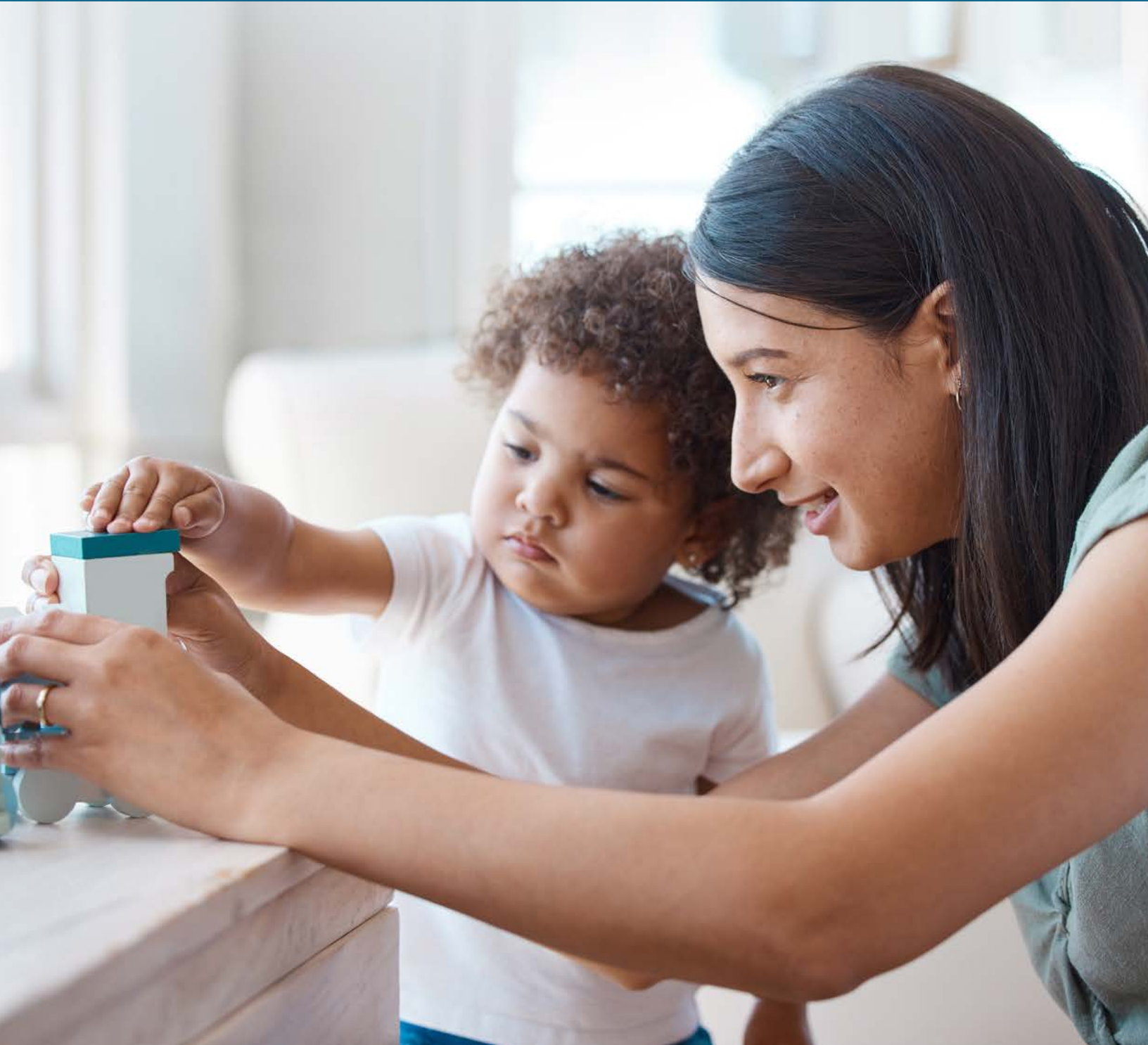




**THE
PYRAMID MODEL
CONSORTIUM**

Supporting Early Childhood PBIS

ePyramid Family Child Care Leader Guide





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-epyrmid/>. 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 Family Child Care Pyramid Module Package. On the following page, you will see a more complete overview of the content of each module.

ePyramid Leader Guide Table of Contents

- 2 Overview of the ePyramid Modules**
- 5 Using the Modules: Who and How**
- 6 Role of the Leader**
- 7 Coaching & Sample Timelines for Completion**
- 10 Sample Community of Practice Agenda**
- 10 Discussion Topics and Assignments to Extend Learning**

Appendices

- A List of Assignments/Priority Activities**
- B Action Planning**
- C Handouts**
- D Additional Support Document**

Overview of the ePyramid: Family Child Care

MODULE	TIME
Family Child Care: Module 1: Overview of the Pyramid Model in Family Child Care	1 hours
Learning Objectives: • Description of the levels within the Pyramid Model framework. • Outline the unique characteristics of family child care to consider when implementing the Pyramid Model. • Identify the primary principles for using the Pyramid Model in family child care. • Reflect on how the Pyramid Model might look in family child care. Overview of the Pyramid Model • Levels within the framework • Unique characteristics of Family Child Care (FCC) • Primary principles • How the Pyramid Model might look	
Family Child Care: Module 2: Social-Emotional Development for Family Child Care Providers	1.5 hours
Learning Objectives: • Define social-emotional development for young children and why it's so important. • Identify strategies that support healthy social-emotional development in young children	
Family Child Care: Module 3: Family Engagement and Family-Centered Practices	1.5 hours
Learning Objectives: • Identify the roles families play in family child care. • Describe strategies for engaging in family-centered care. • Review effective communication strategies. • Consider trauma-informed, family-centered care.	
Family Child Care: Module 4: Cultural Responsiveness and Family Child Care Homes	1 hours
Learning Objectives: • Define culture. • Identify strategies to create spaces of belonging and responsiveness for the families and children in your family child care home (FCCH).	
Family Child Care: Module 5: Nurturing and Responsive Relationships	1.5 hours
Learning Objectives: • Discuss the Pyramid Model and the relationship between social-emotional development and relationships. • Define nurturing and responsive relationships and understand their importance. • Identify strategies and ideas for building nurturing and responsive relationships with children and families.	
Family Child Care: Module 6: Creating a High Quality, Supportive Environment for All Ages	1.5 hours
Learning Objectives: • Define high-quality environments that support social-emotional development and healthy brain development. • Identify strategies that support high-quality environments.	

Overview of the ePyramid: Family Child Care

MODULE	TIME
Family Child Care: Module 7: Social-Emotional Teaching	1 hours
Learning Objectives: - Identify how family values, cultural norms, and expectations influence the social-emotional development of children in early childhood. - Examine your own cultural norms and expectations around social-emotional development, gaining an understanding of how these may impact your interactions with children and families. - Describe the varying family structures, caregiver roles, and generational influences that contribute to a child's social-emotional competence, and how these dynamics shape children's responses to stress and social learning.	
Family Child Care: Module 8: Social-Emotional Teaching - Friendship Skills and Emotional literacy	1.5 hours
Learning Objectives: - Identify and implement strategies to teach key friendship skills such as sharing, turn-taking, giving compliments, and promoting positive peer interactions in family child care home (FCCH) settings. - Understand how to teach and model emotional literacy by identifying and labeling a wide range of emotions, as well as supporting children to recognize and express feelings in themselves and others. - Describe how to embed social-emotional skills like friendship building and emotional literacy across daily activities and routines in order to foster a supportive and inclusive environment for children's development.	
Family Child Care: Module 9: Social-Emotional Teaching - Self-Regulation and Problem-Solving Skills	1.5 hours
Learning Objectives: - Recognize and define positive parenting practices that support the social-emotional development of infants and toddlers and prevent challenging behaviors. - Identify strategies caregivers can use to prevent and manage challenging behaviors through predictable routines, positive interactions, and emotional literacy. - Understand the form and function of challenging behaviors and how to coach caregivers in teaching new, more effective behaviors to children.	
Family Child Care: Module 10: Addressing Challenging Behaviors for Family Child Care Providers	2 hours
Learning Objectives: - Gain an understanding of challenging behavior and recognize that all behavior has meaning. - Discuss practices for preventing challenging behavior. - Learn how to teach skills to replace challenging behaviors. - Use evidence-based strategies to respond to challenging behaviors	
Family Child Care: Module 11: Collecting and Using Data in Family Child Care Homes	1 hours
Learning Objectives: - Explain the reasons that family child care (FCC) providers collect data. - Compare the different types of data that can be collected. - Understand how data can be used to make decisions. - Share data and collaborate with families on goals.	

Overview of the ePyramid: Family

MODULE	TIME
Family Child Care: Module 12: Time Management, Organization, Wellness, and Teaming in FCC 1 hours	
Learning Objectives: • Identify and implement various time management and organizational strategies tailored to the unique needs of family childcare homes (FCCHs). • Learn and apply organizational methods to maintain a structured and orderly family child care environment. • Recognize the importance of self-care and wellness in providing high-quality care. • Explore strategies for effective communication and collaboration with other caregivers.	



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/Providers 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 provider(s) 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 FCC Providers and their assistants members to complete the ePyramid modules?
- 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 providers and potentially their assistants 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 FCC providers 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 Family Child Care modules:

- With the FCC provider(s) and their assistant(s). This can be done as a group of FCC providers or individually, as a single program.
- For onboarding assistant or substitutes in a FCCH.
- 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 benefits from the full course to build a consistent and cohesive team.

Use some of the lessons or modules:

- Those that directly address concerns expressed by a FCC providers.
- 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 (FCC Provider's self-assessment using the Pyramid Model Practices for Family Child Care Homes document, 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 (a FCC provider), or in small teams (a group of FCC providers).

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

VIEW THE LESSONS/MODULES	COMPLETE THE ASSIGNMENTS
Individually	Individually
Individually	As a group of FCC Providers
As a group of FCC Providers	Individually
As a group of FCC Providers	As a group of FCC Providers
As a group of FCC Providers	At a training event or other large group format

On pages 7-9 you will find sample plans outlining how leaders/providers 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/provider 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/providers fill both support and documentation roles, while other programs assign these roles to separate leaders/providers.

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/providers 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/providers 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.

Coaching

To take these courses and content one step further, coaching can be connected to the Pyramid Model practices. The practices found in the Pyramid Model Practices for Family Child Care Homes handout in Appendix D: Additional Document at the end of this document can serve as a focus of coaching. The document can be used to create an action plan. We have provided samples of action plans 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 it.

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 FCC Providers, or for getting substitute providers up to speed. However, it may be beneficial to provide some guidance for pacing the lessons, or to have a group of providers 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	- Recruit, train, and prepare leaders/coaches - Plan for the year - Ensure that leaders have access to progress reports	
August	- Recruit and orient participant - Ensure that all participants have user accounts and can access the course <i>Obtain feedback from participants after each session</i>	
September	Participants complete Module 1 & 2	2.5 hours
October	Participants complete Module 3	1.5 hours
November	Participants complete Module 4	1 hours
December	Participants complete Module 5	1.5 hours
January	Participants complete Module 6	1.5 hours
February	Participants complete Module 7 & 8	2.5 hours
March	Participants complete Module 9	1.5 hours
April	Participants complete Module 10	2 hours
May	Participants complete Module 11 & 12	2 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	- 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 Module 1 & 2	2.5 hours
October	Participants complete Module 3 & 4	2.5 hours
November	Participants complete Module 5 & 6	3 hours
December	Participants complete Module 7 & 8	2.5 hours
January	Participants complete Module 9 & 10	3.5 hours
February	Participants complete Module 11 & 12	2 hours
March	Celebrate success <i>Obtain feedback from participants</i>	

Sample C - Plan for completion of the ePyramid Modules over 4 months		TIME
August	- Recruit, train, and prepare provider/leader/coach - Plan for the year - Ensure that provider/leader have access to progress reports - Recruit and orient participants - Ensure that all participants have user accounts and can access the course - Module 1 <i>Obtain feedback from participants after each session</i>	
September	Participants complete Module 2-4	5 hours
October	Participants complete Module 5-6	3 hours
November	Participants complete Module 7-9	4 hours
December	Participants complete Module 10-12	4 hours
January	Celebrate success <i>Obtain feedback from participants</i>	

Sample Monthly Plans for Leaders

The tasks and time requirements for FCC provider(s) will vary based on the number of participants involved. This can include whether a single FCC provider is completing the modules alone or if a group of FCC providers are participating together. So then, it depends on whether the FCC providers are working through the modules independently or collaboratively, as well as the level of support they receive. Below are three sample plans outlining possible monthly schedules for leaders to follow.

Sample - Monthly Plan #1	
FCC providers complete Modules independently, Learning Community meets 1x/month	
Week 1: Check in with all participants - Review Progress Report - Support provider in planning to complete assigned lessons for the month - Follow up from last month	Week 3: Check in with teachers E, F, G, H: - Review action plan and assignments/projects - Reflection/Feedback - Determine any additional support needed
Week 2: Check in with teachers A, B, C, D: - 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	
FCC providers complete Modules together, Learning Community meets 2x/month	
Week 1: Learning Community Meeting - Watch module (may need to break module up into sessions) + do assignments together - Write action plans	Week 3: Learning Community Meeting - Watch module (may need to break module up into sessions) + do assignments together - Write action plans
Week 2: Check in with all participants - Review Progress Report - Follow up on implementation of action plans - Reflection/Feedback	Week 4: Check in with all participants - Review Progress Report - Follow up on implementation of action plans - Reflection/Feedback

Sample - Monthly Plan #3	
Each FCC provider completes Modules independently; there is no Learning Community	
Week 1: Check Weekly Progress Reports and Follow Up - Check in with participant as needed regarding completion of Modules or passing of Knowledge Checks - Provide participant with refresher information, reflective questions, or extension assignments related to past module sessions and content	Week 3: Check in with participants E, F, G: - Review action plan and assignments/projects - Reflection/Feedback - Determine any additional support needed
Week 2: Check in with participants A, B, C - Review action plan and assignments/projects - Reflection/Feedback - Determine any additional support needed	Week 4: Check in with participants H, I, J: - 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
• Welcome – Meet the facilitator – Materials – Logistics (in person or online) ◦ Sign in ◦ Verify everyone has access to the ePyramid Family Child Care Module training ◦ Provide assistance; if needed • Getting Acquainted and Introductions • Key Resources (Websites) • Our Time Together (Meeting Routine) • Establish Meeting Agreements • Sharing and Reflection	• Welcome • Reflection on the Content: – What did you learn? – What new ideas did you get? • Show and Tell • Reflection on Implementation: – What have you done to implement this content? – Success? Challenges? – What child responses have you noticed?	• Celebrating successes and accomplishments • Plan for future implementation • Provide certificates • Collect feedback from teachers

Discussion Topics and Assignments/Extension Questions/Reflections

Each ePyramid lesson includes activities and reflections that the participant is expected to complete (see Appendix A.)

As you consider how you will support learning, prioritize discussion about the Pyramid Model Practices for Family Child Care (see Appendix D) 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.

Family Child Care: Module 1 - Extension Questions/Reflections/Assignments

Section 1: Overview of the Pyramid Model

- Section 1: When you think about the children in your care, what social-emotional skills do you hope they develop by the time they enter school?
- Section 1: What stood out for you from learning about the Pyramid Model Overview?
- Section 1: In what ways do you intentionally support children's emotional development each day?
- Section 1: Which Pyramid Model core value (Prevention, Equity, Inclusion, Trauma-Informed Care, Anti-Bias Practice, Data-Informed Decision Making, Caring Community) resonates most strongly with your current practice? Why?

Section 2: Critical Considerations: Family Child Care Characteristics

- Section 2: What have you noticed related to trauma and children's behavior?
- What does Equity mean to you?
- Section 2: What did you learn from doing the Pyramid Model Philosophy activity?

Suggested Assignments/Applications:

- Section 1: Reflect on current practices that align with the Pyramid Model. Ask yourself the following questions:
 - Which Pyramid Model practices are you already using?
 - Which "Must Have" value (Prevention, Caring Community, Equity and Belonging, Trauma-Informed Practice, Anti-Bias Practice, Data-Informed Decision Making) is most evident in your program?
 - Which value would you like to strengthen?
 - What is one action you can take during the next month?
- Section 2: Apply the concept that behavior communicates a need by observing one child who displays a challenging behavior. Think and jot down: What happened? What might the child be communicating? How did I respond? What could I try next time?
- Develop one SMART goal. Include your goal, action steps, timeline, and how success will be measured. Bring progress update and reflections to the next Learning Community.

Family Child Care: Module 2 - Extension Questions/Assignments

Welcome - Setting the Stage:

- Which goal did you work on since the last Learning Community?
 - 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?

Section 1- What is Social-Emotional Development?

- What was the value of the "Social-Emotional Skills" activity?
- Who did you tell about the Pyramid Model? How did the conversation go?
- Do you have questions about implementation of the Pyramid Model in your program?
- 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 as a Family Child Care provider?

Family Child Care: Module 2 - Extension Questions/Assignments *(continued)*

Section 2 – Continuum of Development

- What personal insights did you explore and gain following the Case Study - Michelle 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 as a FCC provider?
- What activities and materials do you offer for children from infancy to school age that support their development at various stages? How do these offerings create a nurturing environment and provide opportunities for healthy relationships, emotional regulation, and exploration?

Suggested Assignments/Applications:

- *Observe and Reflect:* Observe one child for 10–15 minutes during play.
Document: How the child interacts with adults, how the child interacts with peers, how the child expresses emotions, how the child explores the environment.
Reflection Question: Which aspect of social-emotional development did you observe most often?
- Share the Continuum of Development- Social-Emotional Development, post for families and assistant/substitute.

Family Child Care Module 3: Extension Questions/Assignments

Welcome - Setting the Stage:

- Which goal did you work on since the last Learning Community?
 - 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?

Section 1 - Partnering with Families

- What are some specific strategies you use to build trust with families, especially those who may be hesitant to engage or who have had difficult experiences with programs in the past? What has been most successful to you?
- Think of a recent challenging interaction with a family. How could a strengths-based perspective help you approach that situation differently? What strengths might you acknowledge or build upon?
- How do you help families feel that they belong in your family child care program and that their culture, language, and experiences are valued? What is one strategy that has worked particularly well?
- When you experience a disconnect with a family, what helps you pause, reflect, and reframe your thinking before responding? Can you share an example of a time when reframing changed the outcome of a relationship or conversation?

Section 2 – Effective Communication Strategies

- Think about a recent conversation you had with a family. What communication strategy helped strengthen the relationship, or what communication block may have unintentionally created a barrier? What did you learn from that experience?
- Reflecting on what we learned about collaborative conversations, let's consider this question: When families express their concerns, how can you provide information while still empowering them to be the decision-makers and experts on their child?
- Which active listening strategy from the HEAR model (Hear, Empathize, Analyze, Respond) feels most natural to you, and which one would you like to strengthen? What would that look like in your daily interactions with families?

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

Section 3 – Trauma-Informed Family Child Care

- When you think about the children and families you serve, what trauma-informed practice do you already use well, and which one would you like to strengthen? Why?
- Think about a family who seems difficult to engage. What relationship-building strategies from this module could help strengthen your partnership with that family?

Suggested Assignments/Applications:

- Choose a family you work with regularly and share: One strength you identified in that family. One way you intentionally acknowledged that strength.
- Share before-and-after photos (optional) or describe changes made to create a more representative environment for families.
- Throughout the week, ask at least three open-ended questions to families. In our next session, share a successful question and what you learned from it.
- Reflect on recent family conversations. Ask yourself: Did I use jargon? Did I interrupt? Did I make assumptions? Did I validate their perspective? Did I provide positive feedback? Identify one communication strength.
- Choose ONE Trauma-Informed Practice: Visual schedule; More choices; Stronger transition routine or creating a calming space. Share in our next COP: which practice did you use? What changes did you notice in the children?

Family Child Care: Module 4: Extension Questions/Assignments

Welcome - Setting the Stage:

- Which goal did you work on since the last Learning Community?
 - 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?

Section 1 - Defining Culture

- Think about the quote, “Everyone is welcome” versus “We built this with you in mind.” What are some specific ways you intentionally demonstrate to families that your family child care program was designed with them in mind?
- How have your own cultural experiences, values, or family traditions influenced the way you interact with children and families in your program?
- Can you share a time when you recognized a personal assumption or bias that may have influenced your thinking about a child or family? What did you learn from that experience?
- When a family’s beliefs or caregiving practices differ from your own, what strategies do you use to remain strengths-based, build understanding, and develop a collaborative partnership?

Section 2 – Culturally Responsive Strategies for Family Child Care

- Think about a family whose values, traditions, or caregiving practices are different from your own. What have you learned from that family, and how has that experience influenced your practice?
- What opportunities do children in your program have to share their family stories, traditions, languages, or experiences with others? How do these opportunities help build children’s confidence and sense of identity?
- After reviewing the culturally responsive strategies in this module, which strategy (Family Books, Family Culture Shelf, Family Events, diverse materials, or community books) would have the greatest impact in your setting, and how might you implement it?
- How can culturally responsive practices move beyond special events and become part of your everyday interactions, routines, and learning experiences with children?

Possible Assignments/Applications:

- Reflect on your cultural identity. What key aspects of your culture influence your expectations of children and families? Identify a belief or value that shapes your caregiving. Share an insight you've learned about yourself.
- Document a situation in which you realize you have made assumptions about children or families during the course of a week. Consider the specific situation, the assumption that was made, and what additional information could help you better understand the family's perspective. Share one reflection or insight gained from this experience during the Learning Community.
- Conduct a walkthrough of your FCC environment focusing on culturally responsive elements such as books, posters, dolls, dramatic play materials, photos, music, and art materials. Reflect on: 1. Which children and families are represented? 2. Who is not represented? 3. What could be added for better inclusivity? Share one photo or a description of an area you've improved in our next Learning Community, if comfortable.
- Create a Family Book: Work with one child and family to create a simple family book. Include: Family members, favorite activities, languages spoken, important traditions. Bring photos or reflections on children's responses.

Family Child Care Module 5: Extension Questions/Assignments

Welcome - Setting the Stage:

- Which goal did you work on since the last Learning Community?
 - 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?

Section 1 - Nurturing and Responsive Relationships

- Think about a child or family with whom you have built a strong relationship. What specific actions or interactions helped build trust and connection?
- How do you intentionally communicate to children that they are valued not only for what they do, but also simply for who they are?
- Which of the five characteristics of nurturing and responsive relationships do you find easiest to apply to yourself as a provider? Which one is most challenging, and why?
- Were there any terms in this section that you would like to go over as a group?

Section 2 – Additional considerations for nurturing and responsive relationships

- How do you consider the child's development, temperament, and family culture when addressing behaviors that are challenging?
- 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?
- What adjustments have you made-or could you make-to your environment, routines, or interactions to better match a child's temperament and create a stronger "goodness of fit"?
- What behaviors or situations tend to trigger strong emotional reactions for you? 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 new strategy did you try in response to your hot button(s) being pushed? How did it feel? What did you notice?
- How do you individualize your relationship-building strategies to meet the unique social-emotional needs of children of different ages and development levels in your family childcare program?

Family Child Care Module 5: Extension Questions/Assignments *(continued)*

Section 3 – Nurturing and responsive relationship strategies

- What relationship-building strategies do you naturally use throughout your daily routines, and which strategies from this module would you like to incorporate more intentionally?
- Can you share an example of a time when following a child's interest or lead resulted in a meaningful learning experience or strengthened your relationship with that child?
- How do you balance providing support with encouraging independence for children at different developmental levels in your family childcare program?
- How does your use of positive descriptive feedback help children feel competent, valued, and connected? What impact have you observed on children's confidence and behavior?

Possible Assignments/Applications

- Choose one child in your program and spend one week intentionally observing your interactions with them. Reflect on: What relationship-building strategies did you use? How did the child respond? What did you learn about the child's interests, preferences, or needs? How did your interactions influence the child's engagement or behavior?
Bring to the Learning Community: one success, one challenge, one strategy you plan to continue using
- Complete a temperament scale for yourself as well as a child in your care.
- Create a list of a few strategies that you and your assistant/substitute (for Group Family Child Care programs) will use to address hot buttons; include one that is related to reframing your thoughts.
- Observe yourself (or record a short interaction if permitted)
Look for evidence of:
 - Following children's lead
 - Positive descriptive feedback
 - Providing choices
 - Waiting for responses
 - Supporting autonomy
 - Engagement opportunities

Family Child Care Module 6: Extension Questions/Assignments

Welcome - Setting the Stage:

- Which goal did you work on since the last Learning Community?
 - 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?

Section 1 – Physical Environment

- Describe how the Pyramid Model helps caregivers set up high quality supportive environments. List 3 strategies that you learned in this section.
- What materials or learning areas have been most successful in supporting children's engagement and independence, and why?
- Which area of your program do you find most inviting? What aspects of your program feel challenging?
- How do you know when the environment "works" for the children in your care? Their families? Yours?
- Reflecting on the Pyramid Model practices you learned previously, how does your physical environment promote children's independence, engagement, and sense of belonging? What is one area you would still like to strengthen?

Family Child Care Module 6: Extension Questions/Assignments *(continued)*

Section 2 – Schedules and Routines

- In your words, why are schedules and responsive routines so important to young children? What ways do they support social-emotional development?
- Reflecting on the Pyramid Model practices for FCC, how do your daily schedules and routines help children feel safe, secure, and successful throughout the day?
- What visual supports (e.g., visual schedules, First-Then boards, routine charts) have you implemented, and what impact have you noticed on children's independence, engagement, or behavior?
- Think about a routine in your program (arrival, mealtime, clean-up, rest time, etc.). How have you broken that routine into manageable steps to support children of different ages and abilities?
- What is one change you have made to your schedules, routines, or visual support that has had the greatest positive impact on children's social-emotional development or reduced challenging behavior?

Section 3 Expectations and Rules

- What did you notice about your expectations and rules? Did you make any adjustments to them?
- How are you teaching the rules and promoting expectations?
- In your own words, how do the expectations and rules in your family childcare program help children learn skills such as self-regulation, cooperation, and problem-solving?
- What strategies have you developed to provide families with information about how children are engaging in expectations in the program?
- Reflecting on your Pyramid Model implementation journey, what successes and challenges have you experienced when using clear expectations and rules to prevent challenging behavior and create a positive learning environment?

Section 4 – Transitions

- What is the most challenging transition in your program? What is the smoothest transition? Explain why for both questions.
- Which transition strategies (Songs and games, visual supports, audio cues, transition objects, First-Then boards, visual schedules) have been most effective in helping all the children stay engaged and reducing challenging behavior during transitions?
- The Pyramid Model emphasizes individualized supports. How have you adapted transition strategies to meet the needs of children with different languages, developmental levels, temperaments, or social-emotional needs? Can you share an example?

Section 5 – Engagement

- Engagement is a powerful prevention strategy. What strategies have you found most effective for keeping children of different ages actively engaged throughout the day?
- Think about a time when a child was disengaged or displaying challenging behavior. How did increasing engagement or offering meaningful choices impact the situation?
- Since participating in the Pyramid Model FCC Series, how have you incorporated choice-making into your daily routines, activities, or caregiving practices? What changes have you observed in children's participation or behavior? Can you share a specific example?

Family Child Care Module 6: Extension Questions/Assignments *(continued)*

Possible Assignments/Applications:

- Take or draw a picture of the physical environment in your program. List attributes within the environment that supports the growth of children's social-emotional development.
- Share the handout, "Visual Supports for Routines, Schedules and Transitions" with the families and ask one family for their feedback afterwards.
- Focus on teaching one expectation (e.g., Be Safe, Be Kind, Be Responsible). Follow these steps:
 - Choose one expectation
 - Explicitly teach it using visuals, modeling, role-play, or books.
 - Acknowledge children when they demonstrate the expectation
 - Collect examples throughout the week
- Section 4: 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 5: Intentionally embed choices throughout one part of the day. Bring a brief reflection and examples of children's responses.

Family Child Care: Module 7: Extension Questions/Assignments

Welcome - Setting the Stage:

- Which goal did you work on since the last Learning Community?
 - 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?

Section 1 – Family culture and social emotional development

- How have you learned about families and their cultural values as they relate to social skills?
- Can you share an example of a conversation or partnership with a family that helped you better understand a child's social-emotional needs, behaviors, or developmental expectations? What impact did that understanding have on your practice?

Section 2 – Strategies for Teaching Social-Emotional Skills

- Which social-emotional teaching strategy have you intentionally embedded into your daily routines, and what impact have you observed on children's behavior, relationships, or engagement?
- Which age group's social-emotional skills (infants, toddlers, or preschoolers) have been the most challenging for you to support, and what Pyramid Model practices have helped you address those challenges?
- What are some ways you help children identify their feelings, solve problems, or resolve conflicts during everyday interactions? Can you share a recent example from your program?

Section 3 – When to Teach Social Emotional Skills

- Think about a recurring challenge in your family childcare program (transitions, sharing, waiting, clean-up, mealtime, etc.). What proactive strategies have you used to teach social-emotional skills before the challenging behavior occurs, and what results have you seen?
- How has understanding the Bell Curve of Behavior changed the way you respond to challenging behaviors? Can you share an example where you shifted from reacting during a crisis to teaching and supporting skills earlier in the process?
- What visual supports, reminders, or prompting strategies (such as visual schedules, First-Then boards, transition warnings, or provider proximity) have been most effective in helping children use social-emotional skills independently?

Family Child Care: Module 7: Extension Questions/Assignments *(continued)*

Section 4 – How to teach social-emotional skills

- Think about a social-emotional skill you have recently taught (such as sharing, asking for help, identifying emotions, or taking turns). How did you intentionally move children through the stages of **Show & Tell, Practice, and You Got It?**
- What are some ways you embed opportunities for children to practice social-emotional skills throughout your daily routines, transitions, and play experiences? Which opportunities seem most effective?
- Can you share an example of a child who successfully transferred a social-emotional skill from one setting or situation to another? What strategies helped that child generalize the skill?
- Looking at the four domains of social-emotional development (Friendship Skills, Emotional Literacy, Self-Regulation, and Problem-Solving), which area do you feel most confident teaching, and which area would you like additional ideas or support implementing in your family childcare program?

Possible Assignments/Applications:

- Teach a new social-emotional skill using the three stages of learning. Select one skill such as: asking for a turn, using feeling words, asking for help, waiting, sharing, or problem solving. During our next learning community, share examples of children's progress through the three stages.
- Observe one recurring challenging behavior. Complete a simple reflection: What happens before, what support could be added earlier, what happened during the behavior, what will I teach next time before the behavior occurs? Discuss how proactive teaching changed the outcome during our next learning community.
- Select a daily routine (arrival, meals, outdoor play, diapering, clean-up, departure, etc.) and practice intentional teaching. Identify the social-emotional skill you want to teach, how you will teach it, how children will practice it, how you will reinforce it. Bring back to learning community: Share successes and challenges.

Family Child Care: Module 8: Extension Questions/Assignments

Welcome - Setting the Stage:

- Which goal did you work on since the last Learning Community?
 - What went well? And what additional support is needed to implement the action plan?
 - What was the biggest success? What was the biggest challenge?
 - Have you tried any of the strategies that you wrote down from previous training?
 - At this point do you have a greater understanding of what the Pyramid Model is? Do you have any questions or need more clarification?

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?

Section 1 – Teaching Peer Interactions and Friendship Skills

- Think about the children in your program. Which friendship skill (sharing, asking for a turn, giving compliments, organizing play, or getting someone's attention) do your children need the most support with right now? What strategies have you tried, and what have you observed?
- How do you intentionally create opportunities for peer interaction among children of different ages in your family childcare home? What successes or challenges have you experienced?
- Reflect on a recent situation where a child excluded another child or made a comment about differences. How did you respond, and what might you do differently after completing Module 8?
- Which daily routine (mealtime, clean-up, dramatic play, art, arrival, etc.) offers the greatest opportunity to teach friendship skills in your program? What is one new strategy you plan to implement before our next Learning Community meeting?
- What experiences/activities/materials have you intentionally planned to give children opportunities to practice their friendship skills?
 - Have you communicated with families about these skills? What could you do to encourage families to support these skills at home?
 - How are the children and families responding?

Section 2 – Teaching Emotional Literacy

- Which feeling words did you identify as important to teach infants, toddlers, and preschoolers to? How did you decide on these words? Tell me how you are embedding this vocabulary throughout your day.
- Have you communicated about this vocabulary with families? What could you do to encourage families to use these words at home? How are the children and families responding?
- What materials and activities do you plan on using in your program to teach infants, toddlers or preschoolers emotions; how to recognize their own emotions, and others?
- Which children's book did you choose to read to the children 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?
- Reflect on a recent situation in which a child experienced a strong emotion. How did you respond to validate the child's feelings while also supporting appropriate behavior, and what did you learn from that experience?

Possible Assignments/Applications

- Section 1: Teach and observe one friendship skill. First, choose one skill from the following: sharing, asking for a turn, getting a friend's attention, giving compliments, and organizing play. Then, reflect: which friendship skill did you focus on? What teaching strategy did you use? How did children respond? And what progress or challenges did you notice? Share in our next Learning Community.
- Section 1: Increase opportunities for peer interactions throughout the day. First, choose one routine: Mealtime, clean-up, outdoor play, art, arrival, and dramatic play. Plan and implement one strategy that encourages children to interact with one another. Examples: Assign a "table captain", create a buddy activity, pair children to complete a task together, encourage children to ask peers for materials. Then, reflect, which routine did you choose? How did children interact? What surprised you? How might you expand this strategy? Share in our next Learning Community.
- 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 program. 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.
- Create one emotional literacy support from this list: Feeling check-in board, feeling faces cards, feelings wheel, puppet activity, feelings dice, or emotion-themed book basket. Use the tool consistently for at least one week. Collect data regarding how often children use it? How did it support emotional expression? What modifications would make it more effective?

Family Child Care: Module 9: Extension Questions/Assignments

Welcome - Setting the Stage:

- Which goal did you work on since the last Learning Community?
 - 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?

Family Child Care: Module 9: Extension Questions/Assignments *(continued)*

Section 1 – Teaching Self-Regulation Skills

- When thinking about self-regulation, what are some of the strategies you teach to help children get back to their state of “calm”?
- What self-regulation strategies (deep breathing, cozy area, relaxation thermometer, Tucker Turtle, etc.) have you introduced in your family child care program, and how have children responded to them?
- Think about a recent situation when a child experienced strong emotion. How did you support the child’s self-regulation, and what might you do differently after completing this module?
- How does your current environment support children’s emotional regulation? What changes could you make to strengthen your cozy/calming area or increase children’s access to calming tools and visual supports?
- What opportunities do you intentionally provide throughout the day for children to practice self-regulation skills when they are calm, and how might you embed more practice into daily routines and activities?
- How can you partner with families to create consistency between home and your family child care program when teaching self-regulation strategies such as deep breathing, the Relaxation Thermometer, or the Tucker Turtle Technique?

Section 2 – Teaching Problem-Solving Skills

- Think of a recent conflict between children. How did you support the children in using the problem-solving steps rather than solving the problem for them? What was the outcome?
- How are you intentionally embedding opportunities for children to problem-solving skills throughout your daily routines, transitions, and play experiences?
- What challenges have you encountered when teaching children to solve problems independently, and what strategies from Module 9 might help address those challenges?
- How can you partner with families to reinforce self-regulation and problem-solving strategies at home so children experience consistency across settings?
- How have you introduced and used the Solution Kit in your family child care program? What successes or challenges have you experienced in helping children independently access and use the solution cards when conflicts arise?

Possible Assignments/Applications

- Create or Enhance a Cozy Area. Evaluate your current calming space (or create one if you do not already have one). In our next session, share what materials did you include and why? How did you introduce the space to the children? How did children use the cozy area during the week? What changes would you make based on your observations?
- Introduce one calming strategy (e.g., deep breathing, mindfulness, yoga pose, counting, relaxation thermometer). Reflect on the following questions: Which strategy did you choose? How did you teach it? How did children respond? When were children most likely to use the strategy independently? Share your answer in the next Learning Community (Optional)
- Introduce or reinforce the Tucker Turtle Technique and intentionally model it throughout the week. Keep track of how the children respond to the story or visuals. Did any children begin to use the strategy independently? What challenges did you encounter? How did modeling the technique impact the children’s learning?
- Review any completed action plans for Module 9. Discuss action steps and evidence of implementation of the plan. Evidence could include a photo of a support you have added to the learning environment or a description of the strategies you have implemented, or an explanation of how the children responded to what you tried. You should include the result of your actions – what happened when you _____. What do you still need to change or add?

Family Child Care: Module 10: Extension Questions/Assignments

Welcome - Setting the Stage:

- Which goal did you work on since the last Learning Community?
 - 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?

Section 1 - Understanding Challenging Behavior

- Understanding that behavior is communication, what do you now understand about the children in your program who are exhibiting challenging behaviors?
- What have you learned about yourself related to your expectations of behavior? How has that impacted your relationships with children who present with challenging behavior?
- What 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?
- Think about a challenging behavior you have observed recently in your family child care program. What do you believe the child was trying to communicate through that behavior?
- Using the “Iceberg” concept, what skills or unmet needs might have been underneath the behavior you observed? How did this perspective change the way you responded?
- What preventive practices (such as routines, relationships, environmental supports, or social-emotional teaching) have been most effective in reducing challenging behavior in your program?
- How have you partnered with families to better understand a child’s challenging behavior? What information from families helped you identify possible causes or supports?

Section 2 – How do we address challenging behavior?

- Think about a challenging behavior you have observed recently. How might using the ABC framework help you better understand what the child was communicating?
- Describe a situation in which a child’s behavior was helping them obtain something they wanted. What was the function of the behavior, and how did you respond?
- Describe a situation in which a child’s behavior helped them avoid or escape something. What replacement skill could you teach to meet that same need?
- How do you currently teach children replacement skills such as asking for help, taking turns, expressing emotions, or requesting a break? Which strategies have been most successful?
- 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 you learn more about the child and to help understand the function of the child’s behavior?
- 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?

Family Child Care: Module 10: Extension Questions/Assignments *(continued)*

Possible Assignments/Applications

Practice identifying the Antecedent, Behavior, and Consequence:

- ☐ Select one child who displays a recurring challenging behavior.
- ☐ Complete an ABC observation form for at least three separate occurrences of the behavior for one week.
- ☐ Review the data and look for patterns.

Reflect on the following:

- ☐ What antecedents occurred most often?
- ☐ What happened after the behavior that may have reinforced it?
- ☐ What do you think the child was trying to communicate?
- ☐ What might be the function of the behavior (gain or avoid)?

Bring to the Next Learning Community: One completed ABC chart and one gained insight from the observation process.

Choose one prevention strategy from Module 10 and intentionally implement it for one week.

Possible strategies:

- ☐ Increase positive descriptive feedback.
- ☐ Add visual support.
- ☐ Adjust transitions.
- ☐ Provide more choices.
- ☐ Create a more predictable routine.
- ☐ Increase positive one-on-one interactions.

Reflect on the following questions:

- ☐ Which prevention strategy did you implement?
- ☐ How consistently were you able to use it?
- ☐ What changes did you notice in children's behavior?
- ☐ What surprised you?

Bring to the Next Learning Community: A specific example of how the prevention strategy impacted a child or group of children.

Choose one challenging behavior observed in your program and complete the following sentence starters:

- ☐ The behavior I see is...
- ☐ The child may be feeling...
- ☐ The child may need...
- ☐ The child may not yet know how to...
- ☐ I can support this child by...

Reflection Questions:

- ☐ How did this activity change the way you viewed the behavior?
- ☐ Did you discover any possible unmet needs or skill deficits?

Bring to the Next Learning Community: A summary of your reflections.

Family Child Care Module 11: Extension Questions/Assignments

Welcome - Setting the Stage:

At this point do you have a greater understanding of what the Pyramid Model is? Do you have any questions or need more clarification?

- 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?
- Do you believe you have a better understanding of challenging behavior and how to address it in the children in your family child care program?

Section 1 – Why Collect Data?

- Since completing Module 11, what types of data have you collected in your family child care program, and what did the data help you learn about a child or your teaching practices?
- Can you share an example of a pattern or trend you identified through data collection that you may not have noticed otherwise? How did that information influence your next steps?
- How can collecting objective data strengthen your communication with families and support collaborative problem-solving when concerns arise about a child's development or behavior?

Section 2 – Types of Data to Collect

- Which type of data collection method (anecdotal records, frequency counts, duration records, event sampling, checklists, work samples, or photographs/videos) have you found most useful in your family child care program, and why?
- Think of a social-emotional skill a child in your care is currently learning (e.g., taking turns, expressing feelings, or making friends). What type of data would best show the child's progress, and how would you collect it?
- How can reviewing and organizing data regularly help you adjust your teaching strategies and better support children's social-emotional development?

Section 3 – Using Data to Make Decisions

- Think of a child you currently support. How could data help you identify that child's strengths and needs more accurately than relying on memory or impressions alone?
- Can you share an example of a time when reviewing data led you to change or adjust a teaching strategy, routine, or intervention? What was the outcome?
- The module reminds us, "Don't collect data unless you are going to use it." How can you ensure that the data you collect in your family child care program leads to meaningful decisions and actions for children and families?

Section 4 – Sharing Data

- How do you currently share information about children's progress with families, and what methods have been most effective in encouraging family engagement and collaboration?
- Think about a time when sharing data helped you and a family work together to support a child's development. What did you learn from that experience?
- When discussing data with families, how can we ensure the conversation remains strength-based, collaborative, and focused on helping the child succeed across home and child care settings?

Family Child Care: Module 11: Extension Questions/Assignments *(continued)*

Possible Assignments/Applications

Develop a data collection form that can be used in your daily routine. Follow these steps:

- ☐ Create a simple form to track a social-emotional skill or behavior.
- ☐ Use the form for at least one week.
- ☐ Share a copy with Learning Community participants and discuss its effectiveness.

Reflect on the following:

- ☐ Was the tool easy to use?
- ☐ What changes would make it more effective?

Collect data on a behavior or routine that has been challenging. Follow these steps:

- ☐ Use event sampling, frequency counts, or anecdotal records.
- ☐ Look for patterns related to time, activity, peers, environment, or adult interactions.
- ☐ Summarize what you learned.

Reflect on the following:

- ☐ What patterns emerged?
- ☐ How might these patterns guide your next steps?

Create or enhance a portfolio for one child. Include:

- ☐ Work samples
- ☐ Photos
- ☐ Anecdotal notes
- ☐ Checklist or rating scale data
- ☐ A summary of strengths and growth

Reflect on the following questions:

- ☐ How does the portfolio demonstrate the child's progress over time?
- ☐ How could it be used during family conferences?

Share the highlights of the project with the Learning Community (optional)

Family Child Care: Module 12: Extension Questions/Assignments

Welcome - Setting the Stage:

- Which goal did you work on since the last Learning Community?
 - What went well? And what additional support is needed to implement the action plan?
 - What was the biggest success? What was the biggest challenge?
- Have you tried any of the strategies that you wrote down from previous training?
- Can you share a success story related to collecting data?
- Set an intention for our time today.
- What questions do you have related to the content that you have learned in this module?

Time Management, Organization, Wellness, and Teaming in FCC

- What part of your daily schedule runs smoothly, and what part feels rushed or stressful?
- Which time-management strategy from this module would have the greatest impact on your program if implemented consistently?
- If you could improve one organizational system tomorrow, what would it be and why?
- How effective is your current communication system with families?
- What communication tools or technology could improve your interactions with families?
- Which new self-care strategy would you like to try during the next month?
- How can you build more opportunities for rest and recovery into your routine?
- What is one action you could take to expand your professional support network?

Family Child Care: Module 12: Extension Questions/Assignments

Possible Assignments/Applications

- Track your time for three days.

Document:

- Daily routines
- Interruptions
- Tasks that take longer than expected
- Tasks that could be delegated

Reflect:

- What patterns do you notice?
- What changes could improve efficiency?

- Develop a Self-Care Action Plan

Create a 2-week self-care plan that includes:

- One daily self-care practice
- One weekly wellness activity
- One stress-management strategy
- Reflect on your findings and modify accordingly



Appendix A

List of Assignments/Priority Activities



List of Activities and Reflections

The activities and reflections within the modules have been designed to ensure that each ePyramid module is interactive and will lead to implementation of the practices discussed. Whenever possible, leaders should support participants in completing all activities and reflections for each module. If circumstances do not allow you to provide support and accountability for all of the items, you may choose to focus on the highlighted portions of this chart. Items highlighted in BOLD are priority for participants to complete. If you do not have time or resources to follow up on every single assignment, focus on these.

Checklist for Module 1 – Overview of the Pyramid Model in Family Child Care

Learn and Do

- ☐ **Complete all lessons in Module 1**
- ☐ Reflecting on Social-Emotional Skills
- ☐ **Goal of the Pyramid Model: Our “Must Haves”**
- ☐ Levels of the Pyramid Model
- ☐ Behavior is Communication
- ☐ Characteristics of Family Child Care
- ☐ **Overview of the Pyramid Model in Family Child Care**
- ☐ **Activity: The Pyramid Model Philosophy**
- ☐ **Complete Module 1 Knowledge Check**

Reflect

- ☐ **Reflection: Behavior is Communication**
- ☐ Reflection: 1. Given what we know about the unique characteristics of family child care, what strengths do you feel you currently have that align with using the Pyramid Model?
- 2. What challenges might you face when applying the Pyramid Model framework in your FCC?

Checklist for Module 2 – Social-Emotional Development for Family Child Care Providers

Learn and Do

- ☐ **Complete all lessons in Module 2**
- ☐ Gain a greater understanding on Social-Emotional Development in young children
- ☐ **Complete the activity: Social-Emotional Skills**
- ☐ Review Handout 1: Developmental Continuum of Social-Emotional Indicators
- ☐ **Complete the activity: Case Study: Michelle**
- ☐ Want to learn more? Visit the National Scientific on the Developing Child and Zero To Three website (optional)
- ☐ **Complete Knowledge Check for Module 2**

Reflect

- ☐ What is one social-emotional development strategy you plan to strengthen or implement in your family child care program, and how do you expect it will benefit the children in your care?
- ☐ How will you plan and organize your daily activities, routines, and play experiences to support children’s social skills, communication, independence, and exploration across various ages and developmental stages?

Checklist for Module 3 – Family Engagement and Family-Centered Practices

Learn and Do

- ☐ **Complete all the lessons in Module 3**
- ☐ Develop a deeper understanding of building strength-based relationships with families.
- ☐ **Complete the activity: Strengths-Based Response**
- ☐ **Complete Handout 1: Reflecting and Reframing**
- ☐ Learn strategies for building successful relationships with families
- ☐ Learn about the importance of partnering with families
- ☐ **Complete the Activity: Effective Communication or Block?**
- ☐ **Learn strategies for collaborative conversations**
- ☐ Review the section Active Listening Phrases and Open-Ended Questions
- ☐ Learn universal Pyramid Model Practices for Trauma-Informed Family Child Care
- ☐ **Read Handout 2: Informed Care Checklist**
- ☐ **Review Case Studies: Kim Family & Marsh Family**
- ☐ **Complete Module 3 Knowledge Check**

Reflect

- ☐ What are some new ways you can partner with families?
- ☐ How do you currently build trust and partnership with families, and what strengths-based practices could you strengthen to make families feel more valued and supported?
- Reflect on how you acknowledge family strengths, share decision-making, and create opportunities for collaboration.**
- ☐ Reflect and reframe when there is a disconnect with a family
- ☐ How does your family child care environment promote belonging, safety, and responsiveness for all families, including those who may have experienced stress or trauma?
- Reflect on the ways you create a welcoming community, represent family cultures, maintain predictable routines, and support family engagement.**

Checklist for Module 4 – Cultural Responsiveness and Family Child Care Homes

Learn and Do

- ☐ **Complete all the lessons in Module 4**
- ☐ **Complete Handout 1 – Reflection – My culture**
- ☐ Learn strategies to create a sense of belonging and responsiveness in your child care home.
- ☐ Develop an understanding of bias and how to identify it.
- ☐ **Complete activity: Reframing with a Strengths-Based Approach**
- ☐ Review resource: Strategies for Family Engagement: Attitudes and Practices
- ☐ **Complete the Case Study: Cultural Perspectives - Try It Out: Using Strengths-Based Attitudes in Practice**
- ☐ Learn a variety of culturally responsive strategies you can implement in your family child care home.
- ☐ **Complete Module 4 Knowledge Check**

Reflect

- ☐ On progress made based on the Action Plan created from last meeting
- ☐ Reflect on the families' cultures in your program and consider ways to honor family's culture-based communication style.
- ☐ Think about the quote, "Everyone is welcome" versus "We built this with you in mind." What does this difference mean in your program? What are some ways you intentionally create a sense of belonging for every family?
- ☐ How well do your materials, books, toys, and displays reflect the children, families, and cultures represented in your program?
- ☐ Reflect on the critical role that recognizing and reflecting on your own thoughts, beliefs, and experiences play in providing culturally responsive care.
- ☐ What culturally responsive strategy from this module would you like to implement first (e.g., family books, family culture shelf, family events, diverse materials)?

Checklist for Module 5 – Nurturing and Responsive Relationships

Learn and Do

- ☐ **Complete all the lessons in Module 5**
- ☐ Gain an understanding of the importance of focusing on nurturing and responsive relationships and their characteristics.
- ☐ Take a look at examples of each of the five characteristics of nurturing and responsive relationships for children, adults, families, and providers.
- ☐ **Review Handout 1: Understanding Temperament in Infants and Toddlers and Handout 2: Temperament Continuum.**
- ☐ Review the resource, The Temperament Tool.
- ☐ **Complete Observation Activity: Liliana**
- ☐ **Complete Handout 3: Hot Buttons**
- ☐ Review and implement all strategies for building relationships with mixed-age children. Choose one strategy that you would like to enhance.
- ☐ **Use Handout 4: Individualized Nurturing and Responsive Relationships Planning form to write down your ideas for building nurturing and responsive relationships with the individual children in your FCCH.**
- ☐ **Complete Module 5 Knowledge Check**

Reflect

- ☐ On progress made based on the Action Plan created from last meeting
- ☐ 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?
- ☐ Reflect on a child whose temperament is very different from your own. How does this difference influence your interactions, and what strategies help create a better “goodness of fit”?
- ☐ What strategies can you use to pause, reflect, and respond thoughtfully when your hot buttons are activated? Which relationship-building strategy from this module are you most excited to implement, and why?

Checklist for Module 6 – Creating a High Quality, Supportive Environment for All Ages

Learn and Do

- ☐ **Complete all lessons in Module 6**
- ☐ Reflection: Physical Environment
- ☐ Write down any new ideas or needs for designing your physical environment.
- ☐ **Review Handout 1: Visual Supports for Routines, Schedules, and Transitions**
- ☐ Review all the strategies for teaching schedules and routines to the children in your care and choose one strategy you would like to implement.
- ☐ Review strategies to create meaningful routines. Choose one strategy you would like to implement.
- ☐ **Review Handout 2 – Expectations Family Input Form and create a plan to share it with families.**
- ☐ **Observation: Clean-Up Transition**
- ☐ **Reflection: Clean-up Transition**
- ☐ Learn practical transition strategies. Choose one strategy you would like to implement.
- ☐ Review strategies to promote engagement.
- ☐ Understand the importance of empowering children with choices to promote their social-emotional development.
- ☐ **Complete Module 6 Knowledge Check**

Appendix A

ePyramid Lessons Appropriate for Various Roles (continued)

Checklist for Module 6 – Creating a High Quality, Supportive Environment for All Ages (continued)

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?
- ☐ In your words, why are schedules and responsive routines so important to young children? 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?
- ☐ Consider the strategies you use to promote engagement in your FCCH and compare them with the ones learned in this module. Are they similar? If not, what changes would you make?

Checklist for Module 7 – Social-Emotional Teaching

Learn and Do

- ☐ **Complete all lessons in Module 7**
- ☐ Gain a deeper understanding of how culture affects social-emotional learning.
- ☐ Observation: Home Languages in FCC
- ☐ Learn the strategies for teaching social-emotional skills to infants, toddlers and preschoolers.
- ☐ Learn the Bell Curve of Behavior: Gina and Luke
- ☐ Learn the stages of learning new skills
- ☐ **After watching the video on how routines and the environment support social-emotional learning, complete Try it Out! Activity.**
- ☐ **Complete Module 7 Knowledge Check**

Reflect

- ☐ On progress made based on the Action Plan created from last meeting
- ☐ Every culture and family has distinct expectations and social-emotional norms. Reflect on your own expectations and social-emotional norms. Consider how the social norms you identified might influence your interactions with families.
- ☐ What is one social-emotional skill you would like to focus on teaching more intentionally over the next month, and why?
- ☐ After completing this module, what is one change you will make in your daily routine to more intentionally teach, practice, and reinforce social-emotional skills for the children in your Family Child Care Home?

Checklist for Module 8 – Social-Emotional Teaching – Friendship Skills and Emotional Literacy

Learn and Do

- ☐ **Complete all the lessons in Module 8**
- ☐ **Review FCC Module 8 Handout 1 – Peer-Mediated Skills. Create a plan for using visual supports to teach children Peer-Mediated Skills.**
- ☐ Learn development of play and friendship skills in infants, toddlers, and preschoolers.
- ☐ **Review FCC Module 8 Handout 2 – PTL-Social-Play-Taxonomy**
- ☐ Learn five strategies to embed friendship skills across the day
- ☐ Learn additional strategies for practicing social skills and select one to implement with the children in your program.
- ☐ **Complete: Reflection: Social Interactions Observations**
- ☐ Emotional Literacy and how to develop these skills

Checklist for Module 8 – Social-Emotional Teaching – Friendship Skills and Emotional Literacy (continued)

- ☐ **Select a strategy for teaching feelings.**
- ☐ Teaching Tools to support teaching emotions and feelings
- ☐ **Explore the NCPMI Booklist on the website and Book Nooks. Locate one book that you would like to share with the group.**
- ☐ **Complete Module 8 Knowledge Check**

Reflect

- ☐ On progress made based on the Action Plan created from last meeting
- ☐ How are you feeling?
- ☐ 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 program when you observe a child who may need individualized teaching or support.
- ☐ While reflecting on and completing the module, what are some ways you will change your practice to promote friendship and social skills with the children in Family Child Care Program?
- ☐ What is one specific action you will take this week to expand children's emotional vocabulary and emotional understanding?

Checklist for Module 9 – Social-Emotional Teaching – Self-Regulation and Problem-Solving Skills

Learn and Do

- ☐ **Complete all the lessons in Module 9**
- ☐ Definition of Self-Regulation and Anger Management
- ☐ **Practice the Deep Breathing technique**
- ☐ Review FCC Module 9 Handout 1 – Self-Regulation Breathing Strategies
- ☐ Review resources for Cozy Area Visuals
- ☐ Review FCC Module 9 Handout 2 – How to Create a Cozy Corner
- ☐ Review FCC Module 9 Handout 3 – Calm Down Poster
- ☐ Self- Regulation Activity Resources
- ☐ **Practice teaching the Turtle Technique**
- ☐ Review Tucker Turtle Resources
- ☐ **Learn and practice teaching the steps of Problem Solving**
- ☐ **Reflection: Teaching in Large Group**
- ☐ **Create an action plan for utilizing the Solution Kit with the children in your program.**
- ☐ **Complete Module 9 Knowledge Check**

Reflect

- ☐ On progress made based on the Action Plan created at the last meeting
- ☐ Which self-regulation strategies (deep breathing, cozy area, relaxation thermometer, Tucker Turtle, mindfulness, etc.) would be most beneficial for the children in your care?
- ☐ How comfortable are you in teaching children specific steps for calming themselves when they experience strong emotions?
- ☐ How can you create more opportunities for children to practice generating solutions independently?
- ☐ How are you using the stages of learning (Show and Tell, Practice, and You Got It!) when teaching social-emotional skills?
- ☐ How have you adapted self-regulation or problem-solving strategies to meet the needs of individual children?
- ☐ What is one action you will take this week to strengthen children's self-regulation or problem-solving skills?

Checklist for Module 10 – Addressing Challenging Behaviors for Family Child Care Providers

Learn and Do

- ☐ **Complete all the lessons in Module 10**
- ☐ Gain a deeper understanding of challenging behavior as a form of communication.
- ☐ **Complete: Reflection: Biting Observation**
- ☐ **Complete Reflection: Challenging Behavior**
- ☐ **Complete: Try it out: ABC Scenarios**
- ☐ **Complete: Reflection: ABCs**
- ☐ **Complete: Activity: Name That Function**
- ☐ **Complete Activity: Function Possibilities**
- ☐ Learn about prevention practices and choose one to implement with a child in your family child care program.
- ☐ Explore resource: Prevent-Teach-Reinforce (PTR-YC): A Manualized Process for Behavior Support
- ☐ Learn Possible Replacement Skills
- ☐ **Complete: Observation: Challenging Behavior Outside. Then, Reflection: Challenging Behavior Outside**
- ☐ **Complete Module 10 Knowledge Check**

Reflect

- ☐ On progress made based on the Action Plan created at the last meeting
- ☐ 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
- ☐ On your thinking about form and function of behavior
- ☐ On your emotional responses to challenging behavior
- ☐ Think of a child in your program who displays challenging behavior. What do you believe that behavior might be communicating?
- ☐ Looking beneath the surface (The Iceberg): What might be “below the surface” for a child who displays persistent challenging behavior in your program?
- ☐ Which prevention practices would you like to strengthen (predictable schedules, positive attention, clear expectations, engaging environments, etc.)?
- ☐ How can you teach children more appropriate ways to communicate their needs?
- ☐ Think about a child who challenges you. What thoughts do you typically have about that child? How might you reframe those thoughts in a way that promotes empathy and problem-solving?

Checklist for Module 11 – Collecting and Using Data in Family Child Care Homes

Learn and Do

- ☐ **Complete all the lessons in Module 11**
- ☐ Understanding the importance of data collection in FCCH.
- ☐ Types of data to collect
- ☐ **Complete: Reflection: Tools and Methods for Data Collection**
- ☐ **Review FCC Module 11 Handout 1 – Preschool Module 4 - General Data Collection Form**
- ☐ **Review FCC Module 11 - Handout 2 – Infant Toddler Module 7 Handout 2 – Individualized Teaching Plan**
- ☐ Data Collection Tips. Select one method to implement in your Family Child Care Home
- ☐ Strategies for Organizing Data.
- ☐ Develop a plan to communicate data more effectively with families.
- ☐ **Complete Module 11 Knowledge Check**

Checklist for Module 11 – Collecting and Using Data in Family Child Care Homes (continued)

Reflect

- ☐ On progress made based on the Action Plan created at the last meeting
- ☐ How has collecting data helped you better understand a child's behavior, strengths, or developmental needs?
- ☐ Which type of data collection (anecdotal records, frequency counts, duration records, event sampling, checklists, work samples, photographs/videos) do you currently use most often? Why?
- ☐ Which data collection method would you like to try more frequently, and what would be your first step in implementing it?
- ☐ Think of a child currently working on a social-emotional skill. What data could you collect to measure progress toward that goal?
- ☐ What challenges do you face when reviewing and analyzing data, and how might you overcome them?
- ☐ How can data help ensure that your interventions are individualized and responsive to each child's needs?
- ☐ How can data support collaborative goal-setting between providers and families?

Checklist for Module 12 – Time Management, Organization, Wellness, and Teaming in Family Child Care Homes.

Learn and Do

- ☐ **Complete all the lessons in Module 12**
- ☐ Time management and organizations tips
- ☐ **Complete: Reflections: Time Management Tips**
- ☐ Self-Care Practices
- ☐ **Complete FCC Module 12 Handout 1 – My Self-Care Routine Plan**
- ☐ Review FCC Module 12 Handout 2 – Meditation Monday
- ☐ Review FCC Module 12 Handout 3 – Take-a-breath-Tuesday
- ☐ Review FCC Module 12 Handout 4 – Walk-it-out-Wednesday
- ☐ Review FCC Module 12 Handout 5 – Feel- Good-Friday
- ☐ **Explore methods for FCC providers to connect with others and choose one to implement moving forward.**
- ☐ **Complete Module 12 Knowledge Check**
- ☐ **Complete CoP Evaluation**
- ☐ **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.**

Reflect

- ☐ On progress made based on the Action Plan created at the last meeting
- ☐ Which of the time management strategies do you currently use most consistently, and how has it helped your program?
- ☐ Do you have a time management technique from the list that you plan to try?
- ☐ How would you describe your current level of wellness and work-life balance?
- ☐ Which wellness strategy discussed in this module would have the greatest positive impact on your daily life?
- ☐ In what ways do you currently connect with other family child care providers?

Appendix B

Action Planning



Appendix B

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 Family Child Care Provider can work on implementing in the program
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 mixed age children attending a Family Child Care program. 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 FCCH 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

FCC (Family Child Care) Provider: _____ Coach: _____ Date: _____

Use the data from your observations, 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 FCC Provider is implementing well:

Identify 3 practice implementation needs identified on the Pyramid Model Practices for Family Child Care Homes document:

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

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)

- | | |
|--|---|
| ☐ Created all materials/visuals | ☐ I individualize for children who need more support (when applicable) |
| ☐ Taught skill (when applicable) | ☐ Coach and I have observed child outcomes |
| ☐ Implement consistently | ☐ Other: _____ |
| ☐ 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:			☐	☐	☐
I will work on this teaching practice _____ (time, day, part of routine) (Optional) I will work on this teaching practice with _____ (specific children)			☐	☐	☐
I will: (describe exactly what you will do if you are implementing this teaching practice)			☐	☐	☐
Action Steps to Help Me Achieve My Goal	RESOURCES NEEDED	DUE DATE			
Prepare to Collect Data					
How will you know when you have met your goal? (Remember to focus on implementation of the teaching practice) 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?)					

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.

☐ Meeting A	Date:	Time:
☐ Meeting B	Date:	Time:
☐ Meeting C	Date:	Time:
☐ Meeting D	Date:	Time:
☐ Meeting E	Date:	Time:

Facilitator Planning Document

☐ Meeting F	Date:	Time:
☐ Meeting G	Date:	Time:
☐ Meeting H	Date:	Time:
☐ Meeting I	Date:	Time:

Additional Notes:

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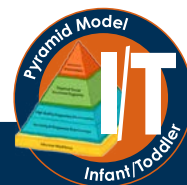
Appendix C

Pyramid Model Handouts: Module 2



Age Range	Forming Close & Supportive Relationships	Developing Self-Awareness & Identity	Growing Exploration & Independence
Infant Birth to 15 Months 	- 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	- 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	- 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 	- 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	- 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	- 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 	- 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	- 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	- 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.



Appendix C

Pyramid Model Handouts: Module 3



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:

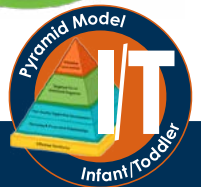
Johnny whines the moment he arrives and continues throughout the day. He doesn't like being here.

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:**

Checklist of Early Childhood Practices that Support Social Emotional Development and Trauma-Informed Care



“The implementation of a trauma-informed approach is an ongoing organizational change process. A trauma-informed approach is not a program model that can be implemented and then simply monitored using a fidelity checklist. Rather, it is a profound paradigm shift in knowledge, perspective, attitudes and skills that continues to deepen and unfold over time.” There are practices, however, that teachers can use to infuse a trauma informed care approach in their work. As a teacher you may see children for the longest period of the day, you may even spend more time with a young child than his/her parents. You have a critical role to play in recognizing trauma, building positive relationships with children, helping children feel safe and secure, providing consistent routines and structure, and teaching children social emotional skills. Recognizing the impact of trauma can change the way you view children’s behavior and support their development and ultimately their healing.

Purpose: This checklist is a list of practices that will help guide your thinking about how to support the social emotional development of young children who have experienced trauma. This list of practices is not exhaustive nor is it meant to be a substitute for treatment or counseling for children and families. Many of these practices are part of the Pyramid Model (i.e., the Teaching Pyramid Observation Tool), while other practices may not be explicitly described in the Pyramid Model practices yet they align well with Pyramid Model practices that you may already be using. Practices such as these can make a big difference in the life of a child and his/her family.

How to Use the Checklist: You can use this list of practices to reflect on your current practice as well as to consider new practices you may want to adopt. Choose two or three practices to implement in your class; even if you are already using some of these practices, you may choose to enhance and improve your practice by selecting new ones. Finally, you may develop additional new strategy/strategies for each category.

Instructions: First, read all the items in the checklist below. Next review each section one at a time. Make a check in the second column if you feel engage in the practice consistently. Make a check in the third column if you want to improve upon or enhance this practice. Choose no more than one practice in each section of the third column (i.e. chose one practice you want to concentrate on in the nurturing and responsive relationships section). Note that the practices in gray are practices that relate to working with families and other primary caregivers.

Practices:

Nurturing and Responsive Relationships (Foster Relationships that Emphasize Attachment, Trust, Collaboration, Empowerment)	I Do This Consistently	I Want to Concentrate on this Practice
Speak to children in a warm, positive, calm, AND supportive manner		
Actively listen to children, showing interest		
Help children feel noticed and 'known' (e.g. "I know how much you like this story." "I know it can be hard for you to calm your body to rest.")		
Respond to children's comments AND ideas by asking questions AND making comments (focus on noticing a child's emotional expression e.g. facial expressions, body language)		
Spend time with individual children and small groups of children – following children's lead in play and engaging in child-directed play with them		
Recognize children's efforts – offer specific non-judgmental praise (e.g., "You put so many colors on your paper.")		
Ask families about strategies they use to comfort their child and help him/her feel soothed and safe		
Share with family members the specific strategies that you are using to develop nurturing and responsive relationships with children		
Other ideas:		
Other ideas:		
Create a Safe Learning Environment using Positive Directions and Rules	I Do This Consistently	I Want to Concentrate on this Practice
Encourage children to engage in developing rules and expectations for the class		
Post and visually represent rules and expectations (children can help create visuals)		
Limit the number of rules to no more than four and state them positively		
Reference posted behavior expectations OR rules when redirecting children		
Organize space in a way that clearly communicates whether a center is closed or open and how many children can be in a center (i.e., using visuals)		
Make materials accessible by children so they can freely access the materials they need		

Create a Safe Learning Environment using Positive Directions and Rules (continued)	I Do This Consistently	I Want to Concentrate on this Practice
Have space available for an individual child to be by him/herself when he/she needs a break		
Ask families how they redirect children and encourage positive behavior explore strategies with family members to enhance consistency and collaboration with families.		
Share classroom rules and expectations with families to promote consistent language at home and in the center		
Other ideas:		
Other ideas:		
Create Calm Predictable Transitions	I Do This Consistently	I Want to Concentrate on this Practice
Children are reminded of upcoming transitions with a consistent approach (i.e., at every transition the teacher says “5 more mins” or sings the same transition song every day)		
Visual prompts of the schedule and routines are available to show children		
Children who need more help with transitions are given individual reminders		
Focus on what behavior you want to see (i.e., what you want children to do: “Use walking feet” versus “Don’t run”)		
Offer children choices frequently (e.g., “Would you like to read a book or work on puzzle?”)		
Ask families about their routines and rules at home; share classroom routines, expectations and rules		
Share strategies you use to create predictable and smooth routines and transitions with families		
Other ideas:		
Other ideas:		

Help Children Regulate Their Emotions and Express Their Feelings Appropriately	I Do This Consistently	I Want to Concentrate on this Practice
Respond to children's feelings and expressions by commenting on their facial expressions, body language etc. (e.g., "You look worried")		
Show children a range of emotions; adults should ensure that their affect reflects emotions such as joy, curiosity, concern, pleasure to be working with children etc.		
Teach children a range of vocabulary words related to feelings—using visuals of feeling faces, commenting on facial expressions, reading books about emotions etc.		
Read stories about children's feelings and various common child experiences (i.e., the death of a pet, the arrival of a new sibling, etc.)		
Label one's own emotional states and provide an action statement about them (e.g., "I am feeling frustrated so I better take some deep breaths and calm down")		
Encourage children to express their emotions through music, art and play		
Teach children (and regularly practice) strategies for regulating emotions such as mindfulness (i.e., mindful walking, eating, breathing, noticing sounds, sights, tastes, smells, the feel of things around them; deep breathing; tin man/wet noodle; quiet/loud; Tucker Turtle; red light/green light; Mother May I; smell the flower/blow the bubble etc.)		
Ask families how they express their feelings at home and what strategies help their child feel calm, safe and relaxed		
Share with families the strategies you are using in the classroom and encourage them to practice these at home		
Other ideas:		
Other ideas:		
Intensive Interventions that Consider the Child's Experiences	I Do This Consistently	I Want to Concentrate on this Practice
Work with the child's family to develop a support plan		
Work with the child's family to develop a hypothesis about the meaning/function of the child's behavior that takes into account the impact of trauma (i.e., consider if the child feels unsafe, threatened, a need to fight/flee/freeze)		

Intensive Interventions that Consider the Child's Experiences (continued)	I Do This Consistently	I Want to Concentrate on this Practice
Work with the child's family to identify potential triggers for the child's behavior		
Work with the family to develop a plan that include teaching replacement skills; preventing challenging behavior; and providing new adult responses		
Teach replacement skills throughout the day when challenging behavior is not occurring		
Other ideas:		
Other ideas:		

Appendix C

Pyramid Model Handouts: Module 4





REFLECTION: MY CULTURE

1. What cultural groups are you a part of?

Cultural Groups Examples:

- Family
- Work and colleagues
- Political party
- Friend groups
- Sports team
- Religious institutions,
- Town/state/country

2. Identify one or two of your own **surface culture** characteristics.

Surface Culture Examples:

- Holidays
- Food
- Music
- Clothing
- Spoken language
- Flags
- Dance/performance
- Games/sports
- Literature/Art

3. Identify one or two of your own **deep culture** characteristics.

Deep Culture Examples:

- **Communication Styles and Rules:**
Eye contact, facial expression, gestures, personal space, touching, body language, tone of voice, feeling and expressing emotions, conversational patterns/social rules followed in specific situations
- **Notions of:**
Courtesy and manners, friendship, leadership, cleanliness, modesty, beauty
- **Concepts of:**
Self, time, fairness and justice, roles related to age, sex, class, family
- **Attitudes towards:**
Age in self and others, rules and expectations, work, authority, cooperation vs competition, relationships with animals
- **Approaches to:**
Religion, politics, marriage, education, parenting, decision-making, problem-solving

4. What judgments or beliefs, if any, do those outside of your cultural group hold about the surface culture characteristics and deep culture characteristics of your cultural group?

MY FCCH CULTURE

5. How have you noticed surface culture characteristics in the families in your FCCH? How have you noticed deep culture characteristics in the families in your FCCH?

Surface Culture Examples:

- Favorite foods
- Favorite family activities
- Languages spoken at home
- Pets
- Who lives in the home

Deep Culture Examples:

- Preferred method of communication
- Parenting styles
- Beliefs about the role of educators
- Preferences for interacting in and out of the FCCH

Surface Culture

Deep Culture

6. What do you do to learn about your families at each level?

Appendix C

Pyramid Model Handouts: Module 5



THE
PYRAMID MODEL
CONSORTIUM

Supporting Early Childhood PBIS



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 distractible 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.

Temperament Continuum

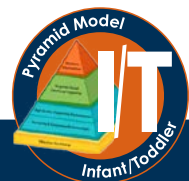
Directions: Print out and place the initials of each of the children in your care on the continuum for each trait based on your observations and discussions with the child's family.

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.





Hot Buttons



Write three behaviors that “push your buttons.”

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

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

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

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

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

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

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

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

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



For each child in your family child care home, write their name in the left column. Then, write out at least one strategy you plan to use to build a nurturing and responsive relationship with each child.

- Their temperament style
- Their social-emotional skills
- Skills they are learning
- Where they are struggling

Strategies to Use (Consider all the options listed above)

Appendix C

Pyramid Model Handouts: Module 6



THE
PYRAMID MODEL
CONSORTIUM

Supporting Early Childhood PBIS





Visual Supports for Routines, Schedules, and Transitions

Introduction

Visual supports can help children learn new skills and prevent challenging behavior. Visuals help young children learn and follow routines by helping them understand what is happening “now” and what is going to happen “next.” Visuals serve as reminders for verbal directions and help children know exactly what is expected of them.

Use the following visual cue cards and templates to develop visual supports that work for your child and family!



Visual Schedule



Visual Schedules

Using a visual schedule at home provides young children with predictability (i.e., they know what activity or routine is coming and when) and consistency (i.e., the schedule of activities or routines is the same). Visual schedules help children know what their day will look like by letting them know when activities or routines will happen. These visual cards will make this process easy!

Making a Visual Schedule

1. **Identify when you need a visual schedule.** A visual schedule might outline parts of a day, half-day, or an entire day. Pick the times of your day when your child might need extra support to engage in activities or cope with transitions.
2. **List the steps** you want your child to follow. For example, for a bedtime routine, you might list:
 - go to the bathroom
 - wash
 - put on pajamas
 - brush teeth
 - read a book
 - bed time

TIP! Structure the day so that fun activities follow ones that are challenging. You might put cleaning up right before going outside or brushing teeth right before reading books.

3. **Cut out the cards.** Optional: Print cards on cardstock, attach to thicker paper, laminate, or make cards sturdy by covering with clear tape or clear contact paper.
4. **Select the visual cards** for the schedule you want to create. *Don't see a visual you need? It's easy to make your own! See the page 4 for directions.*
5. **Get creative!** Use tape, Velcro, or magnets to post the visual cards in the order your child will do them. Families find that posters, file folders, or hanging pocket charts work great for visual schedules.

TIP! Schedules work best when children can see when they are done with an activity. Here are some ideas:

- Create a pocket at the bottom or end of the display that represents “finished” or “all done.” Place visuals in envelope or pocket when finished.
 - Make a schedule with visuals that can be removed.
 - If your schedule is a book format, turn the page.
 - Use a placeholder (like a clothespin or paper clip) that can move from visual to visual.
6. **Post the schedule.** Place the schedule at the child's eye level in a place where you go often (e.g., kitchen) to promote consistent use. Use the schedule as part of your daily routine!



How to Use

- ▶ **Teach your child how to use the schedule** by explaining and demonstrating how to use the pictures.
- ▶ **Refer to the visual schedule** throughout the day (e.g., “We just got home, let’s go check your schedule to see what is next.”).
- ▶ **Talk about the schedule** (e.g., “Look, you just got dressed. Now it is time for breakfast!”).
- ▶ **Make it active!** Teach the child to indicate what is complete. You can have your child flip the card over or remove it from the schedule and put in the “finished” pocket depending on how your schedule is set up.
- ▶ **Celebrate!** Be sure to celebrate your success and the child’s success. Acknowledge and provide positive feedback to your child after activities or routines, especially ones that are not as fun (e.g., “You cleaned up! You must be feeling so proud!” or “Your teeth are so clean now. You are so healthy!”).

First/Then Boards

First/Then boards can be used for a variety of reasons. They can be used to:

- ▶ Assist with transition from one activity to another. For example, “First clean up, then play outside.”
- ▶ Break routines into smaller steps. For example, “Go to the bathroom and wash hands, then brush your teeth.”
- ▶ Encourage children to complete tasks they might not enjoy in order to do a more enjoyable task. For example, “First brush your teeth, then you can have your tablet.”



Making a First/Then Board

1. **Cut out the cards.** Optional: Print cards on cardstock, attach to thicker paper, laminate, or make cards sturdy by covering with clear tape or clear contact paper.
2. **Select the visual cards** that represent the activities you need. *Don't see a visual you need? It's easy to make your own! See page 4 for directions.*
3. **Make the boards.** Print the board templates provided on pages 5 and 6, or get creative and make your own!
 - Use a file folder, large (4x6) index card, or a piece of cardboard. You want it large enough to hold several of the visuals.
 - Divide board into two sections by making a vertical line to make a FIRST section and a THEN section. Label one section “First” and the other section “Then.”
4. **Attach cards.** If you are able, use small pieces of Velcro on the back of the pictures.



TIP! Velcro has a rough side and a soft side. Be sure you use the same side on all the pictures. Next, place a strip of opposite Velcro on both sides of the First/Then board.

How to Use

- ▶ **Try it out!** As you use the First/Then board with your child, place a preferred activity or item on the “then” side of the board. This will increase the likelihood that the child will complete the activities on the “first” side of the board. See the examples below:



- ▶ **Flip the picture over**, as each activity is completed, to indicate that the activity is “finished.” If you place a strip of Velcro on the front of the picture card, you can flip it over and stick it to the board.
- ▶ **Celebrate!** Acknowledge and provide feedback to your child after they complete the “first” activity and are moving to what is coming next (e.g., “You washed your hands and now we get to eat our yummy snack! What a big kid!” Or “You put on your pajamas and now we get to read a book together. Thanks for being such a great bedtime helper!”).

Making Your Own Visual Cards

*Don't see a visual you want
or a visual that matches your activity?
It's easy to make your own!*

1. **Identify the steps** in your routine that are missing visual cards.
2. **Using the blank cards** provided on page 9, you can:
 - draw a picture
 - attach a photo
 - cut out and attach a picture from a magazine



TIP! In addition to the visuals that we have provided, you might want to add more specific visuals that can help your child. For example, if your child receives speech therapy, take a picture of your child’s speech therapist and use it instead of the visual we have provided. If your child rides a bus to school, take a picture of a bus that you can use with the visual for going to school.

3. **Label the visual.** Write on the template or if using the electronic template, type in the name of the routine. For example, if you drew a picture of going for a walk, then label the picture, “go for a walk.”
4. **Cut out** the new visual and it add to your visual schedule or first-then board.

TIP! Remember, the more specific the visual is to your child and your daily routines, the more likely you will be able to teach the steps and your child will follow the routine.

First

Then

First

Then

Then

First

Wash



Go to the Bathroom



Brush Teeth



Wash Hands



Get Dressed



Put on Pajamas



Outdoor Play



Indoor Play



Learning



Read a Book



Screen Time/TV



School/Childcare



Stop



All Done



5 More Minutes



Wait



Medicine/Treatment



Therapy



Meal



Snack



Sit at Table



Lie Down



Rest



Bed Time



Clean Up





Families: **Let's Talk Expectations!**



We want your help!

We are developing expectations for the classroom. Expectations are what we want all children and adults to do. One of the ways we develop expectations are thinking of the behaviors we value. Think of your child at home and in the community. What are the behaviors that are most important to you and your family?

Select your top 3 choices or add your own (or do both!).

- | | |
|---|---|
| ☐ Sharing | ☐ Following adult directions |
| ☐ Helping others | ☐ Being courteous (please and thank you) |
| ☐ Speaking quietly (inside voice) | ☐ Asking for what you want |
| ☐ Using toys gently | ☐ Cleaning up after themselves |
| ☐ Greeting others | ☐ Using kind words |
| ☐ Looking at the adult when spoken to | ☐ Trying before asking for help |
| ☐ Staying near you when in the community | ☐ Waiting for your turn |

Are there other behaviors that are more important to you? Add them here.



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Appendix C

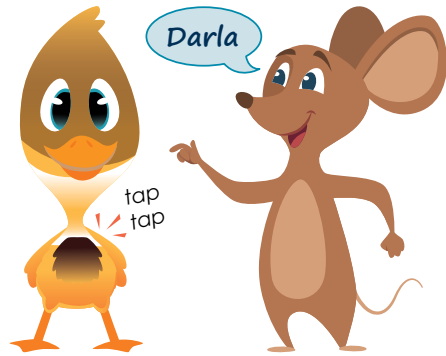
Pyramid Model Handouts: Module 8



Peer Mediate Strategies

Peer Mediated Strategies are specific behaviors to teach in large group that lead to friendship skills. To teach children each peer mediated skill, a teacher:

1. Describes the skill (show visual poster of skill)
2. Demonstrates the skill the “right way” with an adult
3. Demonstrates the skill the “wrong way” with an adult
4. Have a child practice the skill with an adult
5. Have a child practice the skill with another child
6. Provides positive feedback and support for children attempting and successfully using the skill



Skill 1: Getting Your Friend's Attention

Steps to Teach:

“One way you can get your friend to play with you is by getting her attention. When you get her attention:...”

1. Look at your friend
2. Say your friend's name
3. Gently touch your friend on the shoulder or arm if she isn't looking at you
4. Keep trying



Skill 2: Sharing “Giving Toys”

Steps to Teach:

“One way you can get your friend to play with you is to share. When you share:...”

1. Get your friend's attention
2. Hold out a toy
3. Say, “Here”
4. Put toy in his hand



Skill 3: Sharing “Requesting Toys”

Steps to Teach:

“Another way you can get your friend to play with you is if you ask him to give you a toy. When you ask for a toy you:...”

1. Get your friend’s attention
2. Hold out your hand
3. Say, “Can I have the ___?”



Skill 4: Play Organizer—Give a Play Idea

Steps to Teach:

“Today I am going to show you another way you can get your friend to play with you. You can give him a toy and tell him what to do with the toy or you can say (child’s name), let’s ___.”

1. Get your friend’s attention
2. Tell him what to do with the toy
3. Say, “Let’s ___”

To do a play organizer you do not necessarily have to give them a toy first. The kids might be playing together already (“Put your block on top”), or it might be an invitation to go to a Center (“Let’s go play in the Art Center”).



Skill 5: Giving Compliments

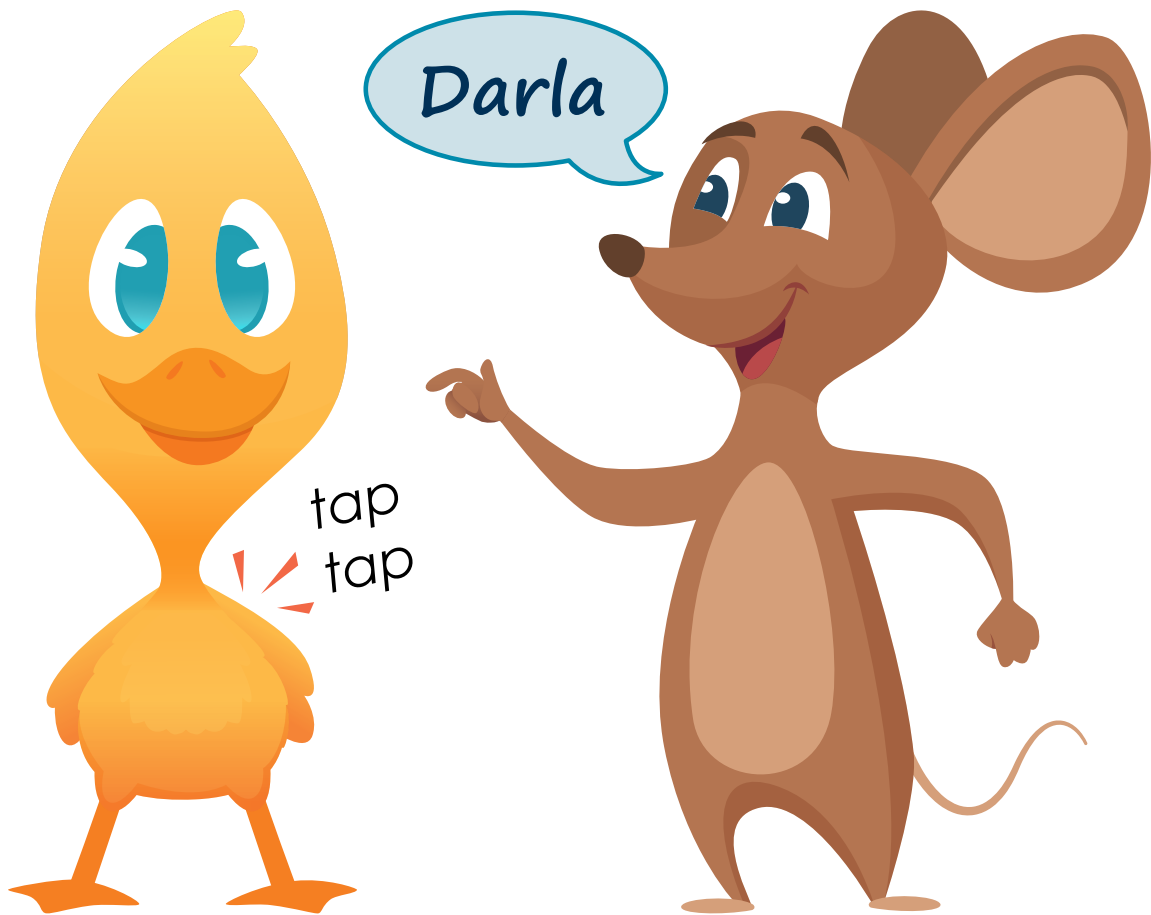
Steps to Teach:

“Today we are going to learn more about being a good friend. When your friend is playing, he likes you when you are nice to him. Here are some ways to be nice to your friends. These are called compliments:

1. Get your friend’s attention
2. Say nice things, such as “that’s it,” “good job ___”, “I like that you ___” etc.
3. Give them a thumbs up or high fives

Adapted from: LEAP Social Skills Curriculum

Get Attention



Tap your friend on the shoulder,
look at them,
and say their name.

Share



Share your toys.

Share Request



Ask your friend if you can play with one of his toys.

Give a Play Idea



Give your friend an idea about how you can play together.

Give a Compliment



Let your friend know that he is
doing a good job.

Social Play Development

Knowing what types of social play to expect across early childhood can help caregivers support children as they learn to play with their siblings, friends, and peers.



SOLITARY PLAY:

begins in infancy and continues in the preschool years

The child plays alone without attending to children around them. The child might explore toys through sensorimotor play or engage in more complex pretend play behaviors as they age.

Examples:

- Infant mouthing a teething toy
- Preschooler engaging in pretend play with a doll

ONLOOKER PLAY:

begins in infant & toddler years and continues in the preschool years

Child watches others play and may make comments. However, the child does not attempt to join in the play activity with peers.

Examples:

- Watching peers race cars
- Watching peers play at the water table



PARALLEL PLAY:

begins in the toddler years and continues in the preschool years

Children play near each other with similar toys in similar ways

Examples:

- Children building towers with blocks next to each other
- Children drawing with chalk on the sidewalk next to each other

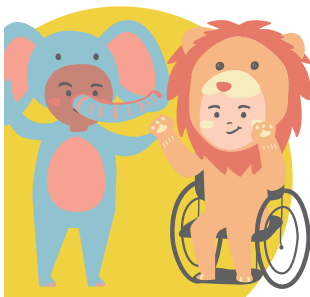
ASSOCIATIVE PLAY:

begins and continues in the preschool years

Two or more children playing with similar toy sets, but play is not coordinated. Children share toys and often talk to each other about their play.

Example:

- Children playing at the water table, sharing eye droppers and beakers, and occasionally talking to each other.



COOPERATIVE PLAY:

begins in the late preschool years and continues with adult support

Two or more children playing together with common materials and a common goal. Children also often have assigned roles.

Examples:

- Children building a city with blocks and each child has a job or specific role
- Children dressing as firefighters with the shared goal of putting out a fire

This work was funded in part by the Caplan Foundation for Early Learning. For more information on the Play to Learn project click [here](#).



Created by Barton Lab at
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Appendix C

Pyramid Model Handouts: Module 9





Self-Regulation Skills: Breathing Strategies

Self-Regulation is the ability to recognize and manage your emotions and behaviors in different settings and activities.

Children who learn to regulate their emotions:

- ▶ Have an easier time making friends
- ▶ Handle disappointment better
- ▶ Relate more successfully with peers and adults
- ▶ Are less impulsive

Teaching this Skill

Teach the following strategies when the children are calm and engaged. Remind children of the strategies when they need to calm down through use of visuals or props.

Controlled Breathing: Smell the Flower, Blow Out the Pinwheel

Using visual on the following page, have children smell the flower (to breathe in through their nose) and blow out the pinwheel (to exhale through their mouth). Repeat several times.

Belly Breathing

Have children lie on their back on the floor and place a small stuffed animal on their stomach. When the children inhale and exhale rapidly have them notice what happens to the stuffed animal. Then have the children slow their breathing and notice what happens to the stuffed animal.

How You Can Help Children Self-Regulate

- ▶ Teach clear positive expectations/rules daily.
- ▶ Model and discuss reasons for desired behaviors.
- ▶ Validate feelings.
- ▶ Assist with language through labeling actions, feelings, and emotions.
- ▶ Provide positive feedback in response to the child regulating their behavior and help child regulate by modeling ways to calm down when needed.
- ▶ Provide opportunities for developmentally appropriate play.
- ▶ Promote children's independence across the day.
- ▶ Provide a place child can go to take a break and calm down.



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Pub: 01/08/20

Take a Deep Breath

Smell the flower



Blow the pinwheel



How to create a Cozy Corner or Calming Corner or Quiet Corner

Rule # 1:

This is not a timeout space. Children cannot be forced to go to the cozy corner, they need to have the choice to visit, take a break and calm down.

But to be able to follow Rule # 1, you must teach the children about the cozy corner, the purpose, the process and the materials available.

Purpose:

- This is a place where a child can go to take a break to calm down or just get away from the activities of the classroom, to regroup by using some calming techniques and then join back with the class activities

How to set up the Cozy Area – has two parts actually creating your space and then teaching the children about the space (expectations on what to do, how to do it, when a child can go, how long they can stay, what needs to happen when they join back in with the classroom).

Space:

- Create a cozy comfortable space for a child.
- Make sure it is visible to you but gives a child some privacy.
- Provide materials to help the child calm down – some examples stress balls, pillows, drawing materials, Tucker Turtle Book, feeling face cards, music, sensory materials and/or timer

Expectations:

- Teach feeling/emotions especially mad, angry, sad, frustrated, calm and relaxed. Teach the Tucker Turtle Technique (remember this is not problem solving – this is calming down).
- Open cozy corner as a center for children to explore at first – so they can learn about what activities are available.
- Then teach children about the expectations, (as a teacher you will need to decide when it is ok for a child to go...ultimately in a social emotionally friendly classroom, a child could go whenever they felt they needed to calm down, take a break etc. Make sure to think about what you want to happen (calming technique, how long and what happens when child is done).

Rule #2

Check in with child after calm and praise for taking a break – and gain some understanding of the child's needs (ask questions – What happened? How did you calm down? Why did working with Tucker help? etc..)

Challenges:

1. **Children will want to get out of an activity to go to the area.** At first the novelty of this will have children wanting to use it frequently. The use should decrease after a time if encouraged to be used for a calm down/break. If it continues, look at the activities that the children are leaving, is it more exciting, engaging to be in the cozy area than in the actual activity?
2. **More than one child wants to go to the area.** It might be time to do a whole class calming/break activity. A timer can limit the time a child visits the center
3. **A child wants to go during every activity.** Think about why the child is escaping main activity. Create a process of what can happen when in the area, (4 steps for an example – 1. Go 2. Read/Look at Tucker 3. Do a calming activity 4. Come back to the group)



Help Us Calm Down

Strategies for Children

Try these strategies with your child! The more you use a calming strategy and practice the strategy with your child, the more likely they are to use the strategy when experiencing anger, stress, sadness, or frustration.

I can...



take deep breaths



count



go for a walk



take a drink



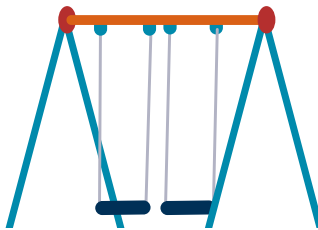
take a break



listen to music



draw a picture



swing



rock



read a book



hug a favorite toy



do a puzzle



Self-Regulation Skills: Relaxation Thermometer

Self-Regulation is the ability to recognize and manage your emotions and behaviors in different settings and activities.

Children who learn to regulate their emotions:

- ▶ Have an easier time making friends
- ▶ Handle disappointment better
- ▶ Relate more successfully with peers and adults
- ▶ Are less impulsive

Teaching this Skill

Teach the following strategy when the children are calm and engaged. Remind children of the strategy when they need to calm down through use of visuals or props.

Relaxation Thermometer

- ▶ Teach children how a thermometer works.
- ▶ Teach children to recognize how feelings affect their bodies and ability to regulate.
- ▶ Use the thermometer as a visual to show how their affect changes and can intensify or relax (or calm) depending on the level of emotion they are experiencing.
- ▶ Practice use of the relaxation thermometer when children are calm and regulated.

How You Can Help Children Self-Regulate

- ▶ Teach clear positive expectations/rules daily.
- ▶ Model and discuss reasons for desired behaviors.
- ▶ Validate feelings.
- ▶ Assist with language through labeling actions, feelings, and emotions.
- ▶ Provide positive feedback in response to the child regulating their behavior and help child regulate by modeling ways to calm down when needed.
- ▶ Provide opportunities for developmentally appropriate play.
- ▶ Promote children's independence across the day.
- ▶ Provide a place child can go to take a break and calm down.

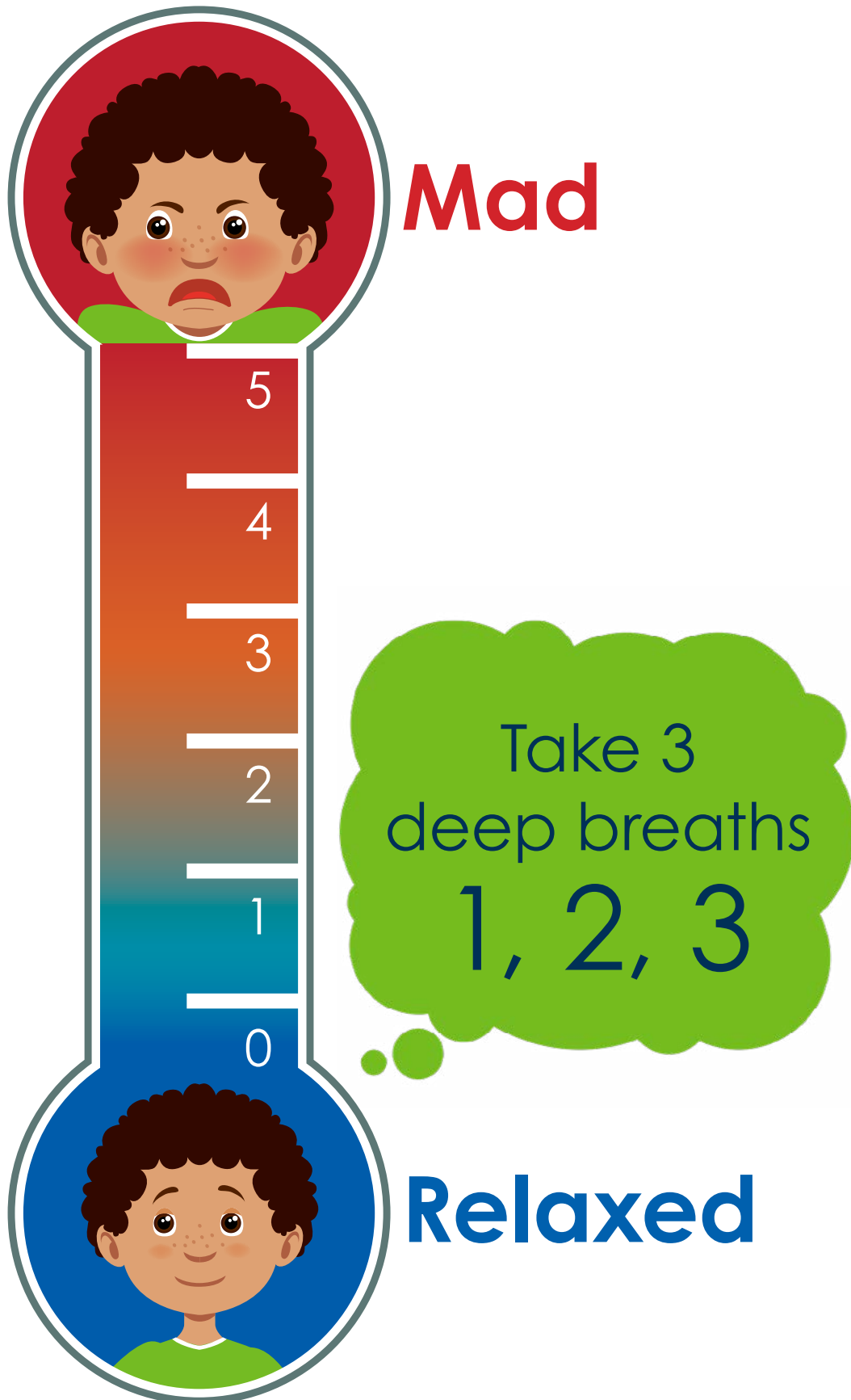


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Pub: 01/29/20

Relaxation Thermometer





Self-Regulation Skills: Relaxation Thermometer

Self-regulation is the ability to recognize and manage your emotions and behaviors in different settings and activities.

Children who learn to regulate their emotions:

- ▶ Have an easier time making friends
- ▶ Handle disappointment better
- ▶ Relate more successfully with peers and adults
- ▶ Are less impulsive

Instructions

- ▶ With help of child, choose which expressions to include on the thermometer.
- ▶ Take photos of child demonstrating each expression and cut them out into circles.
- ▶ Place photos onto the designated areas of the thermometer using an adhesive (e.g., glue or tape).
- ▶ Write the feeling words that match each expression on the corresponding lines.

Teaching this Skill

Teach the following strategy when the children are calm and engaged. Remind children of the strategy when they need to calm down through use of visuals or props.

Relaxation Thermometer

- ▶ Teach children how a thermometer works.
- ▶ Teach children to recognize how feelings affect their bodies and ability to regulate.
- ▶ Use the thermometer as a visual to show how their affect changes and can intensify or relax (or calm) depending on the level of emotion they are experiencing.
- ▶ Practice use of the relaxation thermometer when children are calm and regulated.

How You Can Help Children Self-Regulate

- ▶ Teach clear positive expectations/rules daily.
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- ▶ Promote children's independence across the day.
- ▶ Provide a place child can go to take a break and calm down.

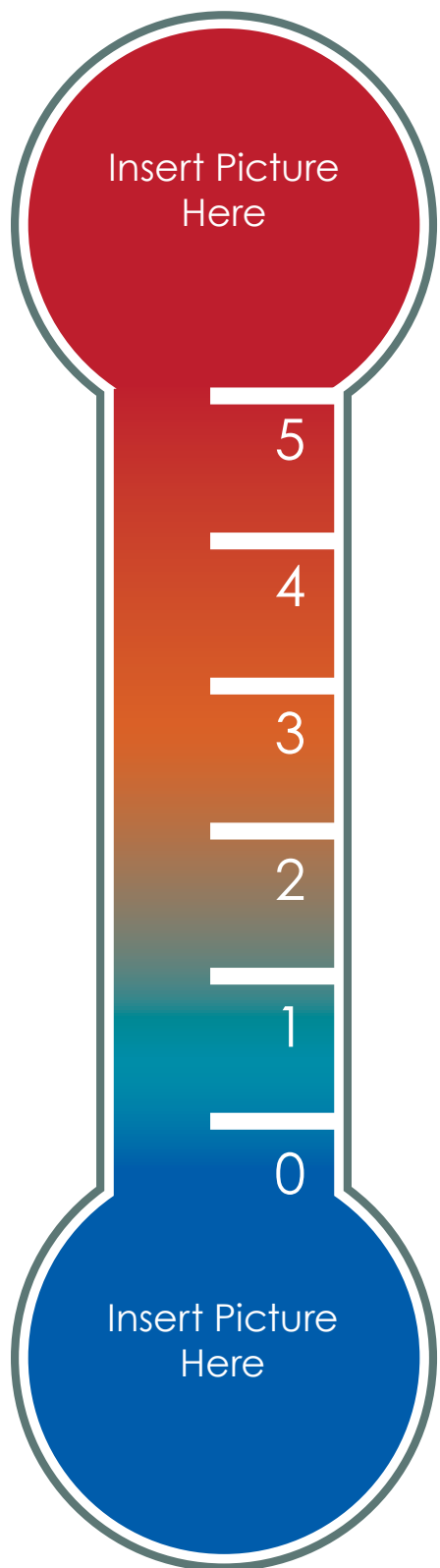


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Pub: 08/13/21

Relaxation Thermometer



I Feel _____

Take 3
deep breaths
1, 2, 3

I Feel _____

Stop and Go Activity

Directions:

When in large group the teacher will pick a scenario card and talk about the action depicted on the card with the children. Then the teacher will ask children to show the **GO** sign if this action represents one of the classroom's expectations. If the action does not represent one of the classes' expectations, the children will show the **STOP** sign.

Materials:

- ▶ Popsicle sticks
- ▶ Stop and Go cut outs
- ▶ Scenario Cards
- ▶ Glue Sticks



Scream at your friends if they have a toy you want



Use running feet in the classroom



Leave a mess in your center, because someone else will clean it up



Use kind words to ask your friend if you can have a turn



Use walking feet when you are inside

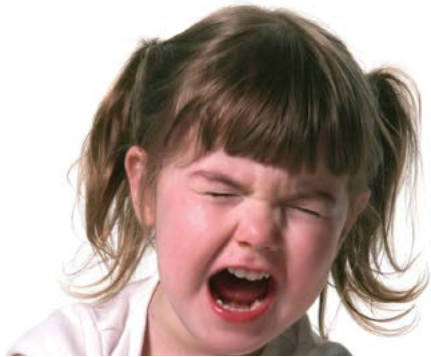


Help your friends during clean-up time



Stop and Go Scenario Cards

Scream at your friends if they have a toy you want



Use running feet in the classroom



Use kind words to ask your friend if you can have a turn



Use walking feet when you are inside



Help your friends during clean-up time



Leave a mess in your center, because someone else will clean it up







Tucker Turtle Takes Time to Tuck and Think

A scripted story to assist with
teaching the “Turtle Technique”

By Rochelle Lentini, Lindsay N. Giroux
and Mary Louise Hemmeter



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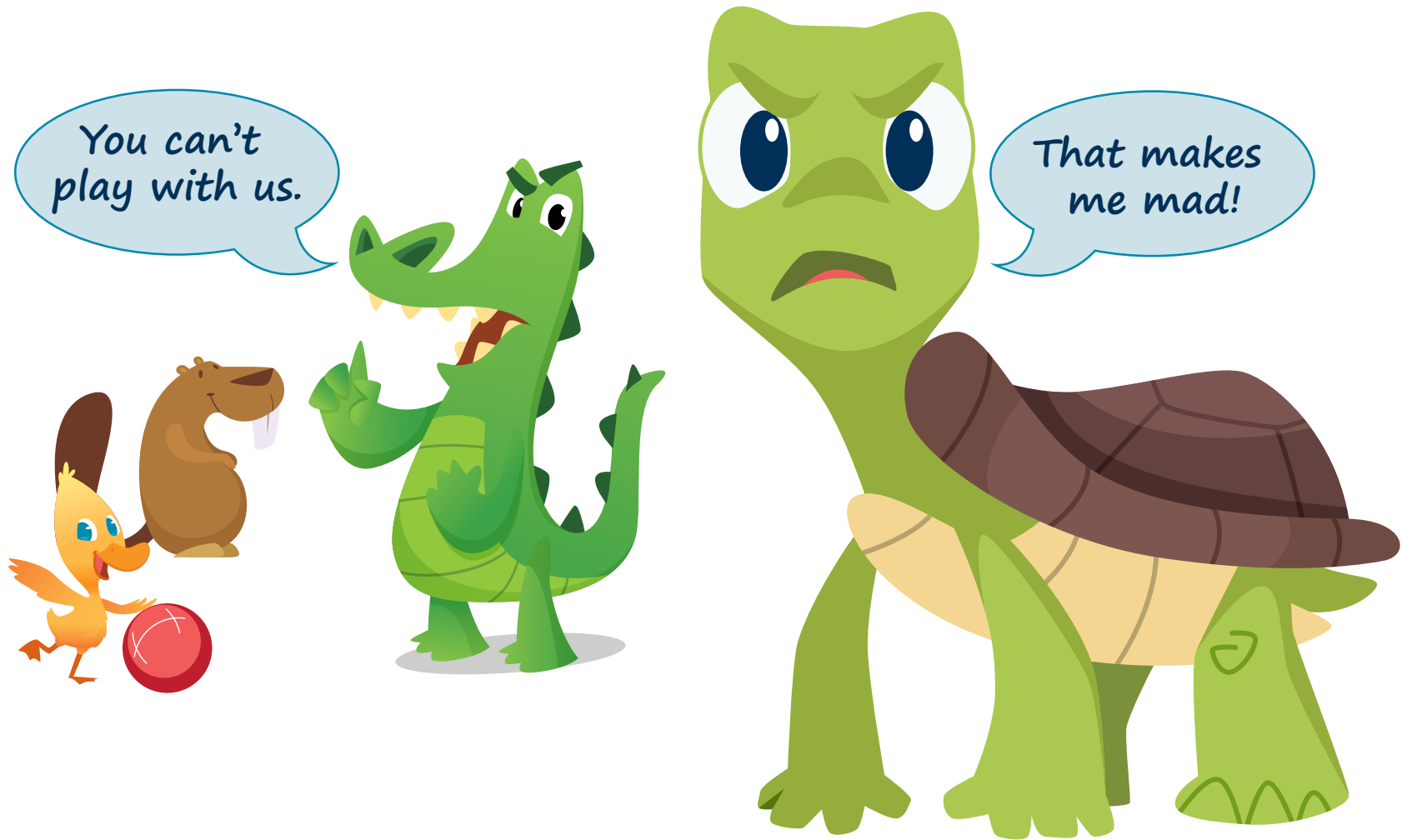
Pub: 06/06/19



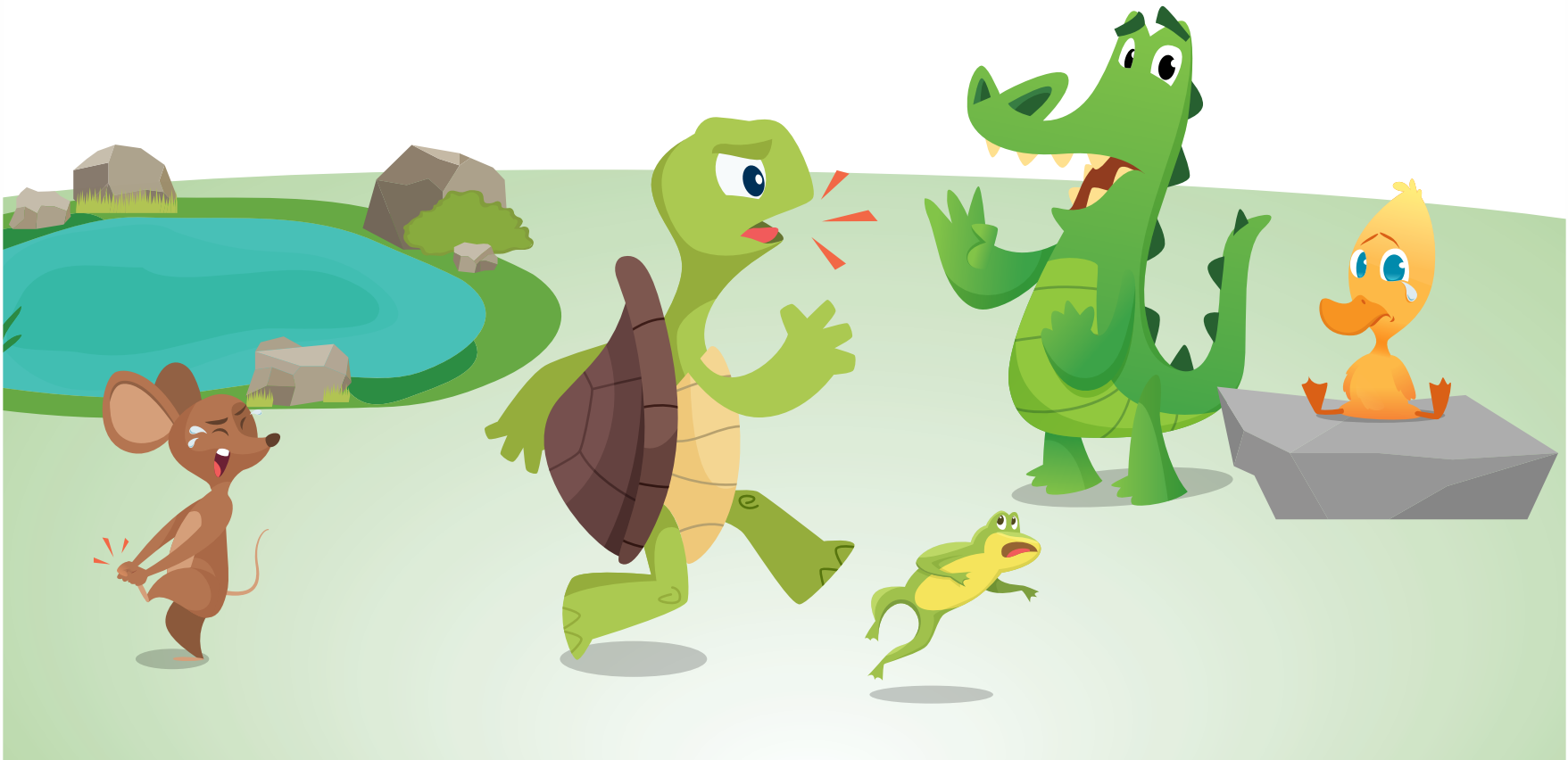
Tucker Turtle is a terrific turtle. He likes to play with his friends at Sunny Stream School.



Sometimes, things happen that make Tucker really mad.



It used to be that when Tucker got mad, he would hit, kick, or yell at his friends. His friends would get sad and scared.



Tucker now knows a new way to
stay calm when he gets mad.



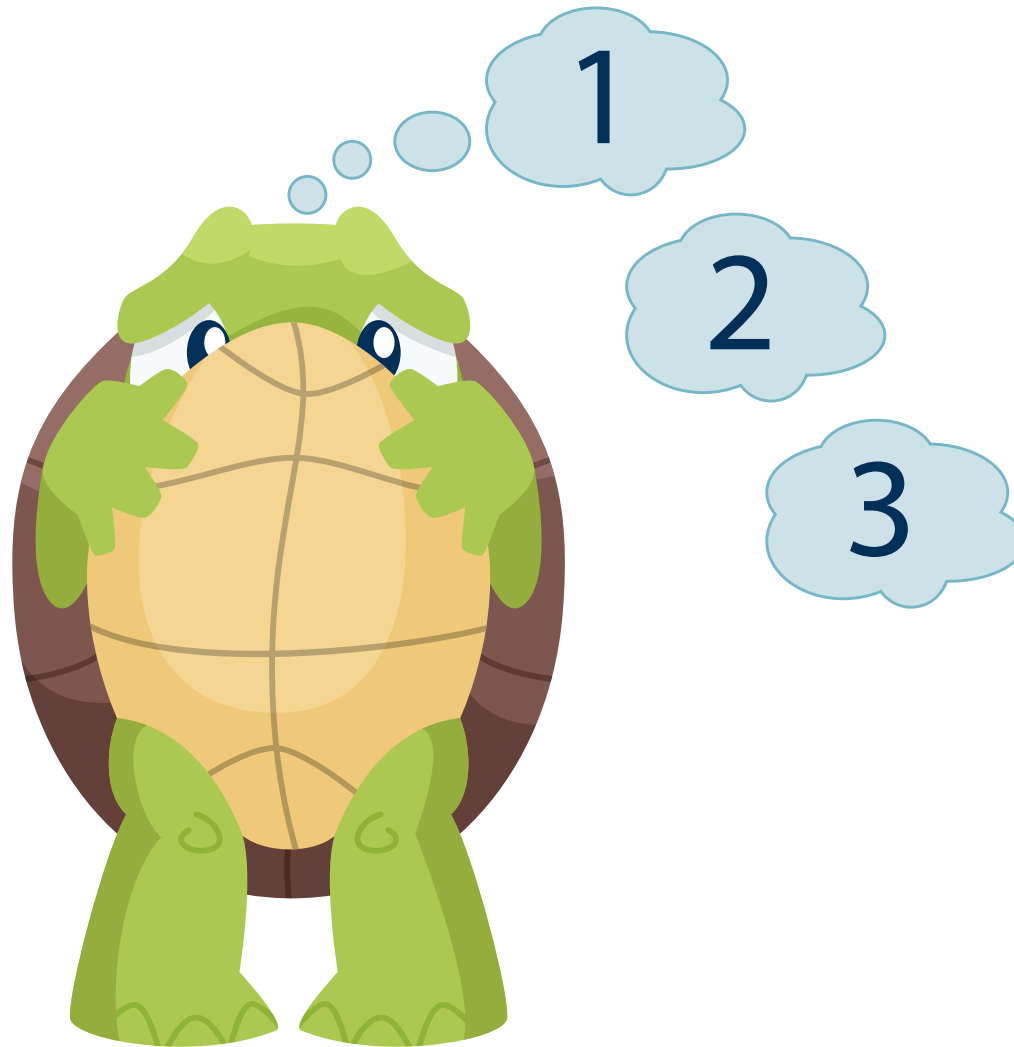
Step 1

He can stop yelling and keep his hands and body to himself!



Step 2

He can tuck inside his shell and take
3 deep breaths to calm down.



Step 3

Tucker can then think of a solution
to solve his problem.



Step 4

When Tucker stops and thinks, his body
is calm and feels better.

When he uses gentle touches and kind words
with his friends, they feel happy and safe.



The End!



Teacher Tips on the Turtle Technique

- Model remaining calm.
- Teach the children the steps of how to control feelings and calm down ("think like a turtle").
 - Step 1: Recognize your feelings.
 - Step 2: Stop your body.
 - Step 3: Tuck inside your "shell" and take 3 deep breaths.
 - Step 4: Come out when you are calm and think of a solution.
- Practice these steps frequently (see cue cards on next 4 pages).
- Prepare for and help children handle possible disappointment or change by reminding them to tuck and think like a turtle when they feel angry or mad.
- Recognize and comment positively when the child stays calm.
- Involve families by giving them ideas for teaching the "Turtle Technique" at home.



Help Children Think of Possible Solutions:

- Ask a teacher
- Ask nicely
- Ignore
- Play together
- Say, "Please stop."
- Trade a toy or other item.
- Wait and take turns.
- Get a timer.

Scripted Story Tip

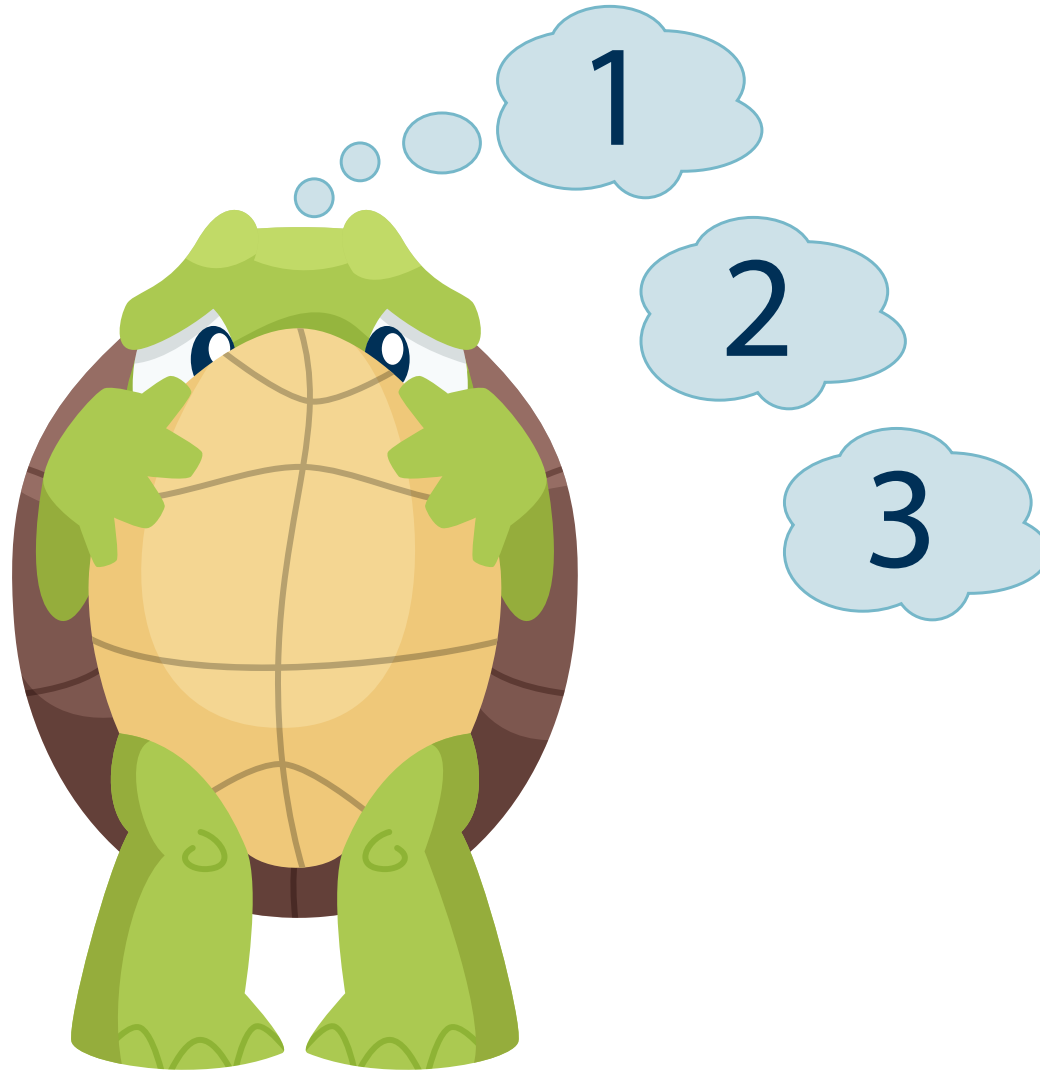
Please note that you can use real photographs with the line drawings for children that need this level of support. For instance, next to the line drawings, you can glue or Velcro a photograph of the class using the 'turtle technique'. Snap a photo of the children showing how they stop, think, and take three deep breaths.



Step 1. Recognize your feelings.



Step 2. Stop your body.



Step 3. Tuck inside your shell and take three deep breaths.



Step 4. Come out when you are calm and think of a solution.

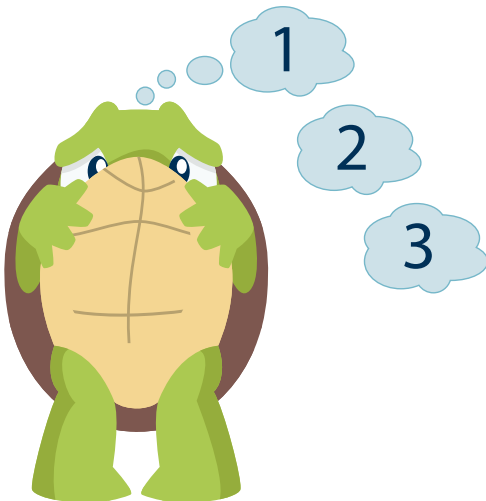
The Turtle Technique



Step 1. Recognize your feelings.



Step 2. Stop your body.



Step 3. Tuck inside your shell and take three deep breaths.



Step 4. Come out when you are calm and think of a solution.

Tucker Turtle Song and Finger Play

Tucker the Turtle Song

(Sung to the tune of “Sally the Camel”)

Tucker the Turtle was (pause) angry
Tucker the Turtle was (pause) angry
Tucker the Turtle was (pause) angry
Calm down, Tucker, calm down!

Tucker the Turtle will (pause) stop quick
Tuck in his shell and (pause) breathe deep
Three deep breaths he (pause) does take
Breathe, Tucker, breathe!

Tucker the Turtle pops (pause) back up
Tucker the Turtle is (pause) calm now
He thinks of sol-utions
Hooray, Tucker, hooray!

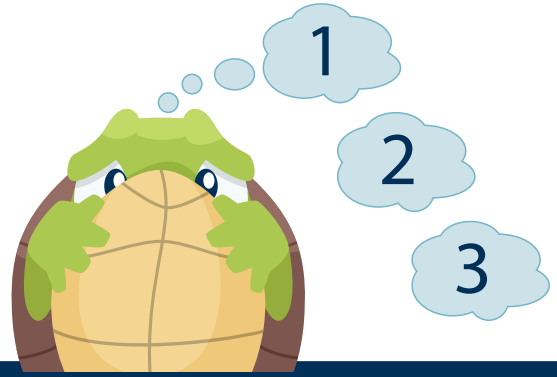


(Source: Department of Human Development & Family Studies Iowa State University)

Tucker Turtle Finger Play

This finger play can reinforce teaching the Turtle Technique to children.

(Sung to the tune of “Where is Thumbkin?”, by Rochelle Lentini, July 2007)



Verse 1	Action
<i>Tucker Turtle, Tucker Turtle, He's our friend. He's our friend.</i>	Hold hand fisted with thumb on top. Cup other hand over the fisted hand to form a turtle shell. Pop thumb out of shell.
<i>When he gets angry or frustrated,</i>	Make an angry face.
<i>He tucks in. He tucks in.</i>	Tuck thumb into the turtle shell. Pop thumb out of shell. Tuck thumb into the turtle shell.

Verse 2	Action
<i>Tucker Turtle, Tucker Turtle, He tucks in. He tucks in.</i>	Pop thumb out of shell. Tuck thumb into the turtle shell. Pop thumb out of shell. Tuck thumb into the turtle shell.
<i>Then takes 3 breaths, Then takes 3 breaths,</i>	Pause and take 3 deep breaths with children, taking the time to breath in through your nose and out through your mouth.
<i>To think, think, think. Think, think, think.</i>	Tap forehead with pointer finger to indicate thinking. Make turtle with hands again. Pop thumb out of shell.

Verse 3	Action
<i>Tucker Turtle, Tucker Turtle, Think, think, thinks. Think, think, thinks.</i>	Tap forehead with pointer finger to indicate thinking.
<i>He knows a better way, He knows a better way,</i>	Open hand and tap fingers to side of forehead to indicate “knows”.
<i>That Tucker can play and what to say.</i>	Make turtle with hands again and then tap pointer finger to lips.



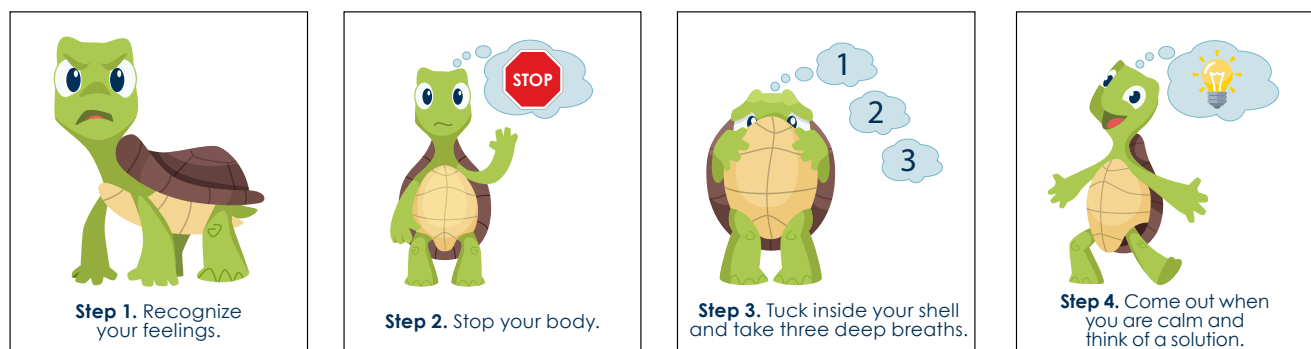
Dear Families,

An important part of kindergarten readiness is having strong social-emotional skills. This includes knowing how to regulate emotions and calm down when upset or angry. Our classroom uses a self-regulation tool called the Turtle Technique that helps teach children to recognize their feelings, stop their bodies before they act, "tuck in" and take deep breaths, and calm down so that they can problem solve. These visuals are available in our room as reminders.

You can support your child's learning at home by:

- Pointing out when you notice that your child is getting upset—"You look like you are getting frustrated, what would Tucker do? Let's take 3 deep breaths"—and walking them through the steps of calming down.
- Posting this handout somewhere visible (on the refrigerator, on the child's bedroom door, etc.) and talking about appropriate ways to express feelings when upset or angry.

**Please ask if you have questions about the Turtle Technique
or how we address social-emotional development!**



Tucker Turtle Takes Time to Tuck and Think *at Home*

A scripted story to assist with
teaching the “Turtle Technique”

By Rochelle Lentini, Lindsay N. Giroux
and Mary Louise Hemmeter

ChallengingBehavior.org

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Pub: 03/20/20



Tucker Turtle is a terrific turtle. He lives
with his family in a small pond.



Sometimes, things happen that make Tucker really mad.



It used to be that when Tucker got mad, he would hit, kick, or yell at his family and friends. His family and friends would get sad and scared.



Tucker now knows a new way to
stay calm when he gets mad.



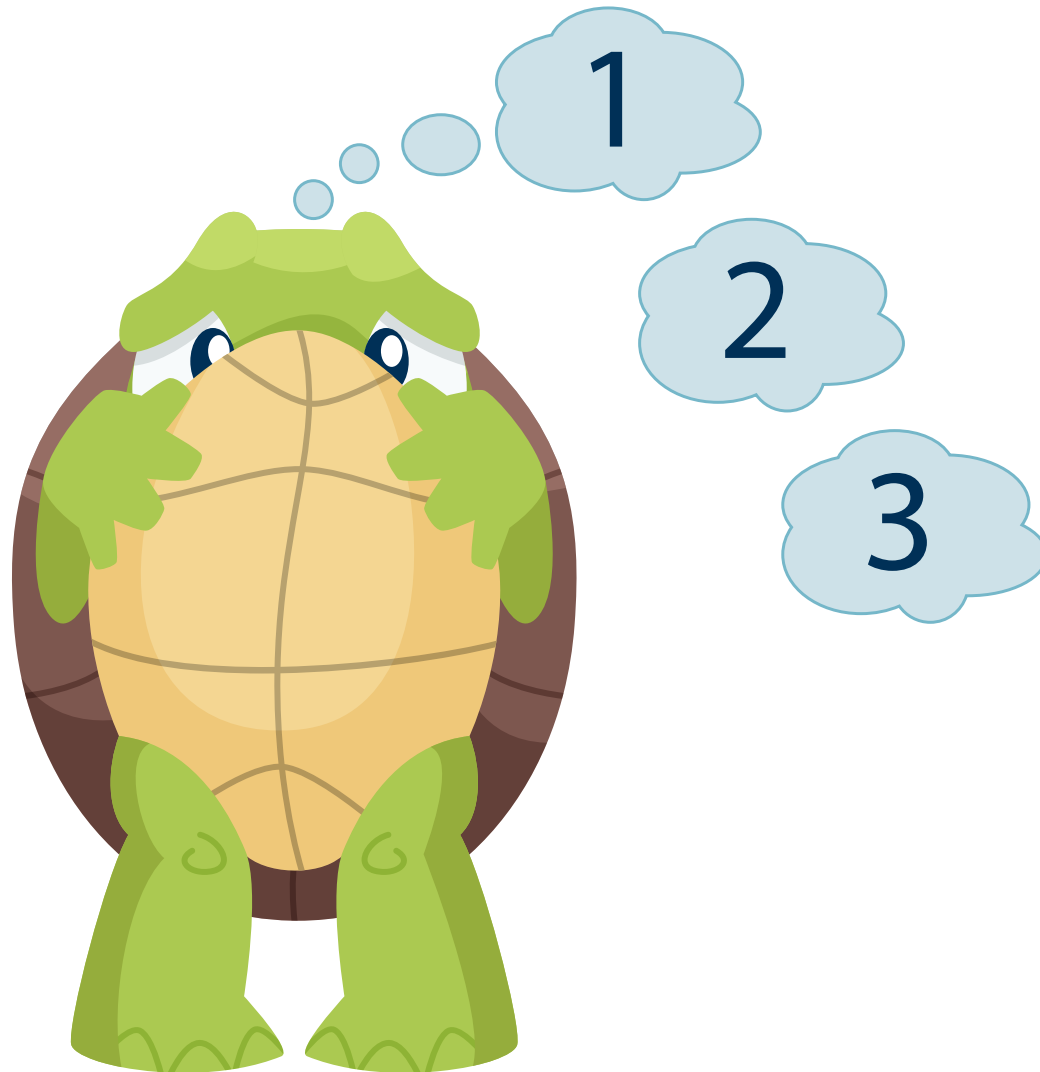
Step 1

He can stop yelling and keep his hands and body to himself!



Step 2

He can tuck inside his shell and take
3 deep breaths to calm down.



Step 3

Tucker can then think of a solution
to solve his problem.



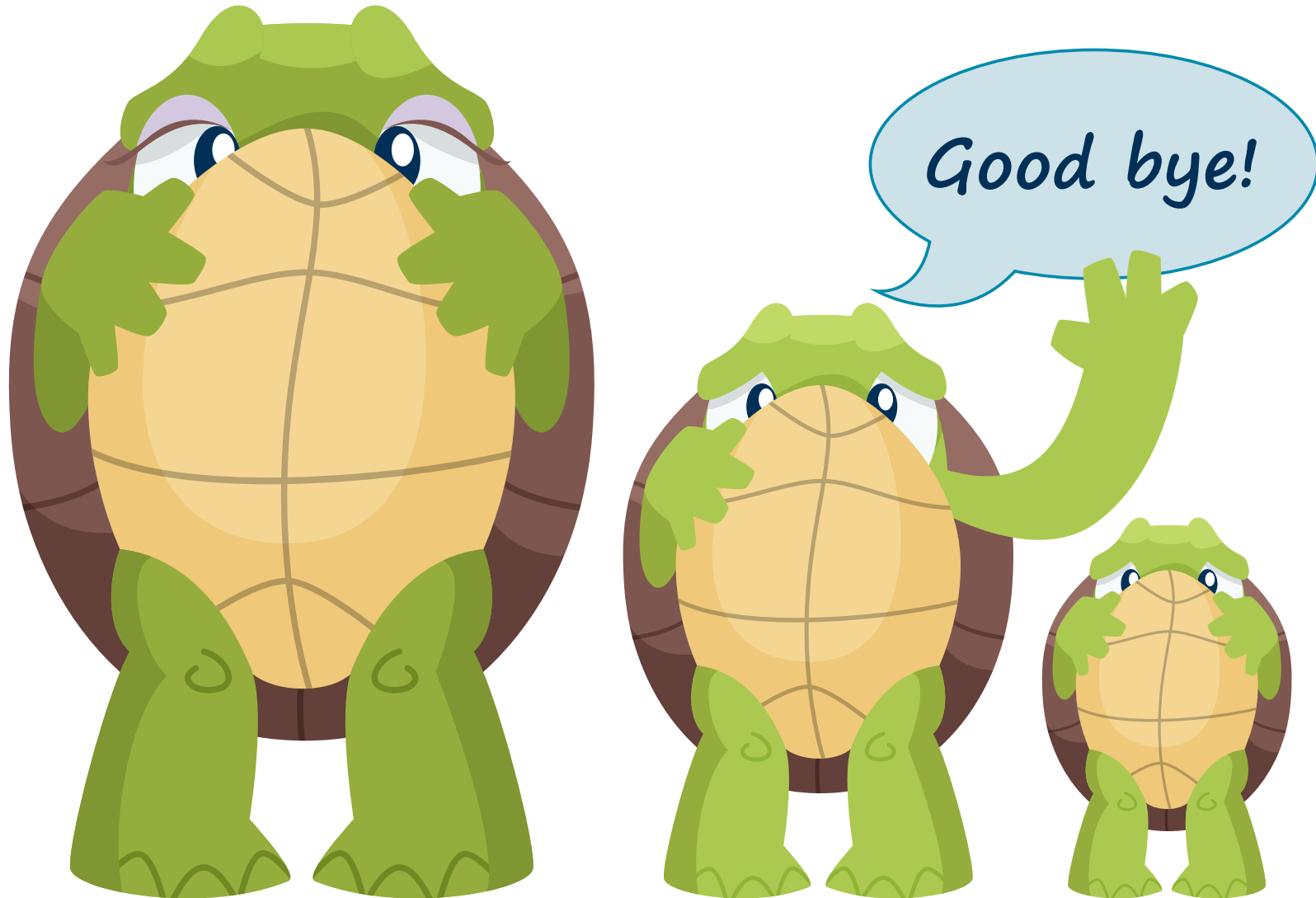
Step 4

When Tucker stops and thinks, his body
is calm and feels better.

When he uses gentle touches and kind words with
his family and friends, they feel happy and safe.



Tucker's family practices stopping and thinking together using Tucker's new way to calm down.



Practice Thinking Like a Turtle

Teach your child the steps of how to control feelings and calm down ("think like a turtle").

- Step 1: Recognize your feelings.
- Step 2: Stop your body.
- Step 3: Tuck inside your "shell" and take 3 deep breaths.
- Step 4: Come out when you are calm and think of a solution.

Turtle Technique Tips

- Practice tucking like a turtle when your child is calm.
- Throughout the day, make time to practice taking 3 deep breaths.
- Model using the calming steps when your feelings are strong.
- Practice these steps frequently during routines (e.g., before playing with siblings, while reading a book, before chores, etc.).
- Use the cue cards on the next page when practicing the steps.
- Prepare for and help your child handle possible disappointment or change by reminding them to tuck and think like a turtle when they feel angry or mad.
- Offer lots of encouragement when your child tries to use the steps.
- Recognize and comment positively when your child stays calm.
- Help all family members know the Turtle Technique.

Help Children Think of Possible Solutions

- Ask for help.
- Say "Please stop."
- Wait and take turns.
- Get a timer.
- Ask for a hug.
- Take a break.
- Say, "Will you play with me?"
- Share.
- Use kind words.

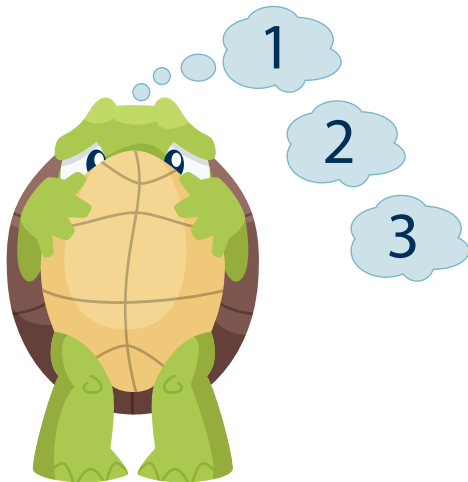




Step 1. Recognize your feelings.



Step 2. Stop your body.



Step 3. Tuck inside your shell and take three deep breaths.



Step 4. Come out when you are calm and think of a solution.

We Can Be Problem Solvers!



By Rochelle Lentini, Rachel Anderson, & Anne Wimmer

ChallengingBehavior.org

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Pub: 01/26/2021



Have you ever had a problem?



Everyone does. Problems can sometimes make us feel sad, mad, frustrated, or confused.



Sad



Mad



Frustrated



Confused

If I have a problem, I can do something. I can try out some solutions to help me with my problem.



If I have a problem, first I have to think about it...

What is my problem?



Step 1

And I have to think of a way to make it better...

Think, think, think of some solutions.



Step 2

Look at some of the solutions I can try!

Wait and take turns



Get a timer



Share



Play together



Say, "Please, stop."



Ask for help



Ask for a hug



Use kind words



Take a break



Get a Teacher



Ask nicely



Ignore



Trade



What would happen if I tried my solution...

Would it be safe?

How would everyone feel?



Step 3

Then...
give it a try!

If my solution didn't work, I might have to
think, think, think of another solution.



Step 4

Let's try being a problem solver...

PLACE "PROBLEM VISUAL"
VELCROED TO THIS PAGE

...What are the steps to problem solving?

Problem Solving Steps



Step 1. What is my problem?



Step 2. Think, think, think of some solutions.



Step 3. What would happen if...?
Would it be safe? How would everyone feel?



Step 4. Give it a try!

What solution might work?

Wait and take turns



Get a timer



Share



Play together



Say, "Please, stop."



Ask for help



Ask for a hug



Use kind words



Take a break



Get a Teacher



Ask nicely



Ignore



Trade



We are learning every day to be Problem Solvers!



PROBLEM VISUALS

Cut out and attach with velcro to story.

I am hurt.



I am lonely.



The toy broke.



They took it from me.



I want to play too.



They knocked it down.



They ruined my picture.



They are bothering me.



We all want the same toy.



I don't have a spot.



They hurt my feelings.



Solution Kit Instructions

- ▶ Print and cut the Solution Kit pictures or save to your computer to resize and print. You can make the cards sturdy by laminating, gluing the cards to cardboard, or covering them with clear contact paper.
- ▶ Read the *We Can Be Problem Solvers!* story with the children to teach the problem solving steps.
- ▶ Introduce the Solution Kit with a few solutions at a time.
- ▶ Place the solutions in a place where children will see and use them (e.g., hanging on the wall or in a basket).
- ▶ Remind children to use the Solution Kit when solving problems in class.
- ▶ Offer lots of encouragement when a child tries to use the Solution Kit.
- ▶ Comment positively when a child uses the Solution Kit (e.g., “Look at you. You are using the Solution Kit to solve your problem”).



Solution Kit Cards



Trade



Get a Teacher



Wait and take turns



Get a timer



Share



Play together



Say, "Please, stop."



Ask for help



Ask for a hug



Use kind words



Take a break



Ask nicely



Ignore



NCPMI Problem Solving Steps Wrist Cards

Teaching the Problem Solving Steps

When faced with conflict many young children have difficulty coming up with appropriate solutions. They might act out in anger or with frustration for lack of a more appropriate way to deal with the situation. Children need to be specifically taught the problem solving steps, to be able to think of multiple alternative solutions, and to understand that solutions have consequences. Teachers might use the Problem Solving Boy or Girl and The Solution Kit Cards.

Solution Kit

https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_solution-kit.pdf

Teach steps by:

- ▶ Using role play
- ▶ Using puppets
- ▶ Keeping visuals of problem solving steps posted around the room
- ▶ Reviewing the *We Can Be Problem Solvers!* scripted story
- ▶ Intentionally planning “problems” to help children practice solving all kinds of problems

Making Wrist Cards

Preparing the visuals:

- ▶ Remember to make the “picture” sturdy, easy to handle, and durable.
- ▶ Either print on cardstock, or glue to a file folder, then cover with contact paper or laminate.
- ▶ With a hole puncher, punch out the holes on the upper left circles on the cards.
- ▶ Place the four cards in order on metal ring and add to a lanyard or key chain.
- ▶ Keep within reach & review with children as needed.

Problem Solving Steps

Wrist Cards

 Step 1. What is my problem?	 Step 2. Think, think, think of some solutions.	 Step 3. What would happen if...? Would it be safe? Would it be fair? How would everyone feel?	 Step 4. Give it a try!
 Step 1. What is my problem?	 Step 2. Think, think, think of some solutions.	 Step 3. What would happen if...? Would it be safe? Would it be fair? How would everyone feel?	 Step 4. Give it a try!

Challenges and Solutions for Teaching Problem-Solving Skills



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



Consider whether children have some skills that support problem solving!

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

Social and Emotional Skills

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



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



“Problematize” everything!

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

Problems Between Two or More Children

Problems for an Individual Child

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



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



Add more solutions to the kit!

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

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



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



Make problem-solving process *efficient* for children!

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

Supportive Prompts

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



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



Teach the solution kit with the steps!

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

Suggested Initial Solutions

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

Suggested Solutions to be Taught Later

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



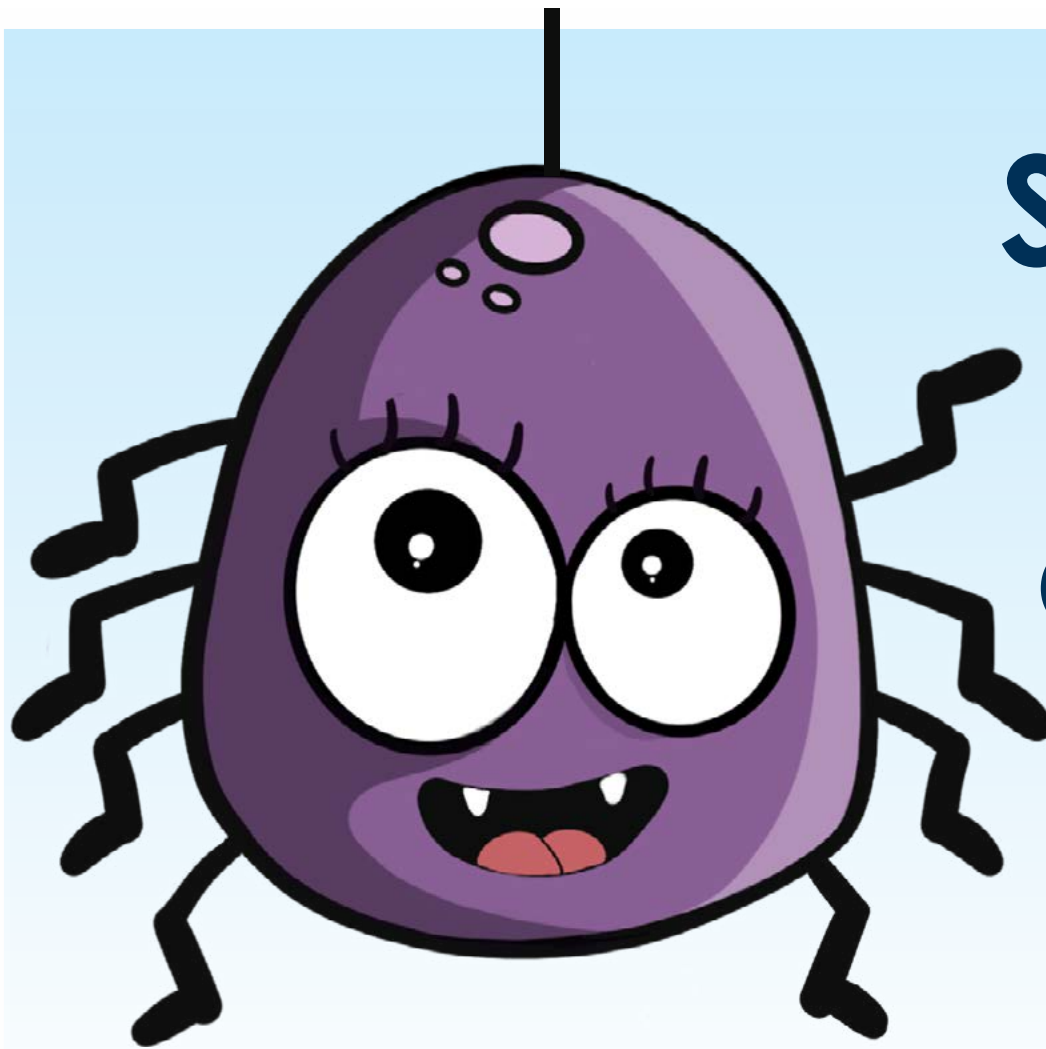
“There aren’t enough teachers to go around to help children solve problems all day!”



Use group activities to highlight problem solving!

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

Step	Teacher's Role	Example Language
Setting the tone	Support emotion regulation or validate emotions	• “I see you tucking in your shell.” • “You’re taking big deep breaths to calm down.” • “You look disappointed.” • “You look sad. I see you are crying.”
1. What’s the problem?	Validate child(ren)’s expressions in neutral language	• “It sounds like you both want the scoop.” • “You want to play with Jake, and he’s playing with Emma.” • “You are having some trouble zipping your coat.”
2. Think, think, think of some solutions.	Encourage child(ren) to brainstorm solutions or find solutions from the solution kit	• “Hmm...what could we do to solve this problem?” • “Where can we find more ideas for solutions?” • “What if we got a timer?” • “We could ask nicely or find a new place to play. Which would you like to try?”
3. What would happen if we tried each solution? Would it be safe? Would it be fair? How would everyone feel?	Support child(ren) to evaluate solutions. In the beginning, the teacher may provide this evaluation for the child. Not all evaluative questions must be addressed in every situation.	• “You said we could ‘play together.’ What would that look like?” • “How long should we set the timer for? What would be fair?” • “Asking for help is a great idea.” • “Taking turns going down the slide is a safe solution.”
4. Give the solution a try!	Encourage child(ren) to put that solution into action; ensure successful outcome for child who is still learning the process	• “You chose to play in a new center. Let’s find somewhere fun to play.” • “Let’s go share. You can keep one and give one to him.” • “You chose ‘ask nicely.’ You can say, ‘can I put on a block?’” • “You did all the problem-solving steps. Now you can take a turn.”
Follow-up support	Follow-up with child(ren)	• “You solved the problem. You are taking turns with the scoop.” • “You are good problem solvers. You figured out we can get another chair, and now we’re ready for small groups.” • “It looks like we still have a problem. Angelique still doesn’t have a buddy. What should we do?”



Suri Spider Selects a Solution

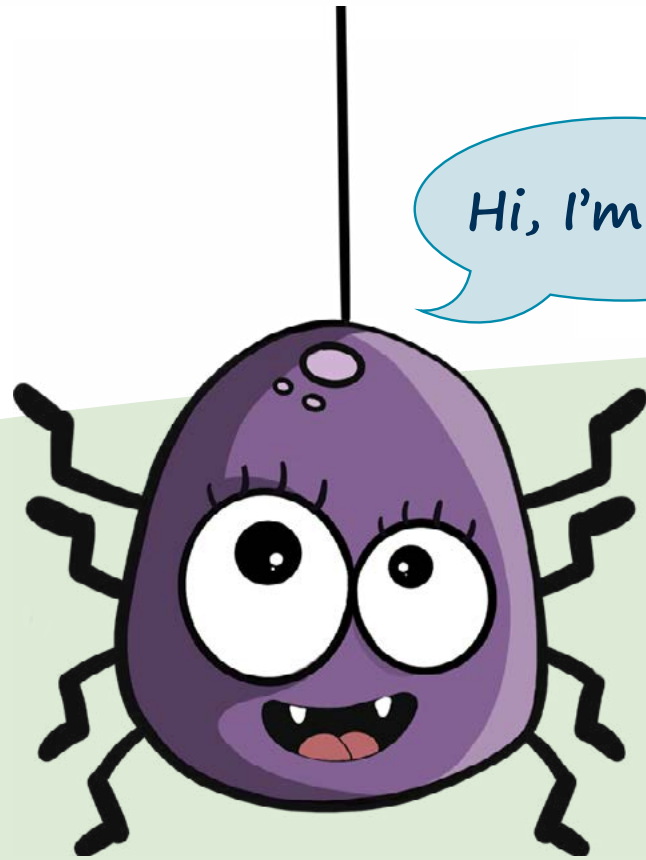
By Chelsea T. Morris,
Carlie Sandefur, Cristina
Alicot, and Lise Fox

Suri Spider designed by
Cristina Zaldivar dba Properly Posted

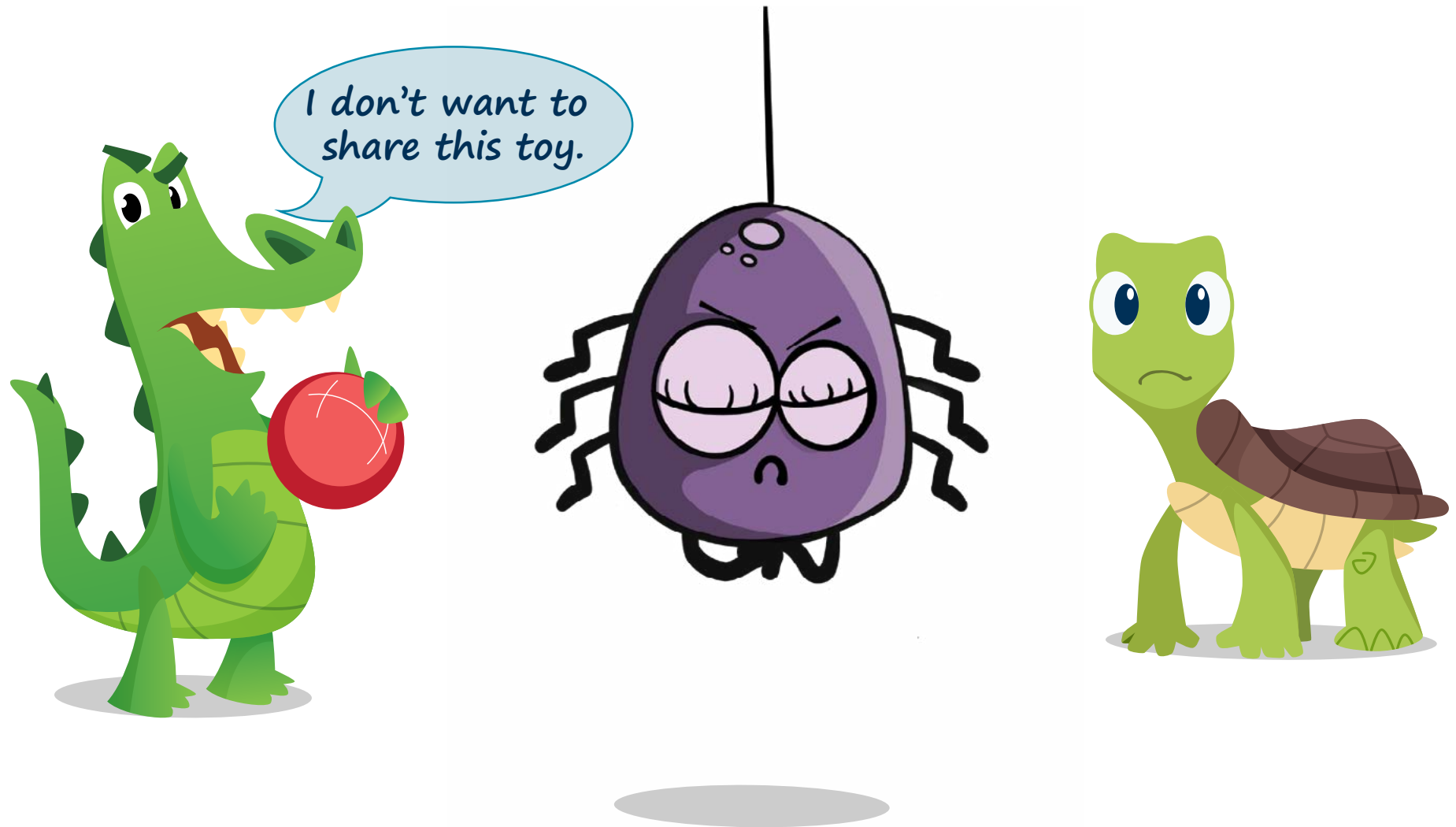
ChallengingBehavior.org

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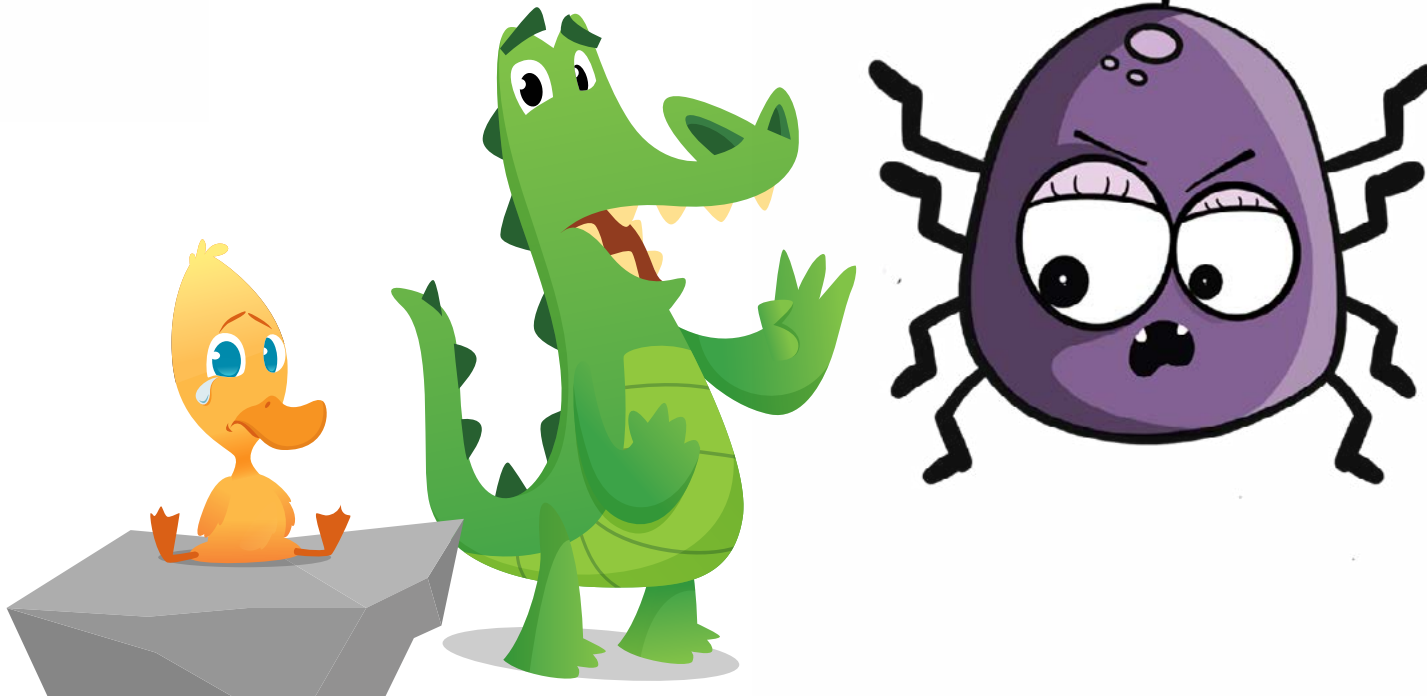
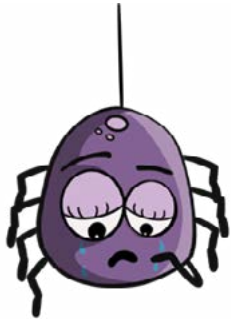
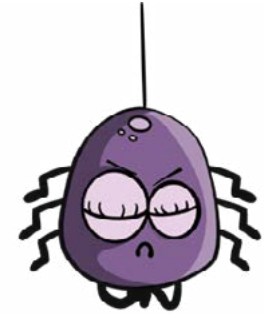


Suri Spider is a super spider. She likes to play with her friends at Sunny Stream School.

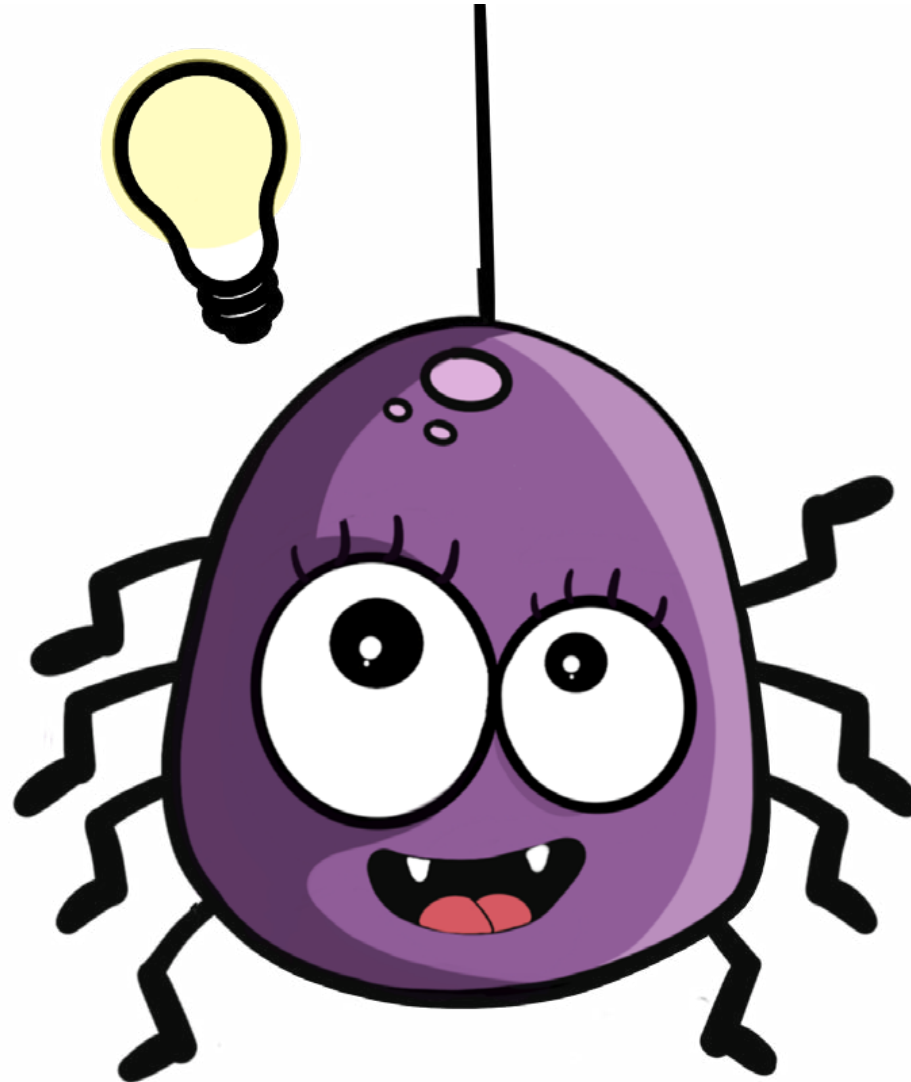


Sometimes, Suri's friends do things she doesn't like. Suri did not know what to do when she didn't like what her friends were doing.

She would get mad, or cry, or hit her friends.
Her friends would get upset or scared.

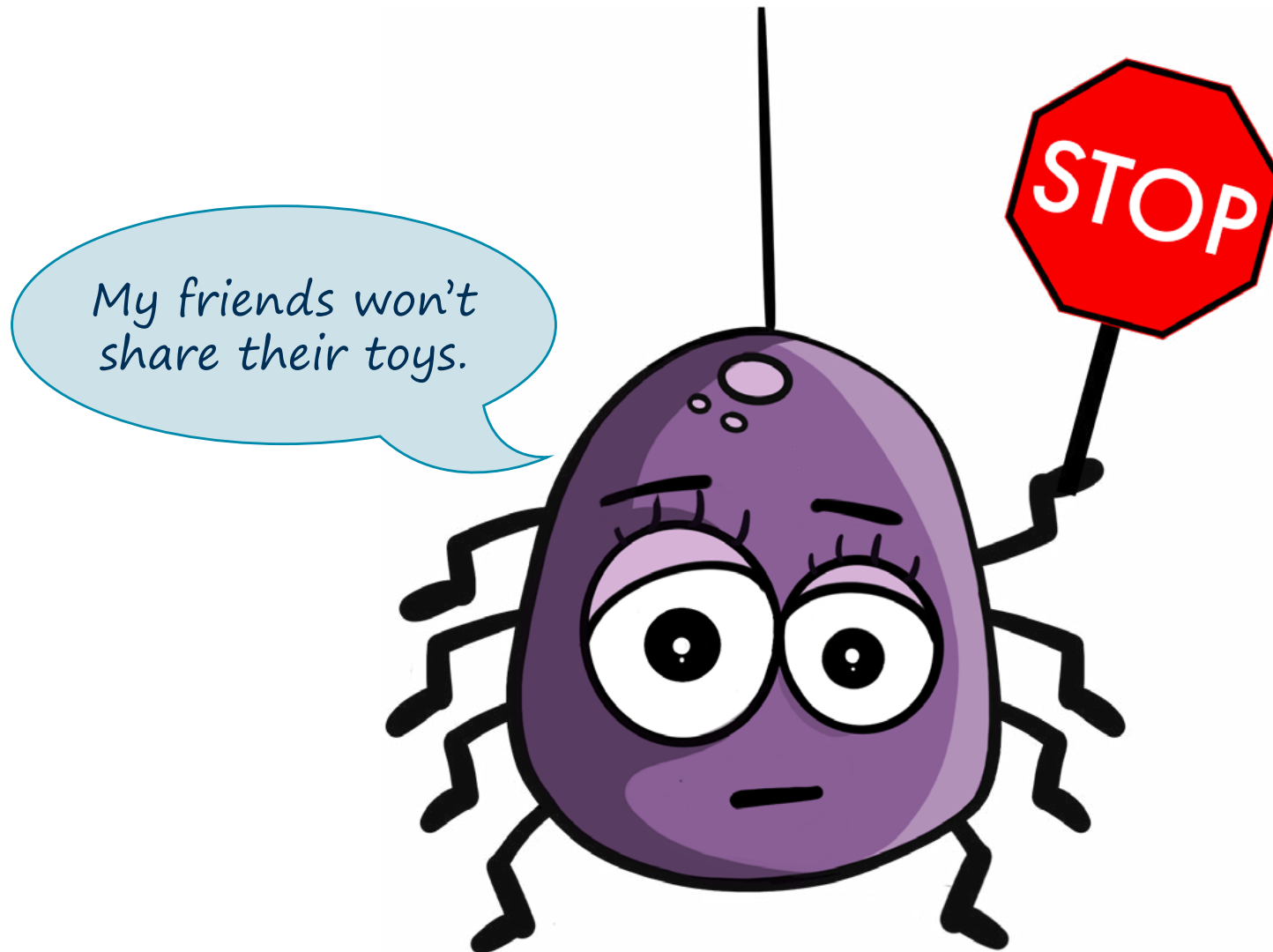


Suri now knows a way to solve her problems when she is mad.



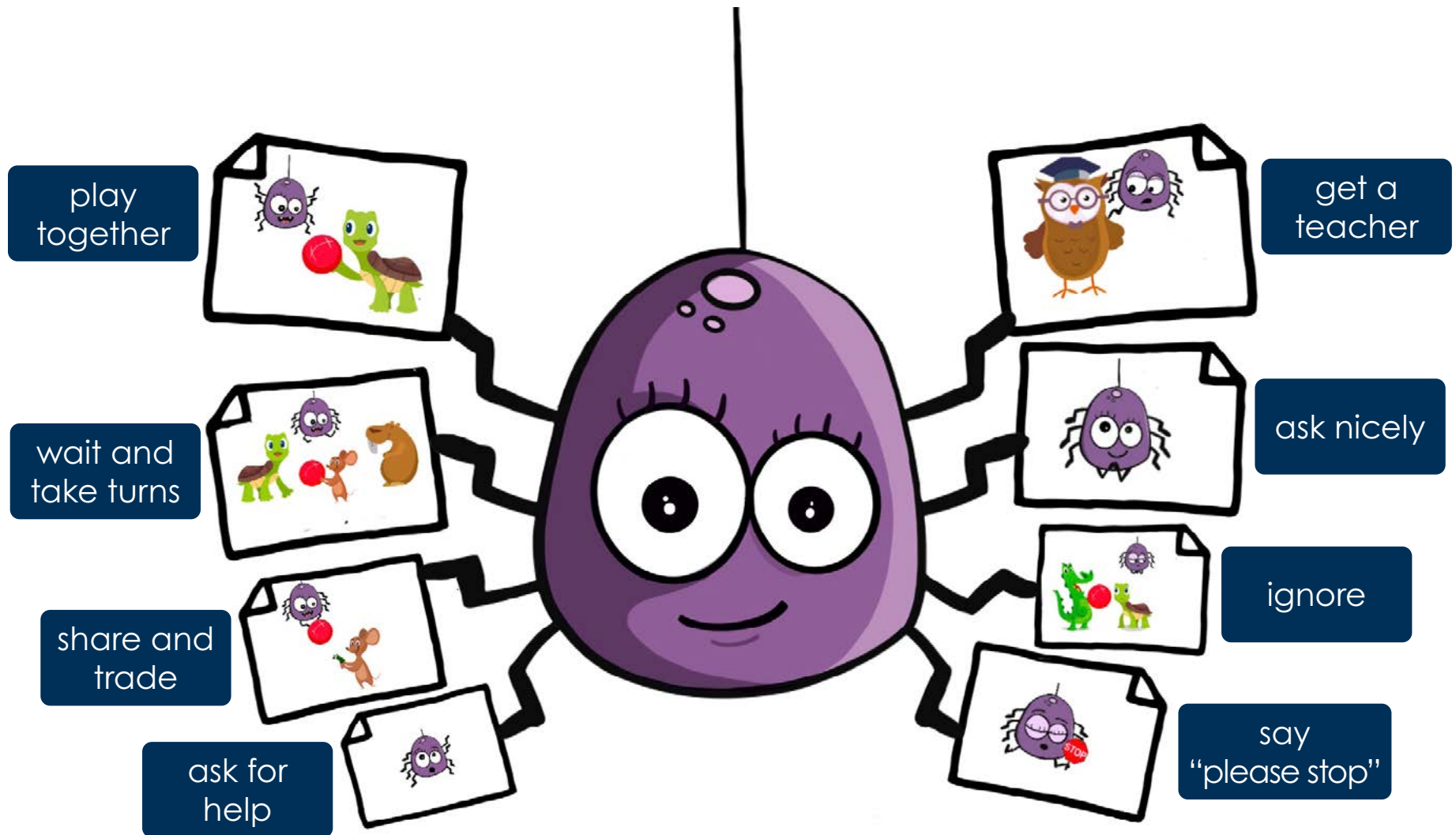
Step 1

Stop your body and identify the problem.



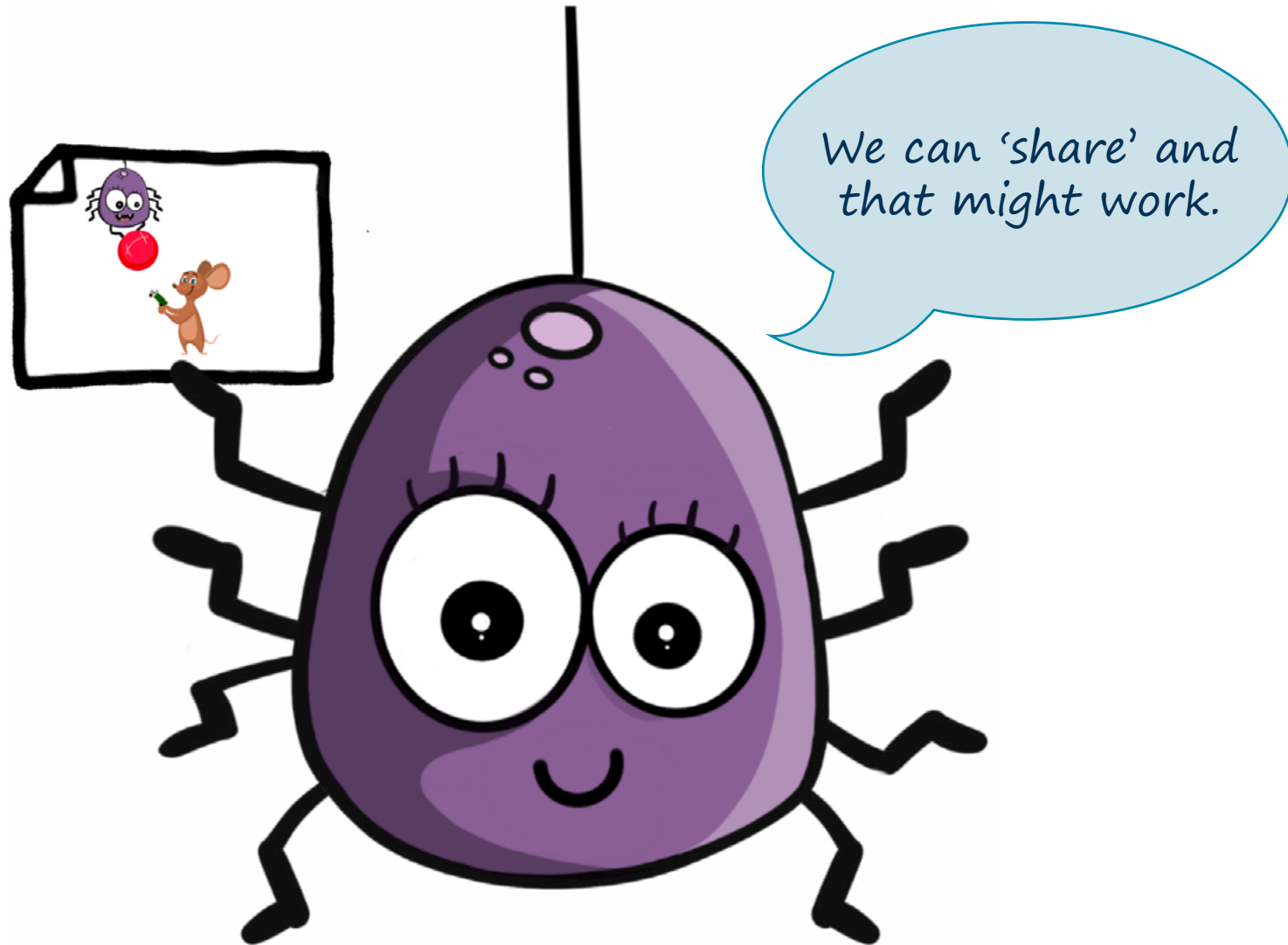
Step 2

Look at the solutions.



Step 3

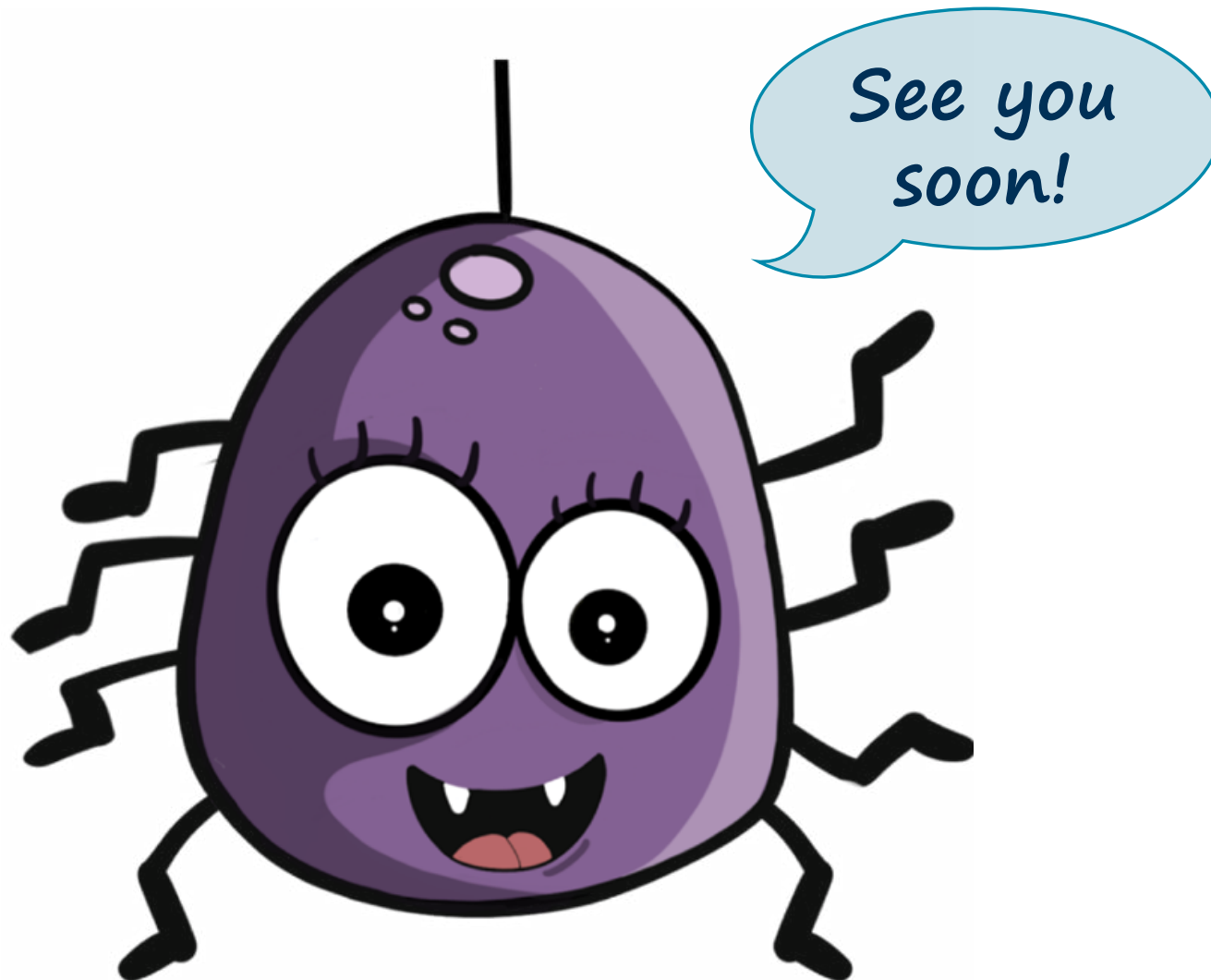
Pick a solution that might work.



When Suri Spider works with her friends to select
a solution, she feels proud and happy.
Her friends want to play with her and feel good.

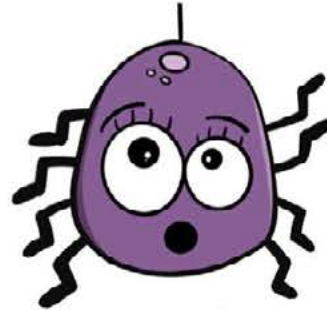


The End!





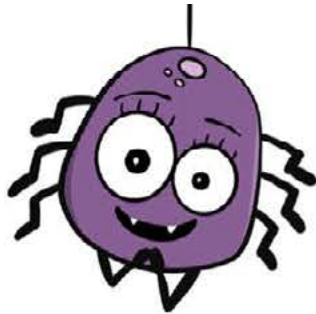
wait and take turns



ask for help

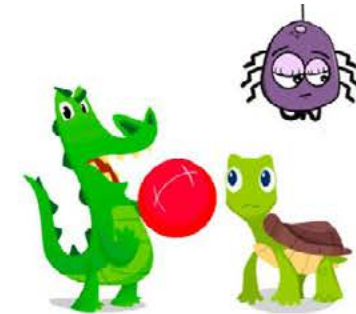


play together



ask nicely

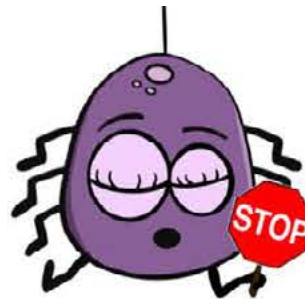
Suri Spider Solution Kit



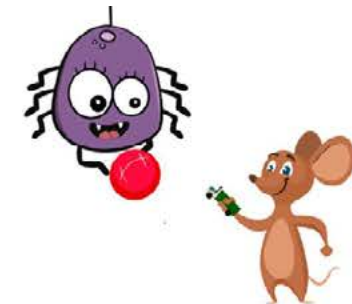
ignore



get a teacher



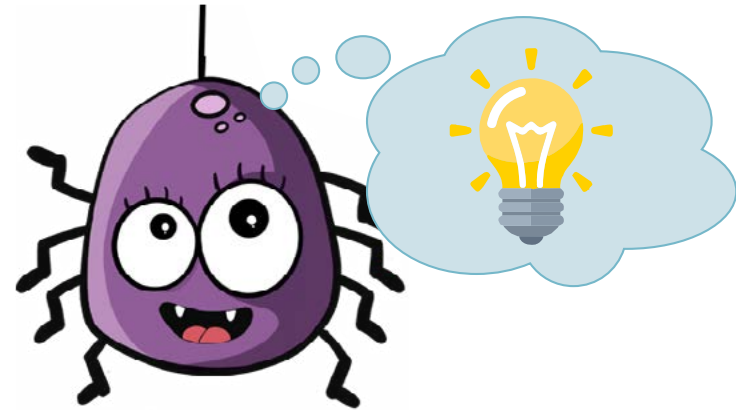
say "please stop"



share and trade

Classroom Tips on the Suri Strategy

- Model problem-solving in the classroom.
- Teach the children the steps of how to select a solution.
 - Step 1: Stop your body and identify the problem.
 - Step 2: Look at the solutions.
 - Step 3: Pick a solution.
- Practice these steps frequently.
- Sometimes, more than one child can pick a solution together.
- Recognize and comment positively when a child solves a problem on their own or with a peer.
- Involve families by giving them ideas for teaching the “Suri Strategy to Select a Solution” at home.



Questions to Help Children Think of Possible Solutions:

- *What do you think the problem is?*
- *What might help you solve the problem?*
- *Do you think [insert solution] will help the problem?*

Scripted Story Tips

Please note that you can use real photographs with the line drawings for children that need this level of support. For instance, next to the line drawings, you can glue or Velcro a photograph of the class using the 'Solution Kit'. Snap a photo of the children showing how they identify the problem, select a solution, and share the solution together.



I solved a problem today!

I can be a problem solver!



I solved a problem today!

I can be a problem solver!



I solved a problem today!

I can be a problem solver!



I solved a problem today!

I can be a problem solver!

We Can Be Problem Solvers *at Home!*



By Meghan von der Embse, Rochelle Lentini,
Rachel Anderson, Anne Wimmer, & Sarah Payton

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Pub: 05/21/20



Have you ever had a problem?



Everyone does. Problems can sometimes make us feel sad, mad, frustrated, or confused.



Sad



Mad



Frustrated



Confused

If I have a problem, I can do something. I can try out some solutions to help me with my problem.



If I have a problem, first I have to think about it...

What is my problem?



Step 1

And I have to think of a way to make it better...

Think, think, think of some solutions.



Step 2

Look at some of the solutions I can try!

Wait and take turns



Get a timer



Share



Say, "Will you play with me?"



Say, "Please, stop."



Ask for help



Ask for a hug



Use kind words



Take a break



What would happen if I tried my solution...

Would it be safe?

How would everyone feel?



Step 3

Then...
give it a try!

If my solution didn't work, I might have to
think, think, think of another solution.



Step 4

Let's try being
a problem solver...

They took it from me.



I am lonely and want
you to play with me.



I am frustrated.



They are bothering me.



This is too hard for me.



I want to play with it by myself.



They hurt my feelings.



Problem Solving Steps



Step 1. What is my problem?



Step 2. Think, think, think of some solutions.



Step 3. What would happen if...?
Would it be safe? How would everyone feel?



Step 4. Give it a try!

We are learning every day to be Problem Solvers!



Parent Tips: Problem Scenarios

A great way to practice problem solving is to use pictures and stories to talk about problems and the different solutions children can use. Use the scenario cards to tell a story.



- Look at the picture with your child.
- Talk about the picture with your child. You might say:
 - “Look, she is frustrated! She has a problem.”
 - “He really wants the toy. I wonder what that boy could do to solve the problem?”
 - “You were feeling sad just like this girl. Remember how you asked for a hug when you were sad?”
 - “What do you see in this picture? It looks like those children are using mean words. I wonder what those children might do to solve their problem?”
 - “See this picture. I think this child is frustrated. The picture says ‘this is too hard for me’. Remember when you did ____ and it was really hard? I wonder what this child can do to solve the problem?”

When you talk with your child about the pictures, match what you say with your child’s level of understanding. For example, use a simple story for a child with less language or understanding.

Solution Kit Instructions



1. Print and cut the Solution Kit pictures or save to your phone/device photos. You can make the cards sturdy by laminating, gluing the cards to cardboard, or covering them with clear contact paper.
2. Read the *We Can Be Problem Solvers at Home!* story with your child to teach the Problem Solving Steps.
3. Introduce the Solution Kit with a few solutions at a time.
4. Place the solutions in a place where your child will see and use them (e.g., hanging on the wall, saved to a tablet).
5. Remind children to use the Solution Kit when solving problems at home.
6. Offer lots of encouragement when your child tries to use the Solution Kit.
7. Comment positively when your child uses the Solution Kit (e.g., “Look at you. You are using the Solution Kit to solve your problem”).



Solution Kit

Wait and take turns



Get a timer



Share



Say, "Will you play with me?"



Say, "Please, stop."



Ask for help



Ask for a hug



Use kind words



Take a break



Solution Kit Instructions

- ▶ Print and cut the Solution Kit pictures or save to your phone/device photos. You can make the cards sturdy by laminating, gluing the cards to cardboard, or covering them with clear contact paper.
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- ▶ Remind children to use the Solution Kit when solving problems at home.
- ▶ Offer lots of encouragement when your child tries to use the Solution Kit.
- ▶ Comment positively when your child uses the Solution Kit (e.g., “Look at you. You are using the Solution Kit to solve your problem”).



Wait and take turns



Get a timer



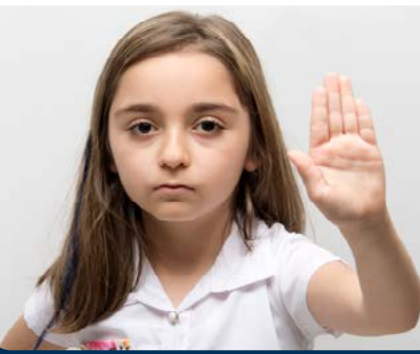
Share



Say, "Will you play with me?"



Say, "Please, stop."



Ask for help



Ask for a hug



Use kind words



Take a break



Wait and take turns



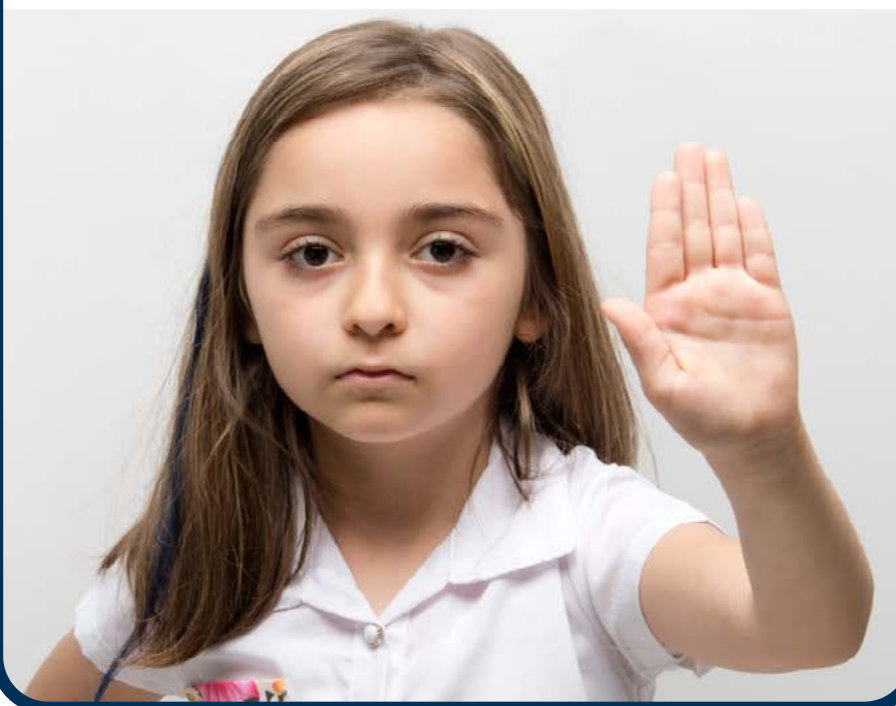
Say, “Will you play with me?”



Get a timer



Say, “Please, stop.”



Share



Ask for help



Ask for a hug



Use kind words



Take a break



Appendix C

Pyramid Model Handouts: Module 10



THE
PYRAMID MODEL
CONSORTIUM
Supporting Early Childhood PBIS



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>

Appendix C

Pyramid Model Handouts: Module 11



General Data Collection Form

Child Name: _____

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

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

Individualized Teaching of Social-Emotional Skills
Module 11 - Handout 1

For more information:
ChallengingBehavior.org



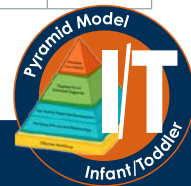
Individualized Teaching Plan

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 =	☐ 5	☐ 5	☐ 5	☐ 5	☐ 5	☐ 5	☐ 5	☐ 5	☐ 5	☐ 5	☐ 5	☐ 5	☐ 5	☐ 5	☐ 5
4 =	☐ 4	☐ 4	☐ 4	☐ 4	☐ 4	☐ 4	☐ 4	☐ 4	☐ 4	☐ 4	☐ 4	☐ 4	☐ 4	☐ 4	☐ 4
3 =	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3
2 =	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2
1 =	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1



Appendix D

Additional Support Document





NCPMI

Pyramid Model Practices for Family Child Care Homes

Nurturing and Responsive Relationships

- ☐ Greet children and families warmly on arrival (for drop-off and pick-up) and correctly pronounce each name based on the child's and family's preferences.
- ☐ Create a place where children and families feel respected, welcomed, and safe.
- ☐ Communicate with children at eye level.
- ☐ Use a calm, positive, supportive tone of voice.
- ☐ Verbally interact with children during routines and activities.
- ☐ For infants and toddlers, imitate and expand on children's vocalizations or imitate actions.
- ☐ Encourage back and forth exchanges or conversations by responding to children's communication by asking questions and making comments.
- ☐ Join children's play and support and expand their interactions with other children.
- ☐ Find one-on-one time to spend talking and playing with each child.
- ☐ Know what interests each child and engage the child in conversations about those interests.
- ☐ Comment on infant and toddler's actions, activities, interests, and interactions.
- ☐ Speak a few important words in a child's home language when the child's home language is different from the provider's language.
- ☐ Ask families about the practices, rituals, and traditions that are important to them and if they have requests related to caring for their child.
- ☐ Encourage families to share any changes to the child's routines or circumstances.
- ☐ Provide positive attention to children when they are engaging in appropriate behavior.
- ☐ Use positive descriptive feedback to comment on children's skills, behaviors, and activities.
- ☐ Be consistent about communicating positively (i.e., sharing strengths and celebrations) with families about their child at the end of the day.

Notes, Thoughts or Ideas: _____

High-Quality Supportive Environments

Design the Physical Environment

- ☐ Clearly define areas for daily routines and learning centers.
- ☐ Arrange the environment to be conducive for children of multiple ages to interact.
- ☐ For infants younger than 12 months, create an open and safe space for tummy time.
- ☐ Provide materials in each learning center that meet the developmental stages of all children.
- ☐ Use child interests and suggestions, along with family and cultural considerations, when deciding what to put in learning centers.

Schedules and Routines

- ☐ Develop schedules and routines to accommodate the varying activities (e.g., nap time, lunch) for the age range of children.
- ☐ Invite families to share their routines and schedules at home especially related to feeding and napping for infants and toddlers.
- ☐ Design the schedule and routines to include a balance of both provider-directed and child-directed activities with more time spent in child-directed activities.
- ☐ Provide older toddlers and preschoolers with a visual schedule that is posted where children can see and interact with it.
- ☐ Teach children about the schedule and routines using a variety of materials to meet the needs of the age range of children. For example, for infants and toddlers, state the routine of what is coming up (e.g., time for a snack) and show an object related to the routine (e.g., snack bowl, bib).
- ☐ Implement the schedule and routines flexibly and consistently.
- ☐ Provide explanations to children when changes in the schedule and routines are necessary.
- ☐ Invite families to share information about their routines and schedules at home and their family expectations and rules.

Expectations and Rules

- ☐ Identify 2-5 behavior expectations (e.g., “We are kind”, “We are safe”) for adults and children.
- ☐ Post the expectations with visuals and share them with families.
- ☐ Refer to the expectations throughout the day.
- ☐ For activities or settings where rules are needed, identify a few rules (two to five) that are positively stated, linked to the expectations, and taught to children (e.g., “Use walking feet”).
- ☐ Post rules (with a visual for each rule) where they can be reviewed with children, and children can see them throughout the activity.
- ☐ For older toddlers and preschoolers, teach rules using a variety of strategies and scaffolding to address the varying age range of children.
- ☐ Use positive descriptive feedback to children when children demonstrate the expectations or follow the rules.

Provide Clear and Effective Directions

- ☐ State directions positively by telling children what to do rather than what not to do.
- ☐ State directions calmly when in close proximity to the children.
- ☐ Use additional strategies when giving directions (e.g., modeling, visuals, object cues) for children who need more support.

Transitions

- ☐ Use a variety of strategies to teach the steps to transitions based on the developmental needs of children.
- ☐ Provide a whole group warning prior to transitions.
- ☐ Use a variety of transition strategies to help all children engage in the transition.
- ☐ Give positive descriptive feedback to all children when they transition appropriately.

Promoting Engagement

- ☐ Provide activities that consider children’s culture, interests, developmental level, and age range.
- ☐ Identify skills and teaching strategies that are culturally responsive and affirming and matched to where children are developmentally for all activities.
- ☐ Provide opportunities for all children to participate in activities.
- ☐ Monitor children’s engagement and modify the activity when children lose interest in the activity.

- ☐ Make adaptations and modifications to ensure that all children can be involved in a meaningful way in all activities.
- ☐ Give positive descriptive feedback to children when they are engaged.
- ☐ Provide choices within activities to promote and sustain engagement.

Notes, Thoughts or Ideas: _____

Targeted Social-Emotional Skills

Design the Physical Environment

- ☐ Teach friendship skills (e.g., sharing, taking turns, working together) during planned activities and play.
- ☐ Promote positive peer interactions in developmentally appropriate ways across the age range of children.
- ☐ Encourage peer partners or buddies (e.g., hold hands during transitions, clean-up buddy).
- ☐ Select, arrange, and use age-appropriate activities that promote peer interactions (high interest, novel, culturally meaningful).
- ☐ Remain close by during peer interactions to provide security, comfort, encouragement, and guidance.
- ☐ Provide positive descriptive feedback to promote and maintain social interactions.

Emotional Literacy

- ☐ Provide opportunities for learning to identify, label, and manage emotions using visuals and books.
- ☐ Teach developmentally appropriate strategies for calming down when angry, excited, or upset.
- ☐ Be responsive to children's expression of emotions by affirming their expressions (e.g., "I see you are excited to go outside.", "It is disappointing when you have to wait to play with the pink ball.>").
- ☐ Show empathy and acceptance of children's feelings by validating the feeling with an expression of understanding ("I think you are sad because your Dad had to leave and go to work.") and helping children in their management of strong feelings ("Would you like to sit in my lap until you feel like playing?", "If you want to be in the cozy corner until you want to play, that's OK.>").
- ☐ Model how to name emotions (e.g., Provider says, "I feel frustrated that I can't get this paint jar to open").
- ☐ Help children recognize cues of emotional escalation in themselves.
- ☐ Guide children in using calm down strategies when they feel angry or upset.
- ☐ Consider cultural norms when modeling and teaching emotions.
- ☐ Comment positively and descriptively when children are expressing their emotions in appropriate ways.

Problem Solving

- ☐ Create developmentally appropriate opportunities to practice problem-solving based on the needs of each child.
- ☐ Allow time for children to problem-solve.
- ☐ Teach children to name and use a variety of solutions.
- ☐ Use real-life situations to practice problem-solving, including defining the problem and labeling emotions.
- ☐ Support children to use a problem-solving process during peer conflict.
- ☐ Provide positive descriptive feedback to children using problem-solving skills.

Responding to Challenging Behavior

- ☐ Respond to challenging behavior using calm, supportive, and developmentally appropriate strategies.
- ☐ Respond immediately to infants and toddlers in distress and use supportive strategies to soothe them or help them calm down.
- ☐ Validate the child's emotion and then support the child to use a more appropriate social behavior (e.g., tell the child what they can do to meet their need).
- ☐ Redirect children engaging in challenging behavior to engage in more appropriate behaviors or skills (e.g., "You grabbed the blocks from Kara because you want to play too. Try asking Kara if you can have some of the blocks.>").
- ☐ Support children to name their emotions.
- ☐ Support child to use calm down strategies.
- ☐ Support child to use strategies to generate solutions that led to the challenging behavior.
- ☐ Connect with the child and provide positive attention after the child begins to engage in appropriate behaviors.

Notes, Thoughts or Ideas: _____

Individualized Interventions

Individualized Interventions

- ☐ Individualize instruction and intervention paying attention to family and cultural values.
- ☐ Develop and implement a process for developing a behavior support plan.
- ☐ Collaborate with family members to identify strategies to address social-emotional learning and persistent challenging behaviors.
- ☐ Identify support services to develop a plan in partnership with the family to address persistent challenging behavior or provide additional services to the child when needed.
- ☐ Work with a team and the family to provide services and supports for the child that are comprehensive, consistent, and aligned with family values.
- ☐ Use data to monitor the effectiveness of the behavior plan.

Notes, Thoughts or Ideas: _____
