



PYRAMID MODEL AUSTRALIA

Supporting Social Emotional Competence
in Infants and Young Children

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Tucker Turtle Kit

In the Tucker the turtle scripted social story, Tucker has impulse-control issues: When he gets mad, he kicks, yells, and hits his friends. That all changes when Tucker learns to “think like a turtle” instead. He keeps his body and hands to himself and stays quiet while taking three deep, calming breaths. Then, he starts to consider ways he can improve the situation that upset him—and just like that, Tucker has better control over his emotions.

The Tucker Turtle Kit Includes:

- Tucker Turtle Scripted Story - Preschool & Home Versions
- Tucker Turtle Poster - A3
- Turtle Puppet - Small, medium or large
- Tucker Finger Play Songs
- Tucker Turtle Technique Wrist Cards / Ring
- Above Resources on a USB with Extras

About the Pyramid Model

The Pyramid Model (PM) is an evidence-based, early educational framework designed to promote all young children’s social-emotional-behavioural (SEB) learning. The tiered PM early education practice framework, developed in North America, embeds strategies for children with exceptional needs naturally and coherently integrates apparently divergent approaches to promoting young children’s SEB skills. Responsive teaching, which is fundamental to early education practice, is shown to link with positive behaviour support practices by means of incidental and planned intentional teaching. These early education PM practices are intended to promote children’s SEB skills when used together purposefully, consistently, and intensively. The PM’s potential application in Australia was investigated with 4–5-year-olds in 4 Victorian preschools. Quantitative data from the study suggested that after training and subsequent coaching in the PM, there was significant change in educators’ behaviour, which was independently observed and rated using the Teaching Pyramid Observation Tool. Concurrently, the SEB skills of the children in the intervention group were shown to have developed at a significantly greater rate than the children in the contrast group as assessed using the Social Skills Improvement System Rating Scales.