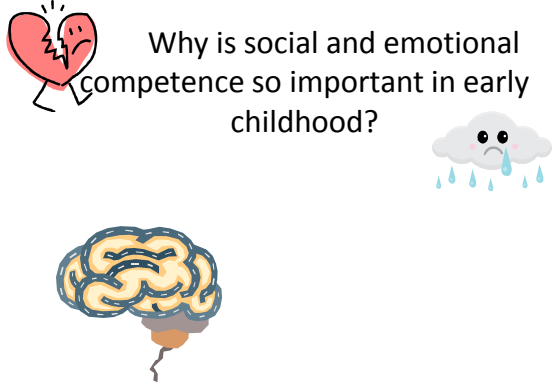


## Promoting Social and Emotional Development: The Pyramid Model for Social and Emotional Competence

miLc Early Learning Research to Practice Institute  
March 2, 2012  
Julie Betchkal, WI Pyramid Model Training Coordinator




## Why is social and emotional competence so important in early childhood?



“Across a range of studies, the emotional, social, and behavioral competence of young children—such as higher levels of self-control and lower levels of acting out—predict their academic performance in first grade, over and above their cognitive skills and family backgrounds.”

Raver, C.C. & Knitzer, J. (2002). *Ready to Enter: What Research Tells Policymakers About Strategies to Promote Social and Emotional School Readiness Among Three- and Four-Year-Olds*, National Center for Children in Poverty, p. 7.

## Pyramid Model for Social Emotional Competence



Center for the Social Emotional Foundations for Early Learning  
Technical Assistance Center on Social Emotional Interventions in Early Childhood

## Social Emotional Competence

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

- form close and secure adult and peer relationships;
- experience, regulate, and express emotions in socially and culturally appropriate ways; and
- explore the environment and learn - all in the context of family, community, and culture.

## CSEFEL/ TACSEI Guiding Principles/Values



- Supporting young children’s social and emotional development to **prevent** challenging behaviors;
- **Individualizing interventions** to meet children’s and families’ unique interests, strengths, and needs;
- Promoting **skill building with enough intensity** to affect change;
- **Implementing strategies in the context** of naturally occurring routines and environments;
- Ensuring fidelity of use through a **systematic change process**; and
- **Modifying strategies** to meet the cultural and linguistic diversity of families and children.

### Training is just the beginning

- 2 day Module 1 and 2 Preschool
- 2 days Module 3 Preschool
- 8 part training series (Wisconsin)
- 3 day Module 1, 2, and 3 Infant Toddler
- Parents Interacting with Infants
- Positive Solutions for Families
- Home Visiting Modules (coming to Wisconsin)

### Preschool Module 1 Promoting Children's Success: Building Relationship and Creating Supportive Environment

**Topics included in this module:**

- Building positive relationships with children and families
- Designing environments, schedules, and routines
- Establishing rules
- Implementing activities that promote child engagement
- Modifying and adapting materials and activities to meet the individual needs of all children, including those with disabilities
- Providing encouragement and descriptive praise to children

### Preschool Module 2: Social Emotional Teaching Strategies

**Topics included in this module:**

- Identifying teachable moments
- Facilitating the development of friendship skills
- Teaching problem solving
- Teaching children to recognize and express emotions
- Teaching anger management

### Preschool Module 3a/3b: Individualized Intensive Intervention

**Topics included in this module:**

- Identifying the function of challenging behavior
- Identifying behaviors and social skills to target for intervention
- Developing a plan for supporting social-emotional development and preventing challenging behavior
- Using a team approach to addressing challenging behavior and social emotional need

### Wisconsin's 8 Part Series

- How will I know you care about me? **Relationships**
- How do I know what to do? **Rules & expectations**
- What are the messages I will get from my environment? **Environments**
- How will I know when to do it? **Schedules & transitions**
- What am I feeling? **Emotional literacy**
- Will I have a friend? **Friendships skills**
- How will you help me manage my feelings? **Anger management and problem solving**
- How will my needs be met? **Creating a behavior intervention plan**

### Training is just the beginning, because research shows that....

- Implementation by laws/ compliance by itself does not work
- Implementation by "following the money" by itself does not work
- Diffusion/dissemination of information by itself does not lead to successful implementation
- **Training alone, no matter how well done, does not lead to successful implementation**
- Implementation without changing supporting roles and functions does not work

Fixsen, Naoom, Blase, Friedman, Wallace, 2005

## Program-wide Implementation of the Pyramid Model

Taking it to the next step



## Preliminary Pyramid Model evidence

(Hemmeter, Snyder, Fox & Algina, 2011)

- Teachers who were coached used more practices with greater fidelity.
- Children in Pyramid Model classrooms had better social skills
- Target children reduced problem behavior.

## There are benefits.....and costs

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Program level</li> <li>• Teacher level</li> <li>• Child level</li> </ul> | <ul style="list-style-type: none"> <li>• Time for training</li> <li>• Time for providers to be coached to fidelity</li> <li>• Time for coaches to coach to fidelity</li> <li>• Time for helping families to implement the practices to fidelity</li> <li>• Time for system/program planning</li> <li>• Time for data collection and analysis</li> </ul> |
|---|---|

Barbara J. Smith, Ph.D.; University of Colorado Denver; OSEP Leadership Conference August, 2009

## Start small and grow...

- Pilot classroom
- Pilot classrooms
  - Varying age level
  - One age level
- Whole program/center

### Application process

- Attend 3 day implementation planning event
- Coaches training



## 7 Key Components in Program Wide Adoption of the Pyramid Model

- **Leadership Team**
- **Staff Buy-In**
- **Program-Wide Expectations**
- **Family Involvement**
- **Staff Professional Development and Support Plans for Classroom Implementation**
- **Behavior Support Procedures**
- **Data-Based Decision-Making**



## ✓ Leadership Team

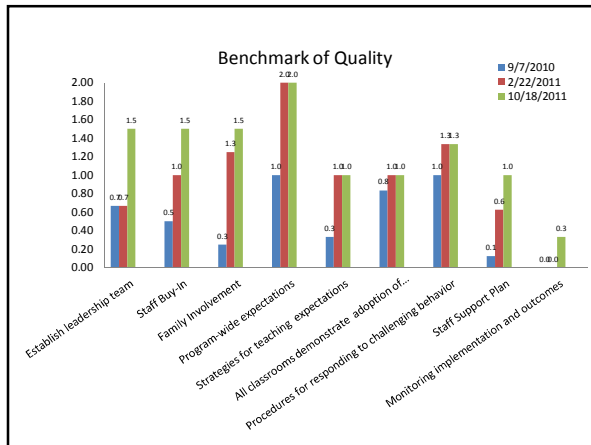
- Must include an administrator, a teacher and a behavior support person
- Responsibilities:
  - Advising on professional development and coaching for teachers
  - Collecting and interpreting data
  - Developing policies and procedures
  - Guiding the behavior support process
  - Planning for family participation
- Meet monthly
- Guided by the critical elements planning sheet and the Benchmarks of Quality



## Pyramid Model Benchmarks of Quality

Benchmarks of Quality Critical Elements
Establish Leadership Team
Staff Buy-in
Family Involvement
Program Wide Expectations
Strategies for teaching and acknowledging the program wide expectation
All classrooms demonstrate implementation of the Pyramid Model
Procedures for responding to challenging behavior
Professional development and staff support plan
Monitoring implementation and outcomes

Professional Development and Staff Support Plan	Critical Elements	Class Year		
		2010-2011	2011-2012	2012-2013
1. I plan my ongoing ongoing support training and coaching in accordance to the Pyramid Model practices in benchmark and implementation	1.1			
2. I am committed to providing staff with ongoing professional development opportunities to support implementation of the Pyramid Model practices in the classroom	2.1			
3. I have a plan for ongoing ongoing support training and coaching in accordance to the Pyramid Model practices in benchmark and implementation	3.1			
4. I have a plan for ongoing ongoing support training and coaching in accordance to the Pyramid Model practices in benchmark and implementation	4.1			
5. I have a plan for ongoing ongoing support training and coaching in accordance to the Pyramid Model practices in benchmark and implementation	5.1			
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18. I have a plan for ongoing ongoing support training and coaching in accordance to the Pyramid Model practices in benchmark and implementation	18.1			
19. I have a plan for ongoing ongoing support training and coaching in accordance to the Pyramid Model practices in benchmark and implementation	19.1			
20. I have a plan for ongoing ongoing support training and coaching in accordance to the Pyramid Model practices in benchmark and implementation	20.1			



## Staff Buy-In ✓

- All staff agree they are willing to participate.
- Overviews are available:
  - <http://www.collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php>
    - View a Powerpoint presentation by Lise Fox
- Think critically about program readiness
  - Application process

## Readiness for Program Wide Implementation

- Behavior is a goal
- Lack of competing initiatives
- Program commits to 3-5 year process to achieve full implementation
- Program commits evaluating outcomes in classrooms
- Leadership team commits to meeting monthly, monitoring progress, and using data for decision making
- Time and funding for coaching



Now that you have reviewed the webinar on Program Wide adoption of the Pyramid Model, please take a moment to give us input on how you feel about our involvement in Program Wide adoption of the Pyramid Model.

- I feel confident about adopting the Pyramid Model program-wide. I am ready to commit to this initiative. I believe it will be beneficial to staff, children and families.
- I like the idea of program-wide adoption of the Pyramid Model, but believe that I need more training around this topic before feeling like I can be on board with this.
- I like the idea of program-wide adoption of the Pyramid Model, but do not feel I can make a commitment to it at this time.
- I don't feel that program-wide adoption of the Pyramid Model will be beneficial and would rather not participate in this process.

## ✓ Program-Wide Expectations

- Commitments that all adults and children will follow
- Shared focus
- Shared language
- Posted for everyone to see
- Taught and acknowledged



See our committment!

## Expectations Matrix

EXPECTIONS	PLAYGROUND	HALLWAY	CLASSROOM	BATHROOM
BE SAFE	-Slide 1 at a time -Slide on your bottom -Stand away from the swings -Use toys carefully -Wear a smock for water play	- Use walking feet - Face forward -Stay with an adult -Open doors slowly and carefully	-Use walking feet -Keep feet on the floor -Use gentle hands -Ask permission -Use our toys carefully	-Wash hands -Keep water in the sink -Keep feet on the floor
BE a FRIEND	-Play with everyone -Take turns -Share and care -Find good solutions with friends	-Leave a space in-between friends -Keep hands to self -Stay quite	-Share and care -Take turns -Use kind words -Use inside voices -Stay quite on mat -Find good solutions	-Wait patiently for a turn -Knock before going in
BE a HELPER	-Clean up -Hang up smocks when finished -Listen for teacher's signal to line-up -Stand in line quietly when outside time is finished	-Follow the line -Hold the door when needed -Carry tings for teachers when needed	-Follow directions -Raise your hand -Use listening ears, looking eyes, and a gentle body -Clean up -Make good choices -Do your best	-Flush toilet -Clean up -Put paper towels in trash -Turn off water and light before leaving



.... are taught to mastery...



### What Do We Do In Circle?



...at the best times



### Promoting the Expectations



### Acknowledging children

- Warm, extended interaction
- Descriptive feedback
- Positively stated directions



### Tying Positive Feedback to Expectations



### Seeing success...



### ...build...



### ..over time...



...is exciting for everyone!



### ✓ Family Involvement

- Partnership with families in the adopting the model by
  - sharing expectations and plans for implementing
  - providing families with information and support in guiding children's development of social and emotional skills
  - collaboratively teaming to support individual children.



The Family Rollout



Supporting the family/child relationship



### Family Modules

Positive Solutions for Families



Parents Interacting with Infants



### Maintaining Family Involvement

- Partnering with community resources
- Family Tools:
  - <http://csefel.vanderbilt.edu/resources/family.html>
- Parents partner to problem solve for challenging behavior

### ✓ Staff Professional Development and Support Plans



- Staff are observed to see how many of the strategies they are using
- Coaches meet with teachers to:
  - Develop individualized professional development plans
  - Provide technical assistance in strategies
- Supplemental training is provided
- Leadership team acknowledges staff effort

It's about what adults do and say...



and how the environment promotes engagement...



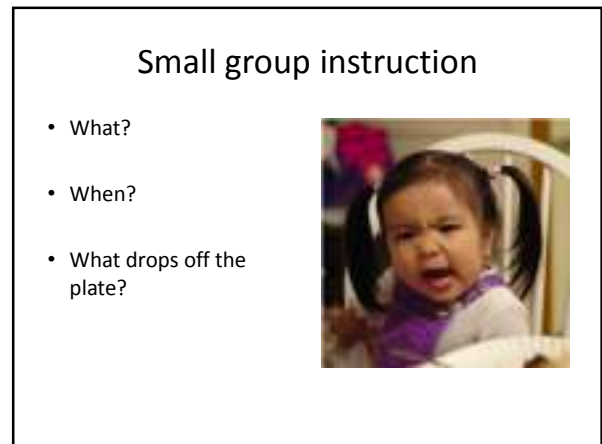
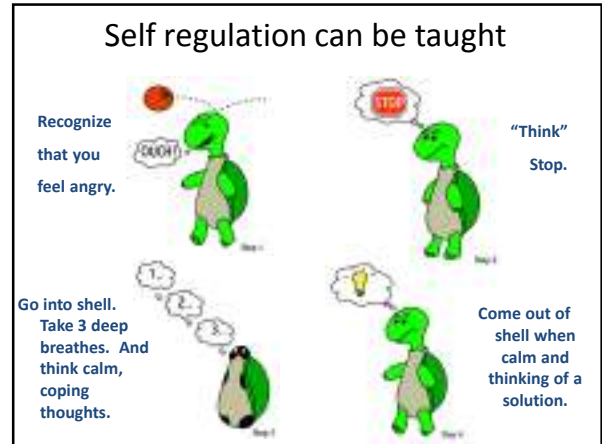
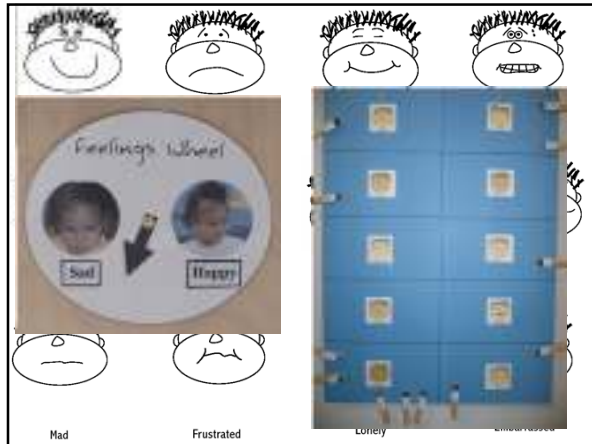
... and supports children in meeting expectations



Emotional literacy can be taught



**Book Nooks**



Published Curriculum with evidence base

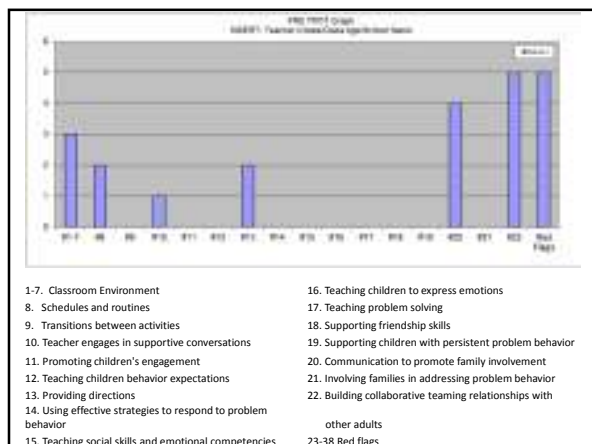
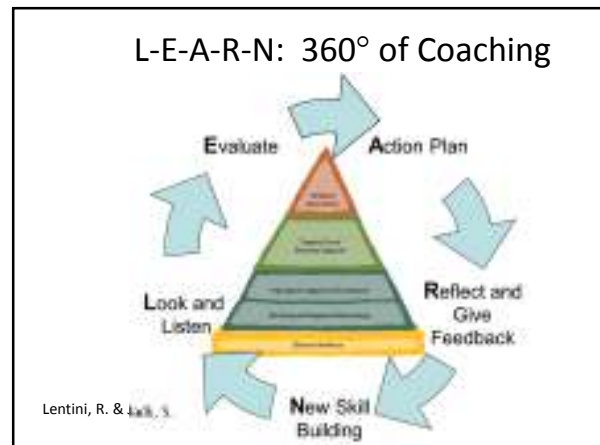
The Incredible Years: Promoting Healthy, Happy, and Successful Learning Experiences

But training alone doesn't change practices...

Training Outcomes Related to Training Components			
Training Components	Training Outcomes		
	Knowledge of Content	Skill Implementation	Classroom Application
Presentation/ Lecture	30%	20%	0%
Plus Demonstration	60%	60%	5%
Plus Practice			
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%

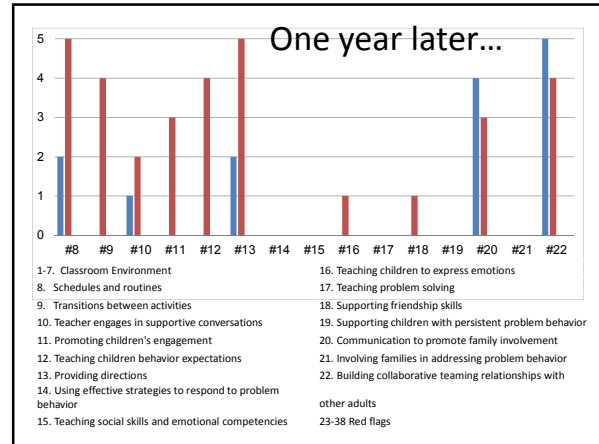
Joyce & Showers, 2002

- ...coaching as part of systems change does.
- [Teaching Pyramid Observation Tool \(TPOT\)](#)
  - [Teaching Pyramid Infant Toddler Observation Scale \(TPITOS\)](#)



- **Summary of TPOT Observations**
- **Strengths**
  - Schedule and routine are a balance of teacher and child directed activities
  - Center time allows kids to have higher rates of engagement. Adults initiate transitions based on engagement of kids.
  - Children who aren't yet skilled at group activities aren't forced/required to participate.
- **Emerging Skills**
  - Directions tell what to do but are often paired with a "no" or "not" first.
  - The visual schedule is referenced with individual children who ask questions related to the schedule.
- **Professional Development Needs**
  - Structuring transitions to include: warnings, zone defense, descriptive feedback and routines that have a beginning, middle and end.
  - Structure for circle time.
- **Proposed goals for Action Plans**
  - **\*Transitions**
  - **\*Structure Circle Time**

Transitions	Use a visual timer and auditory timer, provide warnings, "when the time runs out you will stop and look at me so I can tell you what's next"	Heather	September 2010
	Use a "zone defense": 1 teacher goes to circle to accept children, the other finishes clean up and encourages the other to get to circle time	Lynn	September 2010
	Give good descriptive feedback: "You stopped." "You cleaned up your table."	Heather/Lynn	September 2010
Structure	NO CALENDAR		
Circle Time	Singing the days of the week is fine. Song to get their wiggles out and over to the circle (The Freeze or Head Shoulders) Song to settle down Get kids on their bottoms Do a social/emotional lesson (rules/expectations)	Heather	September 2010



**Data-Based Decision-Making**

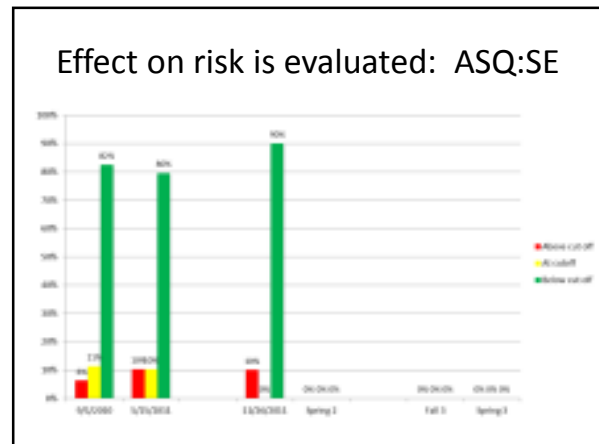
- Teacher level data
  - TPOT
  - TPITOS
- Child Level data
  - Ages and Stages Question: Social Emotional (ASQ:SE)
  - Ongoing assessment information
- Program level data:
  - [Benchmarks of Quality](#)
  - [Behavior Incident Reports \(BIR\)](#)

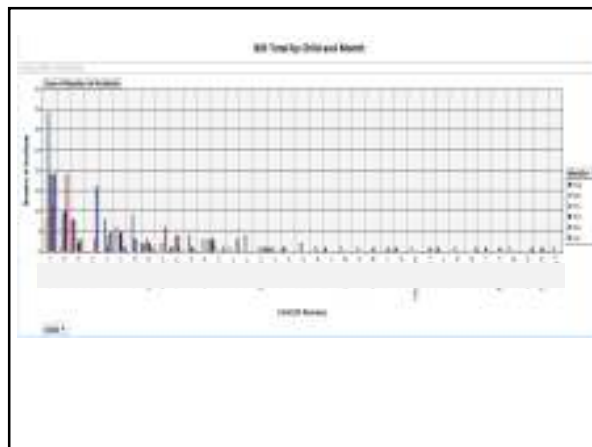
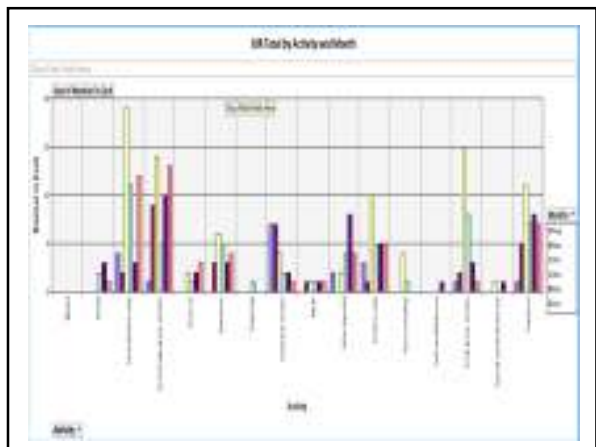
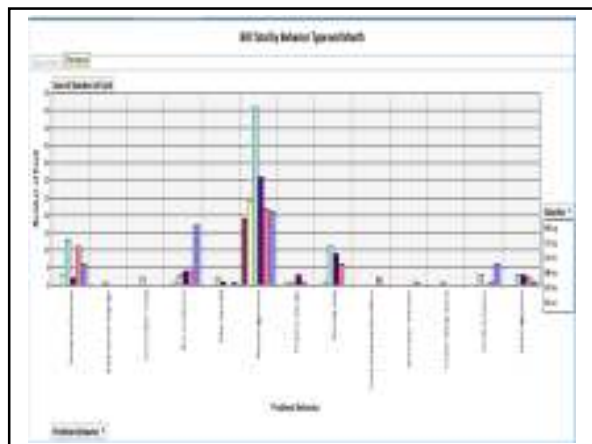
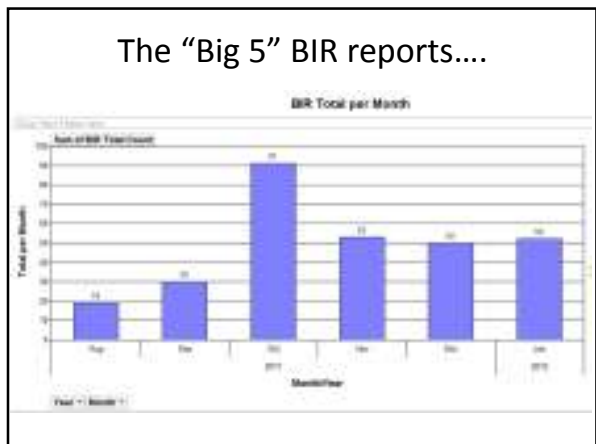



**Child Level Data- Pyramid Model**

Number of children:


- Above cut off
- Near cut off
- Below cut off





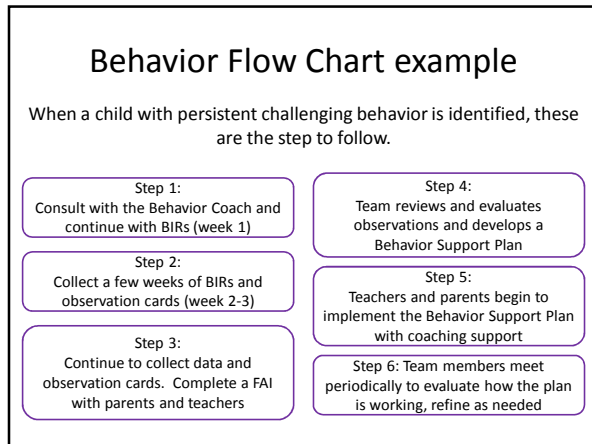
 **Behavior Support Procedures**

- Policies and procedures
- Support for crisis situations
- Problem solving process
- Ability to create and implement function based behavior support plans
- The Behavior Specialist




### The Behavior Support Plan

Triggers	Behaviors	Consequences
	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Function</div>	
Preventions	New Skills	New Responses to challenging behavior
		New Skills



### Resources: National Centers

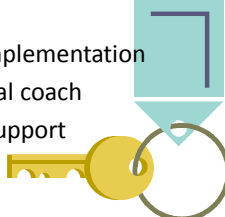
- [www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)
- [www.challengingbehavior.org](http://www.challengingbehavior.org)



Technical Assistance Center  
for Social Emotional Intervention  
for Young Children

### Implementation **readiness** is key

- Strong administrative commitment and support
- Ability to form and sustain a program leadership team
- Social emotional competence as a professional development priority
- Evidence of staff buy-in for implementation
- Capacity to support an internal coach
- Access to external coaching support



<http://www.collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php>



**Wisconsin Early Childhood Collaborating Partners**

**WE Pyramid Model for Social Emotional Competence**

### More information



- [www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)
- [www.challengingbehavior.org](http://www.challengingbehavior.org)
- [www.collaboratingpartners.com](http://www.collaboratingpartners.com)
  - Social Emotional Competence
    - SEFEL Pyramid Model
- WI Pyramid Model State Coordinator:  
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- WI Pyramid Model Training Coordinator:  
Julie Betchkal: [julieb@cesa11.k12.wi.us](mailto:julieb@cesa11.k12.wi.us)