

A Presentation  
of the  
**Pyramid Model**

from  
Region 5 Training & Technical Assistance Center (T/TAC)  
***Implementing Positive Behavioral  
Supports and Interventions Across  
Settings***

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Adapted from the Center on the Social and Emotional Foundations for Early Learning,  
*Promoting Social Emotional Competence*

# Pyramid Model

**A Tiered Framework for Interventions  
that Promote Social, Emotional, and  
Behavioral Development**



Center for Evidence Based  
Practice: Young Children with  
Challenging Behavior (CEBP)  
[www.challengingbehavior.org](http://www.challengingbehavior.org)

“Emotions, motor ability and cognitive ability are, of course, part of one big whole. Instead of the traditional way of looking at the development of intelligence...we can say that the child first uses the expression of emotion as a probe to understand the world. It’s through his first affective interchanges that his sense of capacity is established.

Excerpt from *The Irreducible Needs of Children*

by  
Stanley I. Greenspan, M.D. and T. Berry Brazelton, M.D.



A child is socially and emotionally ready for school when he or she is ...

- Self-confident and able to relate to peers and adults
- Able to focus enough to engage in a task
- Able to communicate feelings both positive and negative
- Able to listen and respond to an instruction



The Child Mental Health Foundations and Agencies Network, (*A Good Beginning: Sending American's Children to School with the Social and Emotional Competence They need to Succeed*, 2000, p.7.)

The **foundation** for promoting social emotional competence for young children begins with a broad base of systems and policies that will sustain the use of evidence-based practices.

So,

What is an evidence-based practice?

**Evidence-based practice** refers to the use of interventions, strategies, and supports that have research documenting their effectiveness. Practices that are evidence-based are ones that have been demonstrated as effective within multiple research studies that document similar outcomes. A particularly useful definition of evidence-based practices was offered by Dunst, Trivette, and Cupsek (2002): *Practices that are informed by research in which the characteristics and consequences of environmental variables are empirically established and the relationship directly informs what a practitioner can do to produce a desired outcome.*

# Promotion, Prevention and Intervention

The Pyramid is based on a public health care model that provides levels of support that include-

- \*Universal
- \*Secondary
- \*Tertiary

Center on the Social and Emotional Foundations for Early Learning

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

Technical Assistance Center on Social Emotional Intervention for Young Children

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

# \*Universal Promotion

High quality early childhood environments promote positive outcomes for all children

High Quality Supportive Environments

Nurturing and Responsive Relationships

Supportive, responsive relationships among adults and children –an essential component to promote healthy social emotional development

# Quality Environments High

Inclusive early care and  
education environments

Comprehensive system of  
curriculum, assessment, and program evaluation



Environmental design,  
instructional materials, scheduling, child guidance,  
and teacher interactions that meet high quality  
practices as described by  
NAEYC and DEC

Supportive home environments

# \*Secondary Prevention

Targeted Social  
Emotional Supports

Systematic approaches to teaching  
social skills can  
have a preventive and remedial effect

# Targeted Social Emotional Supports

Self-regulation, expressing and understanding emotions, problem solving, developing social relationships



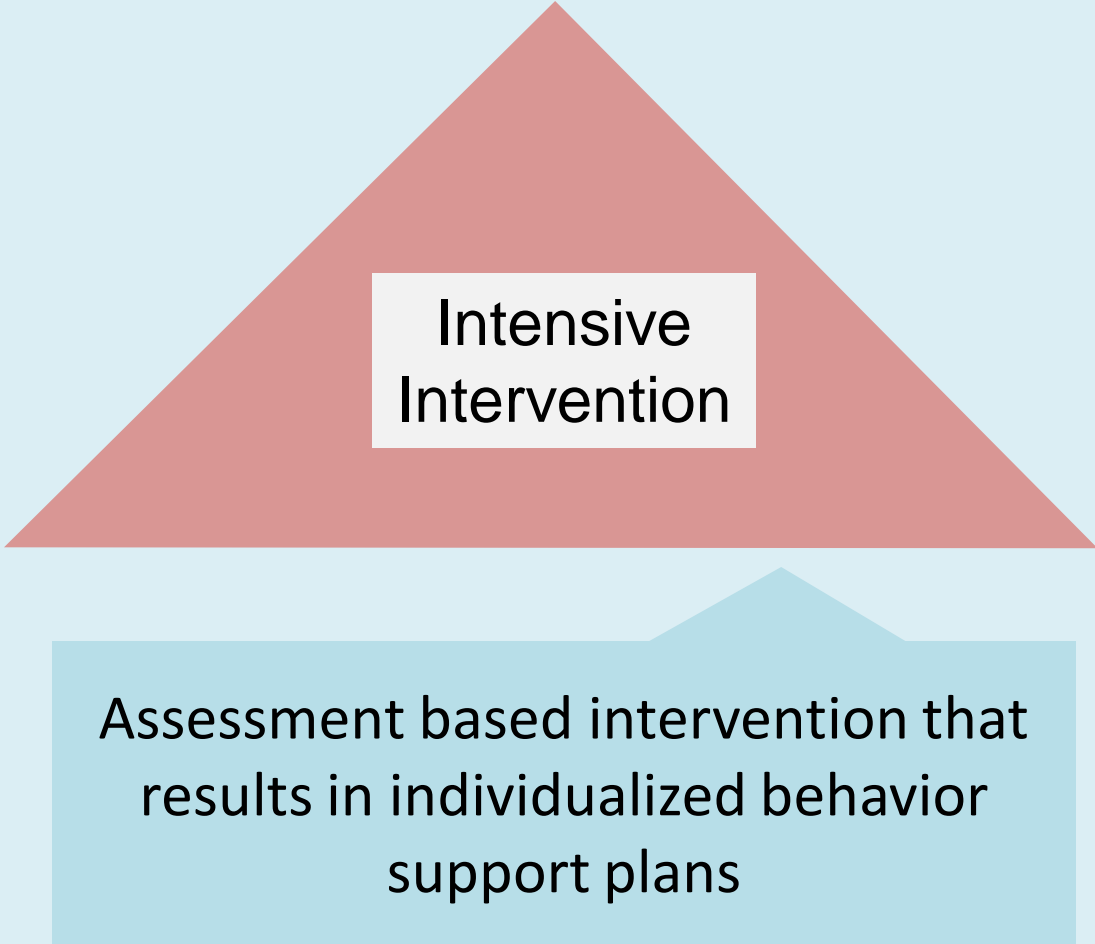
Explicit, embedded instruction

Increased opportunities for instruction, practice, feedback

Family partnerships

Progress monitoring and data-based decision-making

# \*Tertiary Intervention



Intensive  
Intervention

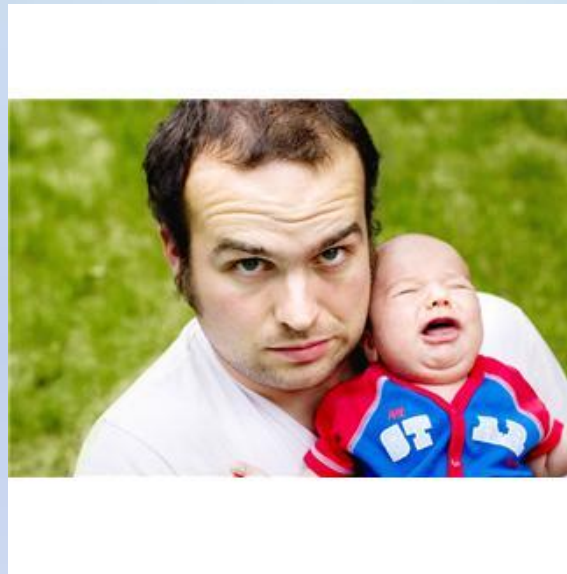
Assessment based intervention that  
results in individualized behavior  
support plans

# Individualized Intensive Interventions

Comprehensive  
interventions

Assessment-based

Skill-building



# What do we do to put the Positive Behavior Support in place for **intensive, individualized intervention**?

- The process begins with convening the team that will develop and implement the child's support plan. At the center of the team is the family and child's teacher or other primary caregivers. The PBS process begins with functional assessment to gain a better understanding of the factors that are related to the child's engagement in challenging behavior. Functional assessment ends with the development of hypotheses about the functions of the child's challenging behavior by the team. These hypotheses are used for the development of a behavior support plan. The behavior support plan includes prevention strategies to address the triggers of challenging behavior; replacement skills that are alternatives to the challenging behavior; and strategies that ensure challenging behavior is not reinforced or maintained. The behavior support plan is designed to address home, community, and classroom routines where challenging behavior is occurring. In this process, the team also considers supports to the family and strategies to address broader ecological factors that affect the family and their support of the child.

# TACSEI Webinars

--The Pyramid Framework within Early Intervention Programs: Promoting the Social Development of Infants and Toddlers

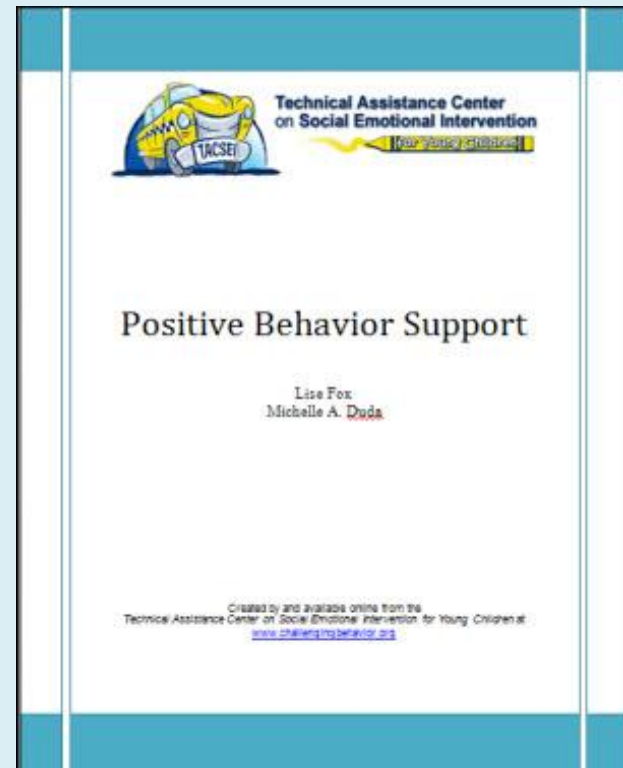
--Preventing Challenging Behavior: A Model for Young Children with Autism Spectrum Disorder

--Implementing and Sustaining Effective Programs and Services that Promote Good Social, Emotional & Behavioral Outcomes for Young Children with Special Needs (Two Parts)

--Program-Wide PBS:  
The Pyramid Model

--Using a Response to Intervention (RTI) Framework to Promote Young Children's Social Development: The Teaching Pyramid Model

- \*Designed as a "take-away" tool to accompany the TACSEI Six Steps of PBS (Positive Behavior Support) learning modules on the TACSEI site
- \* Word document that outlines the entire PBS process
- \*Includes links to all the forms, information sheets and worksheets described in the learning modules
- \*Includes links to many websites and other valuable resources



## What Works Briefs Training Kits

- Provide trainers with the materials needed to conduct a short staff development program on a focused topics based on the What Works Briefs topics. Materials include:
  - PowerPoint slides
  - Activities
  - Handouts

<http://www.vanderbilt.edu/csefel/trainingkits.html>

## “Practical Strategies for Teaching Social Emotional Skills” ” Video

- 28 min. feature length video
- Highlights strategies and approaches that early childhood personnel and families can use to systematically target social emotional supports that build young children’s skills

## Preschool Training Materials

- |               |   |
|---------------|---|
| Module 1      | Promoting Children’s Success: Building Relationship and Creating Supportive Environment |
| Module 2      | Social Emotional Teaching Strategies  |
| Module 3a & b | Individualized Intensive Intervention   |
| Module 4      | Leadership Strategies   |

