and Toddler Eating	What I do Now/My Plans
Use eating time for toddlers as an opportunity for emotional connections between adults and children, and between/among children	
Observe children during feeding and eating times. Are children enjoying the experience?	
Provide Responsive Routines for Diapering and Toilet Learning	What I do Now/My Plans
Provide pictures of family members or other interesting pictures on the wall at the baby's eye level in the diapering area	
Make diapering a special time for adults to be emotionally present with children, following their cues	
Use encouraging and positive words at all times	

Provide Responsive Routines for Diapering and Toilet Learning	What I do Now/My Plans
Use talk such as "first" and "next" and words that are comforting	
Encourage children to participate in the routine (e.g., stand and pull up their own pants)	
Coordinate toilet learning with the family to provide continuity for the child from home to program	
Never force toddlers to use or stay on the toilet	
Use diapering/toileting times as opportunities for emotional connections between adults and children	

Provide Responsive Routines for Sleeping/Resting	What I do Now/My Plans
Gently rock or pat infants who need help to get to sleep. Watch and listen for them to signal when they want to be picked up from a crib and respond positively and quickly to their signals.	
Provide toddlers with a cot that is labeled with their first name and a special symbol or picture. Sheets, pillows and blankets are labeled in the same way.	
Plan and implement a transition time from play to sleep with a predictable sequence for toddlers. To build positive relationships, read stories, talk gently, or pat a child gently to sleep according to the child's needs. Toddlers may pick a special book or have their own stuffed toy or blanket if needed.	
If toddlers have a difficult time sleeping, they may need additional patting, songs, books read, a comfort item, or earphones with very soft music playing	
Allow toddlers to sleep/rest only as long as they need. A quiet activity is planned for those who wake up.	
Help toddlers transition from nap to wake-time by holding and rocking them or rubbing their backs as they start to wake	

Provide Responsive Routines for Sleeping/Resting	What I do Now/My Plans
<p>For toddlers, prepare the nap area before lunch, so that if they become tired or fall asleep during lunch, the teacher can help them transition to nap time</p>	
<p>Use sleeping/resting times as opportunities for emotional connections between adults and children, and for social interactions with peers</p>	
Provide Responsive Greeting and Goodbye Times	What I do Now/My Plans
<p>Greet each infant and toddler and their family member(s) warmly in the morning to assist in the transition from home to the child care center/home and to give family members a chance to communicate needs, priorities, and concerns</p>	
<p>Help each child say goodbye to family member(s) and move to an activity</p>	
<p>For a child having difficulty with separation, plan staff assignments to allow the child's primary teacher appropriate time to help the child become more comfortable when arriving or leaving. Comfort the child and tell them when the family member will return (e.g., after lunch, after nap).</p>	

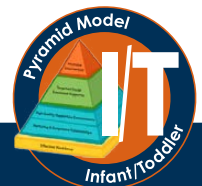
Provide Responsive Routines for Sleeping/Resting	What I do Now/My Plans
Greet family members warmly when they pick up the child. This helps children transition from child care to family at the end of the day and is an opportunity to describe the child's day. Give each infant and toddler a special goodbye.	
Use transition routines as opportunities to build emotional connections between the child and their family, the teacher and child, and between and among peers	

Adapted with permission from:

Wittmer, D.S. & Petersen, S.H. (2017). Infant and toddler development and responsive program planning: A relationship-based approach, 4th edition. Pearson.

Responsive Routines, Schedules and Environments
Handout 1 (page 8 of 8)

For more information:
ChallengingBehavior.org



Spaces for Infants and Toddlers	Your Plan for Improvement of the Social-Emotional Environment
<p>An environment that is</p> <ul style="list-style-type: none"> • Safe and free from hazards • Clean • Has natural light from windows and other soft lighting • Aesthetically pleasing • Uncluttered • Individually, age, and culturally appropriate • Inviting and interesting to children 	
<p>Special places for nurturing children</p> <ul style="list-style-type: none"> • A comfortable space, away from active play for staff to sit on the floor (with back support) and hold a child or children • A loft • An adult-sized couch • A mat on the floor against the wall with pillows with washable covers • A rocking chair/glider 	
<p>A quiet space for infants and toddlers</p> <ul style="list-style-type: none"> • A soft space away from active play • A soft space for two children with family photographs, books, dolls, blanket, soft toys, quiet toys, puppets, and books • A nest (or create a nest with an inner tube) with a blanket over it • A space with boxes large enough for a child or two to crawl in and out of 	

Spaces for Infants and Toddlers	Your Plan for Improvement of the Social-Emotional Environment
<p>A space for infants and toddlers to use creative arts materials</p> <ul style="list-style-type: none"> • A space for coloring or painting on paper on the floor (preferably near a short sink not used for food preparation) • Short tables for clay, play dough, thick crayons, nontoxic paints, or finger paints • Paper and other interesting materials to manipulate and create • Large pieces of paper and other interesting materials to draw and paint on • Short easels and brushes for toddlers to use by themselves or with other children • A low shelf with safe creative materials attractively displayed and available for children to use • A place to display children's creative work 	
<p>Spaces for delighting the senses of infants and toddlers</p> <ul style="list-style-type: none"> • Short shelves and tables for toddlers with sensory materials displayed in an inviting way • Small individual tubs or other containers, or water tables with water (always monitor children very carefully with water; children have drowned in an inch of water in a container) • Containers or tables for sand and other natural materials • Interesting materials such as funnels, plastic animals, cups, scales, on the sensory tables or in containers • A light table • Wading pools filled with different textured balls and other safe materials • A space to use feeling and sound boxes • A space for making bubbles with various sizes of wands 	
<p>A space for peek-a-boo and social games</p> <ul style="list-style-type: none"> • A space made with a cloth hanging from the ceiling with a mirror on the wall • Boxes of various sizes with holes cut out of the sides. Add cloth over the holes for variation and "peek-a-boo" games • Lofts with a plexiglass panel in the floor so children that are up can look down and children that are down can look up and enjoy each other 	

Spaces for Infants and Toddlers	Your Plan for Improvement of the Social-Emotional Environment
<p>A space for the development of large motor skills</p> <p>Floor space so that children can move freely and be active with:</p> <ul style="list-style-type: none"> • Couches to walk around (while using the couch for support) and climb up on for seeing the world • Ramps and short climbers to climb • Tunnels to crawl through • Mats at different levels for climbing • Balls of all sizes • Push toys like toy shopping carts, baby strollers, and riding toys • A bar fastened to the wall on various levels so that children can pull to stand • Large empty appliance boxes with windows cut out or the end cut off so that children can crawl through the box 	
<p>A space for toys and manipulative items</p> <ul style="list-style-type: none"> • Short shelves with toys/materials carefully arranged so that children can reach them • Toys that move, make noise, and change shape • Safe nesting blocks, ring towers, large beads, “cause and effect” toys, “take apart” toys, shape sorters, stacking toys, large pegs and peg boards, large beads for stringing, puzzles, and other interesting materials • Puppets, dolls • Toy telephones • Tubes of varying lengths and sizes • A child-sized table and chairs • Spaces to play on the floor by themselves, staff and with peers 	
<p>A space for toddlers to build and construct</p> <ul style="list-style-type: none"> • A platform or hard surface for building • Blocks of all sizes, shapes and textures • Wooden animals, little houses, play people, trucks, and cars 	

Spaces for Infants and Toddlers	Your Plan for Improvement of the Social-Emotional Environment
<p>A space for dramatic play and pretend</p> <ul style="list-style-type: none"> • A corner or some small area • A mirror, low pegs to hang scarves, purses, hats, and easy to put on dress up clothes • Safe kitchen utensils, pots and pans, child-sized dishes, containers of various sizes, pretend multi-ethnic food, and/or clean empty commercial food boxes • Multiethnic dolls, doll blankets, baby bottles, bed, doll clothes • Puppets of varying sizes and shapes • Child-sized tables, stoves, and refrigerators 	
<p>A space for reading to children and places for infants and toddlers to reach books and look at them in comfort</p> <ul style="list-style-type: none"> • A special place with an attractive, easily-to-reach display of books; designed for infants and toddlers to choose a book to “read” or be read to, in comfort • An adult-sized couch for adults to read to children • A child-sized couch or chair for children to “read” books • Also place books around the room as any space is a great space for reading to a child or for a child to look at books 	
<p>Feeding and eating spaces for infants and toddlers</p> <ul style="list-style-type: none"> • An area convenient to an adult sink and refrigerator • Comfortable floor chairs for adults to feed infants on their laps or sitting in infant seats • Rocking chairs/gliders for feeding bottles to infants and holding children of all ages • Child-sized chairs and tables for toddlers to sit and feed themselves • A sink at children’s level for toddlers 	

Spaces for Infants and Toddlers	Your Plan for Improvement of the Social-Emotional Environment
<p data-bbox="136 302 695 336">Sleeping, diapering, or toileting spaces</p> <ul data-bbox="136 365 760 909" style="list-style-type: none"> • An area away from active play for sleeping • Cribs • Cots for toddlers • A rocker/glider for adults to help children transition from wake • An area near an adult-sized sink for diapering (not used for preparing food) • Diaper table with storage space • Sturdy stairs with sides for toddlers to climb to the diaper table • A private or semi-private area for toileting • Child-sized toilets for toddlers who are learning to use the toilet (check your state's licensing standards) • A child-sized sink 	
<p data-bbox="136 938 355 972">Outdoor space</p> <ul data-bbox="136 1001 719 1350" style="list-style-type: none"> • Spaces for walking, running, and jumping • Large stable equipment such as climbers and slides that are inviting for peer interactions • Areas of sun and shade • Spaces for toddlers to use riding toys • Materials for carrying, building, manipulating, and creating • Spaces for adults to nurture children • Spaces for children to sit and rest alone or together 	

Adapted with permission from:

Wittmer, D.S. & Petersen, S.H. (2017). *Infant and toddler development and responsive program planning: A relationship-based approach*, 4th edition. Pearson.

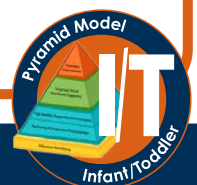


Practice Implementation Checklist: Responsive Routines & Schedules, Classroom Environments

Check any of the boxes next to the items you feel are a strength for you.

Conveying predictability through carefully planned schedule, routines, & transitions	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Post a schedule that describes the daily activities for the entire class.				
Follow the classroom schedule for the group but vary it when necessary to meet the needs of individual children.				
During group transitions for toddlers, use verbal and visual cues and a predictable routine that minimizes excessive waiting.				
Provide individualized support for children during transitions, providing visual/verbal cues, or physical guidance as needed.				
Before a transition to a new activity, convey in developmentally and individually appropriate ways information about what toddlers should expect.				

My Notes



Responsive Routines, Schedules & Environments
Handout 3 (page 1 of 2)

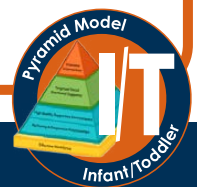
For more information:
ChallengingBehavior.org

Practice Implementation Checklist: Responsive Routines & Schedules, Classroom Environments

Check any of the boxes next to the items you feel are a strength for you.

Arrange environment to foster social emotional development	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Environment includes a variety of developmental toys and play areas to support engagement and social interaction				
Play spaces are designed for use by multiple children and to promote social interaction				
In rooms for children under 12 months, there is open space for infants to have “tummy time”				
In rooms for toddlers who are capable of running, traffic patterns in the classroom are arranged so that there are no wide open spaces for running				
Books, materials, and posters that foster social awareness and help children learn about cultural and individual differences are available				

My Notes



Appendix D

Pyramid Model Handouts: Module 4





Temperament Continuum

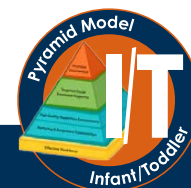
Directions: Print out and place the initials of each of the children in your care on the continuum for each trait based on your observations and discussions with the child's family.

Trait	Continuum	
Activity Level	Very Active Wiggle and squirm, difficulty sitting still	Not Active Sit back quietly, prefer sedentary activities
Distractibility	Very Distractible Difficulty concentrating Difficulty paying attention when engaged in an activity Easily distracted by sounds or sights during activities	Not Distractible High degree of concentration Pays attention when engaged in an activity Not easily distracted by sounds or sights during activities
Intensity	Very Intense Intense positive and negative emotions Strong reactions	Not Intense Muted emotional reactions
Regularity	Very Regular Predictable appetite, sleep patterns, elimination	Not Regular Unpredictable appetite, sleep patterns, elimination
Sensory Threshold	High Threshold Not sensitive to physical stimuli including sounds, tastes, touch, temperature changes	Low Threshold Sensitive to physical stimuli including sounds, tastes, touch, temperature changes Picky eater, difficulty sleeping in strange crib/bed
Approach/Withdrawal	Tendency to Approach Eagerly approaches new situations or people	Tendency to Withdraw Hesitant or resistant when faced with new situations, people, or things
Adaptability	Very Adaptable Transitions easily to new activities and situations	Difficulty Adapting Has difficulty transitioning to new activities or situations
Persistence	Persistent Continues with a task or activity in the face of obstacles Doesn't become frustrated easily	Easily Frustrated Moves on to a new task or activity when faced with obstacles Gets frustrated easily
Mood	Positive Mood Reacts to the world in a positive way, generally cheerful	Serious Mood Reacts to situations negatively, mood is generally serious

ZERO TO THREE: Retrieved from worldwideweb http://www.zerotothree.org/site/PageServer?pagename=kay_temp June 11, 2009

Dimensions of temperament (found in several places and merged/adapted).

WestEd. (1995). The Program for Infant Toddler Caregivers' (PITC) Trainers Manual, module 1: Social-emotional growth and socialization (p.21). Sacramento, CA: California Department of Education. Thomas, Chess, Birch, Hertzog, & Korn, 1963.



Twenty-month-old Laura just began care in Ms. Neil's family child care home. Ms. Neil is having difficulty integrating Laura into her program. Laura's schedule is unpredictable—she becomes tired or hungry at different times each day—and she always seems to want to run, climb, and jump on everything. Laura also gets extremely upset when it is time to transition from outdoor play to lunch, or when Ms. Neil interrupts an activity in which Laura is engaged. It is not uncommon for her to tantrum for 10 minutes or more at these times. Ms. Neil has had many years of experience working with young children, and attributes Laura's lack of a consistent schedule to her recent enrollment and need to get used to the program. She is also struggling with the fact that her favorite activities—quiet games, book reading, and sensory experiences—are ones that Laura doesn't seem to enjoy. After several weeks of observing little change in Laura's behaviors, Ms. Neil is frustrated. Laura's unpredictable napping and feeding times, as well as her constant need for physical activity and intense reactions during transitions, are making responsive care for all the other children difficult. Ms. Neil meets with Laura's family, and learns that Laura's parents haven't had difficulty with the issues she describes. When she asks specifically about her schedule, her parents describe Laura as being a good eater and sleeper, but do report that she doesn't have a consistent schedule for eating or napping. They also share that Laura's need for active physical play is typically not an issue because they have a large backyard and Laura has several older siblings who often include her in their active play. Still, all of the adults are concerned about Laura's success transitioning into Ms. Neil's program, and want to find a way to help her.

What Is Temperament?

A child's temperament describes the way in which she approaches and reacts to the world. It is their personal "style." Temperament influences a child's behavior and the way she interacts with others. While temperament does not clearly define or predict behavior, understanding a child's temperament can help providers and families better understand how young children react and relate to the world around them. Information about temperament can also guide parents and caregivers to identify children's strengths and the supports they need to succeed in their relationships and environments.

Researchers have described young children's temperament by depicting several different traits. These traits address an infant's level of activity, adaptability to daily routines, response to new situations, mood, reaction intensity, sensitivity to what's going on around them, how quickly they adapt to changes, and how distractable and persistent they might be when engaging in an activity. Based on these traits, researchers generally categorize children into three temperament types:

- ▶ **Easy or flexible** children tend to be happy, regular in sleeping and eating habits, adaptable, calm, and not easily upset.
- ▶ **Active or feisty** children may be fussy, irregular in feeding and sleeping habits, fearful of new people and situations, easily upset by noise and stimulation, and intense in their reactions.
- ▶ **Slow to warm or cautious** children may be less active or tend to be fussy, and may withdraw or react negatively to new situations; but over time they may become more positive with repeated exposure to a new person, object, or situation.



Clarifications About Temperament

Not all children's temperaments fall neatly into one of the three types described. Roughly 65% of children can be categorized into one of the three temperamental types: 40% are easy or flexible, 10% are active or feisty, and 15% can be categorized as slow to warm or cautious. Second, all temperamental traits, like personality traits, range in intensity. Children who have the same temperament type might react quite differently in similar situations, or throughout different stages in their development. For example, consider the reactions of two infants when a stranger comes into the room. A cautious infant might look for their caregiver and relax when they make eye contact, while another baby with an easy temperament may smile or show little reaction to the stranger. In thinking about Laura's reactions and behaviors in Ms. Neil's care, might you categorize her temperamental type as feisty?

Finally, it is important to understand that although a child's basic temperament does not change over time, the intensity of temperamental traits can be affected by a family's cultural values and parenting styles. For example, a family that values persistence (the ability to stick to a task and keep trying) may be more likely to praise and reward a child for "sticking with" a challenging task (such as a puzzle). Parental recognition of the child's persistent efforts can strengthen the trait, and they may become more persistent and more able to focus over the course of his childhood. A child's temperament is also influenced to some extent by their interactions with the environment. For example, if a child is cared for in an environment that places a high priority on scheduling predictable sleeping, eating, and diapering/toileting experiences, a child whose biological functions are somewhat irregular might, over time, begin to sleep, eat, and eliminate more regularly. It is important to know that adults cannot force a change to a child's temperament; however, the interaction between the child's temperament and the environment can produce movements along the continuum of intensity for different traits.

Why Is Temperament Important?

Temperament is important because it helps caregivers better understand children's individual differences. By understanding temperament, caregivers can learn how to help children express their preferences, desires, and feelings appropriately. Caregivers and families can also use their understanding of temperament to avoid blaming themselves or a child for reactions that are normal for that particular child. Most importantly, adults can learn to anticipate issues before they occur and avoid frustrating themselves and the child by using approaches that do not match their temperament.

Ms. Neil visited Laura in her own home and observed that Laura is constantly trailing behind her older siblings, and runs inside and outside the house with few limitations. The household is a relaxed environment, where the older children help themselves when they are hungry, and Laura's mother responds to Laura's hunger or need for sleep whenever they arise. In contrast, Ms. Neil's program functions on a very consistent schedule, which she feels is important in preparing children for their later school experiences. Ms. Neil does not have much space indoors, and she finds outdoor play somewhat difficult to manage with children at varying ages and developmental levels. While Laura's family's pattern of behavior seems to be a match to her temperament, Ms. Neil's home does not currently represent a good "fit" for Laura, who might be categorized as active or feisty.

Developing a "Goodness of Fit"

One important concept in care that supports healthy social-emotional development is the notion of "goodness of fit." In the previous example, Laura's activity, intensity, and unpredictability may reflect a mismatch between her temperament and Ms. Neil's caregiving style and environment. A caregiver can improve the goodness of fit by adapting their approach to meet the needs of the child.

Using What You Know About Temperament to Promote Positive Social-Emotional Development and Behavior

You can use your knowledge of temperament in many ways to support positive social-emotional development in the infants and toddlers you care for:

1. Reflect on your own temperament and preferences. Understanding your own temperament can help you to identify the “goodness of fit” for each child in your care.

Knowing more about your own temperament traits will also help you to take the child’s perspective. For example, a caregiver who enjoys movement, loud music playing, and constant bustle might try to imagine what it would feel like to spend all day in a setting that was calm, hushed, and quiet. This reflective process can help you become more attuned to the experience of each child within your care. You can then determine what adjustments might be needed to create a better fit for each child.

2. Create partnerships with families to understand a child’s temperament.

Share what you have learned about temperament with the families you serve, and provide information about temperamental traits. Talk about what each temperamental trait describes, and ask parents to help you understand their child’s activity level, response to new situations, persistence, distractibility, adaptability, mood, intensity, sensitivity, and regularity so that you can learn about the child’s temperament as well as the family’s cultural values (see *Temperament Continuum* handout attached). For a better understanding of how these traits look in young children, work with families to identify their child’s individual temperament.

Refrain from judging a child’s temperamental traits as “good” or “bad” behavior, and work with parents to see each child’s approach to the world through a positive lens. Understand the contribution each child’s temperament type makes to the group. The active or feisty children are often leaders and creators of games, or initiators of play. The slow to warm or cautious child

may observe situations carefully and help you notice things you hadn’t seen before. The flexible or easy child may take new play partners on easily. Support each child’s development by recognizing, valuing, and integrating the unique traits that each child has, rather than trying to change a child’s temperamental traits.

Listen to how the family feels about the temperament characteristics of their child. For example, if a child’s temperament makes their sleeping routines irregular, but their family is consistently trying to get them to nap at 1:00 p.m., the child may be frustrated by expectations that don’t fit with their temperament. This frustration, if not understood, might result in conflict between the family and the child, or result in the child demonstrating challenging behaviors at home or in care. Share with families what you have learned about goodness of fit, and share your strategies, such as individualizing nap schedules for your program. As you learn which traits are highly valued by each family, you can partner with them to determine an appropriate balance between the child’s temperament, the family’s preferences, and the policies of the program.

3. Respect and value each child’s temperament when individualizing your curriculum.

Recognize how quality caregiving practices support all children’s development, yet certain practices might be especially important for certain temperament types.

A) For the **easy or flexible** child, ensure that you often check in with them, and initiate communication about their emotions. They might be less likely to demand attention and make their needs or distress known.

- ▶ You can use language to develop their awareness and understanding of their own emotions, feelings, and reactions. Make sure they know that their feelings and preferences are recognized and validated.
- ▶ Encourage the child to seek help when they need it, and work with them to communicate their feelings and needs to others. “*When Jack takes your block, you can tell him, ‘I am using that.’*”

B) For the **active or feisty** child, be prepared to be flexible and patient in your interactions. A child who is feisty can experience intense emotions and reactions.

- ▶ Provide areas and opportunities for the child to make choices, and engage them in gross-motor and active play to expend high energy levels. Feisty children might need a peaceful environment in order to help them calm themselves and transition from playtime to rest or naptime.
- ▶ When preparing children for transitions, pay special attention to individualized transition reminders for feisty children by getting down on the child's level and making sure that the child hears and understands what will happen next in order to ensure smooth experiences throughout the day.
- ▶ Label children's emotions by describing what they seem to be feeling (*"You are so angry. You really wanted that toy."*) Stay calm when faced with the child's intense emotions. Reassure them by acknowledging their feelings, and also point out to the child when they are calm so they can learn to recognize their emotions on their own, as they grow.

C) For the **slow to warm or cautious** child, provide additional preparation and support for new situations or people who become part of their environment.

- ▶ Set up a predictable environment and stick to a clear routine. Use pictures and language to remind the cautious child what will happen next. Drop-off and pick-up might also require extra time from you in order to support the cautious child.
- ▶ Give children who are cautious ample time to establish relationships with new children or to get comfortable in new situations. Primary caregivers, who can provide a secure base to all children, are particularly important for a cautious child. Help them in unfamiliar situations by observing their cues carefully, and providing support and encouragement for exploration and increasing independence. (e.g., *"I'm here. I'll be right in this chair watching you try on the dress-up clothes."*)

Each child's response to the environment will vary in intensity. Over time, temperamental traits might increase or decrease in intensity. As children grow, develop, and learn to interact with others, the environment, and their families, shifts in temperament might occur. This means caregivers must continue to observe children many times and in different contexts to ensure that their needs are being met. The importance of adapting strategies in order to create a goodness of fit and meet the unique needs of the children and families in care, as Ms. Neil does below, cannot be overstated.

Ms. Neil reflected on her own temperament and how it might affect the children in her care, each of whom had their own distinct temperaments. She realized that she values a predictable schedule and is most drawn to calming, quiet activities. By developing a partnership with Laura's family, she learned more about Laura's home and her unique temperament traits. She was then able to better understand Laura's reactions and behaviors while in care. Ms. Neil began to organize additional outdoor play and active opportunities in her schedule. She watched Laura closely and learned to recognize her need to sleep or eat, and made accommodations to individualize eating and sleeping schedules for her. She offered Laura many advance reminders when transitions were about to take place, and was patient and understanding when she experienced intense emotions. Soon, Laura appeared to be much more comfortable in Ms. Neil's family child care home, and was able to better use her energy to build strong and positive relationships with Ms. Neil and the other children. Through understanding herself, the children, and their families' temperament, Ms. Neil created an environment that better met all of the children's needs. Ultimately, the work she did positively impacted the experience of Laura and the other children in her care.

Who Are the Children Who Have Participated in Research on Temperament?

Research in temperament has blossomed in the last 15 years through the efforts of literally hundreds of scientists in many disciplines. Studies that attempt to understand facets of temperament in children have been conducted in a number of countries and with a wide variety of ethnically and linguistically diverse children. Participants in these studies have included children from European, American, Chinese, and Sub-Saharan African backgrounds. Research on temperament has been conducted with children and families in home and childcare settings.

What Is the Scientific Basis for the Strategies?

For those wishing to explore the topic further, the following resources might prove useful:

- Bridgett, D. J., et al. (2009). Maternal and contextual influences and the effect of temperament development during infancy on parenting in toddlerhood. *Infant Behavior & Development*. 32(1), 103-116.
- Carey, W. B., & McDevitt, S. C. (1994). Prevention and early intervention. *Individual differences as risk factors for the mental health of children*. New York: Brunner/Mazel.
- Chess, S., & Thomas, A. (1996). Temperament theory and practice. New York: Brunner/Mazel.
- Chess, S., & Thomas, A. (1999). Goodness of Fit. New York: Brunner-Routledge.
- Hwang, A., Soong, W., & Liao, H. (2009). Influences of biological risk at birth and temperament on development at toddler and preschool ages. *Child: Care, Health & Development*. 35(6), 817-825.
- Klein, V., et al. (2009). Pain and distress reactivity and recovery as early predictors of temperament in toddlers born preterm. *Early Human Development*. 85(9), 569-576.
- Pitzer, M., Esser, G., Schmidt, M., & Laucht, M. (2009). Temperamental predictors of externalizing problems among boys and girls: a longitudinal study in a high-risk sample from ages 3 months to 15 years. *European Archives of Psychiatry & Clinical Neuroscience*. 259(8), 445-458.
- Rubin, K. H., Burgess, K. B., Dwyer, K. M., & Hastings, P. D. (2003). Predicting preschoolers' externalizing behaviors from toddler temperament, conflict, and maternal negativity. *Developmental Psychology*. 39(1), 164-176.
- Thomas, A., Chess, S., Birch, H. G., Hertzog, M. E., & Korn, S. (1963). Behavioral individuality in early childhood. New York: New York University Press.
- Van Aken, C., et al. (2007). The interactive effects of temperament and maternal parenting on toddlers' externalizing behaviours. *Infant & Child Development*. 16(5), 553-572.

Communicating with Families: 3 Key Steps

When you have a challenging encounter with a parent, you can use the steps below to get things back on track in order to provide the best care for the child you all care so deeply about.

Step 1: Notice how you are feeling.

Tuning in to your feelings is very important. When you are not aware of your feelings, it is easy for them to interfere in your ability to build strong, positive, relationships with families.

Adele watches her niece's son, Eduardo, each day—which she really enjoys. But her niece, Tasha, is often late to pick him up and never calls. Adele is really frustrated and angry. She feels it's very disrespectful and that she is being taken advantage of. When her niece does eventually show up, Adele is very abrupt and annoyed in her tone. The two adults barely communicate. Eduardo glances from one to the other and looks very tense. Tasha whisks him away and Eduardo doesn't even say good-bye to his auntie whom he adores.

Recognizing the impact on Eduardo, Adele decides to talk to Tasha about her feelings and to see about making a plan to help Tasha arrive on time, and at least to call to let Adele know she is running late. When Adele takes the approach of partnering with Tasha in solving the problem, versus blaming her, Tasha is open to discussing solutions.

Step 2: Look at the interaction from the child's point of view.

Tuning in to the child's experience can reduce tension and lead to joint problem-solving. Take the example of a child throwing a tantrum when their parent comes to pick them up. This situation can naturally make a parent feel incompetent and embarrassed. But if you look at it from the child's point of view, you can reframe the issue in a way that doesn't make the parent feel bad and that also helps them understand the complexity of the child's behavior: *"It seems like Stephanie is trying to tell you, I'm having so much fun with the dollhouse that I need a little time to adjust to the idea it's time to leave for the day."* Or, *"Stephanie has kept her emotions in all day and now that her safe person is here, she can really let her feelings out. It is hard to share a day with so many children no matter how much fun it is."*

In the cases where a child is more cooperative with you than the parent, again, help them see it from the child's perspective: *"Yes, Tony puts his coat on when I ask him to, but that's because he knows I have to help the other kids too. Kids learn quickly that the rules and expectations at home and here can be different. He tells me all about how you make sure he is zipped up and how you always check that he has his hat. He talks about you all the time. It is always hardest for parents and families. Children work things out with the people they are most connected to."*

Step 3: Partner with families.

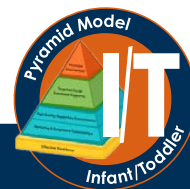
Developing a plan together with families on how to handle a child-rearing issue helps you move forward as partners, instead of competitors. For example, if you are trying to teach children not to hit when they are angry, but the parent hits the child to discipline them at home, you can:

- ▶ **Use "I" statements.** *"I know we are both concerned about Erica hitting other kids when she's here. I really work with the kids on finding other ways to show angry feelings. I don't hit them because when adults hit children when they are angry, it teaches children to hit as well when they are mad."*
- ▶ **Ask for the parent's perspective.** Clarify the parent's feelings and beliefs on the issue. Ask questions to learn, not to pass judgment: *"What are acceptable ways to you for Erica to express her angry feelings? What do you do at home? What do you find works? What doesn't work? Would you be open to finding ways to discipline her other than hitting?"*
- ▶ **Most important: Look for a place to compromise.** Ask the parent if they have ideas for next steps. What can the two of you agree on? What can you both work on? For example, *"We both agree that Erica needs to find other ways to show her anger besides hitting. One strategy that seems to work here is to have her stomp her feet as hard as she can to get her mad out. Are you comfortable with that? I also tell her that if she needs a break, she can curl up on the couch with her teddy bear. Are these strategies you think you might want to try at home?"* (If not, ask the parent(s) what they would be comfortable with.)

Finally, don't forget to check in.

A relationship is a living thing that grows and changes over time. It's important to check in with families to see how things are going, how your agreed-upon plan is working, and where you might need to make some adjustments. Communication is the key to making any partnership work.

<https://www.zerotothree.org/resources/92-how-to-communicate-with-parents>



Directions: Fill out each row separately.

Hot Buttons

Write three behaviors that “push your buttons.”

--	--	--

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

--	--	--

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.

--	--	--

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

--	--	--

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

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Reframing Behavior

Directions: 1) Challenge the "original" thought and reframe with a new, more objective thought.
2) Choose a thought you have that you'd like to challenge and reframe with a new thought.

Original:

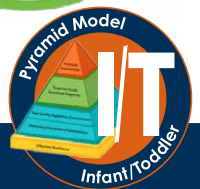
Johnny whines the moment he arrives and continues throughout the day. He doesn't like being here.

Reframed:

Johnny must miss his family. It takes time to adjust...

Original:

Sally clings to her parents at drop-off and to certain teachers. She does not seem interested in me.

Reframed:**Original:****Reframed:**

Scripted stories are a great tool to support a child who has difficulty in a routine or activity.

Scripted stories can help a child understand what to expect during the activity or routine, understand the expectations and perspectives of others, and provide instructions about what to do.

Creating a Story

Step 1. Think of a situation or routine that is difficult for a child or multiple children in your classroom

- ▶ Write out what you want the child to do. Describe what you want to happen in the activity.

For example: *During clean-up, children put their toys away.*

- ▶ List some ways that it might not go so well.

For example: *When I say, "It's time to clean up for lunch," the child cries and does not want to put toys away.*

Step 2. Add details to make complete sentences

- ▶ Describe the situation or activity, who is involved, and what they are doing.
- ▶ Write from the child's point of view using short and simple sentences. Think about what the child might be feeling or thinking in the situation.
- ▶ Focus on what you would like the child to do instead of the challenging behavior.
- ▶ Write about the child managing frustrations or challenges successfully. Write these sentences using first person (e.g., I can...).
- ▶ Put major steps or each major idea on a separate page.

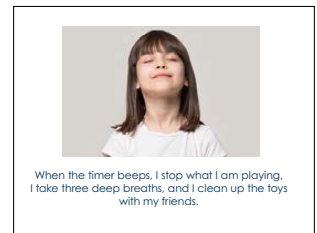
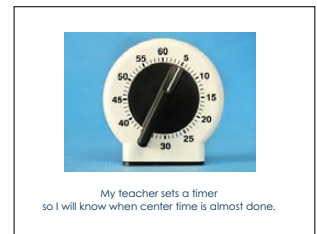
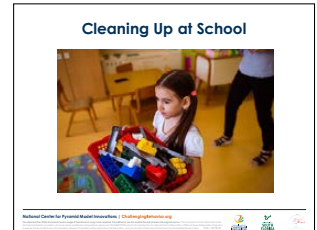
For example: *Sometimes cleaning up is hard because I want to keep playing. My teacher sets a timer so I will know when center time is almost done. When I see the timer, I finish playing and get ready to clean up. When the timer beeps, I stop what I am playing, I take three deep breaths, and I clean up the toys with my friends.*

- ▶ End the story by noting the positive outcomes that result when the activity is completed.

For example: *I am a big helper when I clean up toys at school! My teacher is proud of me when I am a big helper and clean up.*

Step 3. Add pictures on each page

- ▶ Always try to use real photographs of the child and their peers, with caregiver permission.
- ▶ If needed, you can use images or photos you find on the web or in a magazine.
- ▶ Print or assemble the story to use with the child.



Using the Scripted Story

Congratulations on putting together a scripted story to help a child understand what to expect during routines, activities, and new situations! Now you can put your scripted story to use.

Read the story with the child

- ▶ Talk about the important parts of the story.
- ▶ Encourage the child to ask questions.
- ▶ Read the story multiple times a day.

Ask questions about important parts

For example: *"What can you do when the timer goes off?"*

- ▶ If the child knows the answer, let them know how great that is: *"Yes, that's right, you can take three deep breaths and clean up. You remembered from your story!"*
- ▶ If the child doesn't know or gives an incorrect answer, go back to the story: *"Let's look at that page again, here it says, 'When the timer beeps, I stop what I am playing, I take three deep breaths, and I clean up the toys with my friends' So, what can you do when the timer goes off?"*



Celebrate the child's effort and success

- ▶ Provide positive descriptive feedback when the child uses the skills from the story.
For example: *"You took deep breaths and cleaned up when the timer went off, just like the story. Thanks for being a clean-up helper!"*
- ▶ Encourage the child to use the skills when needed.
For example: *"We can play with the blocks, but be ready for the timer soon because it is almost time for lunch."*



Practice Implementation Checklist: Behavior

Check any of the boxes next to the items you feel are a strength for you.

Communicate and provide feedback about behavioral expectations	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Expectations are developmentally appropriate and individualized as needed				
Let the toddler know what they <i>should do</i> in a positive tone				
Demonstrate behavioral expectations through modeling				
Acknowledge and encourage appropriate behaviors				
Use simple words to explain natural consequence of unsafe behavior				
Provide feedback to toddlers when behavior does not meet expectations				
Anticipate potential conflict and provide guidance before situation escalates				

My Notes



Practice Implementation Checklist: Behavior

Place a star next to the items you feel are a strength for you. Then, check any of the boxes that apply.

Respond to children in distress and manage challenging behaviors	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Remain calm and supportive during distressful episodes				
Immediately respond to child in distress to assess child's status				
Provide attention when child is calm and behaving appropriately				
Use challenges as an opportunity to help children recognize and deal with emotions				
Provide support to toddlers to help them problem solve, when appropriate				
Use strategies such as redirection or planned ignoring with toddlers who engage in challenging behaviors				
Use variety of strategies to calm, soothe, or console children in distress on an individual basis				

My Notes



Appendix D

Pyramid Model Handouts: Module 5



Using Books to Support Emotional Literacy

Choose a book to read from the list provided in the course and then reflect on the following questions.

Name of Book:

What feelings/emotions are discussed in the book?

How would you use this book with infants and toddlers to support emotional literacy?

Practice Implementation Checklist: Respond to Emotions & Teach About Feelings

Check any of the boxes next to the items you feel are a strength for you.

Responsive to children's expressions of emotions and teaches about feelings	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Understand and provide labels for children's feelings				
Ask questions or expand on children's emotions				
Teach children to recognize other's emotions by pointing out peers' feelings to them				
Use activities to teach about feelings and feeling words				
Label my own emotions in response to real-life classroom situations				
Use real-life classroom situations to identify toddlers' feelings when they have conflicts or are frustrated				
Use real-life classroom situations to help toddlers problem solve				

My Notes



Appendix D

Pyramid Model Handouts: Module 6



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Development of Play Skills for Infants and Toddlers

Age	Play
Birth to 3 months	<ul style="list-style-type: none"> • Responds to caregivers • Coos and smiles • Responds to familiar voices • Focuses on objects
4 to 7 months	<ul style="list-style-type: none"> • Enjoys social games with caregiver • Likes exploratory play supported by caregiver • Plays some games with caregiver like peek-a-boo and patty cake
8 to 12 months	<ul style="list-style-type: none"> • Begins to imitate play actions or behavior of others, especially caregiver • Plays hiding games, songs, and rhymes with caregiver • Plays alone without caregiver for short periods
13 to 24 months	<ul style="list-style-type: none"> • Enjoys play with objects • Increased interest in watching other children play (onlooker) • Primarily plays alone (solitary) • May offer toys to caregiver or other children • May choose independent play close to other children (parallel) but not interact with them
25 to 36 months	<ul style="list-style-type: none"> • May play with other children but in an occasional or limited way (associative) • Some cooperation and talking with other children • May take leader/follower roles in play • Some pretend play • Still plays alone frequently • Begins (30–36 months) to interact with other children in play (cooperative play)

Strategies for Supporting the Development of Friendship Skills

- ▶ **Examine the physical environment** to ensure that there is enough space for infants, toddlers, and adults to engage in activities. Examples: comfy areas on the floor, rockers/gliders.
- ▶ **Evaluate the physical environment** for spaces for two or more children to enjoy side-by-side activity and for adults to be seated close by for supervision. Examples: lofts, rocking boats, block areas, climbing boxes or play house.
- ▶ **Evaluate the daily schedule** for multiple opportunities to develop play skills each day. Examples: indoor and outdoor play times.
- ▶ **Provide enough materials and equipment** that allow and encourage two or more children to interact. Examples: large mirrors, stacking toys, cars, dolls, puzzles, or other manipulative materials.



- ▶ **Encourage toddlers to help each other** and do routines together. Examples: handwashing, brushing teeth, cleaning up toys.
- ▶ **Provide positive guidance and verbal support** for playing together and helping each other. Examples: “Maria and Tasha, you are doing such a good job rolling out the play dough together.” “Tasha, please hand Maria her spoon.” “Gabriel, will you take this book to Benji?”
- ▶ **Read books** about friends, playing together, helping each other, etc.
- ▶ **Practice turn-taking and sharing.** Play turn-taking games.
- ▶ **Imitate what a child is doing.** For example, sit next to the child and stack blocks.
- ▶ **Describe one child’s activity to another out loud,** drawing the children to notice each other. For example, “Charles is lining the blocks up on the carpet. You are stacking the blocks up high.”

Classroom Environment & Peer Interaction

Think about ways to use materials already in your classroom to encourage peer interaction. Then answer the questions on this handout.

Mealtime



How can we set up tables, chairs, or the meal to encourage interaction between children?

What can we do before, during, and after meals to encourage peer interaction?

Outdoors or Gym



What materials or equipment are available that can encourage peer interaction?

How will we set these materials up to encourage peer interaction?

Play



What toys can we use to encourage children to notice and engage with each other?

How will we use these materials to encourage peer interaction?

Getting Ready



Which types of self-care activities would be appropriate opportunities to encourage children to notice and/or engage with each other?

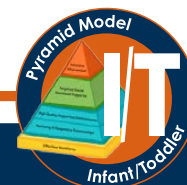
How can we encourage interaction during these types of activities?

Practice Implementation Checklist: Peer Interactions

Check any of the boxes next to the items you feel are a strength for you.

Promoting positive peer interactions	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Encourage children to be aware of and care about their peers				
Encourage children to initiate or maintain interactions with their peers throughout the day				
Provide positive descriptive comments to children who are engaging in positive peer interactions				
Offer comfort when negative social interactions occur among children				
Model social skills for children such as sharing, gentle touching, requesting, or using words				
Help children understand their peers' intentions				
Use a variety of developmentally appropriate strategies, materials, and activities to encourage peer-to-peer interactions				

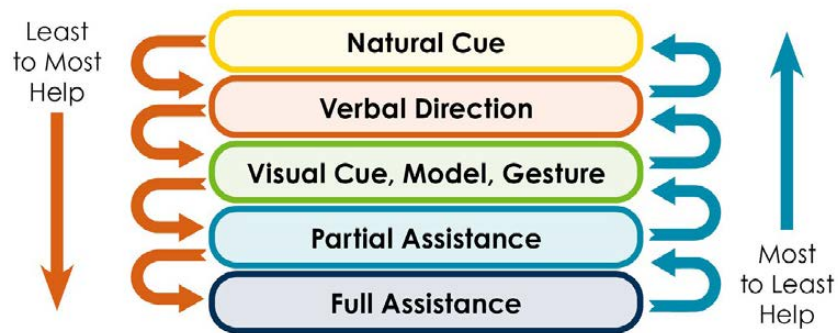
My Notes



Appendix D

Pyramid Model Handouts: Module 7





Least to Most Help (Prompt Hierarchy)

1. Expect the child to use the skill under natural conditions.
2. If child does not use the skill, provide help using the sequence from least (verbal) to most (full physical) amount of assistance.
 - ▶ Verbal instruction
 - ▶ Visual cue, model, or gesture
 - ▶ Partial physical assistance
 - ▶ Full assistance
3. The final prompt ensures that the child completes the task or skill correctly.

Most to Least Help (Prompt Hierarchy)

1. Give the child full help (prompt) and verbal direction. Do this for several days until you feel the child responding, then move to step 2.
2. Use a point (gesture) or partial physical help and verbal direction to give the child a reminder of what to do. Do this for several days until you feel the child is responding, then move to step 3.
3. Use only a verbal direction. Do for several days until you feel the child responding, then move to step 4.
4. Expect the child to use the skill under natural conditions.

Remember!

Always provide the help needed for a child to be successful.

Always describe what you are doing so children know what to expect and can feel safe and secure.

Provide extra positive descriptive feedback and celebration as the child is learning a new skill.

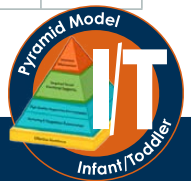
Individualized Teaching Plan

Child ID(s): _____ Review Date: _____ Week(s) of: _____

Target Skill/Goal: _____

When will we teach the skill?	How to teach? What are the steps for helping/prompting? (e.g., full assistance, partial assistance, gestural/verbal prompts, visuals)	
	Strategy (what will it look like to teach the skill in this routine):	Materials Needed:
Play		
Care Routines		
Structured Group (when appropriate)		
Outdoor Play		

Define anchors by steps/levels of support	Date														
5 =	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5
4 =	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4
3 =	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
2 =	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
1 =	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1



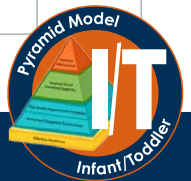
Individualized Teaching Plan

Child ID(s): A.T. Review Date: 1/20/22 Week(s) of: January 6–January 20

Target Skill/Goal: Atlas will greet peers when they enter the classroom or join an activity

When will we teach the skill?	How to teach? What are the steps for helping/promoting? (e.g., full assistance, partial assistance, gestural/verbal prompts, visuals)	
	Strategy (what will it look like to teach the skill in this routine):	Materials Needed:
Play	Using least to most prompting, when a child enters the same area of play as Atlas, the teacher will give a natural verbal cue like "Atlas your friend is here." Then follow the levels of support below.	2 visual choices of how to greet a friend
Care Routines	Teacher will model greeting a proximal peer when Atlas rejoins his peers after a care routine.	2 visual choices of how to greet a friend
Structured Group (when appropriate)	Teacher will introduce the visuals for greeting choices and have children practice greeting one another with the different modes. Use Least to Most prompts below for Atlas' turn.	at least 2 visual choices of how to greet a friend
Outdoor Play	When teacher notices Atlas playing alone or when a peer approaches Atlas on the playground, the teacher will help Atlas approach a peer and use least to most prompting to encourage Atlas to greet his friend.	2 visual choices of how to greet a friend

Define anchors by steps/levels of support	Date													
	1/6	1/7	1/8	1/9	1/10	1/11	1/12	1/13	1/14	1/15	1/16	1/17	1/18	1/19
5 = <i>Greets independently</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 5
4 = <i>Teacher gives verbal cue</i>	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 4
3 = <i>Shows visual choice</i>	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
2 = <i>Teacher models greeting</i>	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
1 = <i>Teacher helps child wave gives verbal prompt</i>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1



Instructions

1. Watch the video of your assigned case study child.
2. Read the child's case study below.

Adely is a 2-year-old who has a difficult time with parent separation in the morning and engaging in play activities. She notices peers and watches them but does not initiate interactions. Her teachers respond by noticing when she is not engaged, providing her with comfort, and supporting her to find an activity. Once they help her get started, she will play or do the activity they have helped her start. They are concerned because this has been going on for six months and Adely is still not initiating activities, asking for help, or requesting comfort from them. She sits and waits and sometimes they are so busy, she is overlooked. What skill might her teachers target to teach her? Decide on the skill and how teaching might occur throughout the day.

— OR —

Andrew, the toddler in the green shorts, often tries to take materials away from other children. He might hit or bite a child to get access to an object or toy. In response, children usually give up the materials and find something else to play with. His teachers are concerned, because—despite their efforts to redirect him—he has been doing this for several months. Other children have begun to avoid him or move away when they see him approaching.

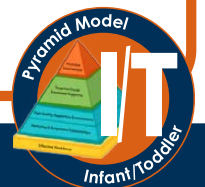
3. Describe the behavior you saw on the video and identify the social-emotional skill that might be appropriate to teach.
4. Identify the helping prompts that can be used and describe how it would be implemented.

Practice Implementation Checklist: Individualized Teaching

Check any of the boxes next to the items you feel are a strength for you.

Providing individualized teaching to children who need more support for social-emotional skill development.	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Implement an individualized process that includes screening, goal identification, and individualized teaching				
Identify social-emotional learning goals for individual children				
Identify when to embed teaching on social-emotional skills within routines, play, and other naturally occurring activities				
Develop an instruction plan for providing individualized teaching on social-emotional skills				
Collect data on child progress in response to individualized teaching of social-emotional skills				

My Notes



Appendix D

Pyramid Model Handouts: Module 8



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Activity: Identifying Behaviors

Directions: In the corresponding box, describe the withdrawing OR acting outward behavior. Then, write what might be going on for the child.

Difficulty Experiencing Emotions	Acting Outward Behaviors	Withdrawing Behaviors	What Might Be Going on for this Baby?
<p>Mom has left six-month-old baby Jenna in care for the first time. She has been in her current classroom for about a month. Jenna seems quiet and stares into space sucking her fingers. She does not seem especially interested in anything and will not make eye contact with her new caregivers.</p>			
Difficulty Forming Close and Secure Relationships	Acting Outward Behaviors	Withdrawing Behaviors	What Might Be Going on for this Baby?
<p>Nine-month-old, Aliyah came to childcare six months ago. When her preferred caregiver puts her down, she throws her body back on the mat where she was placed. When other caregivers attempt to pick her up and soothe her, she arches her back and screams.</p>			



Activity: Identifying Behaviors

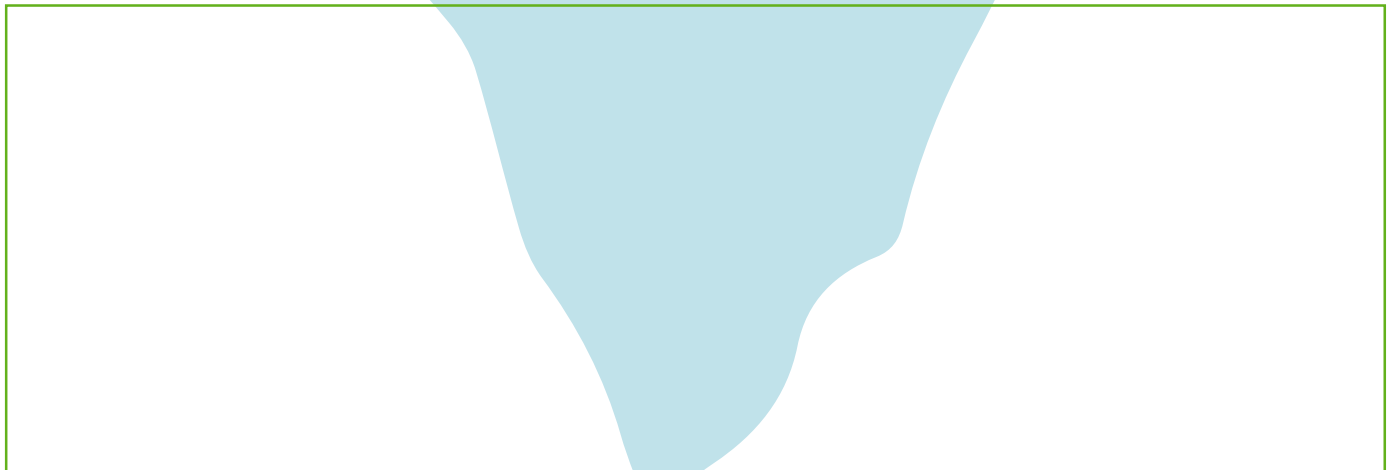
Difficulty Experiencing Emotions	Acting Outward Behaviors	Withdrawing Behaviors	What Might Be Going on for this Child?
<p>Twenty-two-month-old Jasmine sees her teacher set up the water table, her favorite activity. She runs to the table and bangs on it, then runs to her friend and bangs on him, leaving him screaming. Then she runs to the play area and throws a chair to the floor. She does this gleefully.</p>			
Difficulty Experiencing Emotions	Acting Outward Behaviors	Withdrawing Behaviors	What Might Be Going on for this Child?
<p>Eighteen-month-old David has gone from being the oldest in a calm, quiet room of babies to being the youngest in a room full of rambunctious toddlers. He is quiet and withdrawn and likes to spend time under a table in the corner. If someone comes near him he pulls back and looks away. The other children ignore him so he is not forming friendships.</p>			

Directions: Take notes while watching video, then answer questions.

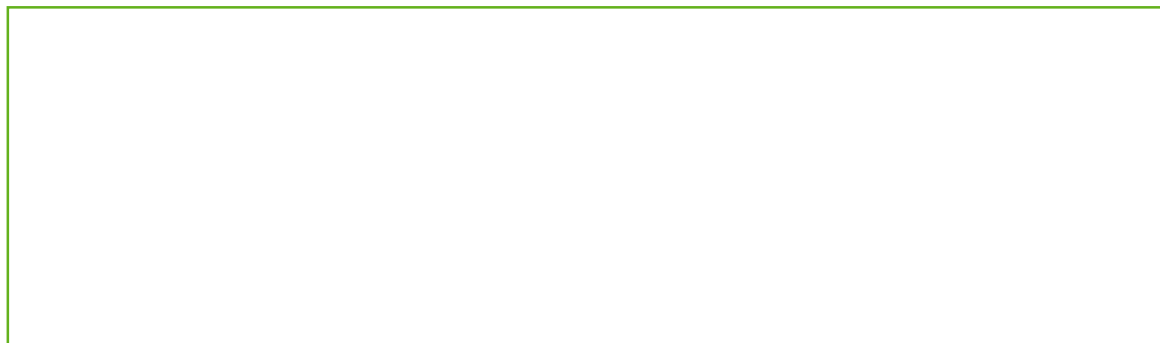
What is the “tip of the iceberg” or behavior of concern?

A light blue iceberg is shown floating in a white sea. The top of the iceberg is above a horizontal blue line representing the water surface. The bottom part of the iceberg is below the line. The entire diagram is enclosed in a green rectangular border.

What social-emotional skill is needing support?

A light blue iceberg is shown floating in a white sea. The top of the iceberg is above a horizontal blue line representing the water surface. The bottom part of the iceberg is below the line. The entire diagram is enclosed in a green rectangular border.

What else might be going on for this child? (possible unmet needs)

A light blue iceberg is shown floating in a white sea. The top of the iceberg is above a horizontal blue line representing the water surface. The bottom part of the iceberg is below the line. The entire diagram is enclosed in a green rectangular border.

ABC Chart

Data Collection for Challenging Behavior

Date	Antecedent <i>(what happened before)</i>	Behavior <i>(the challenging behavior)</i>	Consequence <i>(what was the result)</i>

Practice Implementation Checklist: Challenging Behavior

Check any of the boxes next to the items you feel are a strength for you.

Developing individualized interventions to address persistent challenging behavior.	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Understand the relationship between challenging behavior and trauma				
Identify the function or meaning of behavior				
Understand the steps for developing an individualized intervention to address challenging behavior				
Collaborate with team members to develop individualized interventions for children who have persistent challenging behavior				
Identify ways to collaborate with families when children have persistent challenging behavior				

My Notes

