

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.

1

Who developed the Pyramid Model?



2

Australia Pyramid Model



Promoting Social & Emotional Competence in Australia's Young Children



3

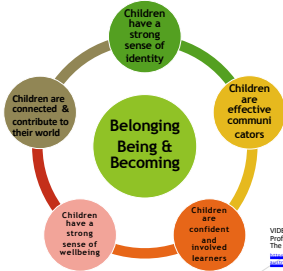
The Development of the Pyramid Model in Australia



<https://www.youtube.com/watch?v=6J2zeco1hDk>

4

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

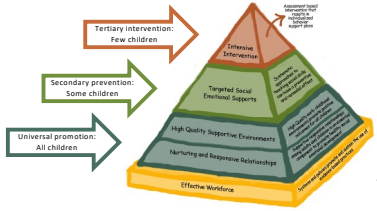


VIDEO LINK: Professor Mary Louise Horne in Melbourne The Teaching Pyramid & the VEYLDF <https://www.youtube.com/watch?v=6J2zeco1hDk>

5

The Pyramid Model:

Promoting Social-Emotional Competence and Addressing Challenging Behaviour

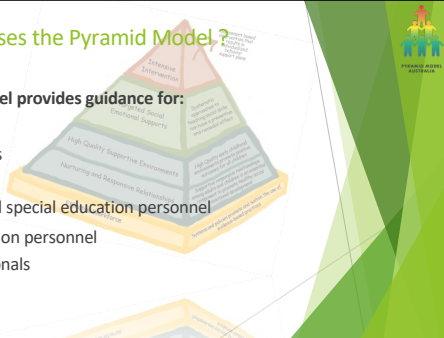


6

Who uses the Pyramid Model?

The Pyramid Model provides guidance for:

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



7

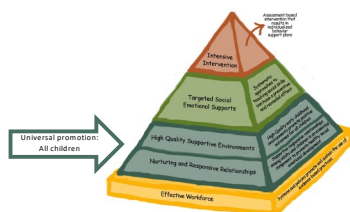
The Pyramid Model Intro from NCPMI website



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

9

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



10

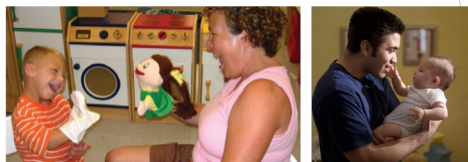
Relationship Activity

- 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?



11

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



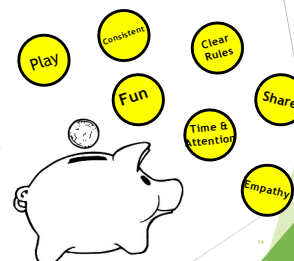
Rita Pierson: Every kid needs a champion | TED

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

12

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?



14

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=W18oZjoko24>

15

Practice Implementation Checklist: Social Emotional Teaching Strategies

Foundational Skills

- Encourage children to work together
- Recognize and provide feedback about children's social and emotional learning
- Use a variety of strategies to help children develop social and emotional skills
- Model appropriate friendship skills in interactions with children and other adults
- Help children reflect on their social and emotional skills
- Help individual children create and maintain connections with their peers

Emotional Literacy

- Model and label your own emotions and appropriate ways to express emotions
- Use a variety of strategies to teach children about emotion words
- Teach children about positive and negative emotions
- Use a variety of strategies to teach children how to recognize emotions in themselves and others
- Model appropriate ways of dealing with emotions when you feel down
- Teach children self-advocacy skills to use when others are angry
- Individualize instruction to meet the developmental needs of all your children

Problem Solving Strategies

- Identify how to solve problems
- Teach children problem-solving strategies to solve common problems
- Use role-play to practice problem-solving skills
- Teach children about the problem-solving steps
- Model and label your own problem-solving skills
- Help children reflect on their problem-solving skills
- Individualize instruction to meet the developmental needs of all your children
- Model appropriate ways to solve problems

Implementation Planning Form: High Quality Environments


How often? The high quality environments that support children's social and emotional learning are essential for children's success. This form is designed to help you plan and implement these environments in your classroom.

| Environment | How | When | Who |
|-------------------------|-----|------|-----|
| Supportive Environments | | | |
| Classroom Design | | | |
| Emotional Literacy | | | |
| Problem Solving | | | |
| Expectations & Rules | | | |

16

High Quality Supportive Environments

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



17

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



18

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.

22

Developing Expectations: The Happiest Child

How to Develop Program Expectations

- Look at the current expectations in your program. Do you have any? If not, what do you need?
- Choose together as a group and create a list of expectations.
- Write the expectations.
- Group the expectations.
- Communicate the expectations.

Categories

1. _____
2. _____

We want your help!

We are developing expectations for the classroom. Expectations are about what all children will learn to do. They are the rules that help children learn to get along with each other and with adults. They are the rules that help children learn to be happy and successful.

Helping your child learn to follow the rules

1. Teaching the rules
2. Modeling the rules
3. Using the rules
4. Using the rules
5. Using the rules
6. Using the rules
7. Using the rules
8. Using the rules
9. Using the rules
10. Using the rules

Helping your child learn to follow the rules

1. Teaching the rules
2. Modeling the rules
3. Using the rules
4. Using the rules
5. Using the rules
6. Using the rules
7. Using the rules
8. Using the rules
9. Using the rules
10. Using the rules

23

Expectation/Rules Matrix

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

24



25

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,

26

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



29

Help Me Be Successful! Teach me what to do!

1. Show and Tell
2. Practice Makes Perfect
3. You Got It!



30

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

31

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

36

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

37

Tucker Turtle Takes Time to Tuck and Think at Home

A scripted story to assist with teaching the "Turtle Technique"

38

We Can Be Problem Solvers at Home!

We Can Be Problem Solvers!

39

Solution Kit: Classroom Edition

Solution Kit: Home Edition

40

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

41

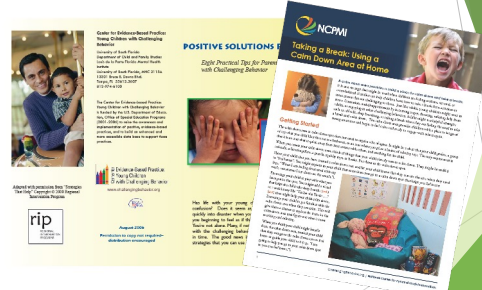
Individualised Intensive Interventions

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



42

Resources to send home for families



49

Backpack Connection Series



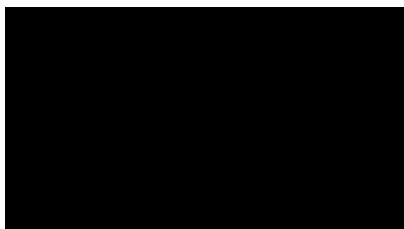
50

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)

51

A Parent Interview



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

52

Pyramid Model - Sites & Resources

Key websites

www.challengingbehavior.org

www.scmhc.org

www.pyramidmodel.org/partners


www.pyramidmodel.org.au

Resource Sites

- Online information www.pyramidmodel.org.au
- www.pyramidmodel.org/partners Australian resources
- e-Modules <https://pyramidlitmos.com/home/dashboard> access available through Pyramid Model Australia

53


Two weeks of connection & professional learning on the Pyramid Model



<https://www.pyramidmodel.org.au/wp-content/uploads/2022/11/Prof-Mary-Louise-Hemmeter-Event-Poster-2023-03-20.pdf>

54

Professor Mary-Louise Hemmeter



Produced by Vanderbilt University.
<https://www.youtube.com/watch?v=QxQmvKS4bkU&t=152s>

55

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

56

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

57

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>

58

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/>

59



60