



# Using Positive Behavior Supports (Pyramid Practices) to Promote Social Emotional Competence and Address Challenging Behavior In Young Children

Rob Corso, PhD

October 28, 2015

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





**Poll:**

**How familiar are you with the  
Pyramid Model?**



Pyramid Model  
Consortium

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



# Terminology

**CSEFEL/TACSEI =**

**Pyramid Model =**

**EC-PBIS =**

**EC-PBS**



**What Does it Take to Get  
Implementation with High Fidelity  
Sustained in Programs and Scaled up  
Statewide?**

# Formula for Success

Pyramid Model Practices

X

Intervention Fidelity

X

State and Program Systems for  
Implementation Fidelity

Meaningful Outcomes

Adapted from Fixsen & Blase, 2012



# Recommendations to States

- **Invest in Workforce Preparation and Development**
  - CCDBG Act quality funds can be used to support on professional development that promotes social-emotional development and reduces challenging behavior and expulsions of young children served through CCDF.
  - Mechanisms to strengthen workforce include:
    - Statewide Early Childhood Mental Health Consultation
    - State Endorsements of Infant, Early childhood and Family Mental Health Specialists
    - State Entry Level Credentials
    - Higher Education
    - Statewide Models of PBIS
    - Establishing career pathways



# Recommendations to Early Childhood Programs

- **Access TA in workforce development to build capacity in:**
  - Promoting children’s social-emotional and behavioral health;
  - Appropriately addressing challenging behavior;
  - Forming supportive , nurturing relationships with children;
  - Developmental and behavioral screenings and follow-up;
  - Collaborating with community-based service providers;
  - Forming strong relationships with parents and families;
  - Having a strong understanding of culture and diversity;
  - Employing self-reflective strategies to correct all biases;
  - Eliminating all discriminatory discipline practices.
- **Access to specialized support from consultants**
- **Promote teacher and staff wellness**



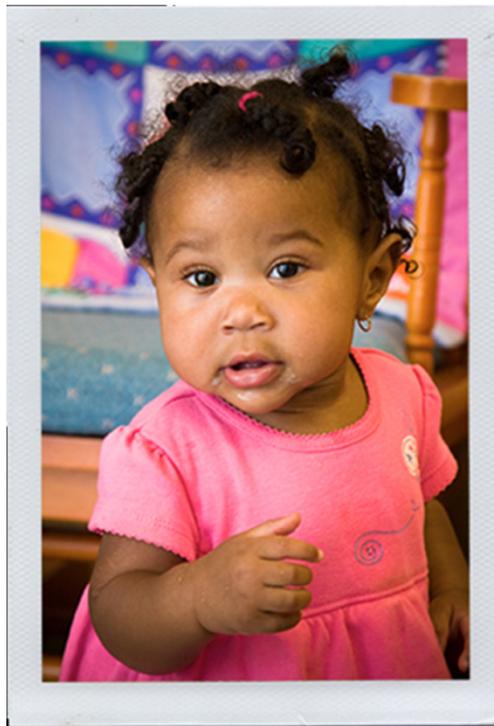


## Poll:

To what extent will the Pyramid Model support core areas of focus and/or deliverables for your agency?

# State Support: Systems Model for Implementation and Scale-Up

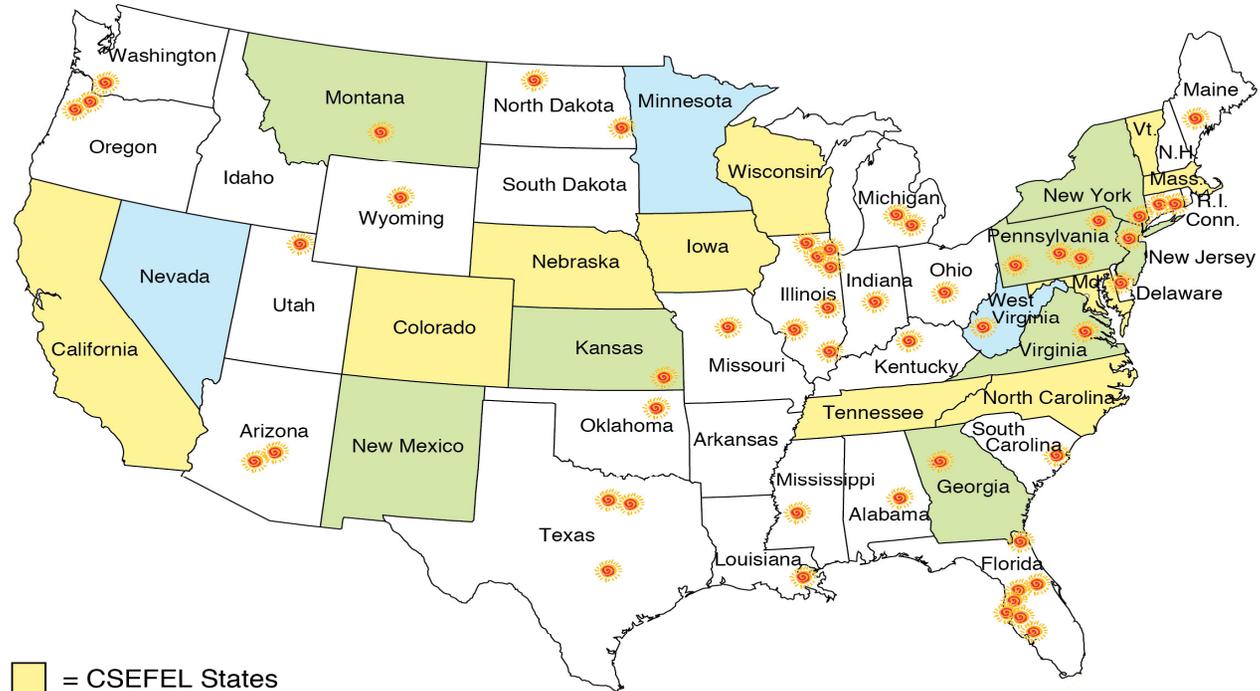
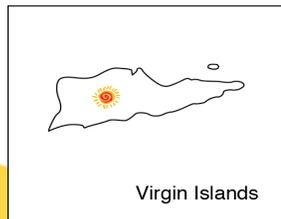
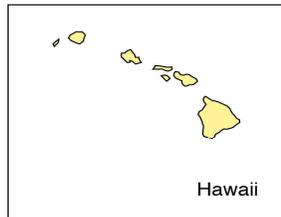
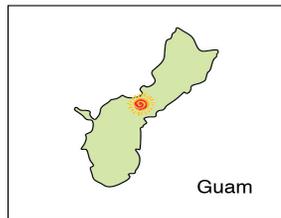
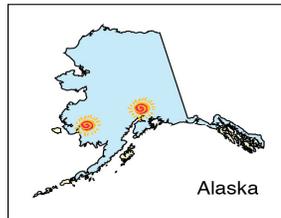
- Incorporates best practice from:



- Systems Thinking
- Implementation Science
- Cross-Agency Collaborative Planning

**\* ECTA Model utilizes Pyramid Approach**

# Statewide Implementation

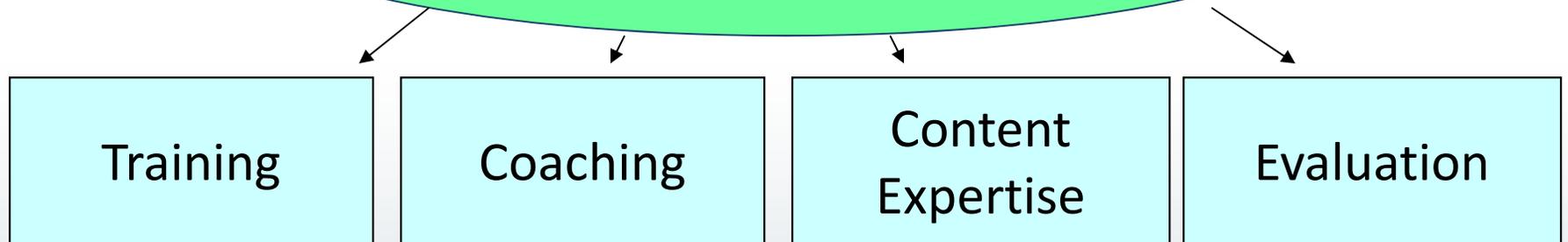
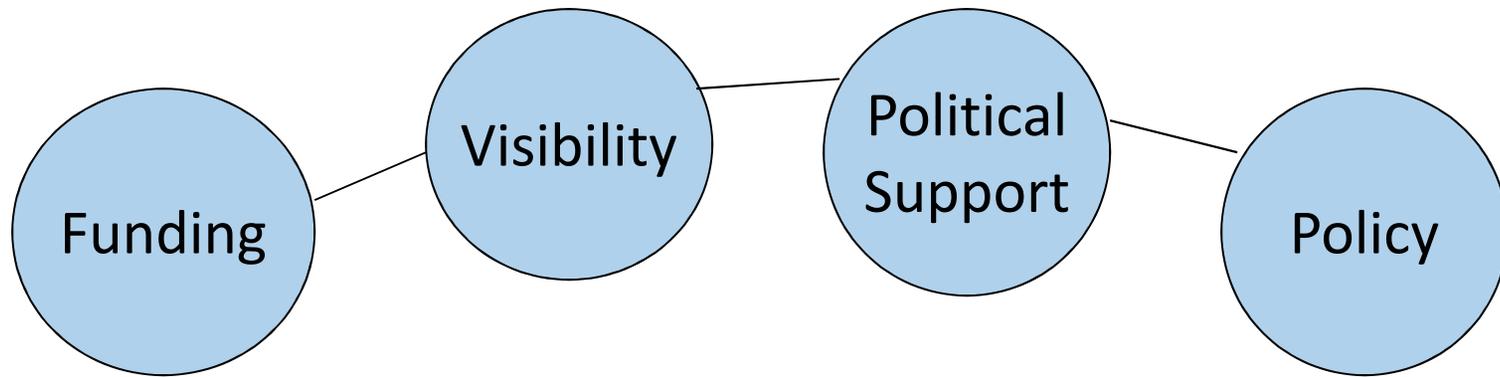


-  = CSEFEL States
-  = TACSEI States
-  = Other Pyramid Model States
-  = Other CSEFEL Trainings Held Since October 2006



# 1. State Leadership Team

- Is a committed, cross-agency group about 15
- Makes multi-year commitment
- Meets monthly; uses effective meeting strategies
- Uses implementation science and provides the supports for local and regional use of implementation science
- Establishes Demo sites, Master Cadre, data systems
- Secures resources, provides infrastructure
- Builds political investment
- Ensures systems integration
- Works to sustain initial effort and to scale up statewide



## 2. Master Cadre: Professional Development and Technical Assistance

- Master T/TA Cadre
  - Carefully selected initial team of T/TA providers
  - Regionally located
  - Expertise in Pyramid Model implementation; professional development, providing technical assistance
  - Mentored to provide training, external coaching, and data systems



# Master Cadre

- Will act as an External Coach-
  - Meet with local Leadership team
  - Support the local internal coach
  - Provide additional training and content support to local professionals (using implementation science)
  - Help Local leadership team collect, disaggregate and act up data for quality program implementation
  - Help scale up statewide

# Mentoring a Master Cadre of External Coaches

We support you to guide implementation programs

You support programs to implement with fidelity

You assist your state with scale-up by training and coaching new external coaches, trainers, and implementation programs

Programs improve child and family outcomes



### 3. Program-Wide Demonstrations of High Fidelity Implementation

1. High fidelity demonstrations that exemplify the value of the program- wide implementation of the Pyramid Model
2. Demonstration programs help build the political will needed to scale-up and sustain implementation
3. Demonstration programs provide a model for other implementation programs and professionals, “seeing is believing”
4. Demonstration programs “ground” the work of the State Team in the realities and experiences of programs and professionals

## 4. A Data Decision-Making Approach

- Outcomes are identified
- Fidelity and outcomes are measured
- Data are summarized and used to:
  - Identify training needs
  - Deliver professional development
  - Make programmatic changes
  - Problem solve around specific children or issues
  - Ensure child learning and success
- Data collection AND ANALYSIS is an ongoing process

## Data Decision-Making Tools

- Implementation
  - Benchmarks of Quality
  - Teaching Pyramid Observation Tool (TPOT); The Pyramid Infant Toddler Observation Scale (TPITOS)
- Program
  - Program Incidents (calls to families, dismissals, transfer, requests for assistance, family conferences)
  - Behavior Incident Reports
- Child
  - Progress Monitoring (see PTR)
  - Child curriculum-based assessment or rating scales

# State Leadership Team Uses Data

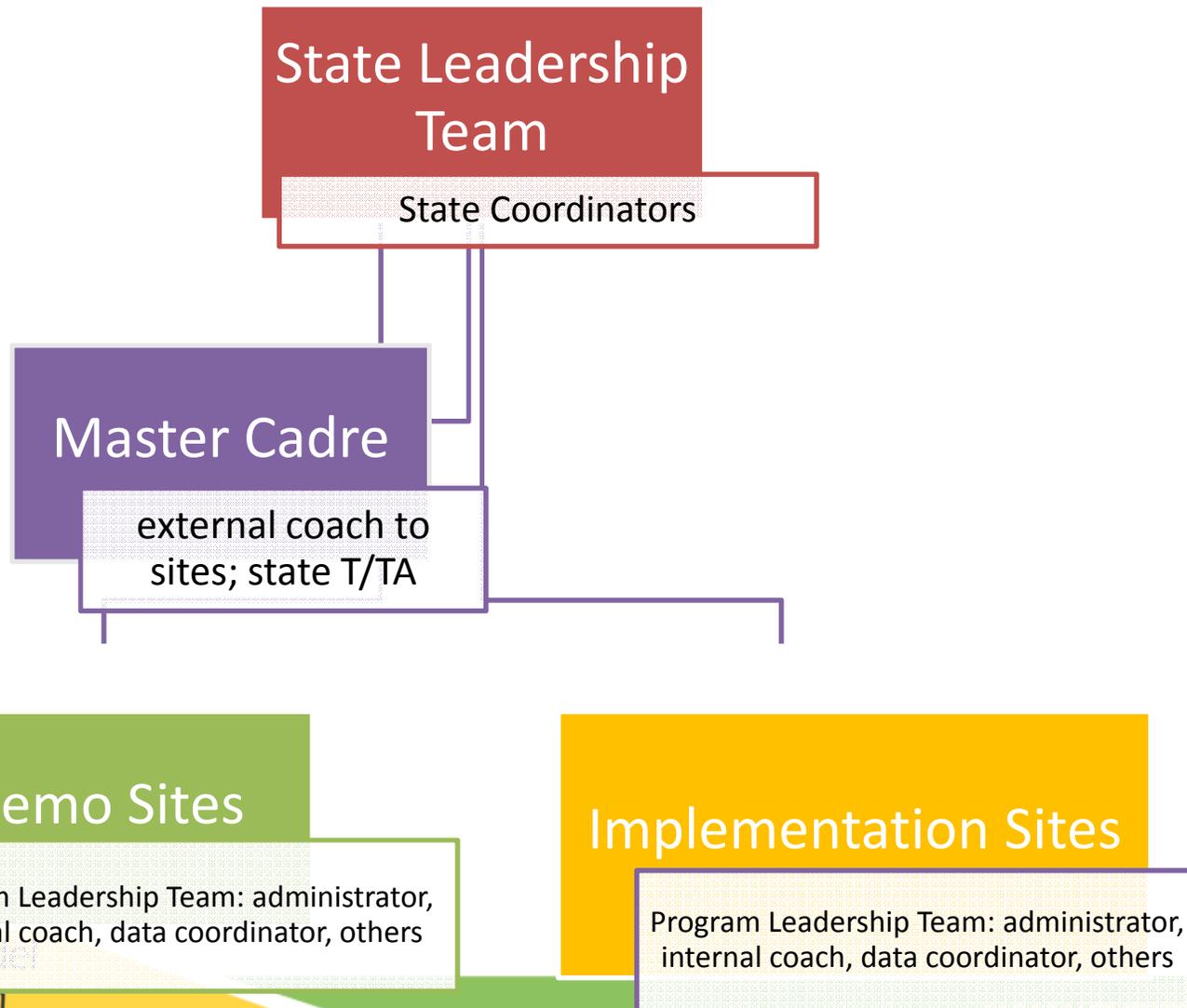
**To plan:** determine fit with **PM**, select Team members; to build awareness and support

**To implement & install:** select MC, selection of implementation/demonstration sites; evaluate and improve MC (their services, their supports), Sites (fidelity, child outcomes, BoQ) and State Team (BoQ, meeting evaluations, action plans, meeting notes)

**To scale up:** whom, where, when, how

**To sustain:** sustain only what data indicate is successful for children, families and programs; use data to build support over time

# System Components





## Poll:

To what extent do you believe the  
Pyramid Model is a good fit for New  
Hampshire?

# Resources



**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**



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



**Pyramid Model  
Consortium**

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# Approximate Costs

**TA to support Yr 1 of State Leadership Team - \$25,000**

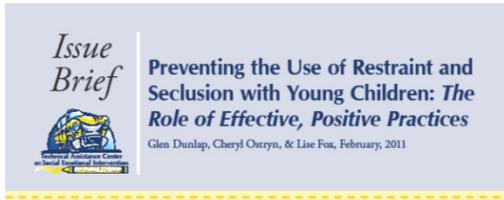
**Training to provide Yr 1 Trainings and Developing Master Cadre - \$25,000 - \$30,000**

# TACSEI: Roadmap to Effective Intervention Practices Series



1. Screening for Social Emotional Concerns: Considerations in the Selection of Instruments
2. Evidence-Based Social-Emotional Curricula and Intervention Packages for Children 0-5 Years and Their Families
3. Promoting Social Behavior of Young Children in Group Settings: A Summary of Research
5. Family-Focused Interventions for Promoting Social-Emotional Development in Infants and Toddlers with or at Risk for Disabilities

# TACSEI: Issue Briefs



In recent years, there have been major concerns expressed regarding the use of restraint and seclusion to control the behavior of children with disabilities and/or challenging behavior. In May of 2009, for example, the US Government Accountability Office (GAO) released findings regarding a number of cases in which seclusion led to the point that children were physically injured. Some children even died. The great potential for abuse and in districts, state agencies, and state government regulations and laws that limit the use of restraint and seclusion in public schools and other settings. Many of these regulations and the use of restraint and seclusion in public schools and other settings are not only unnecessary and often pose an imminent danger. Still, there remain consistent restraint and seclusion in an alternative. The purpose of this document and discuss positive strategies of behavior that could lead to consider potentially dangerous practices.

Seclusion can be confused with "time out" (as in "dressed door time out"), however time out is defined simply as an intervention that involves removing or limiting the amount of reinforcement or attention that is available to a child for a brief period of time. Time out can be used as a component of an approved



**Issue Brief**  
Integrating Early Childhood  
Mental Health Consultation  
with the Pyramid Model  
Deborah F. Perry & Roxane K. Kaufman, November, 2009

Early childhood mental health consultation focuses on increasing the skills and expertise of the adults in the child's life (i.e., teachers,



**Issue Brief**  
Promoting Social, Emotional and  
Behavioral Outcomes of Young  
Children Served Under IDEA  
Lise Fox & Barbara J. Smith, January, 2007

**WHY ARE SOCIAL, EMOTIONAL AND BEHAVIORAL OUTCOMES AN ESSENTIAL PRIORITY?**

A growing body of evidence confirms that serious and persistent challenging behaviors in early childhood directly relate to later problems in school success, social relationships, educational and vocational success, and social adjustment. Conversely, key social skills associated with learning in group settings include being able to get along with others, follow directions, identify and regulate one's emotions and behavior, think of appropriate solutions to conflict, persist on tasks, engage in social conversation and cooperative play, and correctly interpret other's behavior and emotions.

**Challenging behavior is a substantive problem of concern because:**

- The prevalence rates for young children with challenging behavior range from 10 to 30%.
- Social and behavioral competence in young children predicts their academic performance in the first grade and above their cognitive skills and family background.
- Challenging behavior is a particular concern for students with disabilities because:
  - Students with disabilities have more than three times the number of serious misconduct incidents per 1,000 students than do typically developing students.
  - Over 1/3 of adolescents with disabilities have been suspended or expelled.

**Challenging behavior is evident in even the youngest children served by IDEA. The NELS study indicates that 10-40 % of children served in Part C programs have behavioral concerns.**

**The following facts show that when challenging behavior is not resolved, outcomes are poor:**

- Young children with challenging behavior are more likely to experience early and persistent peer rejection, mostly positive contacts with teachers, family interaction patterns that are unresponsive to all participants, and school failure.
- Over 60% of students identified with emotional and behavioral disorders drop out of school leading to poor job outcomes, limited income and a pattern of failure that persists into adulthood.
- Childhood ratings of behavior problems at age 3 and 5 are the best predictors of later antiscocial outcomes.
- Around 40% of children with problem behaviors in kindergarten have been placed in special education by the 4th grade.

**WHAT ARE THE OSEP, IDEA PART C AND B/619 REQUIREMENTS RELATED TO SOCIAL, EMOTIONAL AND BEHAVIORAL OUTCOMES?**

OSEP requires states to demonstrate that children served by IDEA are benefiting from these services. In doing so, OSEP

- ✓ Promoting Social, Emotional and Behavioral Outcomes of Young Children Served Under IDEA
- ✓ Preventing the Use of Restraint and Seclusion with Young Children
- ✓ Integrating Early Childhood Mental Health Consultation with the Pyramid Model
- ✓ Administrator Strategies that Support High Fidelity Implementation of the Pyramid Model for Promoting Social-Emotional Competence & Addressing Challenging Behavior

## WHAT IS SECLUSION?

Seclusion refers to the involuntary confinement of a child in a room or isolated area from which the child is being alone, away from peers and caregivers for a period of time.



The Department of Education

## INTRODUCTION

A growing number of states and counties the Pyramid Model in early care and of many of these places there are also early consultation (ECMHC) programs open provides an overview of ECMHC, how (1) monitor the Pyramid Model and (2) when administrators seek to integrate the state and local levels. Mental health is as coaches for implementing the Pyramid Model their own strategies for working with

## WHAT IS EARLY CHILDHOOD MENTAL HEALTH CONSULTATION?

Mental health consultation is a system the capacity of an early childhood professional's social-emotional and behavior childhood mental health consultation, social partners with an early childhood program that promote healthy social-emotional development of preschoolers (1) occurrence of challenging behaviors. To provide in an early care and education (ECE) services can also be delivered to homes.



The Department of Education

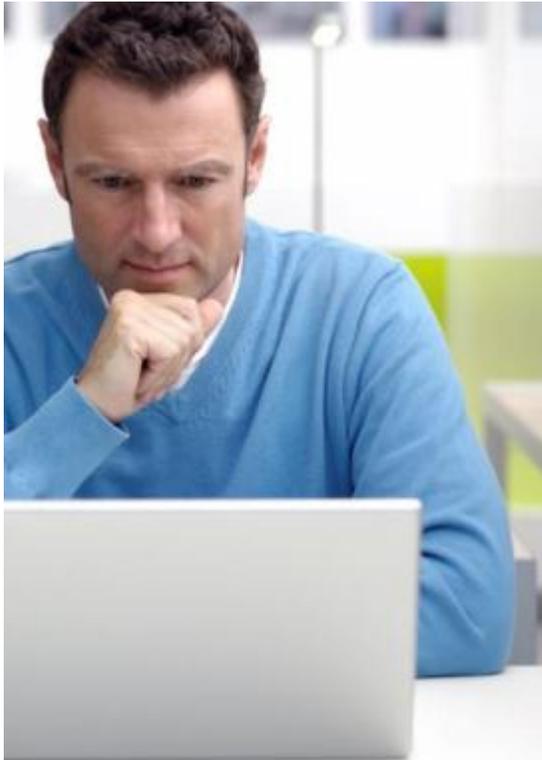


www.challengingbehavior.org

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# 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

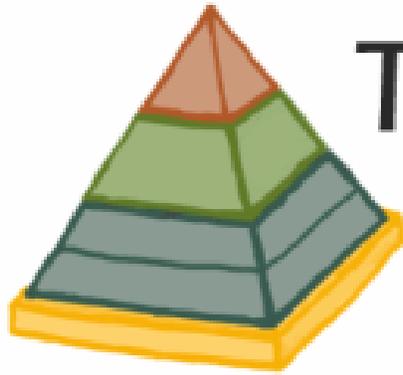
# CSEFEL Infant Toddler and Preschool Training Materials

- **Pyramid Model Training Modules**
  - Facilitators Guide, Inventory of Practices
  - Activities, scripts, handouts, Power Points
  - Case examples
  - Video clips with guidance for presenters
  - Information on program wide implementation
  - Available in English & Spanish



# CSEFEL Training Materials

- **Coaching Modules**
- **Family Coaching Modules**
- **Parents Interacting with Infants (PIWI)**
- **Positive Solutions for Families**



# The Pyramid Model Consortium

<http://www.pyramidmodel.org/>



Pyramid Model  
Consortium

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

# Briefs

## A CLASSROOM-WIDE MODEL FOR PROMOTING Social Emotional Development & Addressing Challenging Behavior In Preschool Children

Principal Investigators: Mary Louise Hemmeter, Lise Fox, Patricia Snyder, and James Algina

July 2014

### TEACHING PYRAMID RESEARCH PROJECT



VANDERBILT UNIVERSITY • UNIVERSITY OF FLORIDA  
UNIVERSITY OF SOUTH FLORIDA



Work reported in this paper was supported by a grant from the National Center for Special Education Research in the Institute of Education Sciences to Vanderbilt University (R324A07212). The opinions expressed are those of the authors, not the funding agency.

### Background

Research in early education indicates that social-emotional competence is critical for children's readiness for school and early school adjustment. Early childhood educators encounter young children who demonstrate a range of social-emotional skills and varying needs for social and behavioral support. Early educators are challenged by how to support children with significant social emotional and behavioral needs while also providing a developmentally appropriate and supportive learning context for all children.

The *Pyramid Model* (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003; Hemmeter, Ostrosky, & Fox, 2006) is a promotion, prevention, and intervention framework early educators can use to promote young children's social and emotional development and prevent and address challenging behavior. The *Pyramid Model* organizes evidence-based practices that include universal promotion practices for all children, practices for children who need targeted social-emotional supports, and individualized behavior support practices for children with significant social skill deficits or persistent challenging behavior.

### The Study

Researchers from the University of South Florida and Vanderbilt University conducted a randomized study examining the implementation of the *Pyramid Model*. Teachers were recruited from public preschool classrooms in Florida and Tennessee that served children with, at risk for, and without disabilities. A total of 40 teachers (20 intervention; 20 control) participated and were randomly assigned to condition. Data were collected on a total of 484 children in these classrooms (252 intervention; 232 control), including two to three target children per classroom who were identified as having behavioral challenges (54 intervention; 43 control).

Teachers in the intervention condition received training workshops, individualized coaching, and materials (i.e., implementation guides and classroom materials) related to the implementation of the *Pyramid Model*. Weekly coaching sessions took place for 16 weeks, consisting of in-class observation of teacher practices, debrief meetings, and email follow-up. Teachers in the control condition received the training workshops at the end of the school year.

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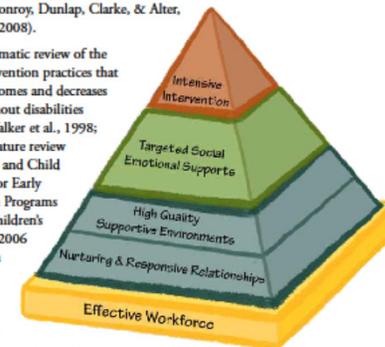
## Implementing Positive Behavioral Intervention and Support: The Evidence-Base of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children

November, 2014

Lise Fox & Mary Louise Hemmeter  
Pyramid Model Consortium

The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003) is a positive behavioral intervention and support framework early educators can use to promote young children's social and emotional development and prevent and address challenging behavior. The Pyramid Model (shown in figure 1) organizes evidence-based practices that include universal promotion practices for all children, practices for children who need targeted social-emotional supports, and individualized behavior support practices for children with significant social skill deficits or persistent challenging behavior. These practices are based on research focused on effective instruction for young children (National Research Council, 2001; Burchinal, Vandergrift, Pianta, & Mashburn, 2010), strategies to promote child engagement and appropriate behavior (Chien et al., 2010; Conroy, Brown, & Olive 2008), the promotion of children's social skills (Brown, Odom, & McConnell, 2008; Vaughn et al., 2003), and the implementation of individualized assessment-based behavior support plans for children with the most severe behavior challenges (Conroy, Dunlap, Clarke, & Alter, 2005; Blair, Fox, & Lentini, 2010; McLaren & Nelson, 2008).

Pyramid Model practices were identified through a systematic review of the research on classroom promotion, prevention, and intervention practices that have been associated with positive social-emotional outcomes and decreases in challenging behavior in young children with and without disabilities (e.g., Dunlap et al., 2006; Howes & Hamilton, 1993; Walker et al., 1998; Webster-Stratton, Reid, & Hammond, 2004). This literature review was conducted by faculty associated with the Head Start and Child Care funded Center on Social Emotional Foundations for Early Learning (CSEFEL) and the Office of Special Education Programs funded Center for Evidence Based Practice for Young Children's Challenging Behavior initially in 2001, with updates in 2006 and 2010. The literature review resulted in identification of a set of practices aligned to the Pyramid Model levels to ensure a comprehensive three-tiered framework could be described, operationalized, and implemented (Hemmeter, Ostrosky, & Fox, 2006). Table 1 shows the specific practices aligned with each level of the Pyramid Model and representative examples of the empirical literature that supports the practices.



**Figure 1.** Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children

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

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**This conference fills up quickly.**  
*Registration opens October 2015*

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## Poll:

Is your agency willing/able to  
commit to being a part of a statewide  
leadership team?



## Poll:

What, if any, addition do you need about NH being a Pyramid State?