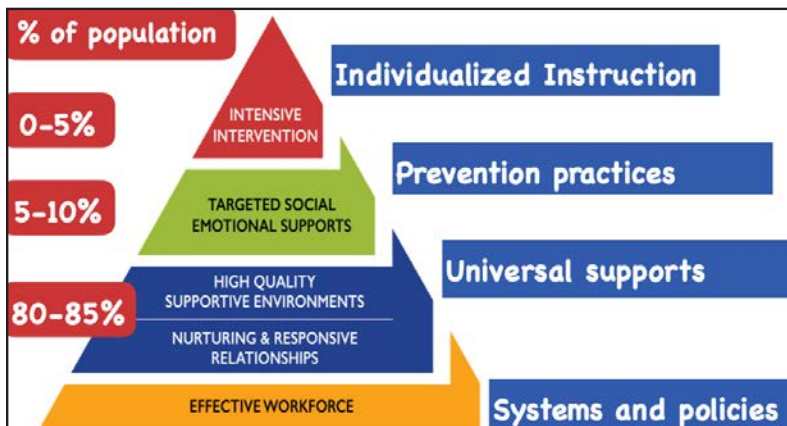


# THE PYRAMID MODEL

## TEACHING SED

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### BENEFITS OF THE PYRAMID MODEL

- Reduction in problem behavior
- Increased academic performance
- Increased attendance
- Improved perception of safety
- Reduction in bullying behaviors
- Improved organizational efficiency
- Reduction in staff turnover
- Increased perception of teacher efficacy
- Improved social emotional competence

### GENERAL STRATEGIES FOR TEACHING BEHAVIOR

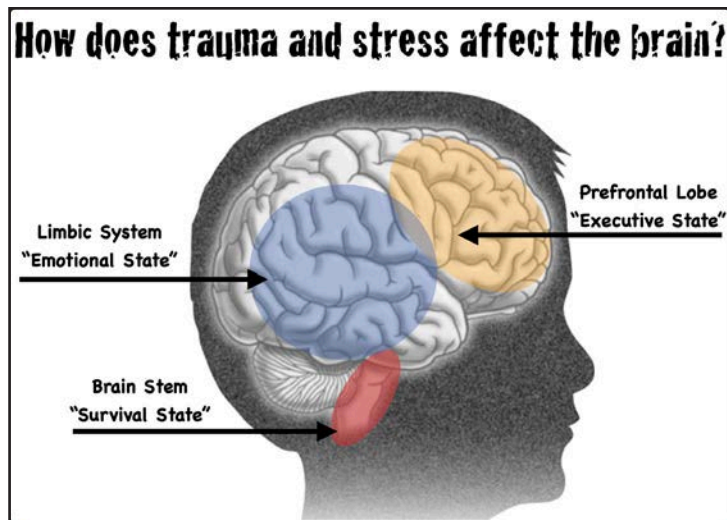
- Positive guidance - telling what TO DO
- Provide realistic choices
- Use noticing statements
- Acknowledge effort
- Model and Teach where and how to play
- Establish and remind of rules
- Use visual cues
- Redirect
- Anticipate and interrupt negative behavior
- Consistency and predictability in schedules and routines

### BEHAVIOR OVERVIEW AND RESEARCH

“10-30% of preschool students are not behaviorally and emotionally ready to succeed in school.”

“Black preschool children were 3.6 times more likely than white children to receive one or more out-of-school suspensions.”

“Preschoolers are expelled from their programs at 3 times the rate of K-12 students.”



SURVIVAL STATE	EMOTIONAL STATE	EXECUTIVE STATE
PERCEPTION/TRIGGER		
THREAT "I don't feel safe"	WORLD IS NOT GOING MY WAY "I need empathy/love"	REFLECTIVE/CURIOS "What choices do I have?"
BEHAVIOR		
<ul style="list-style-type: none"> <li>• Hitting</li> <li>• Kicking</li> <li>• Throwing</li> <li>• Pushing</li> <li>• Biting</li> <li>• Tantrums</li> <li>• Hiding</li> <li>• Running away</li> </ul>	<ul style="list-style-type: none"> <li>• Whining</li> <li>• Judging</li> <li>• Pouting</li> <li>• Complaining</li> <li>• Name-calling</li> <li>• Blaming</li> </ul>	<ul style="list-style-type: none"> <li>• Seek help</li> <li>• Ask questions</li> <li>• Consider options</li> <li>• Problem Solve</li> <li>• Self-Regulate</li> </ul>
WHAT'S HAPPENING IN THE BRAIN?		
<ul style="list-style-type: none"> <li>• Fight/Flight</li> <li>• Freeze</li> <li>• Surrender</li> <li>• Irrational</li> <li>• Poor memory</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional brain</li> <li>• Memory</li> <li>• Learning</li> <li>• Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Attention and Planning</li> <li>• Looks for choices</li> <li>• Most rational and logical</li> <li>• Seeing from multiple perspectives</li> </ul>

**Self-Regulation** is the process the brain goes through that helps a young child learn to control their emotions and behaviors in response to their environment.

Children struggle to regulate their emotions because they haven't developed their prefrontal lobe...their working memory is not fully developed. (Roeser, 2014)

The more children build their fine and gross motor skills, the more developed their self-regulation skills become.

### STRATEGIES TO DEVELOP SELF-REGULATION

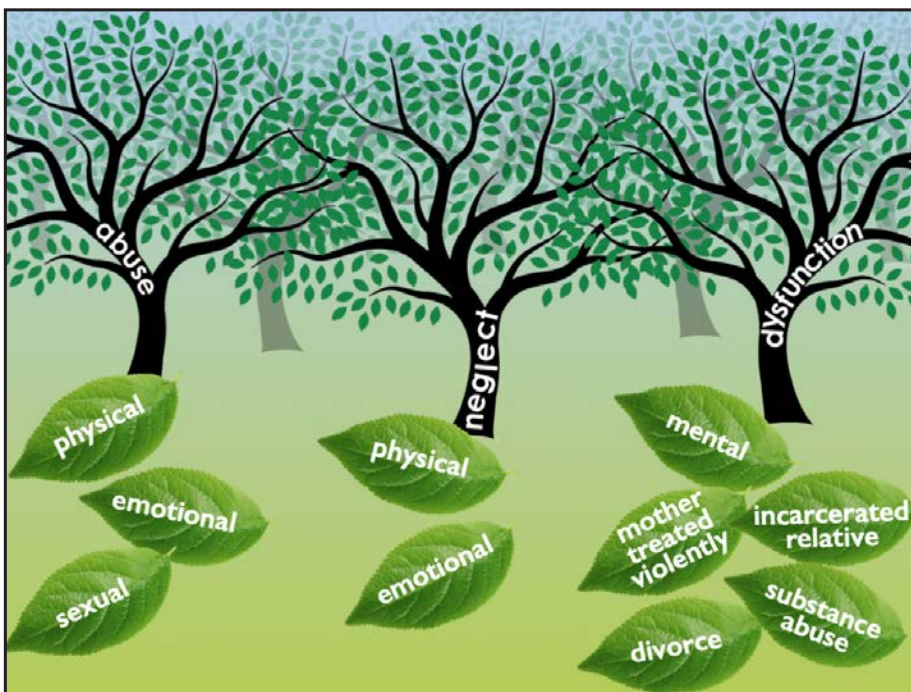
- Group movement activities to practice focusing
- Breathing to calm down strategies
- Visuals - calming and breathing charts
- Stop/start activities (Partner Pause, etc.)
- Anticipate calm before the storm
- Safe Space
- Stretching and focusing on self space

### TEACHER STRATEGIES FOR SELF-REGULATION

- Be aware of my state/non-verbal
- Focus on positive
- Focus on teaching, not punishing
- Think about what the child needs to LEARN

When you look at children who come out of terrible environments and do well, you find that someone in their lives somehow instilled in them the attitude that they aren't helpless, that they aren't powerless, that they can do something.  
**YOU CAN MAKE A DIFFERENCE!**

### COMMON CAUSES OF CHILDHOOD TRAUMA



Children experiencing violence and trauma need a consistently safe environment where they can relax without fear or harm.

A child whose home is not safe may still feel safe in another familiar setting, such as school.

Consistent routines and loving, responsive adults can help children establish the feeling of safety.

*Either we spend time meeting children's emotional needs by filling their cup with love or we spend time dealing with the behaviors caused from their unmet needs. Either way, we spend the time.*  
~ Pam Leo

## TEACHING SED

### REMEMBER TIER ONE STRATEGIES

- Communicate positively
- Notice good behavior
- Teach emotional literacy
- Give explicit instruction in self-regulation
- Teach important social skills
- Teach problem solving

### EMOTIONAL LITERACY

Defined: Being able to identify, understand and act upon feeling in appropriate ways and express emotions in a healthy way

Children need practice...

- Recognizing their own feelings
- Relating to others' feelings
- Understanding how people feel differently about things
- Recognizing anger in themselves and others
- Self-regulating

### ACTIVITIES FOR RECOGNIZING EMOTIONS

- PEACH Activities
  - Emotional Animals
  - Question of the Day
- Feelings Check-in
- Teach through books, Create stick puppets
- Feelings Wheel
- Feeling BINGO
- Feeling Memory
- When I Feel Angry Cards

### TEACHING EMPATHY

Empathy is the ability to imagine how someone else is feeling in a situation and respond with care.

- Intentionally teach empathy through scenarios and teachable moments
- Introduce a Class Puppet:  
Builds Community, encourages empathy, becomes a trusted friend, reinforces rules and routines
- Use puppets to express feelings and perspective
- Friendship Treasure Boxes

*Perspective taking involves the skill of discerning how someone else thinks and feels; putting aside our own thoughts and feelings, and trying to feel and think as another person must feel and think.*  
~ Ellen Galinsky, Mind in the Making

## FRIENDSHIP SKILLS

Key factors for developing friendship skills for young children

- Shares toys and other materials
- Takes turns
- Is helpful, assists others
- Affectionate
- Give compliments
- Understands how and when to give an apology
- Begins to empathize

Activities to Build Friendship Skills

- Friend BINGO
- Super Friend materials
- Friendship posters
- Cooperative activities (e.g., gardening)
- Writing notes and cards in the Writing Center
- PEACH: song play list
- SEEDS Kids and Kindness Game

## SIX STEPS TO PROBLEM-SOLVING

1. Approach calmly, stop hurtful actions
2. Acknowledge feelings
3. Gather information
4. Restate problem
5. Ask for solutions and choose one together
6. Give follow up support

*From HighScope*

Use SEEDS Problem Solving Cards to help with ideas for resolving conflicts.

## TIER 3: INDIVIDUALIZED INTERVENTION

The success of individualized interventions depends on the extent to which the other levels of the Pyramid have been addressed.

## CHALLENGING BEHAVIOR

- Any repeated pattern of behavior that interferes with learning or activities and is not responsive to developmentally appropriate guidance procedures.
- Can be described in terms of FORM (what it looks like) and FUNCTION (why it happens).
- Has meaning for the child and it “works for him/her”

## UNDERSTAND THE BEHAVIOR

- Data Collection
  - Provides information about patterns of the behavior and is the basis for creating an individualized intervention plan
- Document & Look for Patterns
  - Common days of the week, times of day, areas of the classroom
  - Intensity of behavior
  - Duration of behavior
  - Frequency of behavior
- Begin with REFLECTION
  - “What can I do to PREVENT the problem behavior?”
  - “What can I do to LESSEN THE INTENSITY of the problem behavior?”
  - “What NEW SKILLS should I teach?”

## INDIVIDUALIZED STRATEGIES MAY INCLUDE

- Teach and remind of appropriate choices
- Use visual cues to provide choices
- Use hand-held visual routine cards to check off
- Scripted stories related to the specific behavior
- Refer to the “Teacher Strategies and Responses” chart

## 3 R’s: REVIEW, REVISIT, & REVISE

- Are the implemented strategies working?
- How has the behavior improved?
- Does the plan need to be revised to include new or different strategies?
- INCLUDE FAMILIES!

Never give up no matter how hard they resist.

## RESOURCES

### Material Resources:

PEACH — [peach.decal.ga.gov](http://peach.decal.ga.gov)

Best Practices Resources — [bestpractices.gsu.edu/resources](http://bestpractices.gsu.edu/resources)

Conscious Discipline — [consciousdiscipline.com](http://consciousdiscipline.com)

### Pyramid Specific Sites:

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

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

### Research and activities:

CDC — [www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/parental-resource-kit/index.html](http://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/parental-resource-kit/index.html)

Head Start/ECLKC — [eclkc.ohs.acf.hhs.gov/children-disabilities/article/classroom-visuals-supports](http://eclkc.ohs.acf.hhs.gov/children-disabilities/article/classroom-visuals-supports)

*Off to a Good Start* — [bestpractices.gsu.edu/resources/otags](http://bestpractices.gsu.edu/resources/otags)

PBS — [pba.pbslearningmedia.org/grades/prek/](http://pba.pbslearningmedia.org/grades/prek/)

Transform Challenging Behavior Annual Online Conference — [www.transformchallengingbehavior.com](http://www.transformchallengingbehavior.com)

**bestpractices.gsu.edu**

## CONNECT WITH US



## Think about a child in your classroom...

Questions to consider	Applications to my scenario child
Identify the specific behavior	
List times of the day it happens What is the trigger?	
In what part of the brain is the child operating? What are his/her needs?	
Is this child experiencing trauma? What can you do to help?	
What can you teach this child about Emotional Literacy? What strategies/activities will you use?	
How can you teach this child about empathy?	
How can you teach this child about friendship skills?	
How can you teach this child about problem-solving?	
What individualized strategies will you try with this child?	
What will you try from the “Teacher Strategies and Responses” document?	

## TEACHER STRATEGIES AND RESPONSES

Strategy/ Response	Definition	Examples
<b>Re-Teach/ Practice</b>	Instruct child on expected behavior, model the expected behavior, have child practice expected behavior and acknowledge the expected behavior.	Remind children of expectations or rules prior to activity or transition, have children repeat/share expectations or rules regularly, have child exhibiting challenging behavior name the expectations and model expected behavior, acknowledge other children for exhibiting appropriate behavior.
<b>Re-direct</b>	Re-focusing child's attention on another task or topic with little to no attention paid to the challenging behavior occurring. Give minimal acknowledgement to the issue at hand while focusing on something more appropriate to the moment.	Let a child who dislikes mornings have a morning helper job or start their day with something they enjoy doing as a reinforcement, If a child is running up the slide at recess, point out the swings and state "Look there is an empty swing for you."
<b>Change of Seat</b>	Move child to another work area where they can still be actively engaged such as preferred work desk/table, the floor, teacher's desk, or a special table.	Provide seating that provides for individual space and needs, teach children to recognize when they need a quiet work area and how to ask for one, Give child exhibiting challenging behavior a choice of a "better" work space, allow child to sit in a special area to complete a task.
<b>Verbal Reminder</b>	Initial intervention when challenging behavior first occurs. Give child signal to engage in an alternate, appropriate behavior in a brief and concise manner without showing emotion or judgment. Only use once for each occurrence.	Remind child of appropriate behavior at the first sign of challenging behavior occurring.
<b>Provide Physical Comfort</b>	Provide appropriate soothing to a child in the form of a hug, rocking, pat on the back, etc.	If child is crying, provide comfort by sitting with them and rubbing/patting their back to calm them down and then engage them back into an activity.
<b>Peer Mediation</b>	Have another child aide/mentor/tutor a child who is in need of additional support around challenging behavior.	If a child displays particular challenging behavior during a certain activity or time of day, pair the child with another child to serve as their buddy during the activity that will model and promote appropriate behavior.
<b>Modeling</b>	Teacher models expected behaviors for the child or has other children in the class model the expected behavior and then acknowledges them appropriately.	Teacher models/role plays expected behavior prior to a transition or daily activity where challenging behavior may occur. Teachers model appropriate behavior with children in the class regularly as well as other adults.



<p><b>Offer Two Positive Choices</b></p>	<p>Provide child with a choice of at least two favorable tasks which allows them to have some degree of control.</p>	<p>Have children select who they want to partner with for an activity or project, choose what book they want to read for an assignment, or complete ½ of an assignment with a partner. For a child exhibiting challenging behavior provide the option of participating in small group story time or reading a book silently at another table.</p>
<p><b>Prompting</b></p>	<p>A visual, auditory or physical cue is presented to a child to facilitate a given response.</p>	<p>Play clean-up music to signal center time is ending and time to clean up, show a child a visual cue card prior to a transition beginning, or if a child is learning to write, provide a dot on the beginning of each line where the child should start printing each letter.</p>
<p><b>Visual Schedule</b></p>	<p>Provide/prompt child with a pictorial or written organized schedule for the day or a particular task.</p>	<p>Have schedules and routines posted with pictures and words throughout the classroom. Review these schedules and routines frequently with the class. Use individual cue cards with pictures and words to remind a child exhibiting challenging behavior of appropriate behavior or what is happening next to prevent challenging behavior from occurring.</p>
<p><b>Proximity Control</b></p>	<p>The teacher moves closer to the child exhibiting challenging behavior in an effort to stop the challenging behavior.</p>	<p>The teacher circulates throughout the classroom for all activities, seats children closer to he/she during activities where anticipated challenging behavior may occur, moves child closer to he/she during activities or transitions when challenging behavior is displayed, remains in close proximity to child exhibiting challenging behavior.</p>
<p><b>Planned Ignoring</b></p>	<p>Teacher withdraws attention from child when challenging behavior occurs. Most effective for behaviors that are primarily occurring to gain attention. It should be paired with acknowledgement for appropriate behavior when exhibited.</p>	<p>Focus on acknowledging appropriate behavior regularly (at least every five minutes), ignore minor disruptions by child displaying challenging behavior while reinforcing others, provide reinforcement to child as soon as he or she displays appropriate behavior.</p>
<p><b>Individual Instruction</b></p>	<p>Provide one to one assistance to child who is having difficulty mastering a desired behavior. This may result in more specific or modified instructions in the form of verbal, written, pictorial, visual aids with the curriculum.</p>	<p>Modify assignments as needed for individual children such as shortening the amount of time a child has to sit in circle time or participate in reading group, negotiate with child, change assignment, change directions of the assignment, provide individuals aids and prompts to assist child.</p>