



Mayville State University Child Development Programs and the Pyramid Model

Promoting social-emotional skills and
addressing challenging behavior

National Center for
**Pyramid Model
INNOVATIONS**
ChallengingBehavior.org

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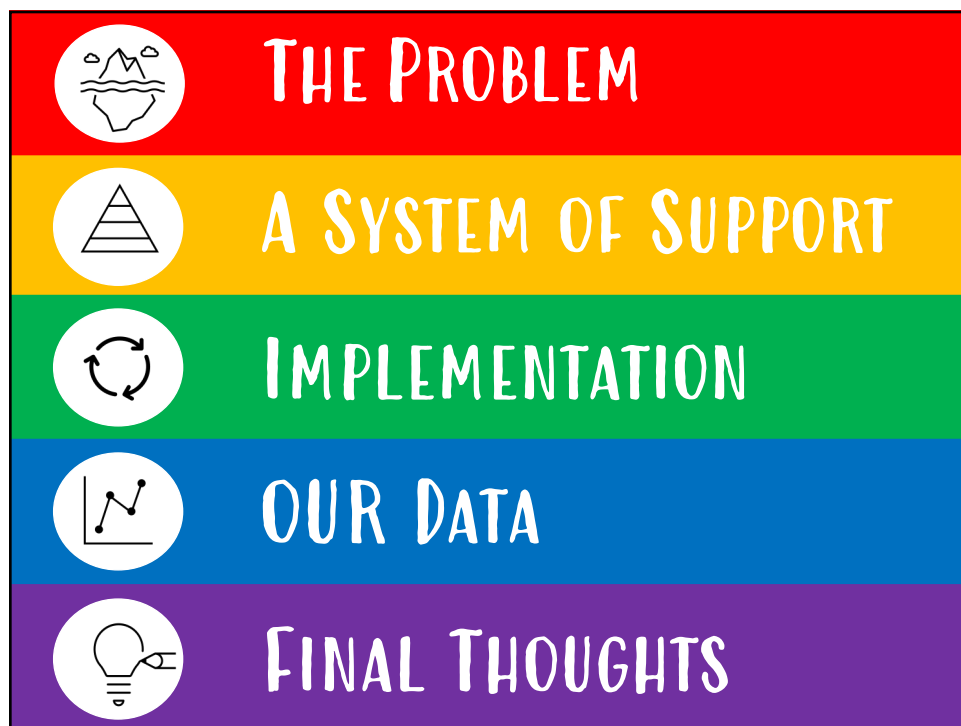
Who am I?

- Program Director of Mayville State University Child Development Programs.
- A former teacher and Education Coach.
- A girl mom of 2.
- A lover of winter, vacations, learning, and trying new things.

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Young Children with Challenging Behavior

- It begins early
 - Between 10-30% of preschool students are not behaviorally and emotionally ready to succeed in school
- Early problem behavior is predictive of future challenges
 - Best predictor of delinquency in adolescence, gang membership, incarceration



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Young Children with Challenging Behavior

Early educators are challenged

- Preschool teachers report that children's disruptive behavior is the single greatest challenge they face
- Preschool children are three times more likely to be expelled for behavioral issues than children in K-12



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Expulsion in Early Childhood Settings

- A Colorado study conducted in 2006 found that 10 children per 1,000 were expelled from early childhood programs.
- In 2011, the New Hampshire Child Care Expulsion Survey revealed 10 children per 115 were expelled.
- In Michigan, the expulsion rate for preschoolers was 27 per 1000 students.

Allen, R., & Smith, B. J. (2015, November). *Expelling expulsion: The Pyramid Model Consortium*. The Pyramid Model Consortium. https://www.pyramidmodel.org/wp-content/uploads/2021/04/expelling_expulsion.pdf



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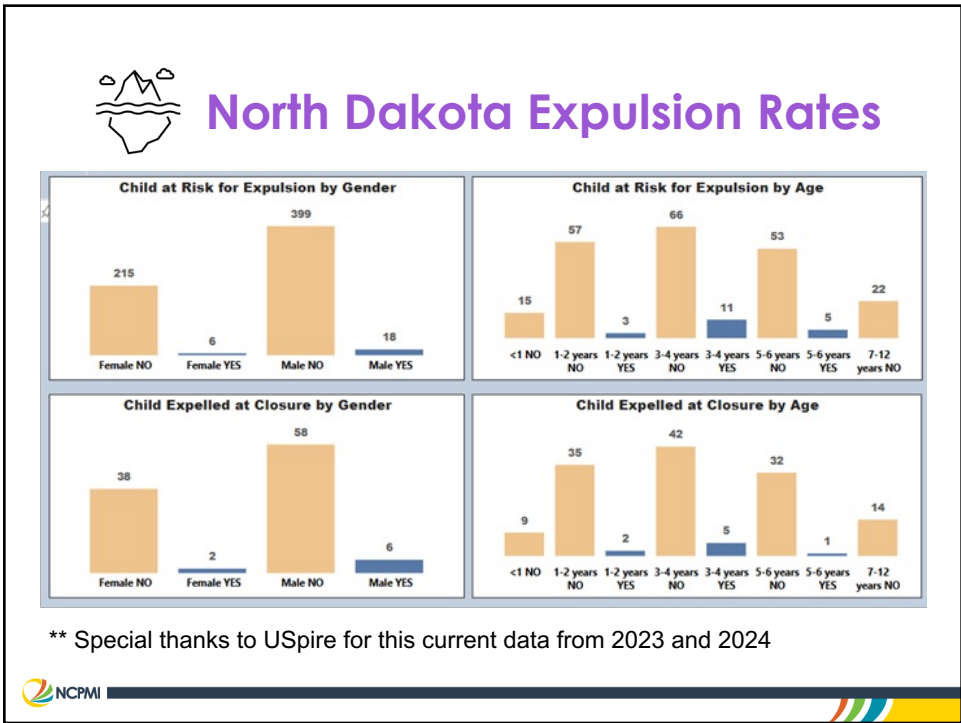
North Dakota Expulsion Rates

- 20% of providers indicated they had dismissal cases in the last year (i.e. one year prior).
 - Of providers who had dismissal cases in the last year, 51% said they had one dismissal and 32% had two dismissals; 17% had three or more dismissals; overall, the total number of dismissals ranged from 1 to 8 per provider.
- Safety of the other children was the reason for dismissal in 26% of dismissal cases
- Providers said behavior problems of the child were a reason for 51% of dismissal cases.

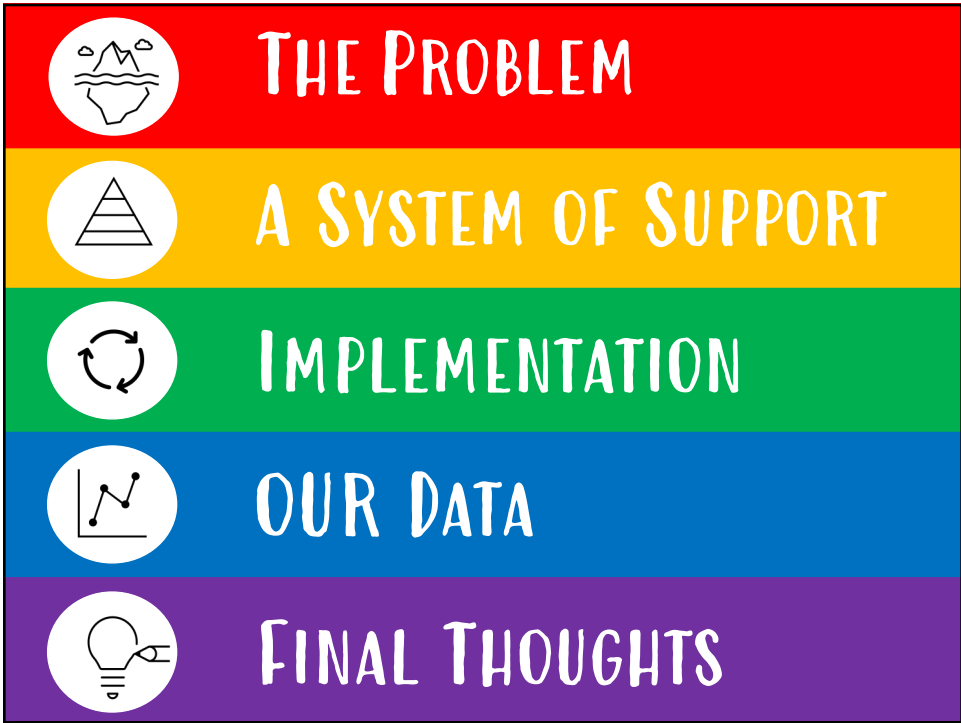
North Dakota State Data Center (2008), Licensed Child Care Dismissal Study. Retrieved from https://www.ndsu.edu/sdc/publications/reports/LicensedChildCareDismissalStudy_FinalResults.pdf



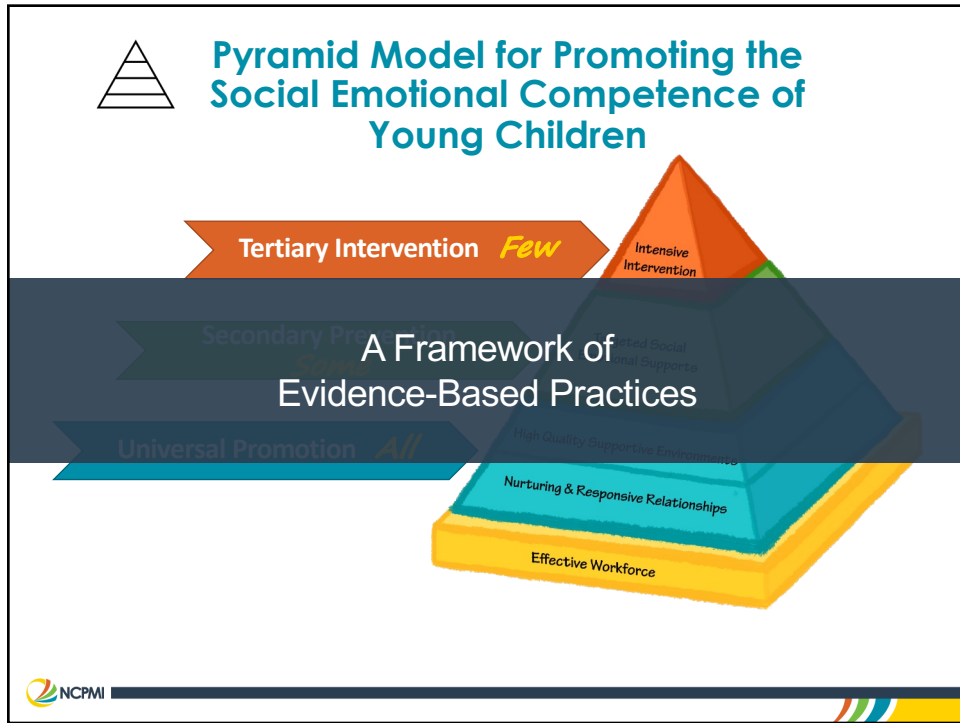
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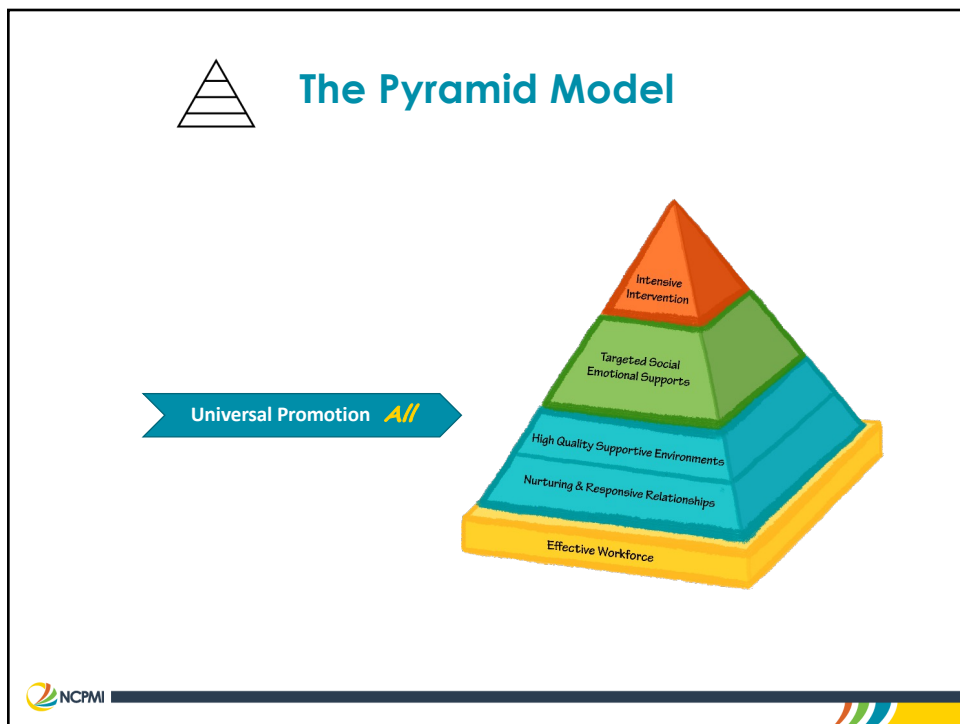
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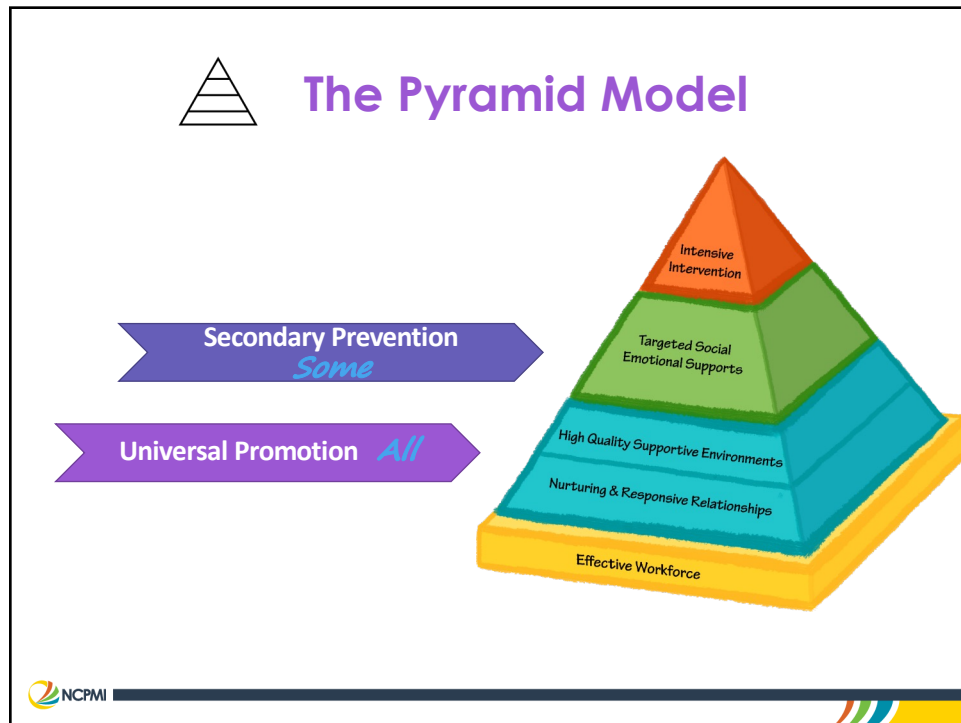
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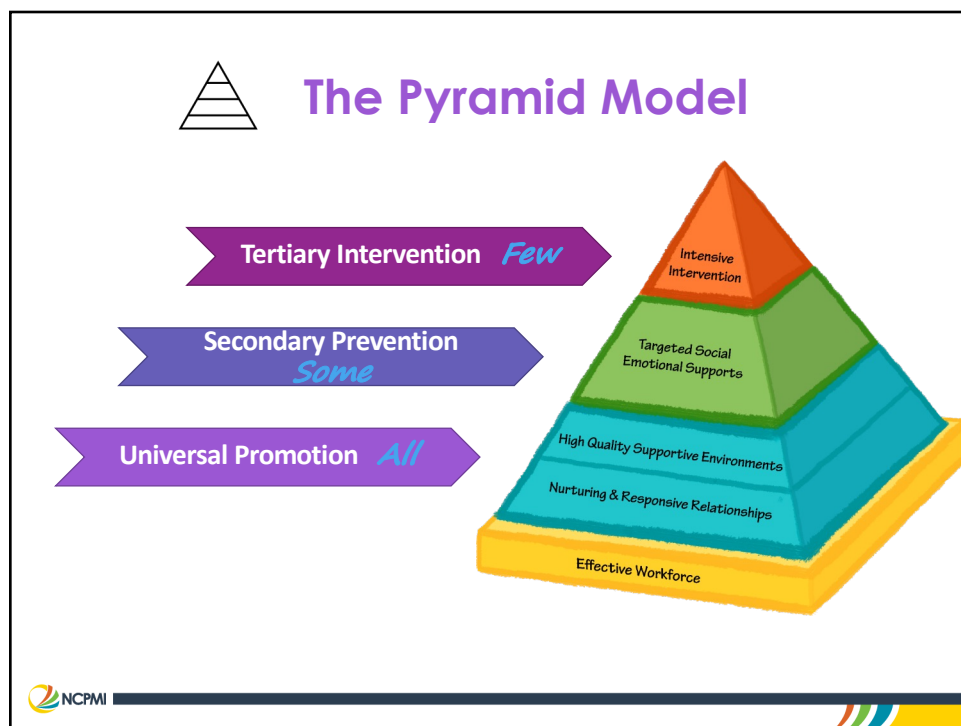
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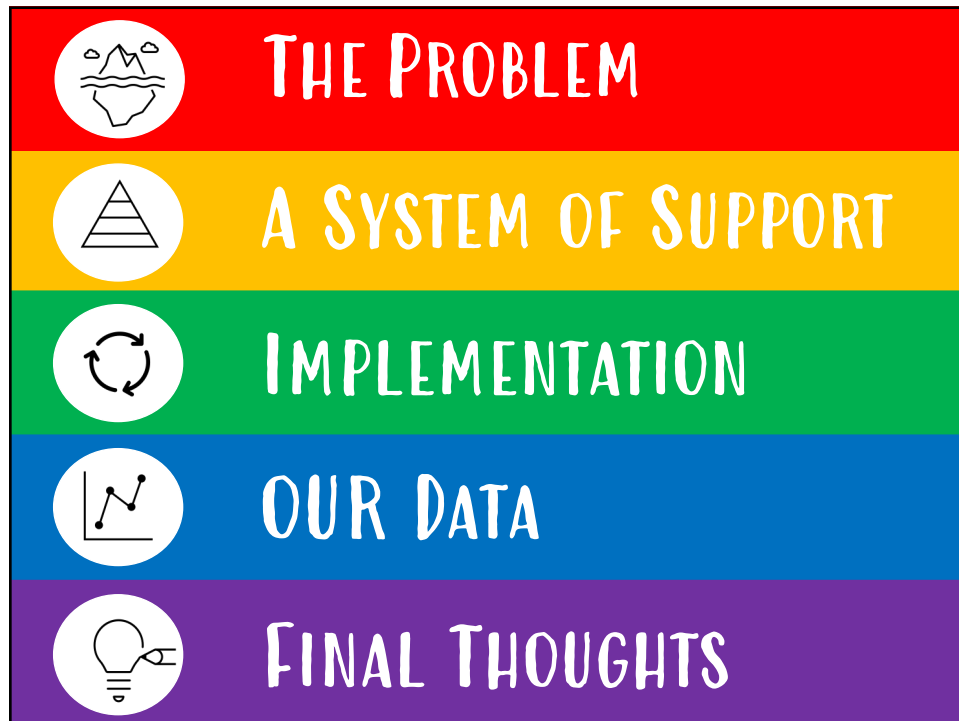
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“If a child doesn’t know how to read, we *teach*.
 If a child doesn’t know how to swim, we *teach*.
 If a child doesn’t know how to multiply, we *teach*.
 If a child doesn’t know how to drive, we *teach*.
 If a child doesn’t know how to behave,
 we..... *teach*? *punish*?

Why can’t we finish the last sentence as automatically as we do the others?”

Tom Herner (NASDE President) Counterpoint 1998, p.2)

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Implementation

- 2018 – MSU CDP began on the Pyramid Model Implementation Process
- Coaches completed the Pyramid Model Consortium Birth – 5 training
- Began monthly small group training sessions using the Pyramid Model Consortium

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Implementation

- Implementation was challenging because essential steps were missing.
- Implementation was restarted multiple times.



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Implementation

- In 2021, Region VIII initiated a pilot program for Pyramid Model.
- Required an Implementation Team.
- Training offered at a high frequency to Implementation Team members AND staff responsible for implementation.
- Opportunities to connect with other programs within the cohort were provided.
- Some materials were provided to support program, such as:
 - Copy of TPOT and TPITOS assessments
 - Copy of Unpacking the Pyramid Model
 - Copy of Prevent, Teach, Reinforce
 - Tier 2 supporting material sample

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Implementation



- 2021-2022 was focused on Implementation
- 2022-2023 was focused on Tier 1
- 2023-2024 was focused on Tier 2
- 2024-2025 has focused on Tier 3

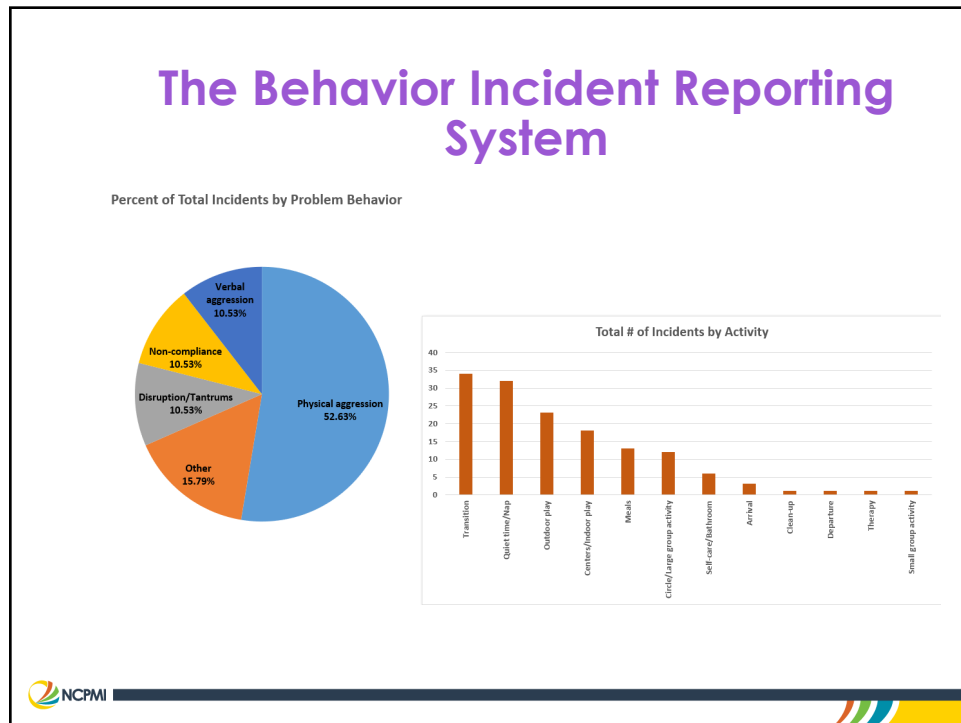
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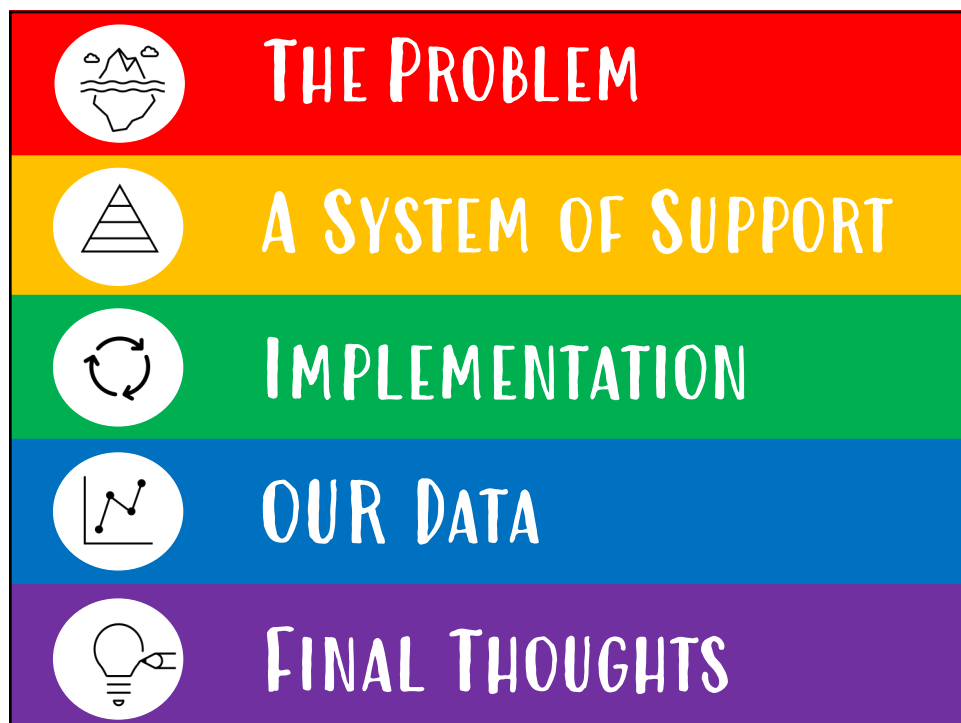
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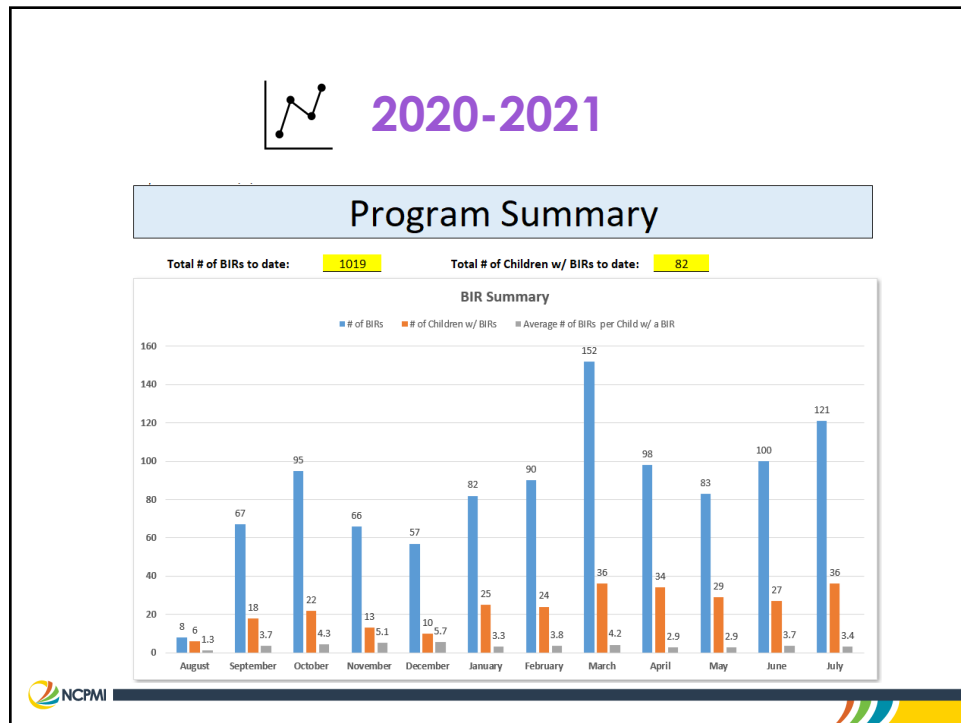
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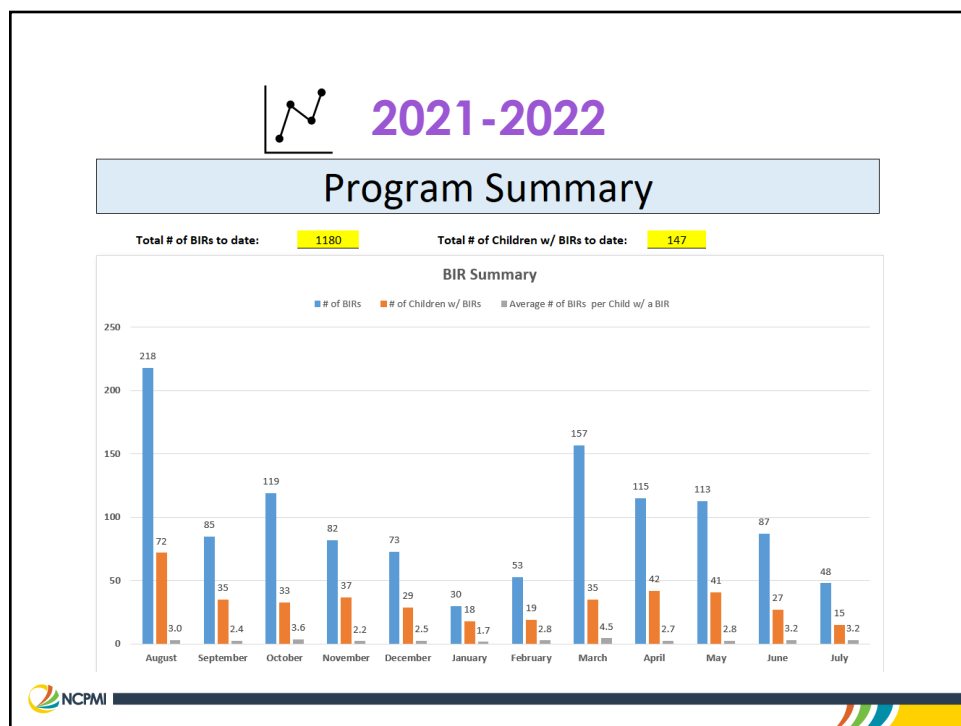
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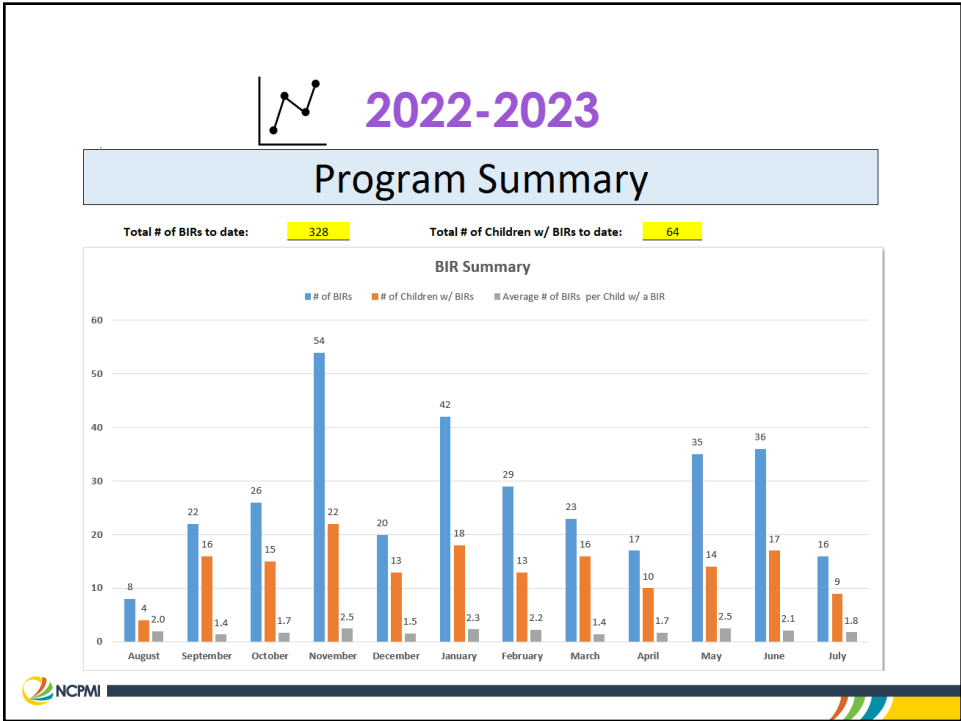
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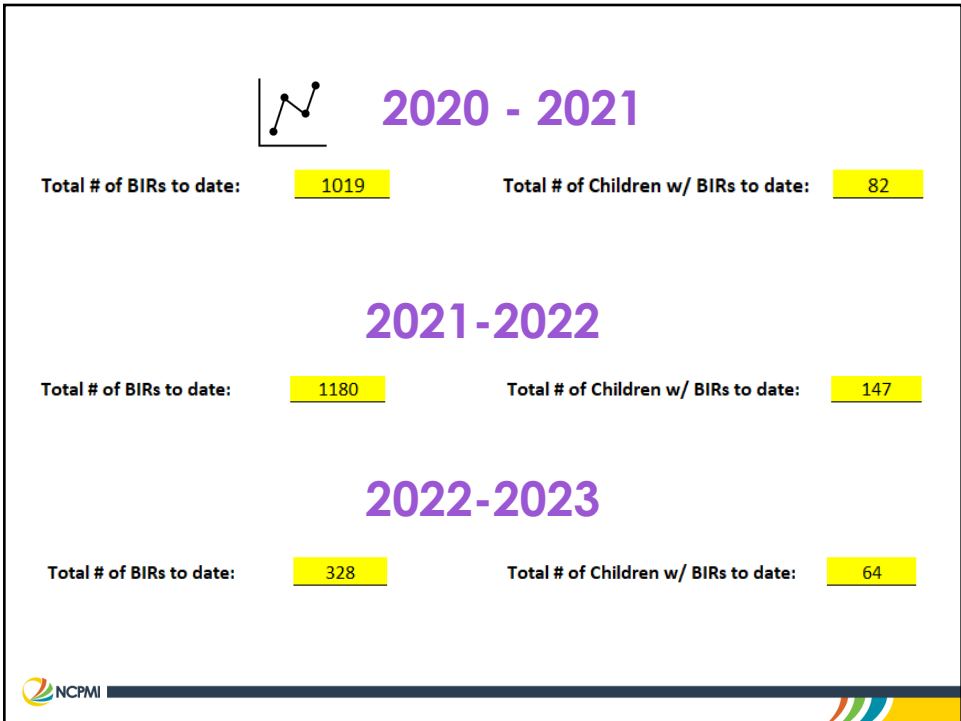
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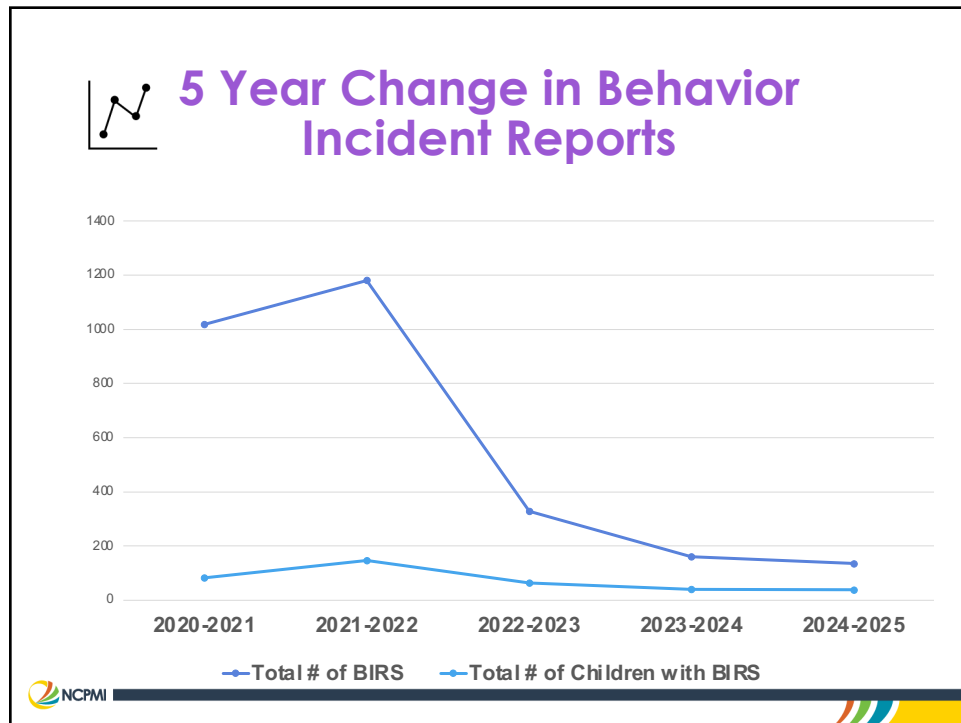
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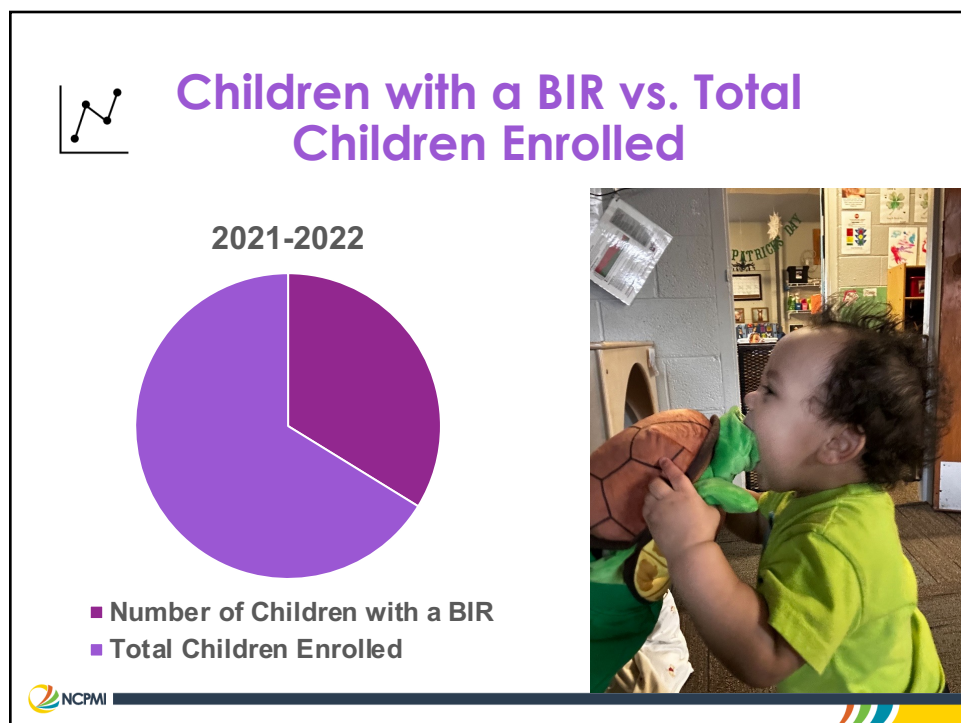
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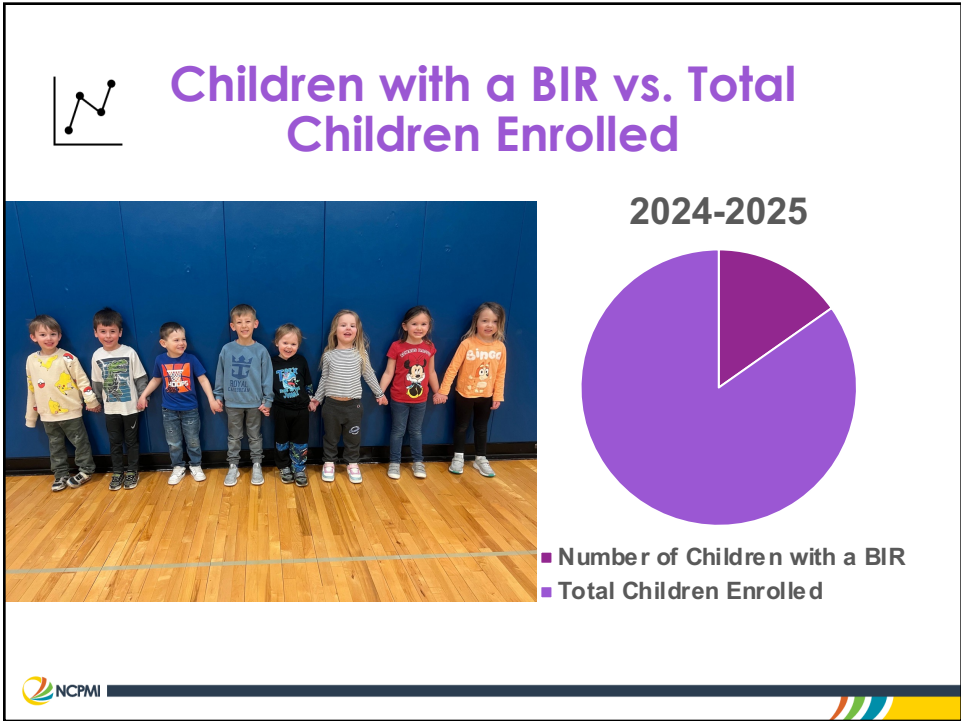
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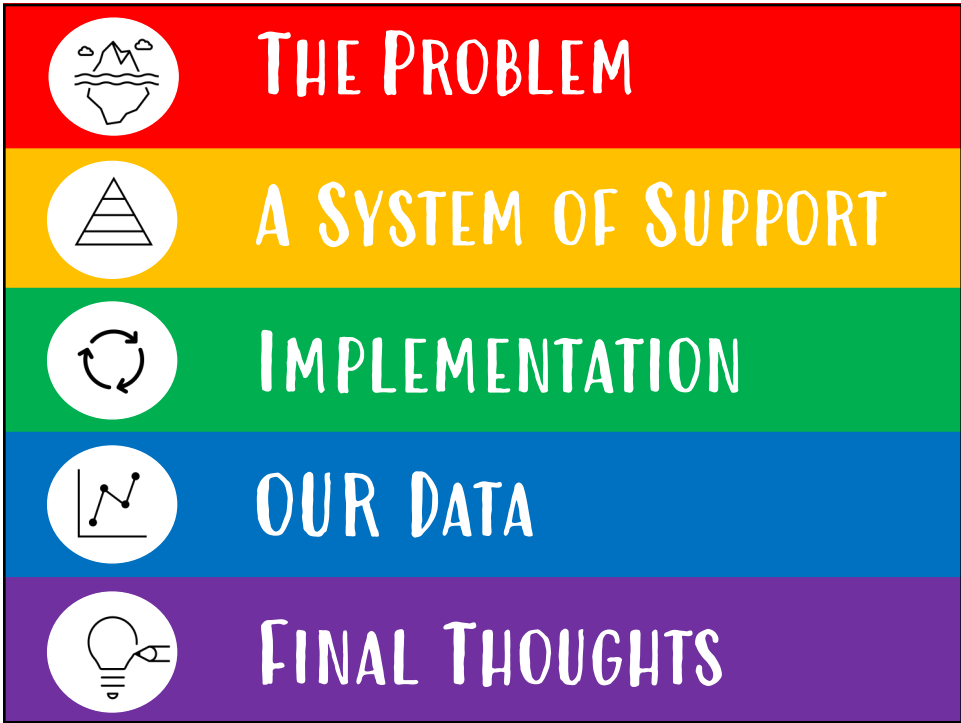
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What could this look like?



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What could this look like?



Pyramid Model Practices for Family Child Care Homes

Nurturing and Responsive Relationships

- ☐ Greet children and families warmly on arrival (for drop-off and pick-up) and correctly pronounce each name based on the child's and family's preferences.
- ☐ Create a place where children and families feel respected, welcomed, and safe.
- ☐ Communicate with children at eye level.
- ☐ Use a calm, positive, supportive tone of voice.
- ☐ Verbally interact with children during routines and activities.
- ☐ For infants and toddlers, imitate and expand on children's vocalizations or imitate actions.
- ☐ Encourage back and forth exchanges or conversations by responding to children's communication by asking questions and making comments.
- ☐ Join children's play and support and expand their interactions with other children.
- ☐ Find one-on-one time to spend talking and playing with each child.



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What could this look like?



NCPMI Preparing for the Pyramid: Classroom Essentials

Teacher: _____ Coach: _____ Date completed: _____

This list identifies six classroom components essential for successful Pyramid implementation. These materials and environmental considerations are pivotal for child success in a Pyramid Model classroom. This form is intended to be a coaching tool used following training to help the team be ready for coaching on the Pyramid to begin. The teacher and coach can review together and discuss if any modifications need to be made before the first coaching cycle begins.

1. Visual schedule *ALL must be present

- ☐ Includes photographs or clip art for each activity
- ☐ Each daily activity represented
- ☐ Posted at children's eye level
- ☐ Accommodates when changes occur (e.g., rainy weather, special events)
- ☐ Indicates the passing of time (i.e., pieces can be flipped over, removed, or marker denotes current activity)
- ☐ Remains visible the entire day

Notes: _____

2. Behavior expectations

- ☐ Positively stated (e.g., "We are safe," "We are kind")
- ☐ No more than 5
- ☐ Displayed expectations include an image or symbol
- ☐ Posted and visible to children in the classroom

Notes: _____



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What could this look like?



NCPMI Family Engagement Strategies

Facility	
Feeding	Breast-feeding space provided for mothers
Bulletin Boards	Post notices about events, resources, social-emotional development, classroom schedule, and what is happening in the classroom; post family photos in the classroom
Conversation Corner	Provide a dedicated space for parents to talk privately with staff
Charts	Use charts to quickly communicate and receive information about how their child is doing/feeling
Pictures and Art	Post photos and art that is reflective of the families and children served in the program



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What could this look like?

To learn more about the Pyramid Model, view the resources, or watch webinars, scan this code:



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