



Pyramid Model Overview

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Project LAUNCH



Pyramid Model

Tiered approach designed to promote the development of all children.

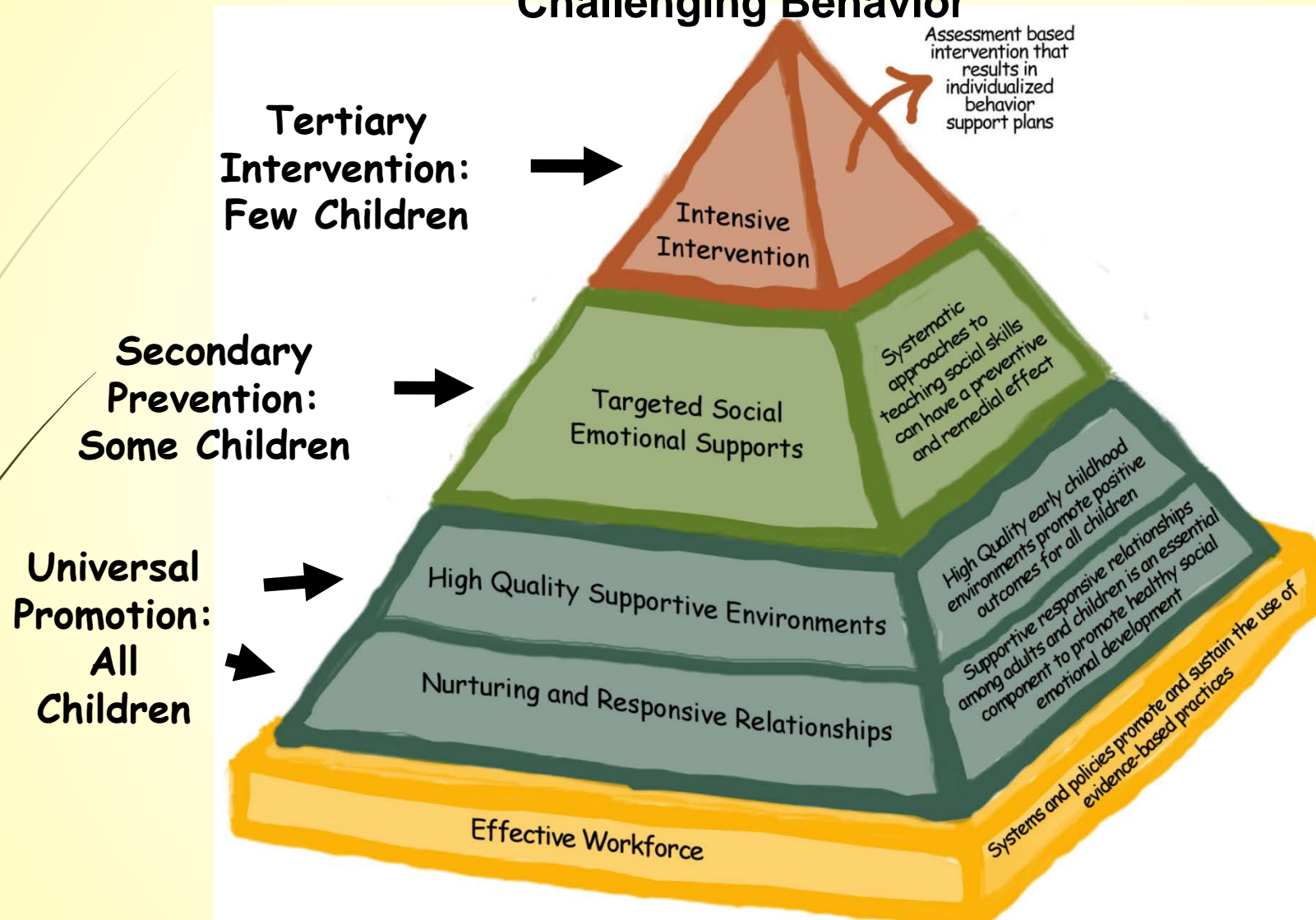
- Promotion
- Prevention
- Intervention

Evidenced-based practices.

Creating an environment where all children want to come to school!

The Pyramid Model:

Promoting Social and Emotional Competence and Addressing Challenging Behavior





Nurturing and Responsive Relationships

Nurturing and Responsive Relationships



HOT BUTTON!

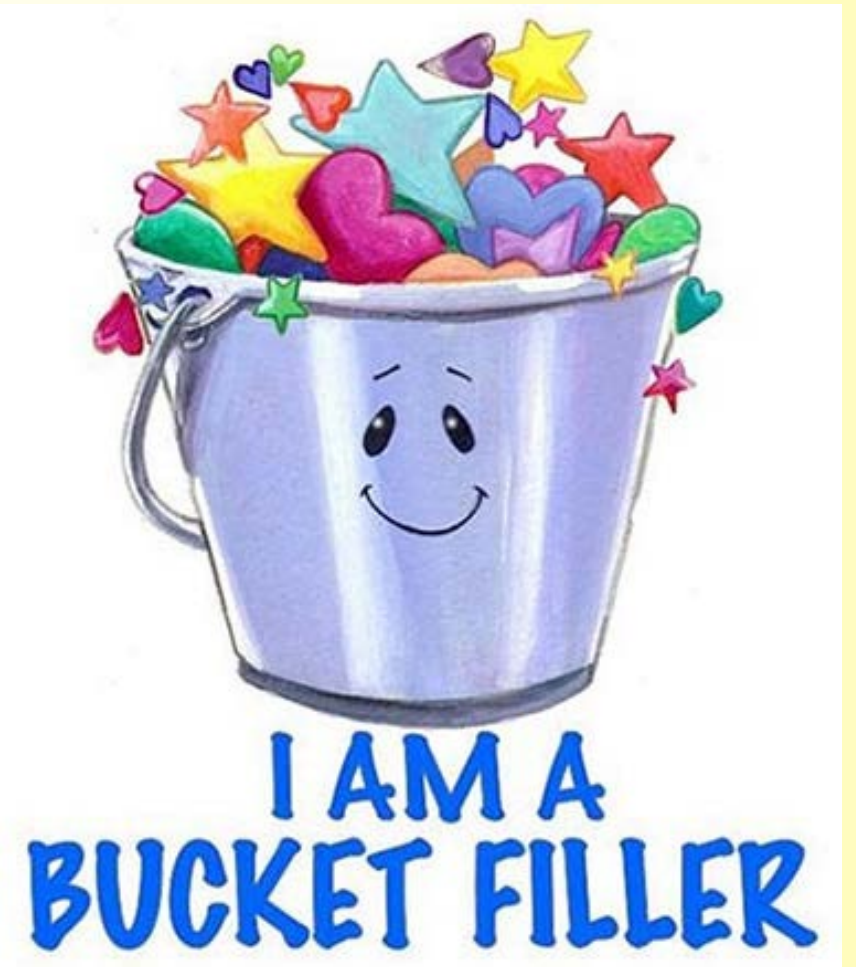


- What behaviors push your buttons?
- What is your response when these behaviors happen?
- How could this affect your relationship with this child or person?

Making Deposits

- 5:1 ratio of positive to negative or corrective statements.
- Look for and acknowledge appropriate behavior.
- Give attention for behaviors you WANT to see more of!
- Be specific.





How Can You Be a Bucket-Filler?

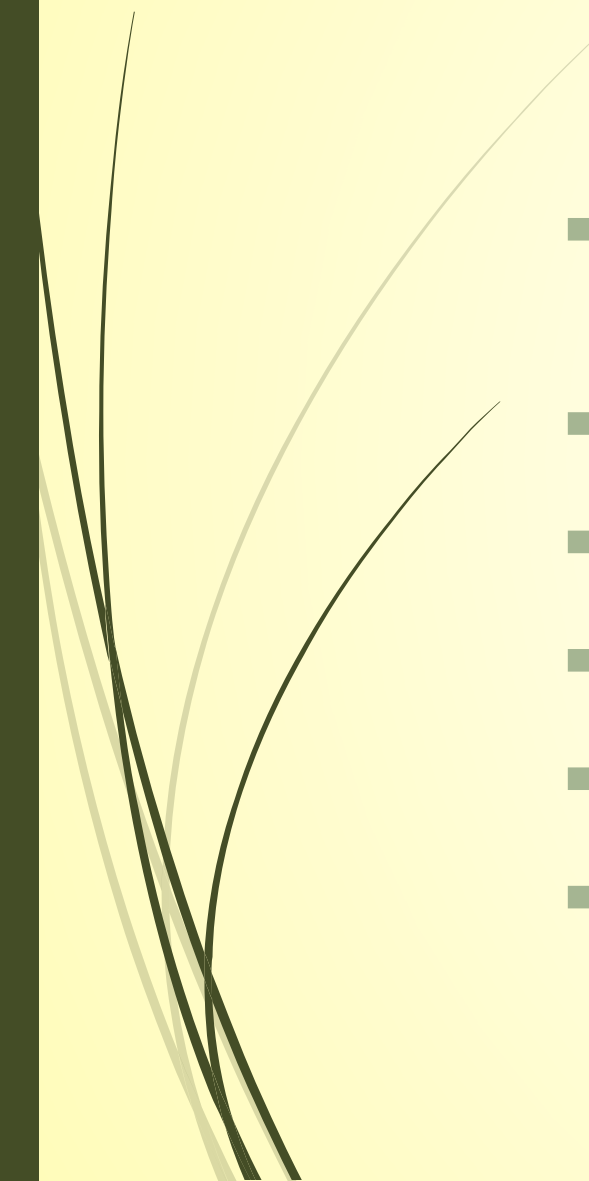
- ♥ Open the door for someone
- ♥ Tell someone that they look pretty today
- ♥ Share your snack with someone
- ♥ Sharpen someone's pencil for them
- ♥ Help your partner
- ♥ Pick up someone's backpack (or other belongings)
- ♥ Help someone do their job
- ♥ Ask someone to play with you on the playground
- ♥ Clean up without being asked
- ♥ Clean up even though you didn't make the mess
- ♥ Make sure someone is feeling okay
- ♥ Give a compliment to a kid or an adult
- ♥ Make a toy or something else for someone at school
- ♥ Hold the door for someone with their hands full
- ♥ Smile at someone you don't know
- ♥ Be extra helpful to teachers or other adults
- ♥ Offer to help someone who appears to be struggling
- ♥ Tell someone you like their work
- ♥ Treat others the way you would like to be treated



Try to fill a bucket EVERY DAY!



Benefits of Making Deposits

- Influence a child's emotional, cognitive, and social development
 - Help children develop secure relationships with other adults
 - Help children develop good peer relationships
 - Help reduce the frequency of behavior problems
 - Help children develop positive self-esteem
 - Results in higher rates of child engagement
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Make Many Deposits Everyday!





“Every child needs one person who is crazy about him.” –Uri Bronfenbrenner

High Quality Supportive Environments

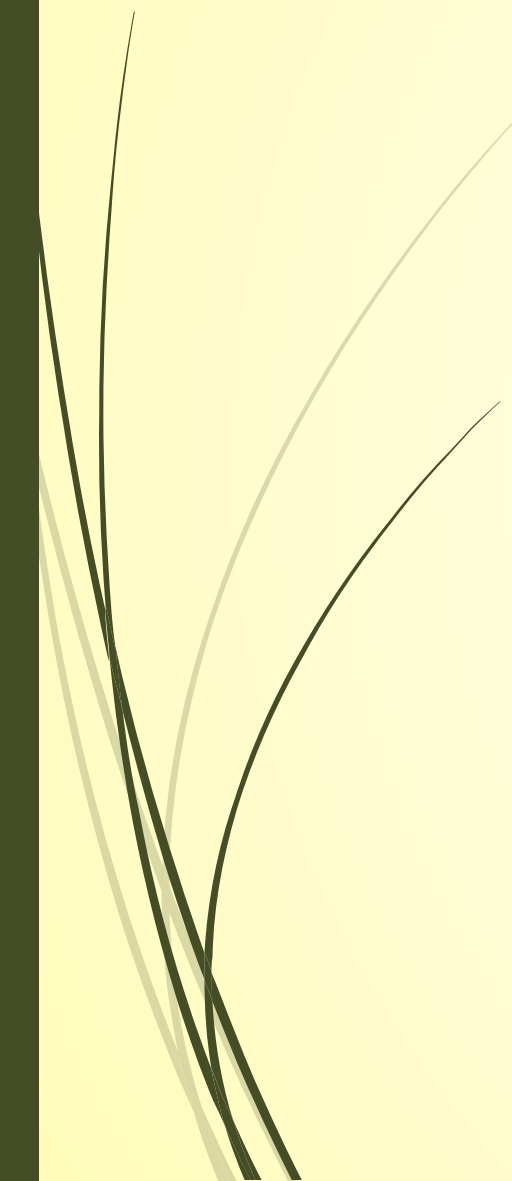


Our goal is child engagement, for all children!





High Quality Supportive Environments

- Physical Classroom Design
 - Environmental and Visual Cues
 - Schedules and Routines
 - Transitions
 - Promoting Engagement During Group Activities-
Small and Large
 - Rules and Expectations
 - Ongoing Monitoring and Positive Attention
- 



➤ Tip sheet!!

Targeted Social Emotional Supports



Topics

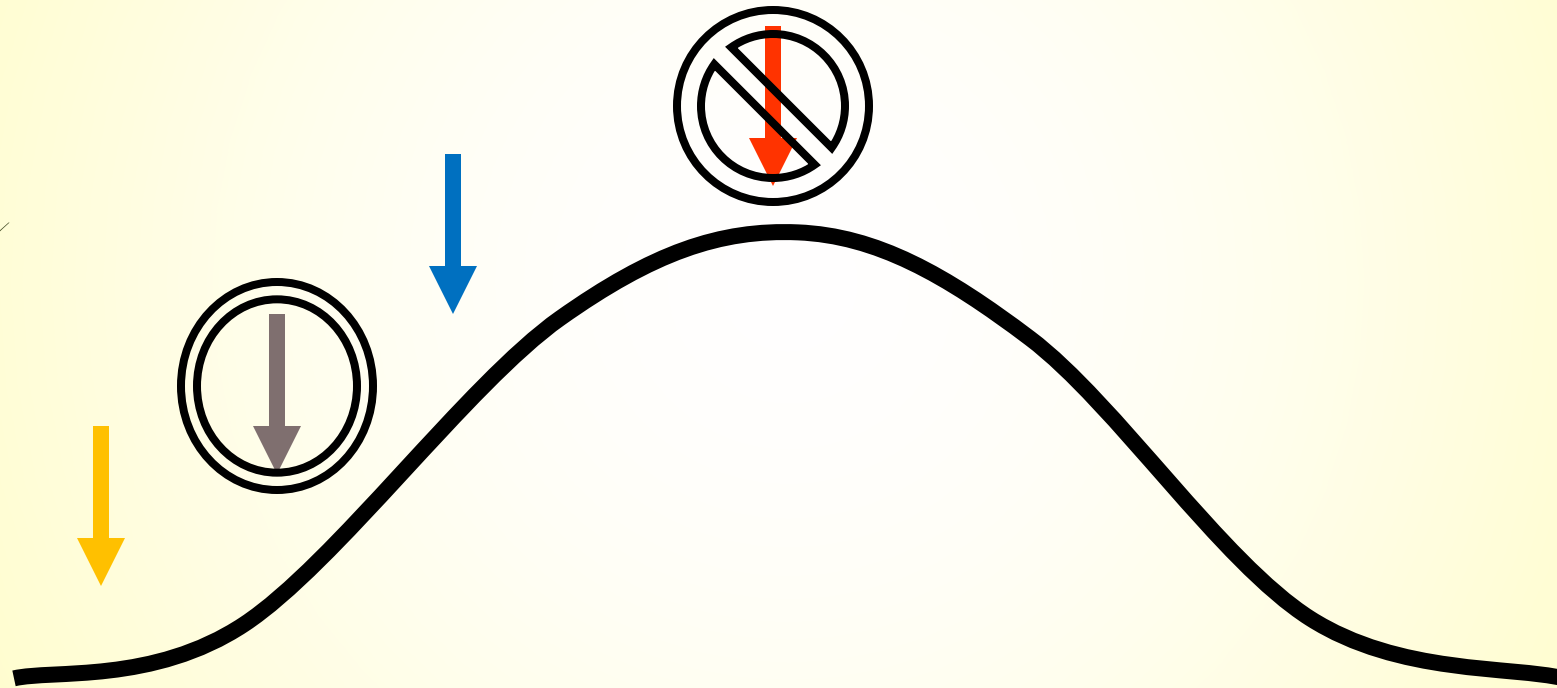
- Identifying the Importance of Teaching Social Emotional Skills: Why, When, What, and How
- Developing Friendship Skills
- Enhancing Emotional Literacy Skills
- Controlling Anger and Impulse
- Problem Solving
- Providing Individualized Instruction


If You Want It, Teach It!

"If a child doesn't know how to read, *we teach.*
If a child doesn't know how to swim, *we teach.*
If a child doesn't know how to multiply, *we teach.*
If a child doesn't know how to drive, *we teach.*
If a child doesn't know how to behave,
we.....*teach?**punish?*

Why can't we finish the last sentence as automatically as we do the others?"

Identifying Teachable Moments





Stages of Learning



Acquisition



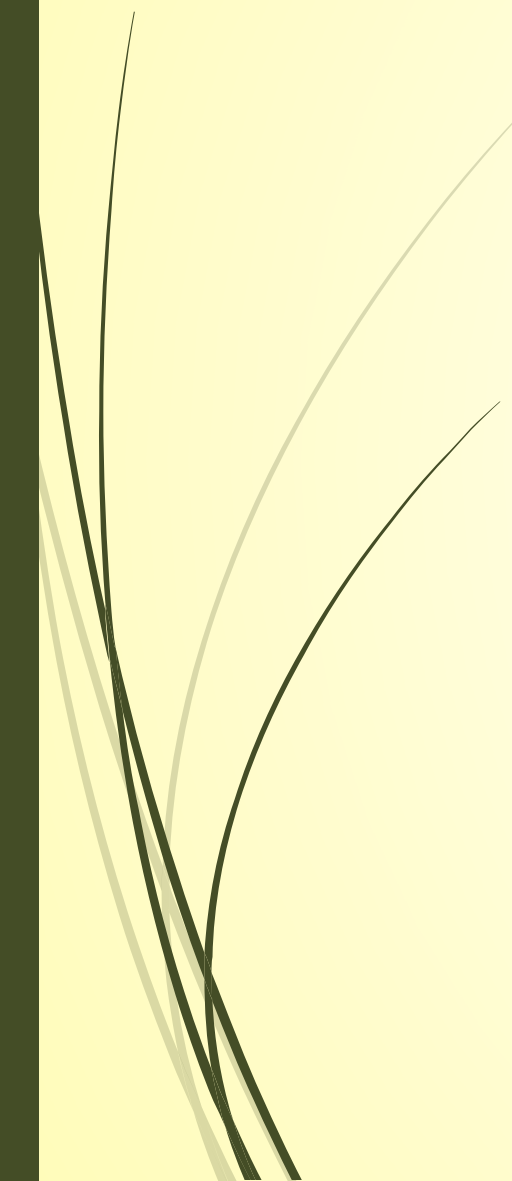
Fluency



Maintenance and Generalization



What behaviors or skills lead to friendships?

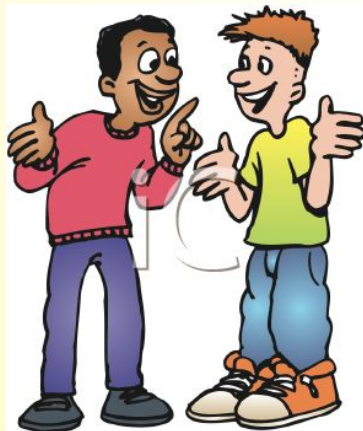
- 
- ▶ Play organizers
 - ▶ Sharing
 - ▶ Taking turns
 - ▶ Assisting/helping others
 - ▶ Affectionate
 - ▶ Give compliments
 - ▶ Lengthy encounters
 - ▶ Empathy

Buddy System

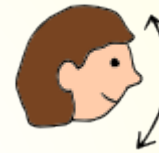
1. Get a friend's Attention



2. Ask a friend to play



3. If the friend says "yes" go play together



4. If the friend says "no thanks" find another friend



If You Want It, Teach It ...All Day Long



**Show and
Tell**

Practice

Reflect

Videos 2.7, 2.8, 2.9

A decorative graphic on the left side of the slide. It features a dark green arrow pointing right at the top. Below it, several thin, curved lines in shades of green and grey sweep upwards and to the right, creating a sense of movement and flow.

Keys to Emotional Competence

- Identify emotions in themselves and others
- Anger and impulse control
- Calming tools and strategies
- Self-regulation
- Problem solving

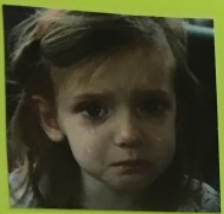
Feelings



- Feelings change
- You can have more than one feeling about something
- You can feel differently than someone else about the same thing
- All feelings are valid – it is what you do with them that counts

HOW ARE YOU FEELING?

Sad



Excited



Happy



Proud



Angry



Embarrassed



Surprised



Loved



Nervous



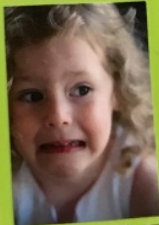
Frustrated



Tired



Scared



Check In:

How Are You Feeling?



Proud



Nervous



Frustrated



Embarrassed



Loved



Sad



Lonely



Scared



Angry



Happy



Excited



Tired

Albert

Karla

Adrian

Kathleen

Hotley

Trethan

Erin

Kathleen

Erica

Ms. Gosh

Thomas

Mason

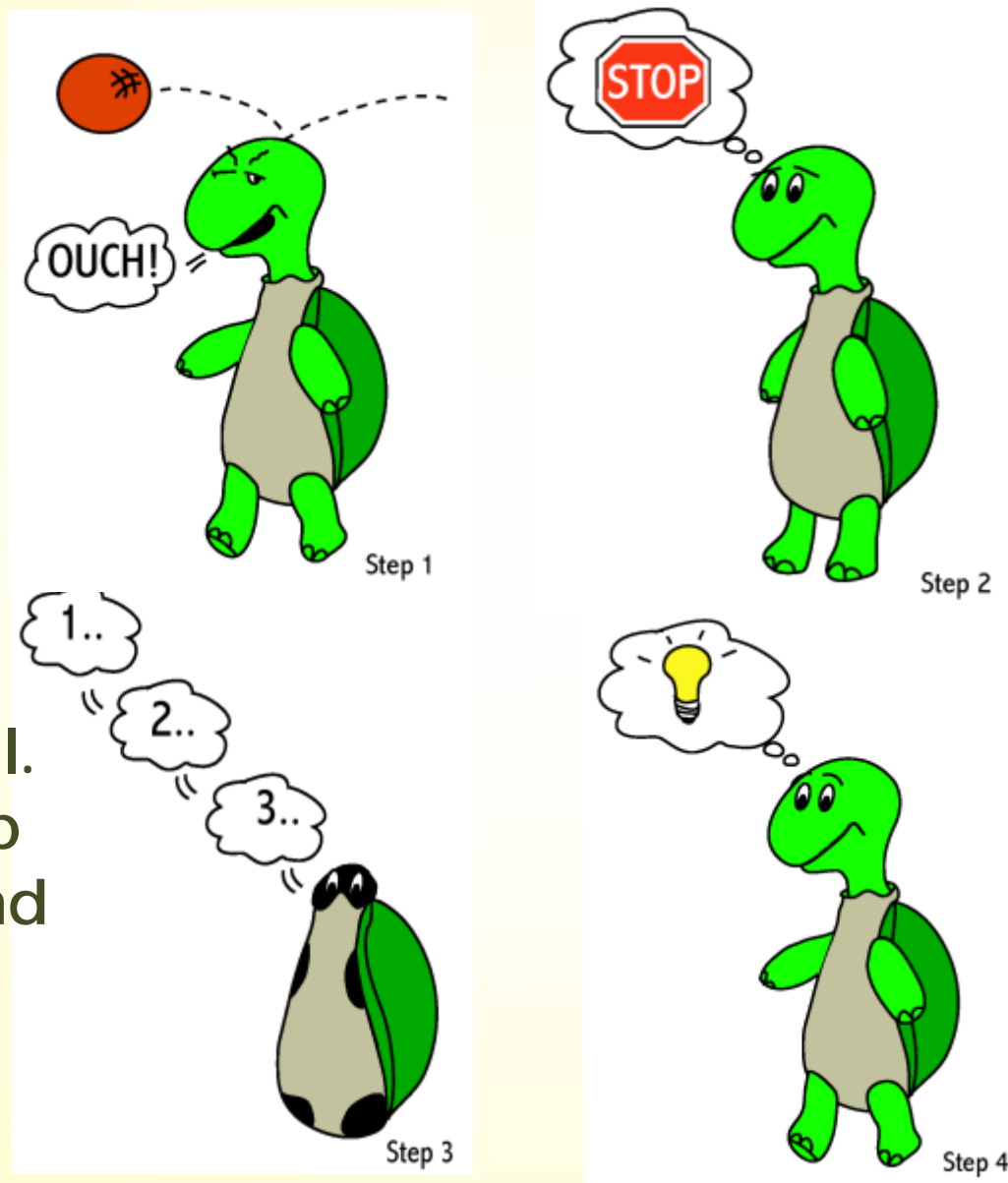
Samuel

Justin

Turtle Technique

Recognize that you feel angry.

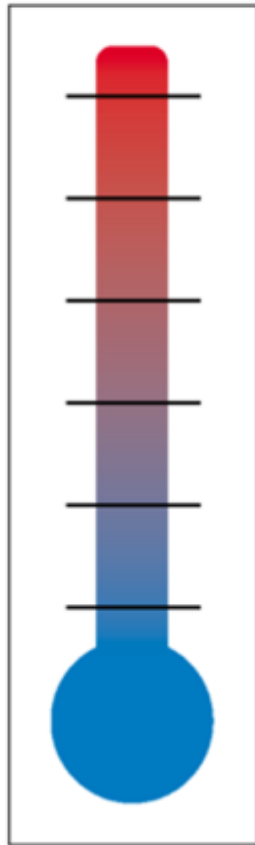
Go into shell. Take 3 deep breaths. And think calm, coping thoughts.



"Think"
Stop.

Come out
of shell
when calm
and think
of a
solution.

Relaxation Thermometer



Mad

Take 3
deep breaths
1...2...3



Relaxed / relajado

Adapted from Incredible Years Dismissal School

Relaxation Thermometer



Mad

Take 3
deep breaths
1...2...3



Relaxed / relajado

Adam

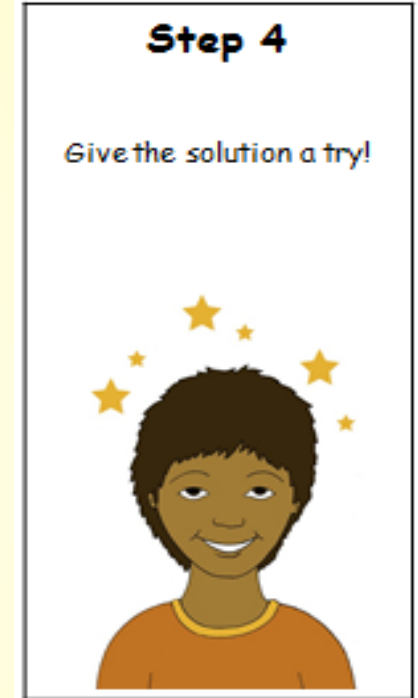
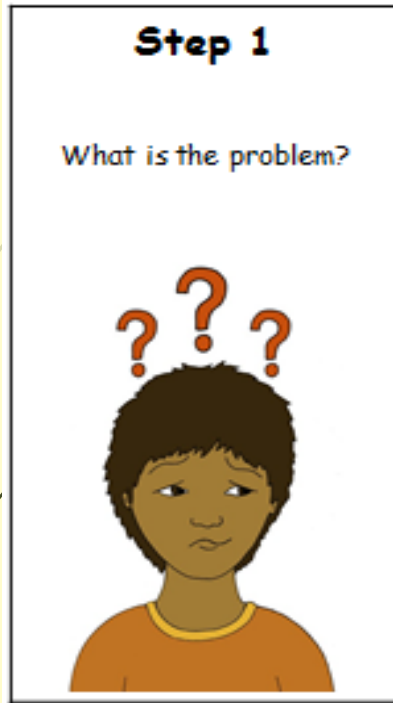
Noah

Sarah

Controlling anger and impulse



Problem Solving Steps



Would it be safe?

Would it be fair?

How would everyone feel?

Help the Child Think of a Possible Solution:

- Get an adult
- Ask nicely
- Ignore
- Play
- Say, "Please stop."
- Say, "Please."
- Share
- Trade toys/item
- Wait and take turns



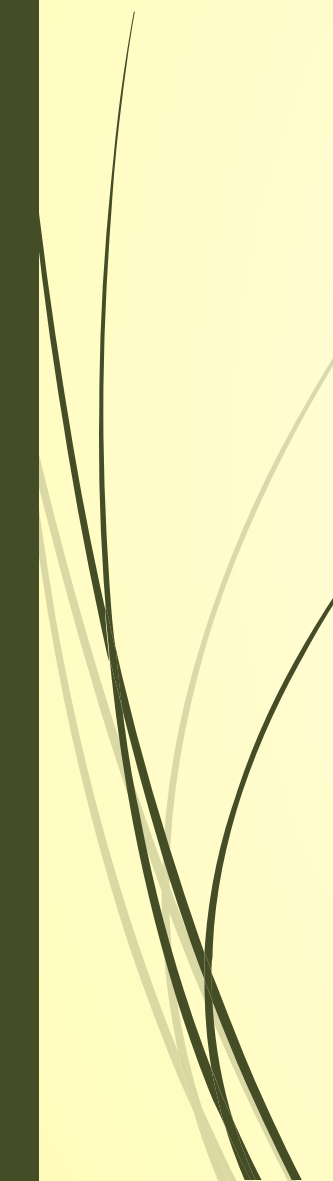


Individualized Interventions Supporting Children with Persistent Challenging Behavior





Individualized Positive Behavior Support (I-PBS)

- An approach for changing a child's behavior
 - Is based on humanistic values and research.
 - An approach for developing an understanding of why the child has challenging behavior and teaching the child new skills to replace challenging behavior.
 - A holistic approach that considers all of the factors that impact on a child, family, and the child's behavior.
- 

Research on I-PBS

- ▶ Effective for all ages of individuals with disabilities 2-50 years.
- ▶ Effective for diverse groups of individuals with challenges: oppositional defiant disorder, autism, emotional behavioral disorders, children at risk, etc.
- ▶ PBS is the only comprehensive and evidence-based approach to address challenging behavior within a variety of natural settings.

Old Way – New Way

Old Way

- General intervention for all behavior challenges
- Intervention is reactive
- Focus on behavior reduction
- Quick fix

New Way

- Intervention matched to purpose of the behavior
- Intervention is proactive
- Focus on teaching new skills
- Long-term interventions

Challenging Behavior Works

- Children engage in challenging behavior because “it works” for them.
- Challenging behavior results in the child gaining access to something or someone (i.e., obtain/request) or avoiding something or someone (i.e., escape/protest).



Process for Individualized Interventions

Step 1: Establishing a collaborative team and identifying goals

Step 2: Gathering information (functional assessment)

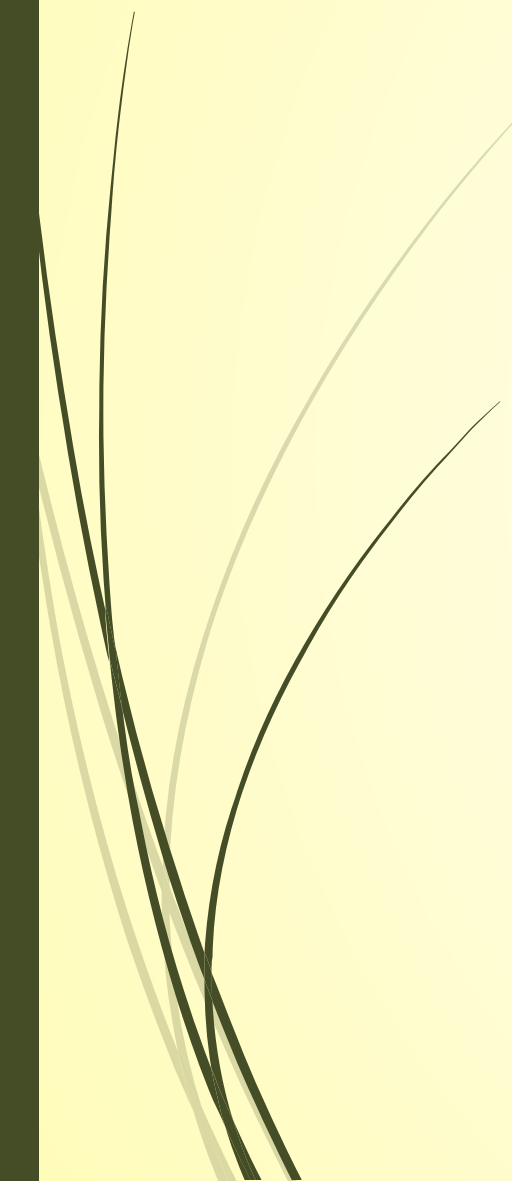
Step 3: Developing hypotheses (best guess)


Step 4: Designing behavior support plans

Step 5: Implementing, monitoring, evaluating outcomes, and refining plan in natural environments

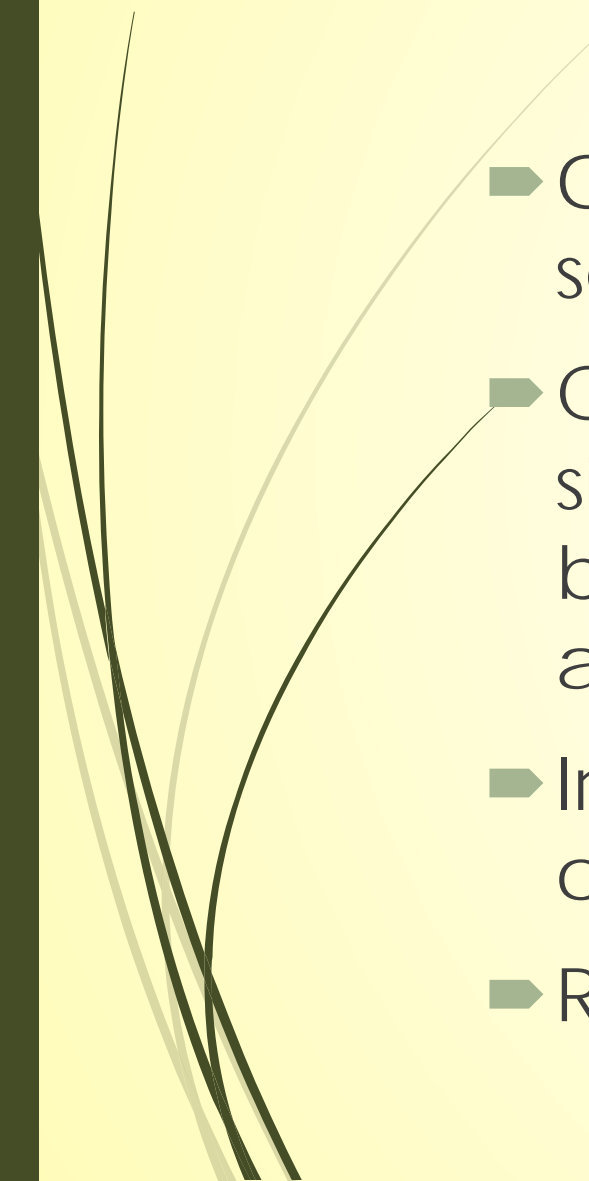


Potential Team Members

- Parents/Family
 - Teacher(s)
 - Assisting Teacher/Paraprofessional
 - Therapists
 - Administrative Staff
 - Other(s)
- 



Process of the Functional Assessment

- Observe the child in target routines and settings.
 - Collect data on child behavior, looking for situations that predict challenging behavior and that are linked with appropriate behavior.
 - Interview persons most familiar with the child.
 - Review records.
- 

Not Sure About the Hypothesis?

- What would make the *challenging behavior stop*? Is it something you would provide or allow the child to access? Or is there something to remove? Or can you allow the child to leave?
- If still unsure, collect *more data* in the same context.
- Some challenging behavior may have the *same form* but serve *multiple functions*.
- Some challenging behaviors may begin around *one function* (e.g., escape) and *continue to serve another function* (e.g., gain attention).

Behavior Support Plan

- **Behavior Hypotheses-** Purpose of the behavior, your best guess about why the behavior occurs
- **Prevention Strategies-** Ways to make events and interactions that trigger challenging behavior easier for the child to manage
- **Replacement Skills-** New skills to teach throughout the day to replace the challenging behavior
- **Responses-** What adults will do when the challenging behavior occurs to ensure that the challenging behavior is not maintained and the new skill is learned



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Monitoring Outcomes

- Identify outcomes valued by the team
- “KIS it” (Keep It Simple) Create simple, user-friendly forms to monitor outcomes (e.g., rating scales, check sheets)
- Schedule dates for check-ins



References

- Center on the Social and Emotional Foundations for Early Learning. Vanderbilt University, University of Illinois at Urbana-Champaign, University of South Florida, Georgetown University, University of Colorado at Denver, ZERO TO THREE. Web. 23 Jul. 2016.