

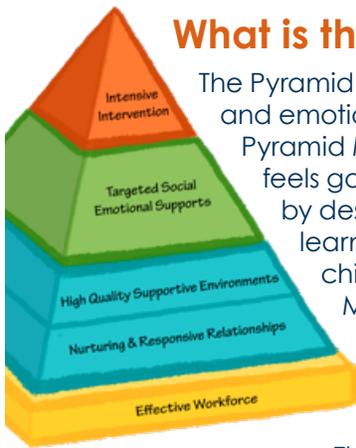


**We have something important to share with you!**

**Research<sup>1</sup> has shown that the skills your child needs to be successful in the future are social and emotional skills!**

The more socially skilled children are, the more likely they are to succeed in school. Because this is so important for your child, we are using the Pyramid Model in our program.

**What is the Pyramid Model?**



The Pyramid Model is a framework for supporting the social and emotional development of our children. The goal of the Pyramid Model is to create an environment where every child feels good about coming to school. This is accomplished by designing classrooms that promote engagement in learning and by building positive relationships among children, families, and staff. In our use of the Pyramid Model, our classroom staff will work together to ensure that all children understand behavior expectations, receive instruction in social skills, and those who are struggling receive individual support.

The Pyramid Model illustrates that the foundation for helping children develop social and emotional skills is nurturing and responsive relationships and high quality environments. The middle of the Pyramid, teaching of social and emotional skills, is provided to all children with some children receiving additional teaching and support. The top of the Pyramid shows that a few children will need the foundation, the middle AND individualized intervention to address challenging behavior.

To use the Pyramid Model, our program established a leadership team that will provide ongoing support to our staff and families. Our leadership team looks forward to sharing some of the important work we are doing, including teaching program-wide expectations, partnering with families, training staff in teaching strategies, providing classroom coaching to help teachers implement, and using data for decision-making. Stay tuned for ongoing updates about the Pyramid Model in our program!

<sup>1</sup> Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health, 105*, 2283-2290.

**What is gained by using the Pyramid Model?**

**FAMILIES**

- Receive information on how to help promote children's social and emotional skills
- Team with teachers to help children grow and learn
- Receive support for preventing and addressing behavior problems

**TEACHERS**

- Are effective in helping children learn social and emotional skills
- Strengthen classroom management skills
- Have information and resources to support families

**CHILDREN**

- Increase their social and emotional skills
- Improve in their readiness for kindergarten

# Pyramid Model Implementation

## Steps

Build your Agency  
**Leadership Team**

Create a  
Leadership Team  
**Implementation Plan**

Teachers attend  
**Module Training** for the  
ages they teach  
(Infant/Toddler or  
Preschool)

## Infrastructure

### Leadership Team Members

- External Leadership Coach
- Internal Coach
- Administrator
- Data Collector
- Behavior Specialist
- Teacher Representative
- Parent(s)

- Identify number of implementation classrooms for the first year.
- Set up monthly Leadership Team meeting dates.
- Complete training plan (see form).
- Complete baseline Benchmarks of Quality (see form).

- Positive Solutions for Families
  - Involve families in buy-in
- Parents Interacting with Infants
- Start using new strategies in classrooms, and involve parents at home!

## Events & Trainings

This team attends an  
Implementation  
**Kick-Off Event.**

Internal coach must  
attend training  
Modules for age  
group (I/T or  
Preschool) and then  
attend training for  
**Practice Based  
Coaching.**

### Reliability Training

TPITOS = Infant/ Toddler

TPOT = Preschool

## Data Collection

- **Teachers** are responsible for completing **Behavior Incident Reports** and giving them to the **Data Collector**.
- The **Internal Coach** is responsible for classroom coaching – **Coaching Logs** are given to the **Data Collector** for tracking at least once a month.
- **Benchmarks of Quality** should be completed at the beginning of implementation and then bi-annually.

Whoever attends the TPOT and/or TPITOS should complete Modules 1, 2, and 3 for the respective age group **prior** to the reliability training(s). The same person can do the TPOT and TPITOS.

## For more resources, visit

<http://www.nysecac.org/contact/pyramid-model>

If you have questions about Pyramid Model Implementation or Training, please email Vicki Robert at the NYS Council on Children and Families: [Vicki.Robert@ccf.ny.gov](mailto:Vicki.Robert@ccf.ny.gov)