Pyramid Model- Program-Wide Implementation
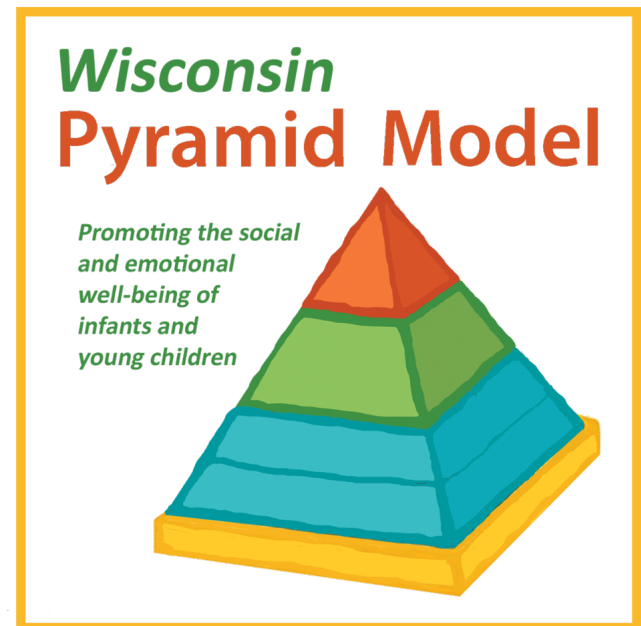
Lisa Garlie- Wisconsin Alliance for Infant Mental Health—PM Regional Lead

Wisconsin Pyramid Model

Promoting the social and emotional well-being of infants and young children

Who's In The Room?

At your table…

Introduce yourself to someone at your table

- name
- age group you work with
- years in the early childhood field

Did You Know?

- In a survey of parents, Zero to Three found that 43% of parents believed that children could control their emotions by the age of 3.

- Some of the research has indicated that families and caregivers demonstrate less understanding of when children are capable of reaching social emotional milestones than cognitive or physical ones. This lack of understanding may lead to adults having unrealistic expectations for young children, and ultimately frustration.

A Closer Look: School Success

Children with social and emotional competence exhibit the following skills:

- 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

PYRAMID MODEL

What Is The Pyramid Model?

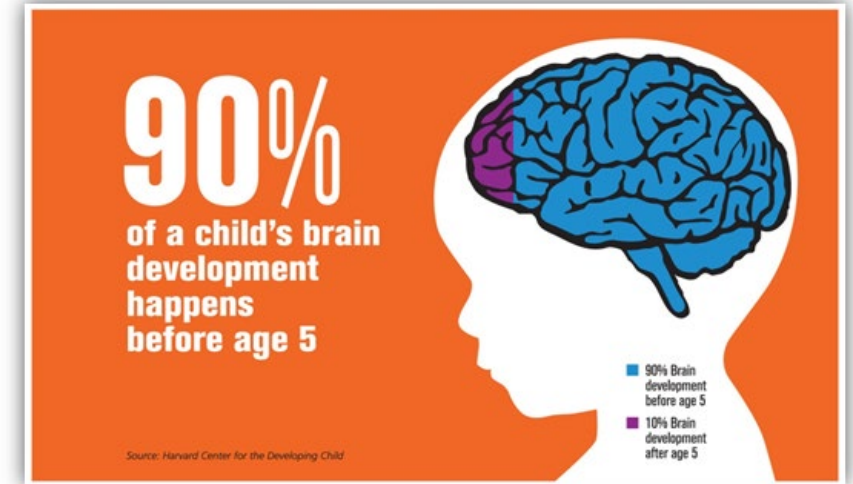# What is the Pyramid Model?

- **Evidence based prevention /intervention framework** for ALL children
- **Promotes positive and sensitive relationships** – fundamental for healthy brain development
- **Supports** healthy social and emotional development
- **Reduces** challenging behaviors
- **Supports** *programs* **to create a context for using key practices**
  - to help adults be more aware of their own behavio dispositions
- **Provide caregivers/professionals with tools and practical strategies so that they can**
  - teach children to manage their strong negative emotions
  - teach children be more empathetic, friendly, cooperative and ready for school
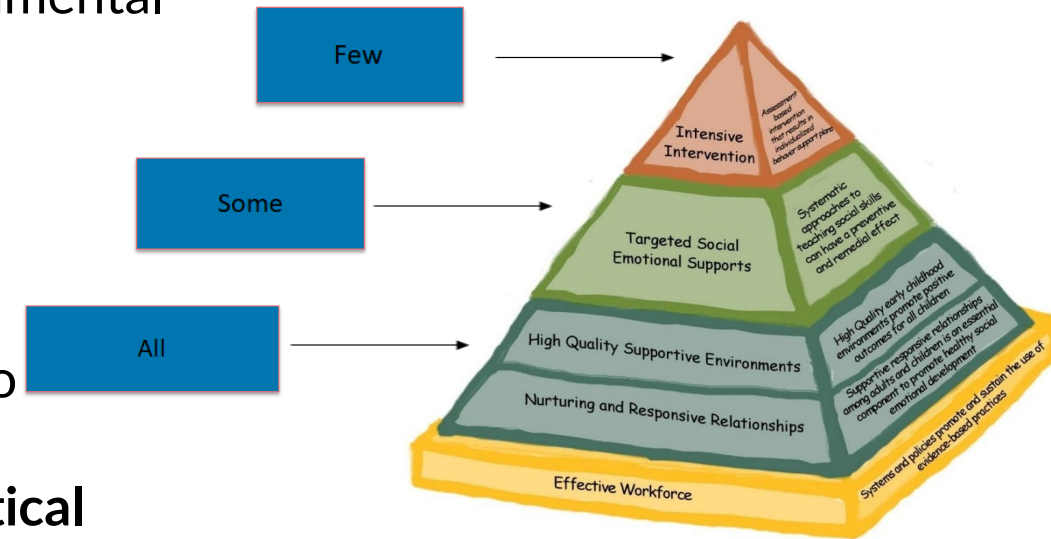
Why is it important?

Infant/Early Childhood Mental Health:

The developing capacity from birth to 6 "to experience, regulate, and express emotions; to form close relationships; and to explore the environment and learn" — all in the context of family, community, and culture

90% of a child's brain development happens before age 5

■ 90% Brain development before age 5
■ 10% Brain development after age 5

Source: Harvard Center for the Developing Child

3.5x Children (ages 0-4) are expelled 3.5 times more than children in the K-12 education system.

(Gilliam, 2005)

8x Children who are expelled or suspended are 8 times more likely to be incarcerated later in life.

Challenging behaviors are the **number one reason** children are expelled.

(Vitola-Irvin, L., 2010)

It is estimated that between 9.5% and 14.2% of children age birth to 5 experience an emotional or behavioral delay.

*That's **32,032 to 47,880** of Wisconsin's children birth to five.*

The Goal of the Pyramid Model

To promote children's success by:

- Creating an environment where EVERY child feels good about coming to school.

- Designing an environment that promotes child engagement.

- Focusing teaching on teaching children what TO DO!
  - Teaching expectations and routine
  - Teach skills that children can use in place of challenging behaviors.

The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children:

- **Intensive Intervention** — Assessment based intervention that results in individualized behavior support plans
- **Targeted Social Emotional Supports** — Systematic approaches to teaching social skills can have a preventive and remedial effect
- **High Quality Supportive Environments** — High Quality early childhood environments promote positive outcomes for all children
- **Nurturing and Responsive Relationships** — Supportive responsive relationships among adults and children is an essential component to promote healthy social emotional development
- **Effective Workforce** — Systems and policies promote and sustain the use of evidence-based practices

Rules & Expectations

I'M A STAR! nextdoor

It Starts With Being Intentional!

Tasks of a Young Child

A typical child, ages 0 – 5 years:

First…
List on the outside all of the places a child goes in a typical week
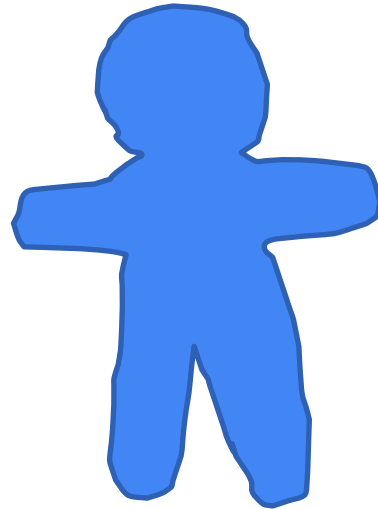
Then…
List all of the skills or abilities the child needs to be successful in these places

"TELLING IS NOT TEACHING!"

- Children must be taught these expectations!
- Given many opportunity to practice and make mistakes!
- Adults must model!

> EMOTIONAL REGULATION ISN'T INSTINCTIVE; IT'S LEARNED

- Hacking School Discipline

Program-Wide Expectations

Expectations

We are **safe**

Estamos **seguros**

We are **kind**

Somos **bondadosos**

We are **responsible**

Somos **responsables**

What are Program Wide Expectations?

Characteristics* or *qualities we want to instill in children

Not rules

Created and implemented by staff *center-wide*

Why Have Program-Wide Expectations?

- Commitment that all adults and children will follow
- Shared focus
  - It is a *positive* approach to behavior
    - Focus on what **to do**
- Shared language
  - **Everyone** uses the same terms
- Posted for everyone to see
- Taught and acknowledged

Expectations

We are **safe**
Estamos **seguros**

We are **kind**
Somos **bondadosos**

We are **responsible**
Somos **responsables**

Intentional Teaching of Emotional Literacy

I see that you are feeling......
I see your mouth... your body....your eyes...your voice....

The Turtle Technique
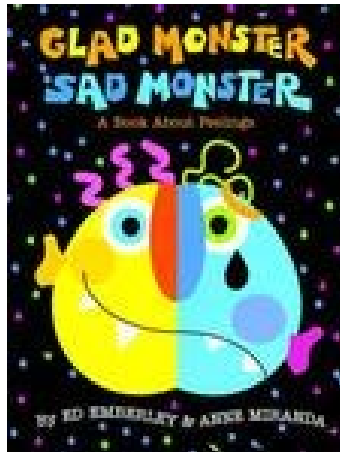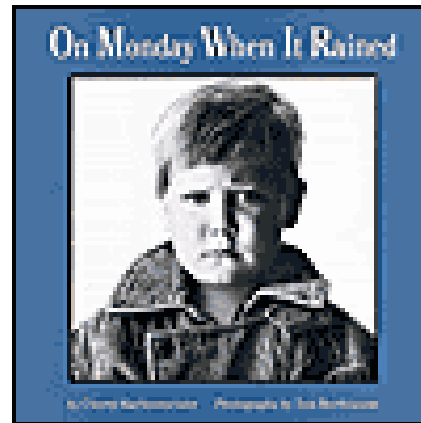
Step 1. Recognize your feelings.

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.

Intentional Teaching of Self Regulation

Intentional Building of Friendship Skills

- Being helpful, assisting others
- Taking turns
- Reading your friends' cues/signals
- Helping organize play
- Building empathy
- Sharing
- Giving compliments
- Knowing how and when to give apologies

Super Friend Award

This certificate is to celebrate that

Marleco

is a Super Friend!

Today, _Marleco used his words to ask Malen for a turn on the swing. When he was done swinging, he asked Malen if she wanted another turn and then helped push her. At circle, he gave his friend Cesar a compliment!_

Yay! What a Super Friend you are!
Give yourself a pat on the back!

Signed by: _Miss Gail & Mr. Jim_

Date: _January 7, 2020_

NCPMI
ChallengingBehavior.org

Intentional Teaching of Problem Solving Process
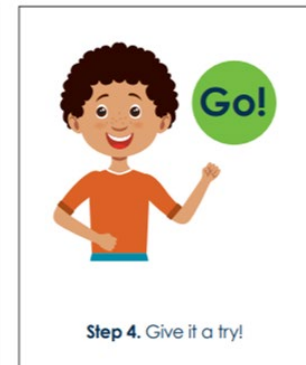
Program-Wide Implementation

Who is Program Wide Implementation?

Leadership Team
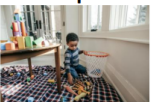
- Program Administrator / Director
- Internal Coach
- Data Coordinator
- Behavior Specialist
- Teacher Representatives
- Family Representative
- External Coach (WI-AIMH assists you in this connection)
    - Data Based Decisions
        - Benchmarks of Quality
   - Teacher Level Data
        - Child Level Data

What does the Leadership Team Do?

With staff and family input…

- Create or adjust child guidance policies to reduce suspension and expulsion and support teachers
- Create common language throughout the building by developing shared expectations and other resources to help teachers with teaching social and emotional skills
- Review data to make adjustments, plan professional development and support teachers, children and families as needed

Expectation	Classroom	Hall	Playground
Be Safe	Play Safely	Walking Feet	Play Safely
Be Helpful	Tidy Up	Hands To Self	Take Care of the Playground
Be Kind	Soft Touches	Stay Together	Share

NCPMI **The Turtle Technique**

Step 1. Recognize your feelings.

Step 2. Stop your body.
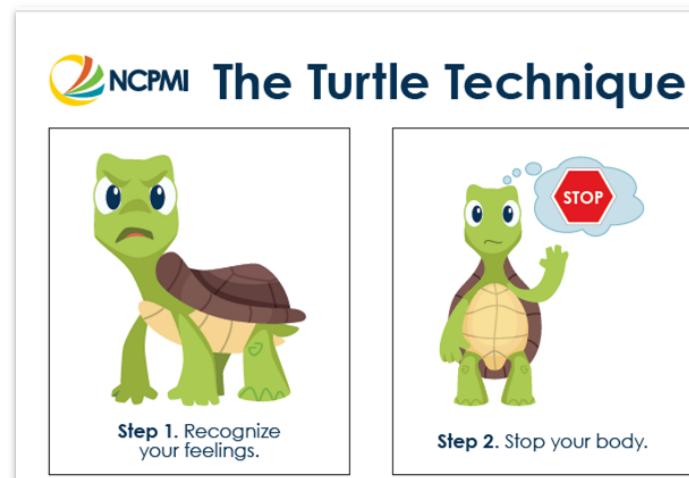
Data Based Decision Making

Practice Based Coaching

Transfer of Knowledge and Skills

	OUTCOMES (% of Participants who Demonstrate Knowledge, Demonstrate new Skills in a Training Setting, and Use new Skills in the Classroom)		
TRAINING COMPONENTS	**Knowledge**	**Skill Demonstration**	**Use in the Classroom**
Theory and Discussion	**10%**	**5%**	**0%**
..+Demonstration in Training	**30%**	**20%**	**0%**
..+Practice & Feedback in Training	**60%**	**60%**	**5%**
..+Coaching in Classroom	**95%**	**95%**	**95%**

Benefits of Program Wide Adoption

- Reductions in child challenging behavior
- Increases in children's social skills
- Increased satisfaction of program staff and families
- Reduced turnover in the program
- Increases in teacher's competence and confidence in the support of children
- Changes in classroom and program climate
- Sustained implementation of the Pyramid Model

Want to Know More?????

Tina Ruckdashel

Northeastern Region Lead
truckdashel@wiaimh.org

Rachel Siegersma

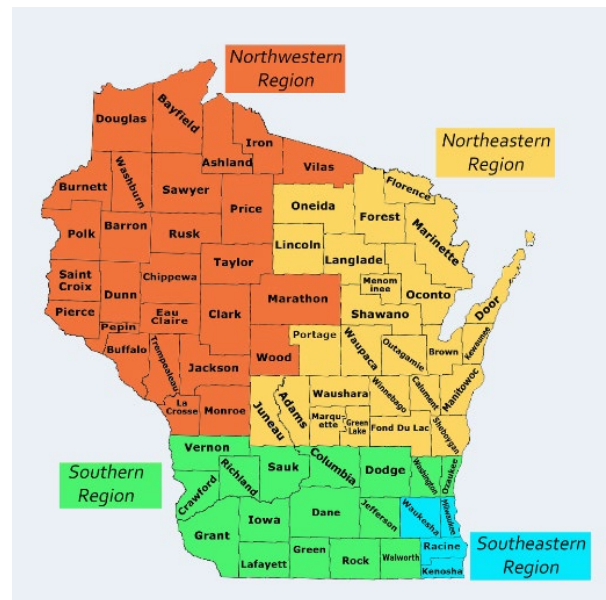Northwestern Region Lead
rsiegersma@wiaimh.org
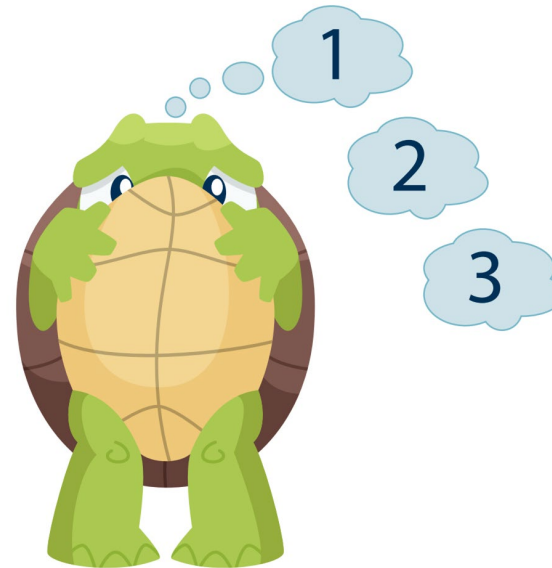
Emily Ewoldt

Southern Region Lead
eewoldt@wiaimh.org

Lisa Garlie

Southeastern Region Lead
lgarlie@wiaimh.org

Questions? Clarifications?