

Pyramid Model Practices Overview



Penny Cordera and Kelly Fisher

2025 OCDEL Conference

Stable and Secure: Supporting Children Through Trauma Sensitive Approaches

Expectations for Learning Together

- **We are safe and healthy**
 - Take breaks as needed
 - Move if you need to
 - Stand up for micro-breaks
- **We are respectful**
 - Listen to understand
 - Value everyone's ideas
- **We are friendly and kind**
 - Step up/step back
 - Be kind



Exploring the Pyramid Model Learning Objectives

- Reflecting on Social and Emotional Learning
- Supporting Each and Every Child
- Overview of the Pyramid Model
- Applying the Pyramid Model Philosophy



Hopes and Dreams for Children

- Think of a young child who you know or teach.
- What are your hopes and dreams for the child at:
 - Age 6?
 - Age 18?
 - Adulthood?
- How important are social-emotional skills in reaching those goals?



Goal of the Pyramid Model

Ensure every child has the support, experiences, relationships, opportunities, guidance, and instruction to thrive in their social-emotional development and learning.




Pyramid Model Overview



Pyramid eModules

- Online training courses provided by the Pyramid Model Consortium (PMC).
- Offered FREE on www.papdregistry.org



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Welcome to the Pennsylvania PD Registry!

Filter Training

Course Title

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Area of Interest

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Event ID

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Trainer Name

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From Date

02/27/2024

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Filter To Date

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You can browse trainings below before logging in. In order to register for a training, you will need to be logged in.

Click the Sort By drop down menu to search by training start date or training title. To find specific trainings, use the Filter Training options on the left side of the Training Search. Search options may be filtered by Course Title, Event ID, Trainer Name, Sponsor Name, Date, Location, Training Content, Training Type, and Training Fee.

Sort by Training Start Date Direction Ascending

Showing 1-25 out of 2,198

Classroom

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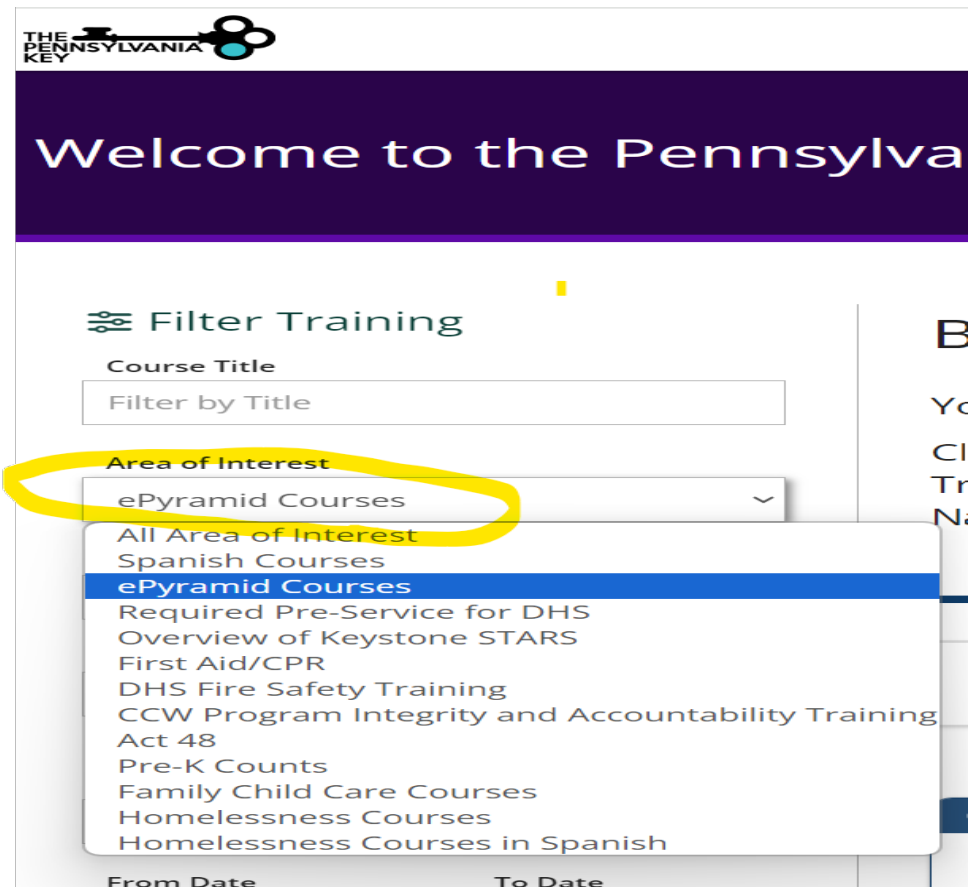
AHA Heart Saver Pediatric First Aid with Child-Infant CPR

Tuesday, February 27, 2024 / 6:00 PM - 9:00 PM

Hours 7.00 / Course Level C2: Knowledge Application


Pyramid eModules

- Click: *Areas of Interest*
- Choose: *ePyramid Courses*
- Click: *Search* button at the bottom of the page



THE PENNSYLVANIA KEY

Welcome to the Pennsylvania

 Filter Training

Course Title
Filter by Title

Area of Interest

- ePyramid Courses
- All Area of Interest
- Spanish Courses
- ePyramid Courses
- Required Pre-Service for DHS
- Overview of Keystone STARS
- First Aid/CPR
- DHS Fire Safety Training
- CCW Program Integrity and Accountability Training
- Act 48
- Pre-K Counts
- Family Child Care Courses
- Homelessness Courses
- Homelessness Courses in Spanish

From Date To Date

ePyramid: Online & Self-Paced

- Birth to 5 Course (English and Spanish)
 - Prevent-Teach-Reinforce for Families
 - Culturally Responsive Practices to Reduce Implicit Bias, Disproportionality, Suspension & Expulsion
 - Trauma-Informed Care & the Pyramid Model
 - Wellness: Taking Care of Yourself
-

We Can Make a Difference

“...there is increasing evidence that strong social-emotional supports, such as high-family resilience and connection and the provision of positive childhood relational experiences, are associated with children who are resilient and flourish despite their level of adversity.”

American Academy of Pediatric, 2021



The Difference We Make is Lifelong

Early Social Skill Development Leads to Positive Future Outcomes

Children identified as having positive social skills such as sharing, empathy, taking turns, active listening, following directions, and expressing emotions in Kindergarten are:

- **More** likely to **graduate from high school**
- **More** likely to have a **stable full-time job**
- **Achieve** higher levels of **educational** attainment
- **Less** likely to experience negative outcomes
 - Engage in substance abuse
 - Have legal troubles
 - Need government assistance

Collective Experiences: How Do You Make a Difference?

- In what ways do you make a difference for the children you support?
- What positive social-emotional skills do you explicitly teach?
- What does this look like when a child is particularly challenging?



How Do We Get There?



By Supporting Each and Every Child

We get to...



Prevention Focus



Trauma-Informed



A Caring
Community



Anti-Biased
Practice



Commitment to
Equity, Inclusion,
and Belonging



Data-Informed

Ready for Every Child

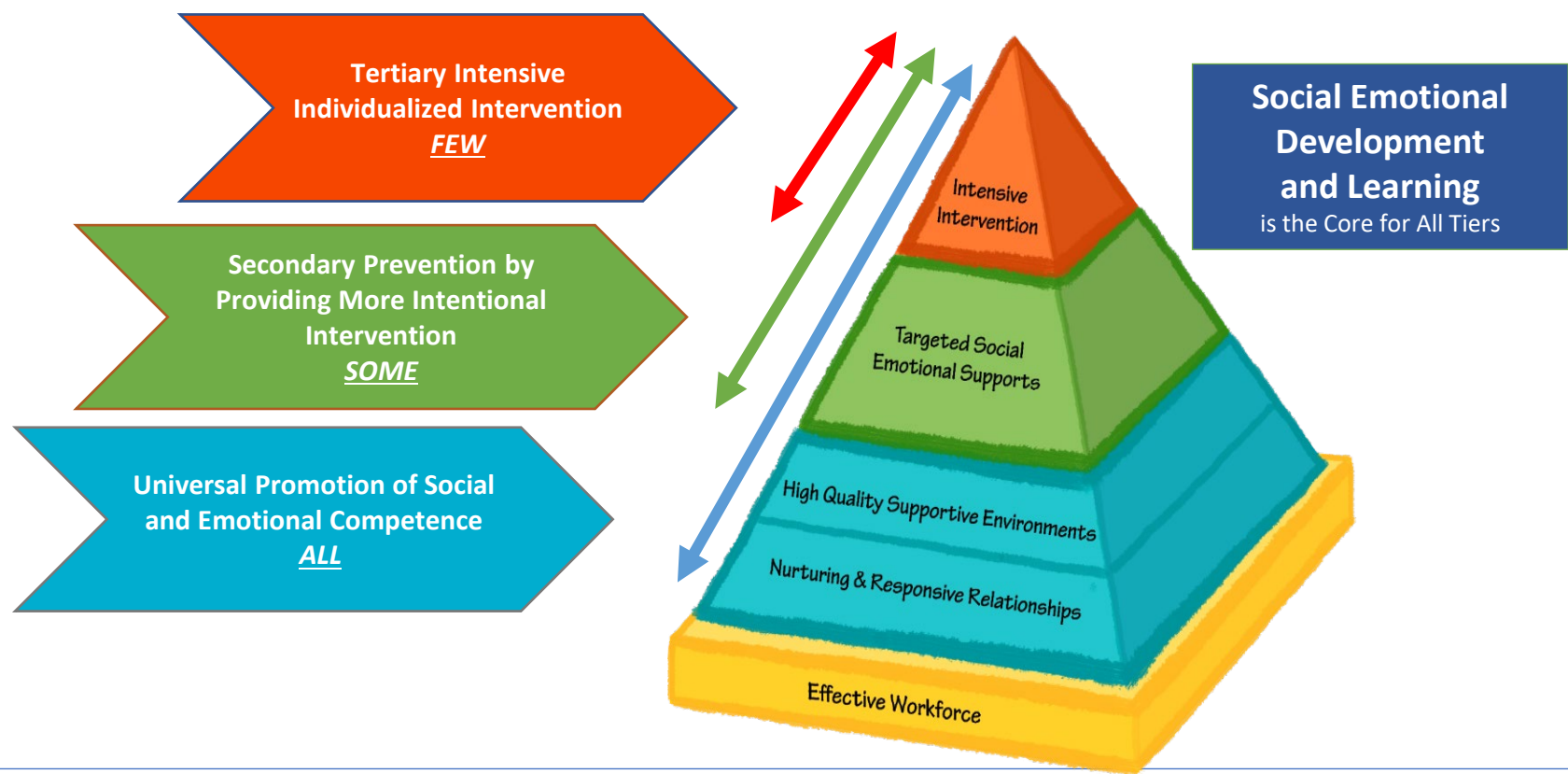
*When we adhere to these values,
it means we are ready for **every
child** including children who have
experienced trauma, children
with disabilities, children who are
Dual Language Learners, and
children with persistent
challenging behavior.*



Overview of the Pyramid Model



Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children



It's About The Relationships

- Relationships between children
- Relationships between staff and families
- Relationships between staff and children
- Relationships between staff



Designing Supportive Environments

When:

- Children are engaged with peers and adults
- Children know the schedule and routines are predictable
- Behavioral expectations are explicitly taught
- Strong ratio of positive attention
- Peer-related social skills



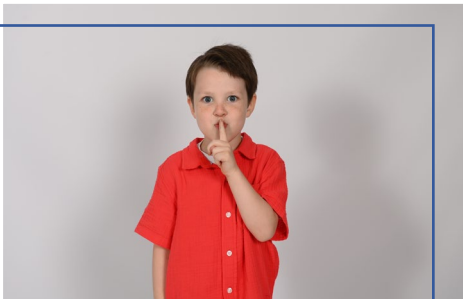
*Children are less likely to engage in
challenging behavior*

Social-Emotional Learning

- **ALL Children:**
 - Self-regulation, expressing and understanding emotions, problem solving, and developing social relationships
- **SOME Children:**
 - Explicit instruction
 - Increased opportunities for instruction, practice, feedback
- Family Partnerships
- Progress Monitoring for Data Decision-Making



The Meaning of Behavior



Behavior is Communication

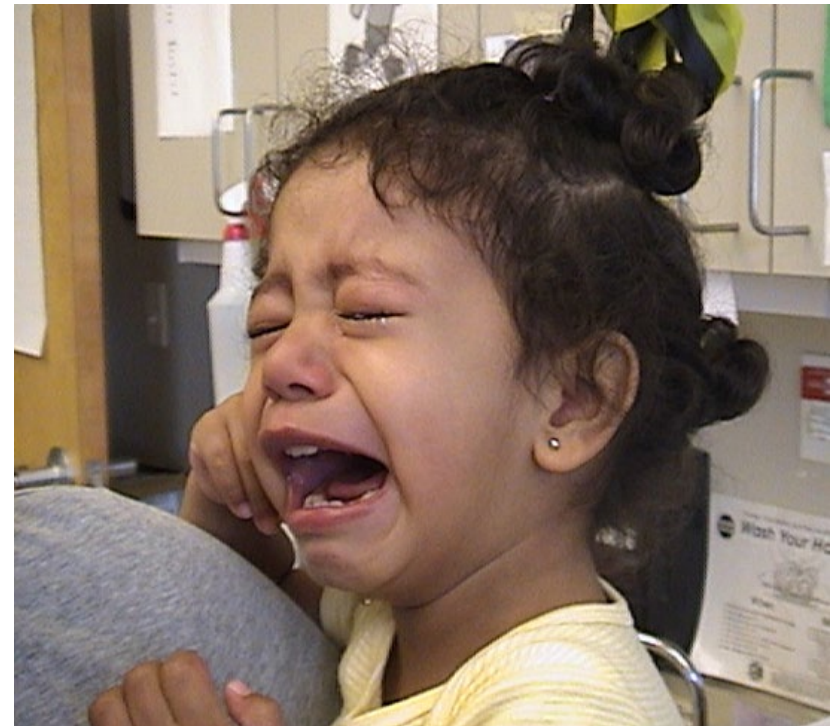
- I am scared
- I need help
- I don't want to play that game
- This activity is boring
- I don't understand what you want me to do
- I don't know how to play with those children
- I am frustrated
- I want to play by myself
- I don't feel good
- I am tired
- I am hungry

When Children Feel Those Things, They Might Engage in Behaviors that Adults Find Challenging

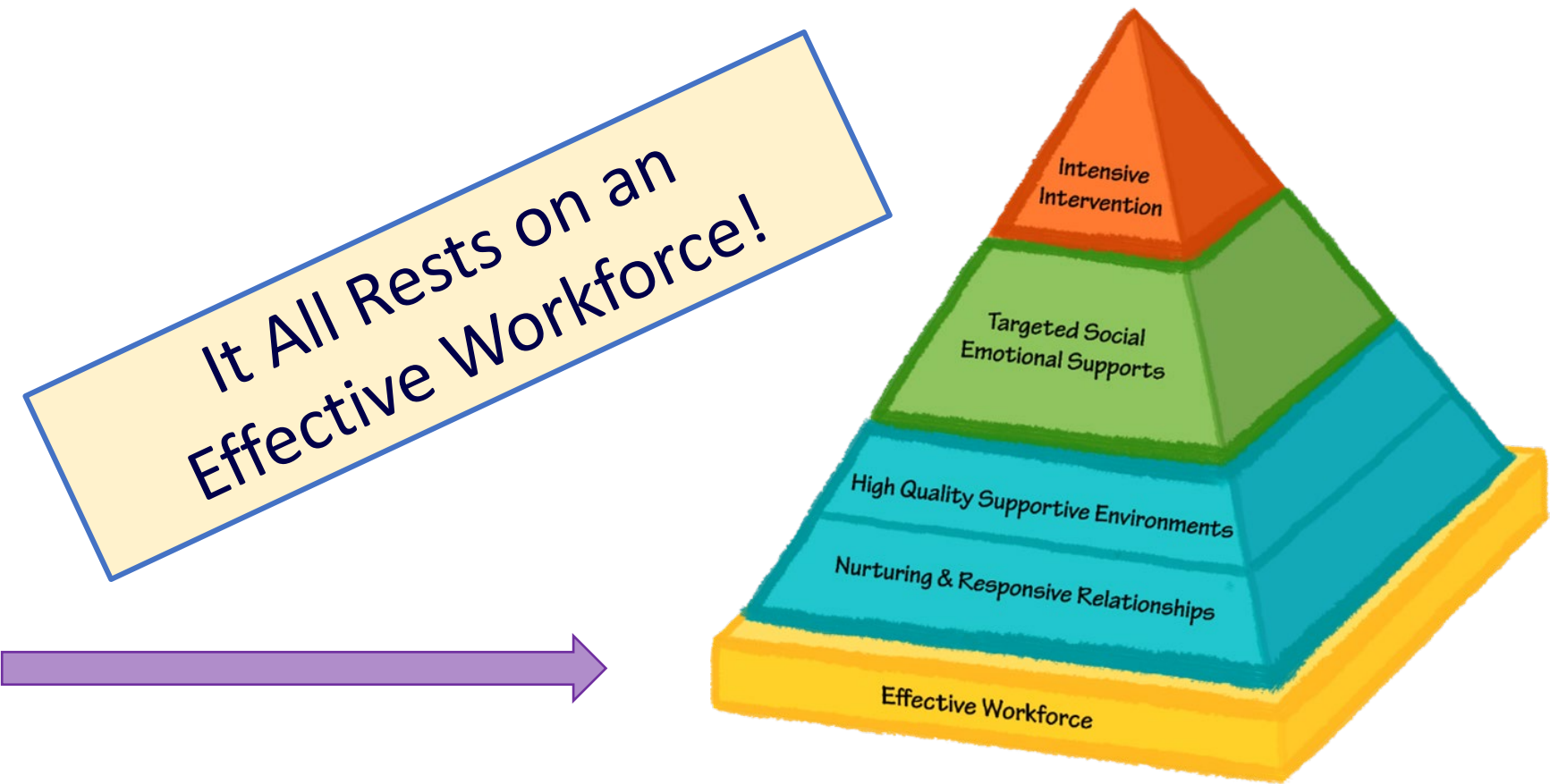
- Falling on the floor screaming
 - Crying for long periods of time
 - Hiding under a table
 - Walking away from morning meeting
 - Not following directions
 - Taking another child's toys
 - Knocking a friend down on the floor
-

Individualized Positive Behavior Support

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



Foundational Supports



Why an “Equity Mindset?”

Experiences of race & ethnicity occur within a **social & historical context**, both shaping our nation’s history

Equity issues may refer to biases based on a **variety of identity characteristics...**

These biases occur at 3 levels thru which racism occurs: **institutional, personally mediated, and internalized**

Addressing bias and promoting equity requires we **pay attention to interpersonal dynamics and systemic influences**

Race & ethnicity shape our understanding of children’s behavior **implicitly & explicitly** we must **understand its functioning to address its impact**

Implementing the Pyramid Model implies a **commitment to fairness and equity**
(Implementing PM w/o addressing equity is **NOT** implementing PM)

Adopting an *Equity Mindset* means paying attention to race and ethnicity (or other identifying characteristics) in analyzing problems, looking for solutions, and defining success.



Applying the Pyramid Model Philosophy

It's Also a Philosophy About How We Support Children and Families

While you watch the video, consider the following:

- What do you hear or see that is prevention focused? What does it mean to support children's appropriate behavior?

Social Skills Instruction



Philosophy Group Activity

- As we read each statement, decide if it aligns with the Pyramid Model philosophy

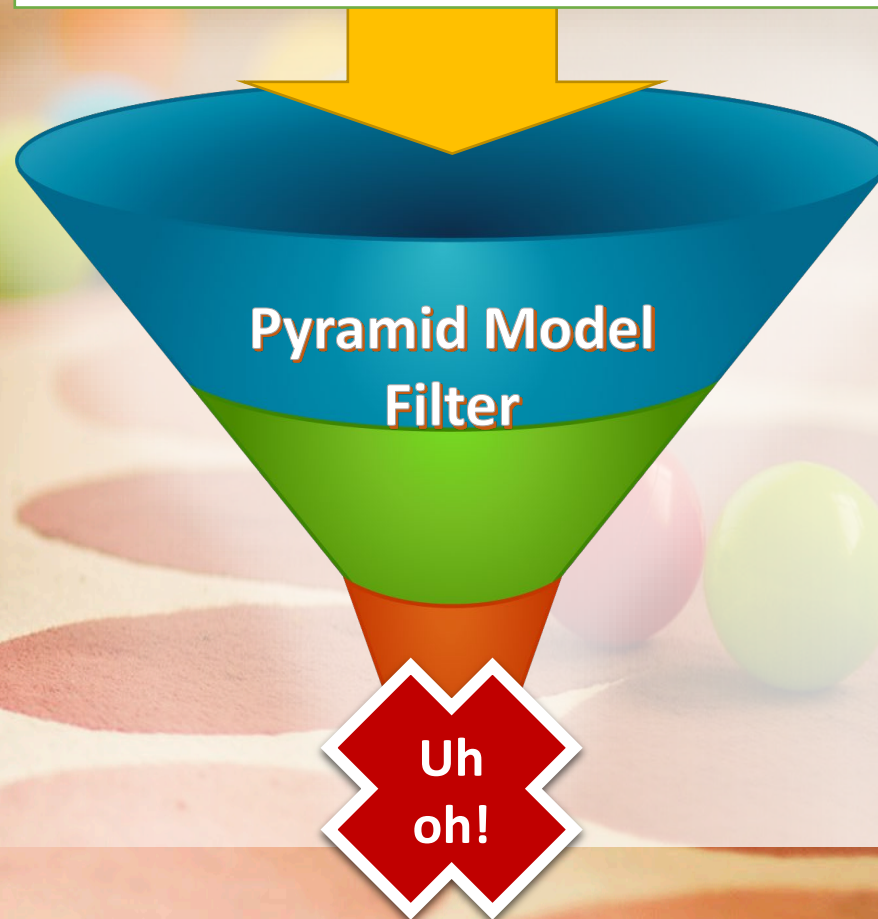
- If it **aligns**, thumbs up




- If it does **NOT align**, thumbs down




They know what to do,
they just won't do it.



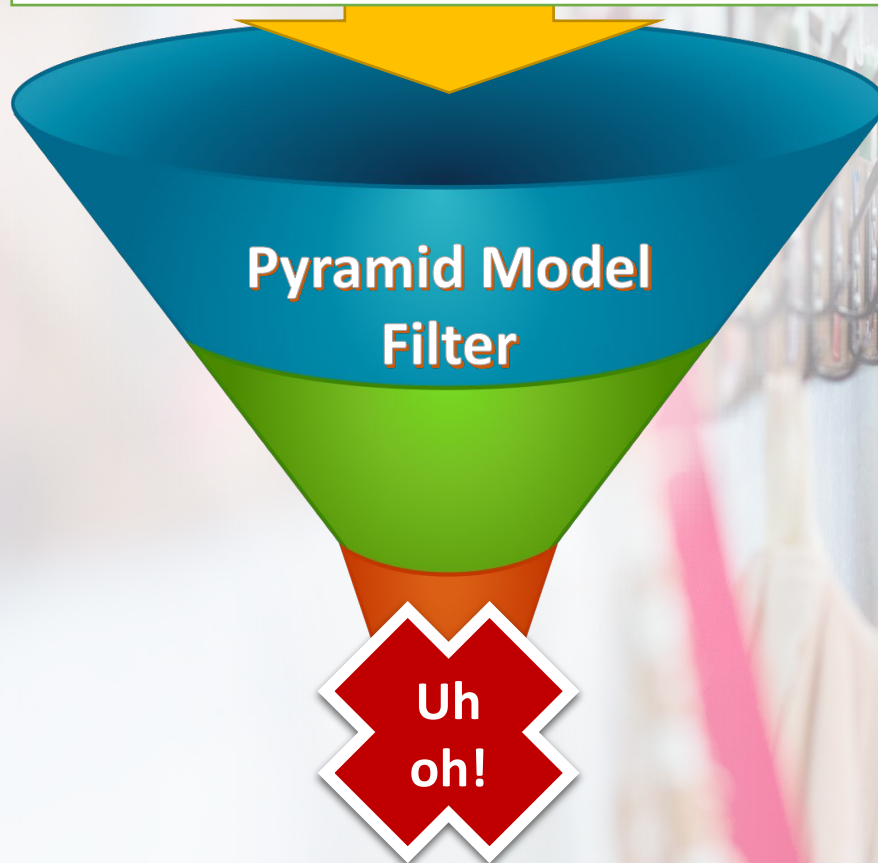


They know what to do,
they just won't do it.



They might need more practice,
or he might not really
understand how to do it in all
situations.
I need to help him practice in
different activities.

It won't work in our classroom.
We have tried all those
strategies.



It won't work in our classroom.
We have tried all those
strategies.



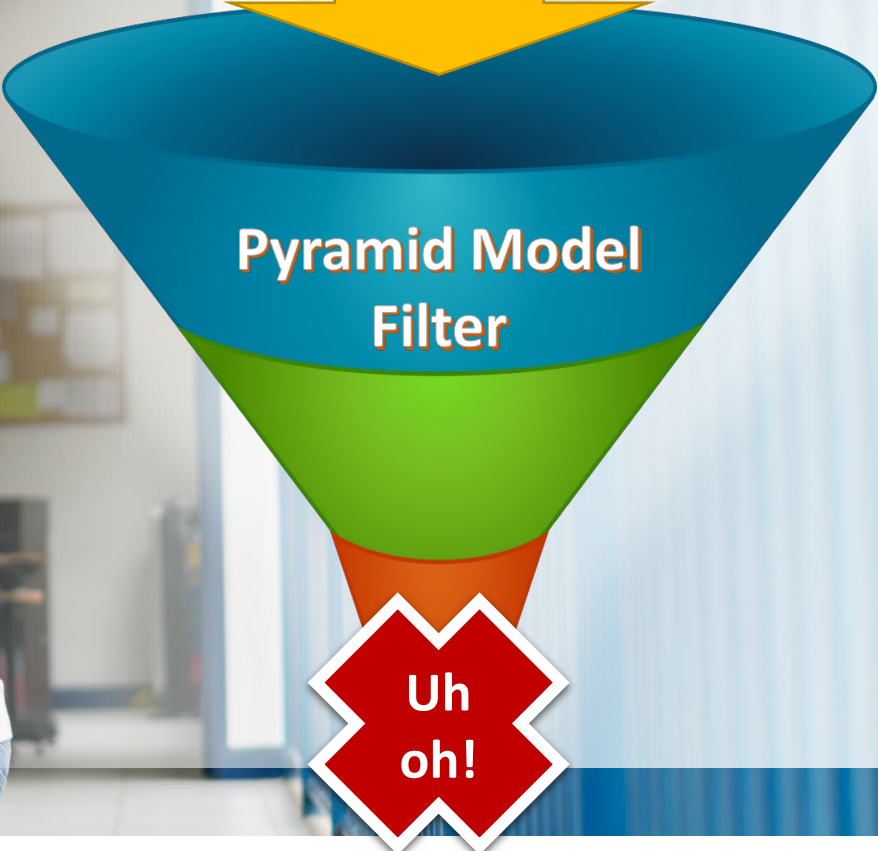
We have tried a lot of those
strategies but not all together.
Also, It may take longer, but it is
a long-term solution instead of
a “quick fix”.



My kids are always telling on each other. I need to teach them other ways to solve problems.



The parents never follow through with the suggestions we give them.





The parents never follow through
with the suggestions we give
them

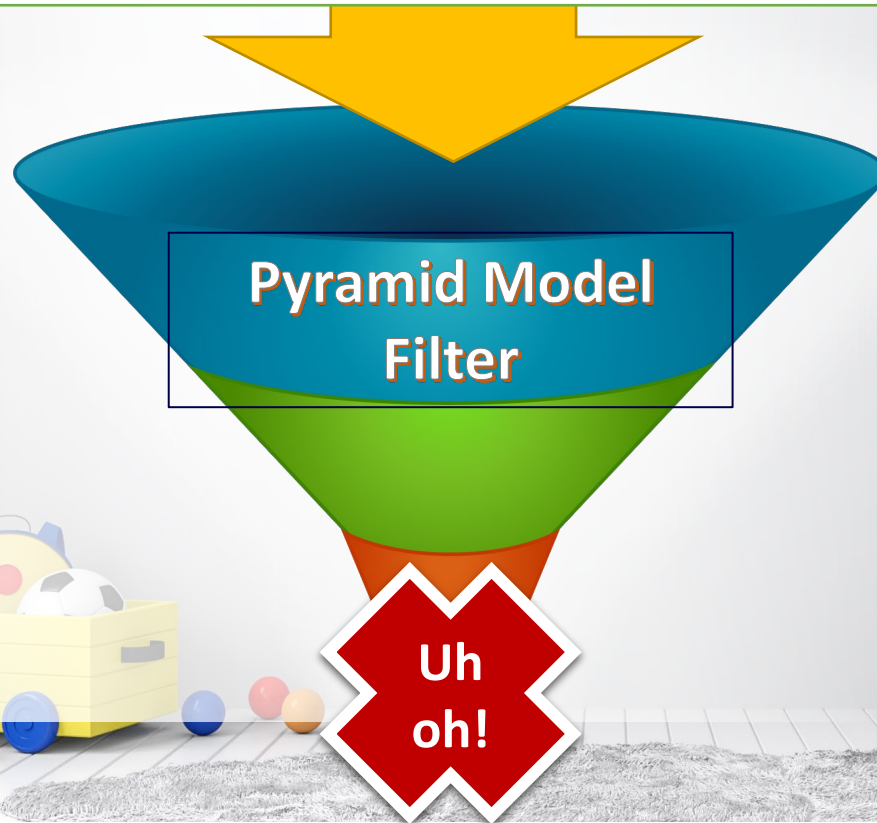


Maybe the child doesn't
have challenging behavior
at home. Or maybe we need
to work with the parents
to identify strategies that
they think will fit into their
daily routine.

She's hitting her friends when she wants to play with them. Maybe I should teach her how to get her friends' attention and offer play ideas.



All my assistant ever does is clean up after children. He never just plays with the children, nor does he engage in other classroom activities. I don't think he likes being in my classroom.



All my assistant ever does is clean up after children. He never just plays with the children, nor does he engage in other classroom activities. I don't think he likes being in my classroom.



My assistant is always the first one to start cleaning up. I want everyone to be engaging with children more. I wonder if he realizes that he doesn't have to be the person to clean up all the time. We need to have more regular team meetings to ensure everyone is learning to do all roles in the classroom.



Reflecting on Behaviors that Challenge Us

What behaviors push your buttons? These could be behaviors of a child, a family, or a staff



1. _____



2. _____



3. _____

Responding to These Behaviors

- How do they make you feel?
 - When you feel that way, how do you respond?
 - How might it impact your relationship with the child or family or staff?
 - How does your response make the child feel?
 - What does the child learn about relationships from your response?
 - How might it impact the tone of the classroom?
 - How might it impact children's relationships with other children?
-

Reflecting on Responses to Behaviors that Challenge Us

What is the impact of your feelings?

How do you respond to each of these behaviors?

1.

2.

3.

Reflecting on the Impact of Behaviors that Challenge Us and Social- Emotional Delays

How do these behaviors and your response affect:

- Your relationship with the child?
 - Your relationship with the family?
 - The child's relationship with his/her peers?
 - The quality of instruction in your classroom?
 - Your stress level and mood as a practitioner?
-

A young child with light brown hair, wearing a white shirt, is looking down at a row of colorful books on a shelf. The background is softly blurred, showing more books and a warm, indoor setting.

Research and Wrap-Up

Research on the Pyramid Model

Research on implementation of the Pyramid Model shows:

- **Children** have **better social skills** and less problem behavior in Pyramid Model classrooms.
- **Teachers** are able to **implement Pyramid Model practices better** if they receive training and practice-based coaching.

Hemmeter, M. L., Snyder, P. A., Fox, L., & Algina, J. (2016). Evaluating the implementation of the Pyramid Model for promoting social emotional competence in early childhood classrooms. *Topics in Early Childhood Special Education, 36*, 133-146.

Hemmeter, M. L., Fox, L., Snyder, P., Algina, J., Hardy, J., Bishop, C., & Veguilla, M. (2021). Corollary child outcomes of the Pyramid Model professional development efficacy trial. *Early Childhood Research Quarterly, 54*, 204-218.

Successful Pyramid Model Early Educators



Connected,
Confident,
and
Competent

Teacher Testimonial

“I am more patient than I was before. I have so many tools to use with any child, not just major behaviors. I’m also so much more confident in my abilities which then makes caring for the children and knowing their needs so much easier.”

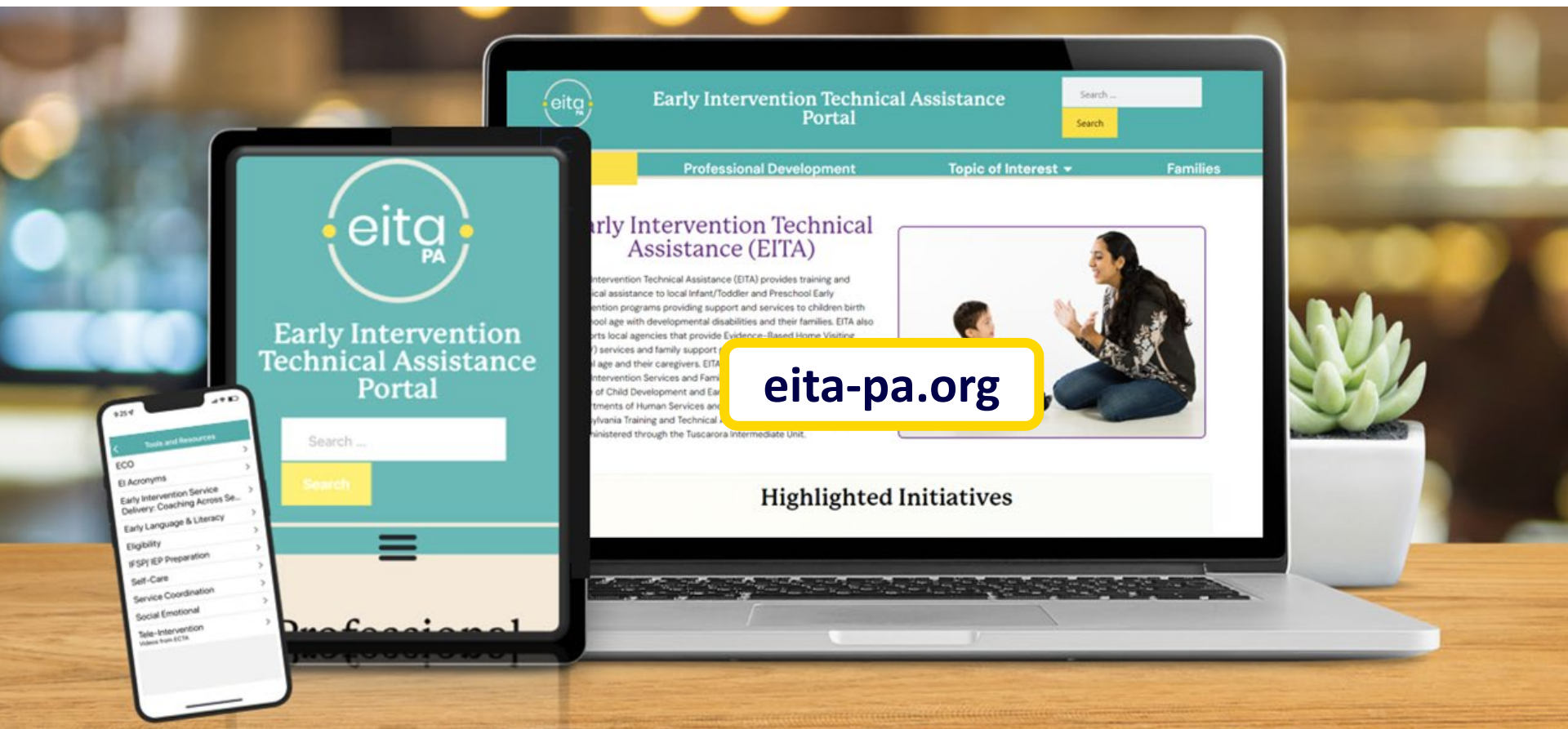
“My student with...the most challenging behavior. When he would first walk in the door in the morning he would start hitting. It would be hitting and kicking. And to now where he, first thing he walks in is he starts hugging. So, just a huge transformation.”

“Children are learning to express their feelings and needs with words rather than aggression.”

What questions do you have?

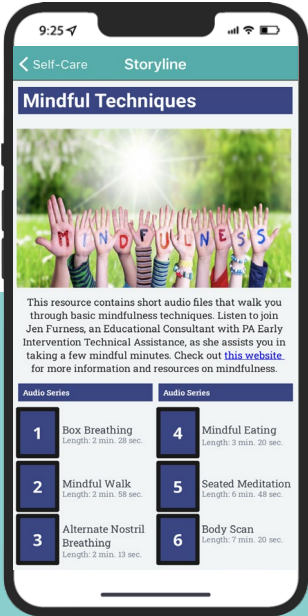
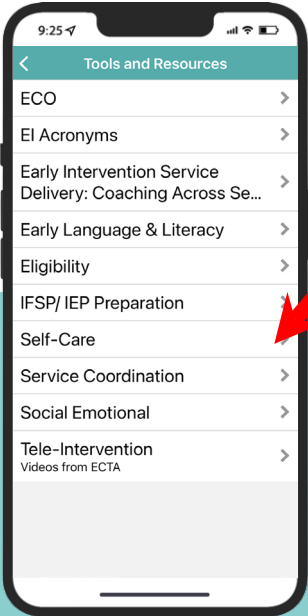
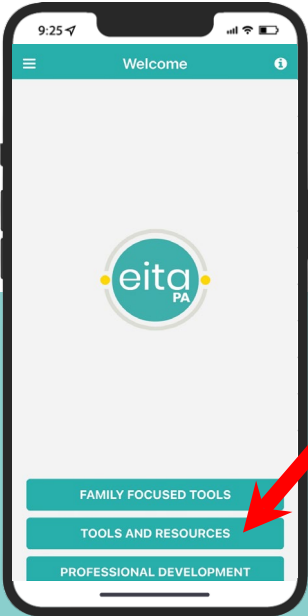


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The Pennsylvania Key?



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English



Infant/Early Childhood Mental Health (IECMH) Consultation



General Information
About The IECMH Program



Bright Start: Supporting Social-
Emotional Development

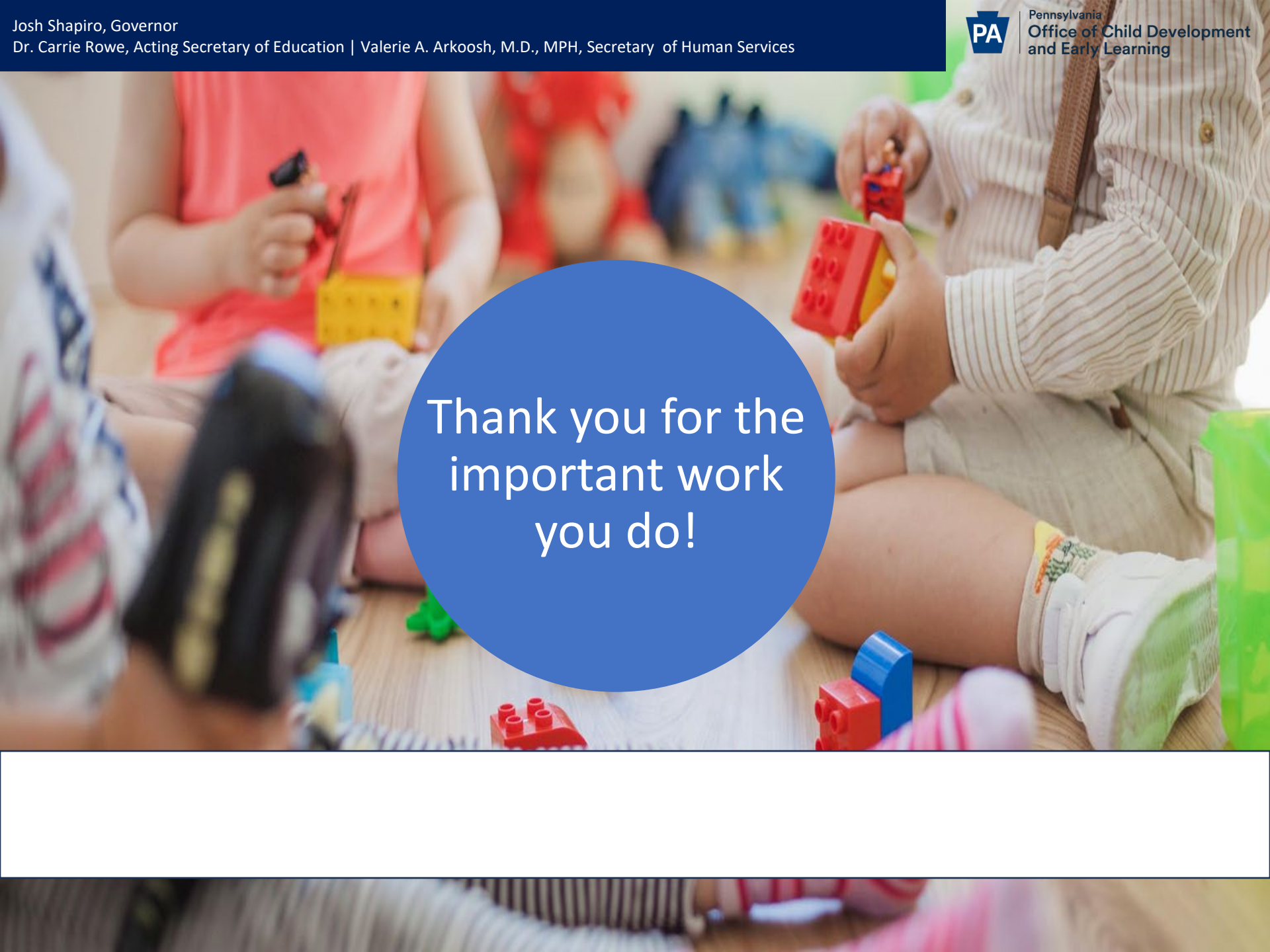


Information & Resources
for Current Providers



Meet Our
IECMH Team



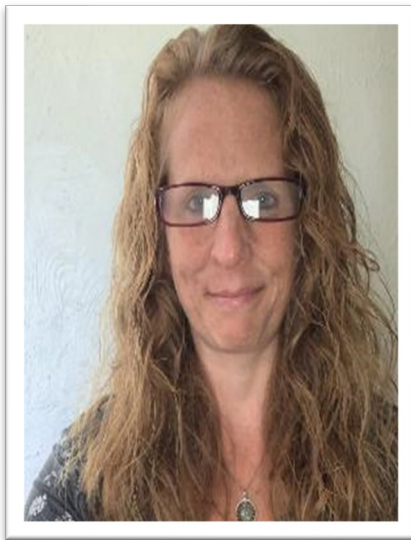
A photograph of children sitting on a wooden floor, playing with colorful LEGO bricks. A large blue circle is overlaid in the center of the image, containing the text 'Thank you for the important work you do!'.

Thank you for the
important work
you do!

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