



What is your role?  
What do you hope to learn from our webinar today?

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Preventing and Addressing Challenging Behavior: We are All in this Together

November 19, 2019

Presenters:  
Mary Louise Hemmeter  
Lise Fox  
Tom Rendon

NATIONAL CENTER ON  
Early Childhood Development, Teaching and Learning

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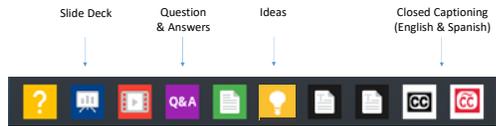
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Webinar Features



Slide Deck    Question & Answers    Ideas    Closed Captioning (English & Spanish)

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**Session Objectives**

Here's what we'll do today:

- Learn about the development of the Pyramid Model and the role of Head Start and Early Head Start
- Understand the system-wide support needed for educators to implement the Pyramid Model successfully.
- Learn from a state who is effectively implementing the model state-wide.

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**Pyramid Model**

Promoting Social and Emotional Competence and Addressing Challenging Behavior

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**History of the Pyramid Model**

- Pyramid Model developers conducted research on prevention, promotion, and intervention strategies for over 30 years
- CSEFEL and TACSEI supported the initial development of training materials related to the Pyramid Model
- IES funding supported research on the model and development of fidelity tools
  - Two Randomized trials
- Pyramid Model now has:
  - Fidelity tools for infant/toddler and preschool classrooms, home visiting programs, program wide implementation, state implementation
  - Training materials for infant/toddler, preschool classrooms, parent infant play groups, parent groups, home visiting, relationship of Trauma Informed Practice to Pyramid Model
  - Pyramid Model Equity Coaching Guide
  - State-Wide and Program Wide Implementation Guides

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**Key Social Emotional Skills Children Need**

- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems

**What do children do when they don't have each of these skills?**

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**Pyramid Model**

Promoting Social and Emotional Competence and Addressing Challenging Behavior

**Universal Promotion All**

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**It's All About Relationships**

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



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“Parents need to know that we care before they care what we know”  
(Klass, 1997)



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**Creating Supportive Classroom Environments**

- Physical design
- Schedules and routines
- Planning and implementing activities to promote engagement
- Visual cue systems
- Structuring transitions
- Teaching rules/expectations
- Positive feedback and encouragement
- Classroom management systems

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**Pyramid Model**  
 Promoting Social and Emotional Competence and Addressing Challenging Behavior

Secondary Prevention  
*Some*

Intensive Intervention  
 Targeted Social Emotional Supports  
 High Quality Supportive Environment  
 Nurturing & Responsive Relationships  
 Effective Workforce

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**Targeted Social Emotional Supports**

- Self-regulation, expressing and understanding emotions, problem solving, developing social relationships as social emotional learning for *ALL*
- Explicit instruction for *Some*
- Increased opportunities for instruction, practice, feedback
- Family partnerships
- Progress monitoring and data decision-making

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**Key Social Emotional Skills Children Need**

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**What do children do when they don't have each of these skills?**

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Friendship Skills



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Emotional Literacy – What is it?

*Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.*



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Anger Management



When I feel ANGRY  
my heart beats fast  
I feel my muscles shake,  
but it won't last.  
I can calm down and feel  
. to .  
When you are ANGRY what  
can you do?

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**Problem Solving Steps**

**NCPMI Problem Solving Steps**



**Step 1.** What is my problem?

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

**Step 3.** What would happen if...? What do you think would be best? How would everyone feel?

**Step 4.** Give it a try!

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**Pyramid Model**

Promoting Social and Emotional Competence and Addressing Challenging Behavior



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**Individualized Positive Behavior Support**

- Convene a team
- Conduct functional assessment
- Identify hypotheses
- Develop behavior support plan for all relevant environments



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**WE'RE ALL IN THIS TOGETHER!  
PROGRAM-WIDE IMPLEMENTATION**



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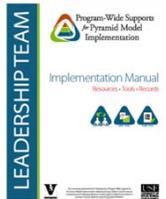
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**Implementation Leadership Team**

- Broad representation
- Regular meetings
- Development of an implementation plan
- Use of data for decision-making related to implementation and outcomes



Available from: [www.challengingbehavior.org](http://www.challengingbehavior.org)

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**Program-Wide Benchmarks of Quality**

Available from: [www.challengingbehavior.org](http://www.challengingbehavior.org)

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**Leadership Teaming**

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**Staff Buy-In and Wellness**

- Program staff understand the framework and are supportive of implementation
- Bi-directional feedback loops are established for program staff/leadership team communication and feedback
- The importance of staff wellness for implementation success is acknowledged
- Resiliency practices are recommended and supported

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**Family Engagement**

- On the Leadership Team
- Shared decision-making
- Multiple ways to connect and provide information
- Partnerships promoting social emotional outcomes

The infographic features a woman smiling and talking to a child. It includes text in English: 'Family Engagement and Leadership Team' and 'The Home Learning Program is always with you!'. It also has Spanish text: '¡Ayúdanos a tener un buen día!' and '¡Ayudanos a tener un buen día!'. There are icons for a family, a school, and a home.

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**Program-Wide Expectations**

The photo shows a group of diverse young children standing in a hallway. On the wall behind them are several signs. The top sign says 'Together We Can'. Below it are signs that say 'Be Kind Be Respectful Be A Team Player'. Further down, there are signs for 'Hall' and 'Playground'.

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**Responding to Challenging Behavior**

The image shows two book covers. The left one is titled 'PREVENT TEACH REINFORCE for Young Children' and the right one is 'PREVENT TEACH REINFORCE for Families'. Both covers feature a colorful triangle graphic and the text 'THE EARLY CHILDHOOD MODEL OF INDIVIDUALIZED POSITIVE BEHAVIOR SUPPORT'.

Manualized Process for the Design and Implementation of Individualized Interventions

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Early Childhood National Centers

### Continuous PD and Practice-Based Coaching

The book cover on the left is titled "Promoting Social Emotional Competence" and features a photograph of children. The circular diagram on the right is titled "Pyramid Model Practices" and is divided into four segments: "Shared Goals and Action Planning" (top-left), "Collaborative Partnerships" (top-right), "Focused Observation" (right), and "Reflection and Feedback" (bottom).

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Early Childhood National Centers

### Data Decision-Making

- Implementation
  - Benchmarks of Quality
  - TPOT, TPITOS
  - Coaching Logs
- Child
  - Behavior Incident Reports (BIR)
  - Curriculum-based progress monitoring
  - Behavior/skill progress monitoring

The collage of materials includes a "Benchmarks of Quality" document, a "TPOT" (Training Pyramid Observation Tool) manual, a "TPITOS" (Training Pyramid Observation Tool) manual, and a "Behavior Incident Report System" manual.

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Early Childhood National Centers

### The Classroom Coach Reflects on Data

The slide contains a large black rectangular area, which appears to be a placeholder for content that is not visible in this view.

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**WE'RE ALL IN THIS TOGETHER!  
STATE-WIDE IMPLEMENTATION**



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**The Pyramid Model in Iowa: 4 x 4**

- **Four Phases (WHAT)**
  1. Exploration
  2. Installation
  3. Initial Implementation
  4. Full Implementation
- **Four Pillars (HOW)**
  1. State Leadership Team
  2. Demonstration Sites
  3. Professional Development
  4. Data-based Decision Making



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**Introducing IOWA!**

**ASSUMPTIONS and PRESUPPOSITIONS: BUILDING PYRAMIDS...**

- **in every setting will impact the lives of every young child in Iowa**
  - ✓ Preschool
  - ✓ Head Start
  - ✓ Child Care Centers
  - ✓ Family Child Care
  - ✓ Individual child homes (through Home Visitation, Family Support and Parent Education)
- **creates the foundation and the beginnings of healthy social-emotional development in young children.**
- **Provides essential support to address issues of:**
  - ✓ Promoting school readiness
  - ✓ Early childhood trauma
  - ✓ Adverse Childhood Experiences (ACEs)
  - ✓ Inclusive settings
  - ✓ Reducing suspension and expulsion
  - ✓ Advancing early childhood equity

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**Phases of Implementation 1 & 2: Exploration & Installation**

**EXPLORATION:**

1. Create a State Leadership Team (SLT)
2. Team awareness and buy-in from key agencies (DOM, DE, DHR and DPH).

**INSTALLATION:**

1. SLT develops an implementation plan
2. Systems capacity to implement plan
  - Training, Coaching, Data, Communication

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**Phases of Implementation 3 & 4: Initial and Full Implementation**

**INITIAL IMPLEMENTATION**

1. State Leadership Team oversees implementation efforts at demonstration sites.
2. Training and coaching are applied.
3. Data is collected to inform what was done and what difference it is making

**FULL IMPLEMENTATION**

1. Underway

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**Key Take-Aways**

1. Invest enough time for awareness and buy-in
2. Build up capacity
3. Take a long view



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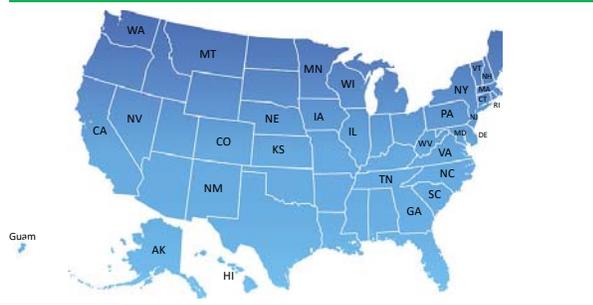
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 **Head Start Grantees- What can you do?**





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 **Disabilities Coordinators & Educators- What can you do?**

- Check in with program and state leadership
- Learn how Head Start and Early Head Start are involved in this work at a state level.
- If your state is not an implementation state- start with the Program Wide Implementation guide.
- Educators - you too are leaders!





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THANK YOU



Please complete your session evaluations! We value your feedback.



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