The Teaching Pyramid Model: Relationship to the VEYLDF

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Introductions

- Who am I?
- Who are you?
- Why are we here?
  - What do you hope to get out of our time together?
  - What questions do you have about the VEYLDF?

Social Emotional Competence, School Readiness, and the Pyramid Model

- Concerns about increases in children's challenging behavior
- Growing awareness of the relationship between social emotional development and school readiness
  - "Across a range of studies, the emotional, social, and behavioral competence of young children—such as higher levels of self-control and lower levels of acting out—predict their academic performance in first grade, over and above their cognitive skills and family backgrounds" (Raver & Knitzer, 2002)

Social Emotional Competence, School Readiness, and the Pyramid Model

- Kindergarten teachers' expectations for children are around social emotional competence
- The role of social emotional development in promoting resiliency in young children
- The need for a comprehensive approach

The Teaching Pyramid Model

Center on the Social and Emotional Foundations for Early Learning
www.vanderbilt.edu/csefel/

Technical Assistance Center on Social Emotional Intervention
for Young Children
TACSEI
www.challengingbehavior.org

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Our Focus

- Unified message
- Across all service systems and disciplines
- Evidence based
- Prevention framework
- Promoting school readiness
- Comprehensive model to support all children
- Affordable, feasible, and acceptable to diverse personnel, families and communities

What Do Children Need to be Successful as They Enter School?

- A sense of confidence and competence
- Ability to develop good relationships with peers and adults/make friends
- Ability to persist at tasks
- Ability to follow directions
- Ability to identify, understand, and communicate own feelings/emotions
- Ability to constructively manage emotions
- Development of empathy

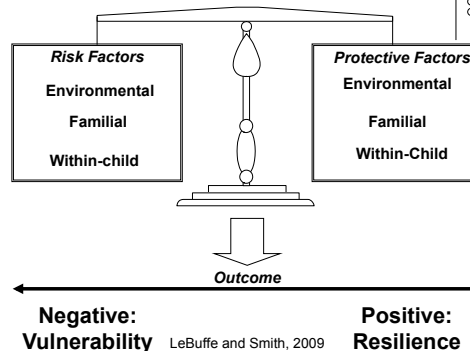**Every child needs one person who is crazy about him."**
Uri Bronfenbrenner
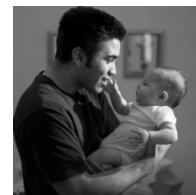
Let's Start with the Positive

- Resilience
  - Successful adaptation in the individual who has been exposed to biological risk factors or stressful life events (Werner, 1992)
- Protective Factors
  - Characteristics, events, or processes that decrease the impact of a risk factor and the likelihood of an adverse outcome (Kazdin, 1997)

Risk and Protective Factors

Risk Factors
Environmental
Familial
Within-child

Protective Factors
Environmental
Familial
Within-Child

Outcome

Negative: Vulnerability LeBuffe and Smith, 2009 **Positive: Resilience**

Pyramid Model – Promoting Resiliency

- Relationships
- Social emotional competence
- Promoting positive parenting
- Partnerships with families

The Pyramid Model:
Promoting Social and Emotional Competence and Addressing Challenging Behavior

Tertiary Intervention: Few Children — Intensive Intervention

Secondary Prevention: Some Children — Targeted Social Emotional Supports

Universal Promotion: All Children — High Quality Supportive Environments; Nurturing and Responsive Relationships

Effective Workforce

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Nurturing and Responsive Relationships

- Foundation of the pyramid
- Essential to social emotional development
- Includes relationships with children, families **AND** other professionals

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High Quality Environments

- Inclusive early care and education environments
- Comprehensive system of curriculum, assessment, and program evaluation
- Environmental design, materials, scheduling, child guidance, and teacher interactions that meet high quality practices as described by NAEYC and DEC

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Targeted Social Emotional Supports

- Self-regulation, expressing and understanding emotions, problem solving, developing social relationships
- Explicit instruction
- Increased opportunities for instruction, practice, feedback

Individualized Intensive Interventions

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

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The VEYLDF "advances **all** children's learning and development from birth to age 8 years. It does this by supporting **all** early childhood professionals to **work together** and **with families** to achieve **common outcomes** for all children"

Victorian Early Years Learning and Development Framework: Practice Principles

- Collaborative
  - Family centered practice
  - Partnerships with professionals
  - High expectations for every child
- Effective
  - Equity and diversity
  - Respectful relationships, responsive engagement
  - Integrated teaching and learning
  - Assessment for learning and development
- Reflective
  - Reflective practice

Victorian Early Years Learning and Development Framework: Learning and Development Outcomes

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of well-being
- Children are confident and involved learners
- Children are effective communicators

Common Themes

- Focus on ALL children
- Working with and supporting families
- Working together across disciplines to support all children in inclusive settings
- Focus on important outcomes for children and families
- Supporting children's transitions
- Supporting staff through professional development including coaching

Applying the framework

- Discuss each of your roles in supporting child learning and development outcomes:
  - What is your role with children and/or supporting adults?
- In your group, identify three children that you work with:
  - Choose three children with different ability levels
  - Describe their characteristics

Applying the framework

- For each of the three children:
  - Identify at least one skill related to each of the learning and development outcomes that you are or could be working on with that child
- Each person at the table should consider:
  - What is your role in promoting the skills? How would you support the skills in your work with the child or family?
  - If appropriate, how would you support other professionals to work with the child or family around those skills?

How does the Pyramid Support the Child Learning and Development Outcomes?

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Adopting a Posture of Support

- For children
- For families
- For teachers/educators/providers
- For programs
- The goal is competence and confidence

Supporting Families

- We knew very early that "something" was wrong
- No-one listened to our concerns
- We felt blamed for our child's behavior
- We did not know where to turn for help
- We were exhausted
- No one seemed to know what to do to help us

- Our friends stopped inviting our family to social events
- We had to tell our story over and over and over
- I can't believe what our life has become - not being able to go out, not being able to eat together. How did we get from where we were three years ago to where we are now

Supporting Families

- What are we doing to share information with families about **PROMOTING** their children's social emotional development?
- What are we doing to communicate with families about what their child is doing **WELL**?
- Are we talking **WITH** families rather than TO families?
- Are we being proactive in building relationships with families **BEFORE** there is a challenging behavior?
- How do we share information with families when there is a challenging behavior?

Nurturing and Responsive Relationships with Families

Parents need to know that we care before they care what we know.

~ (Klass, 1997)

Relationships with Colleagues

- A common goal of supporting children where children spend time
- Respect for each other's expertise
- Absence of blame
- Nonjudgemental
- Transparency
- Within a classroom:
  - Behavior support approach
  - Modeling what we want children to do

Supporting Early Educators

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What do Early Childhood Educators Say about Coaching?

- I would say this is the best professional development opportunity that I have had in my 23 years of teaching.

- It's great to have someone to bounce ideas off of, reflect on my practice, and get feedback from.

- It felt like coaching was more "We're going to enhance the great job that you're already doing," instead of "We're going to fix you because you're not good."

- It was wonderful to have somebody right there with you, showing you along the way, rather than going to the training and here are your materials and I will see you in a couple of weeks or a couple of months.

- I have just never had support like this. A cheerleader, an expert, and a helper all in one person.

Practice Based Coaching

Program Wide Implementation of the Pyramid Model
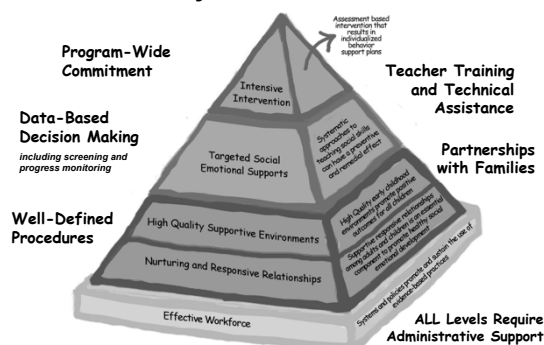
Outcomes Associated with Adopting the Pyramid Model within Programs

- Increased use of comprehensive strategies and team planning
- Capacity to support all children rather than asking children to leave
- Internal capacity to intervene effectively with challenging behavior
- Reallocation of mental health dollars to focus more on prevention
- Reduced staff attrition, increase staff job satisfaction
- Improvement in overall program quality
- Enhancement of partnerships with families
- Better outcomes for children

Behavior Incident Reports
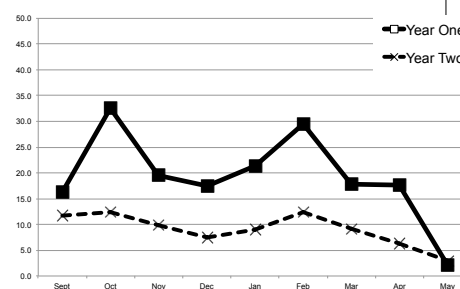
Supporting Programs

"Early childhood policies and procedures are highly fragmented, with complex and confusing points of entry that are particularly problematic for underserved populations and those with special needs. This lack of an integrative early childhood infrastructure makes it difficult to advance prevention-oriented initiatives for all children and to coordinate services for those with complex problems."

(Shonkoff & Phillips, 2000, p.11)

You talk

- What are the benefits of implementing the VEYLDF?
- What concerns do you have about implementing the VEYLDF?
- What barriers might you encounter in implementing the VEYLDF?
- What are some supports for implementing the VEYLDF?

ON CHANGE

Never doubt that a small group

of thoughtful committed citizens

can change the world;

indeed,

it's the only thing that ever has.

Margaret Mead

Acknowledgments