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?
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

Intervention Fidelity

State and Program Systems for Implementation Fidelity

Meaningful Outcomes

Adapted from Fixsen & Blase, 2012
Preschool children are three times more likely to be “expelled” than children in grades K-12 (Gilliam, 2005).

Recommendations to States

• Invest in Workforce Preparation and Development
  – CCDBG Act quality funds can be used to support 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
State Leadership Team

Active Coordination

- Funding
- Visibility
- Political Support
- Policy

- Training
- Coaching
- Content Expertise
- Evaluation

Implementation/Demonstration Programs

Sugai et al., www.pbis.org
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

State Leadership Team
- State Coordinators

Master Cadre
- external coach to sites; state T/TA

Demo Sites
- Program Leadership Team: administrator, internal coach, data coordinator, others

Implementation Sites
- Program Leadership Team: administrator, internal coach, data coordinator, others
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/

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

- 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
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

www.pyramidmodel.org
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
http://www.pyramidmodel.org/
A CLASSROOM-WIDE MODEL FOR PROMOTING
Social Emotional Development & Addressing Challenging Behavior In Preschool Children

TEACHING PYRAMID RESEARCH PROJECT

Background
Research in early education indicates that social-emotional competence is critical for children's readiness for school and early school adjustment. Early childhood education encourages young children to 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 developmentally appropriate and supportive learning content for all children.

The Pyramid Model (Fox, Dunlap, Hammeister, Joseph, & Strain, 2003) is a promotion, prevention, and intervention framework for early educators to use to promote positive 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 60 classrooms (20 intervention, 20 control, and 20 special education) were assigned to the intervention (25 intervention: 25 control) intervention. 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 practice, debriefing meetings, and self-follow-up. Teachers in the control condition received the training workshops at the end of the school year.

www.pyramidmodel.org

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

The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Fox, Dunlap, Hammeister, 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 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, Vandergraf, Pianta, & Mashburn, 2010), strategies to promote child engagement and appropriate behavior (Chien et al., 2012; Conroy, Brown, & Olive, 2008), the promotion of children's social skills (Brown, Odom, & McConnell, 2008; Vaughn et al., 2008), and the implementation of individualized assessment-based behavior plans for children with the most severe behavior challenges (Conroy, Dunlap, Clarke, & Alter, 2005; Blais, 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, 1995; Walker et al., 1995; Webster-Stratton, Reid, & Hammeister, 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 (Hammeister, Oczosky, & 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 practice.
NTI 2016
13th National Training Institute on Effective Practices:
Addressing Challenging Behavior

April 19-22
2016
Vinoy Renaissance St. Petersburg Resort & Golf Club
St. Petersburg, Florida

Register early!
This conference fills up quickly.
Registration opens October 2015

www.AddressingChallengingBehavior.org

Sponsored by:

Pyramid Model Consortium
Florida Center for Inclusive Communities
University of South Florida College of Behavioral & Community Sciences
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?