

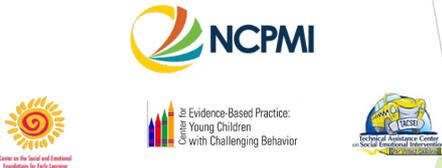
### Introduction to the Pyramid Model



Pyramid Model Australia acknowledges the traditional owners of the land on which we meet today and pay respects to Elders past, present and emerging. We share commitment to nurturing future generations of Elders in Aboriginal and Torres Strait Islander communities.

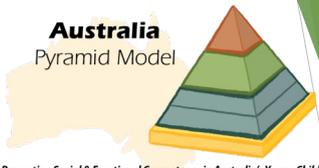
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### Who developed the Pyramid Model?



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### Australia Pyramid Model



Promoting Social & Emotional Competence in Australia's Young Children



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### The Development of the Pyramid Model in Australia



<https://www.youtube.com/watch?v=6JZec0tHPk>

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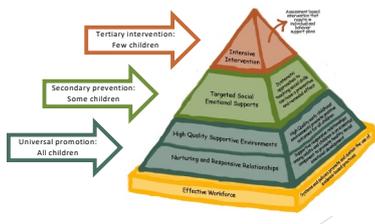
### Australian Early Years Learning Framework (2009) National Quality Framework (2012; 2018)



VIDEO LINK:  
Professor Mary Louise Hammer in Melbourne  
The Teaching Pyramid & the VEYLDF  
<https://www.youtube.com/watch?v=6JZec0tHPk>

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### The Pyramid Model: Promoting Social-Emotional Competence and Addressing Challenging Behaviour



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### Who uses the Pyramid Model?

The Pyramid Model provides guidance for:

- early educators
- families
- early childhood special education personnel
- early intervention personnel
- other professionals

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### The Pyramid Model Intro from NCPMI website

<https://www.youtube.com/watch?v=MVFwbWZC0g>

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### The Pyramid Model: Promoting Social-Emotional Competence and Addressing Challenging Behaviour

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### Relationship Activity

- Think of someone who was really special to you when you were growing up.
- What made you think of this person?
- What did they do that made them important or special to you?

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

Rita Pierson: Every kid needs a champion | TED  
<https://www.youtube.com/watch?v=SFnMTHhKdkw>

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### Promoting Positive Relationships between Children, Families & Educators

- Adult-child relationships may be the most powerful tool when working with young children.
- Think of a few things you like to do to “fill/refill” the positive relationship piggy bank with children, and those you may promote for your families to be considering.
- What type of things might make the child feel really special?

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### Positive Adult/Child Conversations

What are some things that this educator does to build positive relationships with these children?



<https://www.youtube.com/watch?v=W18oz4jko24>

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### Practice Implementation Checklist: Social Emotional Teaching Strategies

**Practitioner**

**High Quality Environments**

**High Quality Environments Planning Form**

Subgroup/Enrichments	How	When	Successes/Feedback
Classroom Change			
Practitioner			
Practitioner			
Expectations & Rules			

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### High Quality Supportive Environments

- Help children feel confident and competent
- Are designed to support children's success
- Individualise assistance



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### Creating Supportive Environments in the Classroom and at Home

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



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### Expectations & Rules

Why do we have them?

**To manage behaviour?**

The Pyramid Model framework views teaching behaviour expectations and rules as a powerful strategy for increasing social emotional skills development, which will lead to fewer problem behaviours. Establishing program-wide expectations adds a shared focus and shared language for describing behaviour expectations to all children, staff and families.

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### Developing Expectations: The Happiest Child

### Families: Let's Talk Expectations!

**How to Develop Program Expectations:**

- Look at your current practice. How do you currently teach expectations? (If you have the best practices, great! If not, then what do you need to do to get there?)
- Share together as a group and create a master list.
- Identify expectations.
- Group by category.
- Communicate program.

**Collaborate:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**We need your help!**

We are developing practices for the classroom. Expectations are about as varied as children and needs. Can you provide developmentally appropriate expectations for the classroom or home? We would love to hear from you. Please email or call us at 800-424-2440.

**Helpful practices to discuss with your family:**

- Teaching social directions
- Using simple phrases and hand cues
- Asking for what you want
- Using simple instructions
- Using simple words
- Using simple language for help
- Using simple language for help
- Waiting for your turn
- Waiting for your turn

Are there other behaviors that are most important to you? Add them here.

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### Expectation/Rules Matrix

Expectations (across service)	Classroom (rules)	Playground (rules)	Hallway (rules)
<b>Be Respectful</b>	Gentle hands	Take Turns	Inside Voice
<b>Be Safe</b>	Walking Feet	Sit on Bikes, Slide, and Swings	Walking Feet
<b>Be a Team Player</b>	Help a Friend Clean	Help a Friend Pick Up Toys	Stay Together

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### Partnering With Families

Dear Families,

In our class, we have been working on learning the rules of our classroom! I want to share them with you so you know what we are working on and so you can talk with your child about the rules if you would like. Our rules are:

- Listen when others talk.
- Follow directions.
- Use walking feet.
- Use inside voices in the school.
- Use gentle touches and kind words.

In our classroom, we focus on praising children for following the rules and reminding them of the rules throughout the day and when they need extra help. We also encourage them to think about why the rules are important.

If you are interested in teaching your household rules to your child, please let me know, and I will give you some information and support to help you do so.

Please contact me if you have any questions!

Thank you,

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### Help Me Be Successful! Teach me what to do!

- Show and Tell
- Practice Makes Perfect
- You Got It!

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### Targeted Social Emotional Supports

Prevention level of the pyramid represents practices that are targeted social emotional strategies to prevent problems.

- Targeted Social Emotional Supports
  - Friendship Skills
  - Self-regulation - e.g anger management, calming overwhelm
  - Express emotions appropriately for situation
  - Expressing and understanding emotions in self and others
  - Problem solving
  - Explicit instruction and support

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### Enhancing Emotional Literacy

Children's Book List

- Direct teaching
- Indirect teaching
- Use of songs and games
- How would you feel if...?
- Checking in
- Feeling dice and feeling wheel
- Use of children's literature

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### Managing Big Emotions and Impulses

- Recognising that anger can interfere with problem solving
- Learning how to recognise anger in oneself & others
- Learning how to calm down
- Understanding more ways & more appropriate ways to express anger - especially in social situations

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### The Pyramid Model: Promoting Social-Emotional Competence and Addressing Challenging Behaviour

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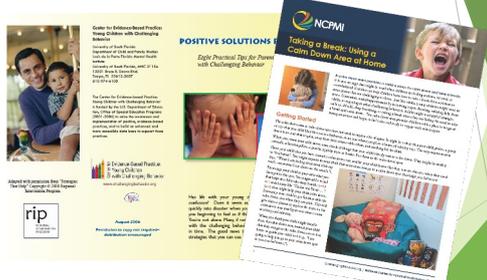
### Individualised Intensive Interventions

- Comprehensive interventions across all settings
- Assessment-based
- Collaborative team
- Skill-building



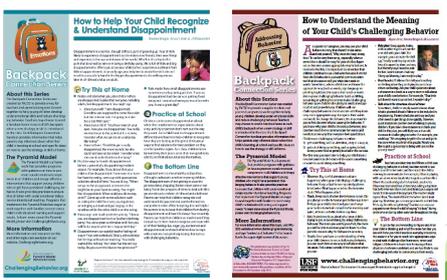
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### Resources to send home for families



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### Backpack Connection Series



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### Pyramid Model Outcomes Across Programs

- Reduced challenging behaviour
- Promoted social emotional development
- Improved staff satisfaction; Decreased turnover
- Increased overall program quality; educators have time for the things they know are important
- Clearly articulated and implemented procedures
- Stronger collaboration within staff teams and between services (consultant organisations, mental health providers)

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### A Parent Interview



Unfortunately we don't have permission to share this video out of live sessions.

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### Pyramid Model - Sites & Resources

Key websites

- [www.challengingbehavior.org](http://www.challengingbehavior.org)
- [www.ecmh.org](http://www.ecmh.org)
- [www.pyramidmodel.org/partners](http://www.pyramidmodel.org/partners)
- [www.pyramidmodel.org.au](http://www.pyramidmodel.org.au)

Resource Sites

- Online information [www.pyramidmodel.org.au](http://www.pyramidmodel.org.au)
- [www.pyramidmodel.org/partners\\_Australian\\_resources](http://www.pyramidmodel.org/partners_Australian_resources)
- e-Modules <https://pyramidlitmos.com/home/dashboard> access available through Pyramid Model Australia

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Two weeks of connection & professional learning on the Pyramid Model



<https://www.pyramidmodel.org.au/content/uploads/2022/11/Prof-Mary-Louise-Hemmeter-March-2023-Program.pdf>

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Professor Mary-Louise Hemmeter



Produced by Vanderbilt University.  
<https://www.youtube.com/watch?v=QxQmvKS4bku&t=152s>

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Professional Development – March Program

Online Workshops

- Supporting Children's Resilience Workshop  
Wednesday 22nd March 5.30 – 8.30pm
- Supporting Parent - Child Interactions  
Thursday 23rd March 9.30am-12.30pm

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Professional Development – March Program

Face to Face Workshops & Forum

- Teaching Pyramid Observation Tool reliability Training (TPOT)  
Thursday 30th March and Friday 31st March 9.30am-4.30pm
- Full Professional Development Day  
Friday 24th March 9.00am-5.00pm
  - Morning Program**
    - Dr Mary Louise Hemmeter Lecture: Why is now more important than ever?
    - Panel Discussion and Q & A.
  - Afternoon Program**
    - Program Wide Implementation of the Pyramid Model: A workshop for Victorian PM champions

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Professional Development – March Program

Links

- Pyramid Model Australia - Calendar of Training & Events 2023  
<https://www.pyramidmodel.org.au/event/>
- Download the March Program  
<https://www.pyramidmodel.org.au/wp-content/uploads/2023/02/Pyramid-Model-Forum-and-Workshop-Series-March-2023-Program.pdf>
- Booking registrations  
<https://www.eventbrite.com.au/e/two-weeks-of-connection-and-professional-learning-on-the-pyramid-model-tickets-480804327687>

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Professional Development Throughout the Year

There are a wide range of educator learning options, including:

- Introductory Pyramid Model Training
- Full Pyramid Model Training
- eModule Training
- Practice-Based Coaching to Support Training or E-Module Learning
- Practice Based Coaching Training
- Teaching Pyramid Observation Tool (TPOT™) and the Teaching Pyramid Infant Toddler Rating Scale (TPITOS) Tool Training

<https://www.pyramidmodel.org.au/training-coaching/>

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