The Pyramid Model for Promoting Social Emotional Competence and Addressing Challenging Behavior

Mary Louise Hemmeter
ml.hemmeter@vanderbilt.edu

Center on the Social and Emotional Foundations for Early Learning
The Context

- Concerns about increases in children’s challenging behavior
  - Expulsion data
- Issues related to teacher training needs, effects on job satisfaction, and higher ed preparation programs
- Growing awareness of the relationship between social emotional development and school readiness
- Myriad of approaches to address particular social emotional issues; lacking comprehensive models
- Need for approach that works across early childhood service delivery systems
Our Focus

• Unified message
• Across all service systems and disciplines
• Evidence based
• Prevention framework
• Comprehensive model to support all children
• Affordable, feasible, and acceptable to diverse personnel, families and communities
The Teaching Pyramid Model:

Promoting Social and Emotional Competence and Addressing Challenging Behavior

- **Universal promotion:** All children
- **Secondary prevention:** Some children
- **Tertiary intervention:** Few children
## Status of Teaching Pyramid Practices in EC Classrooms

<table>
<thead>
<tr>
<th></th>
<th>TPOT Study n=50</th>
<th>Efficacy Study n=18</th>
<th>Distance Coaching n=33</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Range</td>
<td>Mean</td>
</tr>
<tr>
<td><strong>Env Items</strong></td>
<td>6.0</td>
<td>3-7</td>
<td>5.05</td>
</tr>
<tr>
<td><strong>Red Flags</strong></td>
<td>3.0</td>
<td>0-11</td>
<td>3.75</td>
</tr>
<tr>
<td><strong>Percent Indicators</strong></td>
<td>39.1%</td>
<td>14% to 73%</td>
<td>39.56%</td>
</tr>
</tbody>
</table>
Results: Implementation of Teaching Pyramid Model Practices

Figure 1. Mean Teaching Pyramid Observation Tool implementation scores across waves by experimental condition. Total number of TPOT indicators = 108. Statistically significant and noteworthy differences at Wave 4 [t(40.03)=6.80, p<.001, Cohen’s d=2.6)
## Results: SSIS Child Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Adjusted means</th>
<th>Cohen's d (effect size)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intervention</td>
<td>Control</td>
</tr>
<tr>
<td><strong>Target children</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social skills</td>
<td>88.6</td>
<td>84</td>
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<tr>
<td>Problem behavior</td>
<td>108.7</td>
<td>115.5</td>
</tr>
<tr>
<td><strong>Non-target children</strong></td>
<td></td>
<td></td>
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<tr>
<td>Social skills</td>
<td>103.8</td>
<td>96.4</td>
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<tr>
<td>Problem behavior</td>
<td>95.2</td>
<td>99</td>
</tr>
</tbody>
</table>
Results: Target Child Social Interactions

Figure 2. Mean frequency of positive social interactions during 60 min observation session across waves for Cohort 1 target children whose teachers were in the intervention or control condition. An average of the frequency of positive social interactions for the 2 to 3 target children in each classroom was used to derive the means reported for each group at each wave.
Results: Implementation
Moderates/Mediates Social Skills
The Pyramid Model: Program-Wide

- Program-Wide Commitment
- Data-Based Decision Making
  - including screening and progress monitoring
- Well-Defined Procedures
- Effective Workforce
- Intensive Intervention
  - Assessment based intervention that results in individualized behavior support plans
- Targeted Social Emotional Supports
  - Systematic approaches to teaching social skills can have a preventive and remedial effect
- High Quality Supportive Environments
  - High Quality early childhood environments promote positive outcomes for all children
  - Supportive responsive relationships among adults and children is an essential component to promote healthy social emotional development
- Nurturing and Responsive Relationships
  - Systems and policies promote and sustain the use of evidence-based practices

ALL Levels Require Administrative Support

Teacher Training and Technical Assistance
Partnerships with Families
Outcomes Associated with Adopting the Pyramid Model within Programs

• Increased use of comprehensive strategies and team planning
• Capacity to support all children rather than asking children to leave
• Internal capacity to intervene effectively with challenging behavior
• Reallocation of mental health dollars to focus more on prevention
• Reduced staff attrition, increase staff job satisfaction
• Improvement in overall program quality
Outcomes Associated with Adopting the Pyramid Model within Programs

- Improved staff confidence in supporting all children including those with challenges
- Intentional teaching of social emotional competence
- Enhancement of partnerships with families
Behavior Incident Reports

Year One

Year Two
Building State Capacity
Outcomes-Driven T/TA to States

Work with states to build a professional development (PD) system to support the early care and education workforce by:

1. Enhancing knowledge and skills;
2. Supporting and sustaining the use of effective practices at the local level; and
3. Increasing the size of the workforce skilled in supporting the social emotional development of young children (birth-5 years old)
State Partnership “Model”

• Convene an interagency, collaborative team to develop policies, procedures and other mechanisms to implement, evaluate and sustain the Pyramid Model;

• Train trainers and coaches to build the capacity of the workforce and support local implementation of Model and practices with fidelity;

• Identify at least 3 local programs to serve as demonstration sites to demonstrate the effectiveness of the Pyramid Model and practices; and

• Evaluate outcomes.
TACSEI Outreach

- TACSEI States
- Training/Presentation
- Web/Updates/Webinar
Progress to Date

- CSEFEL States:
  - Interagency State Teams are working toward planning, implementing, and sustaining the state-wide use of the Pyramid Model
    - Developed shared Vision
    - Developed and implemented interagency action plans
    - Held monthly meetings
    - Developed evaluation, data systems
    - Trained Pyramid Trainers (1738 trainers)
    - Selected and trained Coaches (312 to date)
    - Demonstration sites supported in implementation (85)
    - Have OWNERSHIP!
Progress to Date

• The earliest states have moved toward sustainability through policies, funding, embedding the Pyramid work within on-going state initiatives, and establishing a “home” for the sustained effort
“Ripple Effects”

• Secured Funding
  - Agencies jointly funding a Pyramid Model “Center” to sustain the effort across systems (Ed, MH, CC, HS, etc.)
  - Developing Pyramid trainer certification process
  - State funded positions to expand CSEFEL work

• Higher education faculty trained to deliver Pyramid content through Faculty Institutes
  - Pyramid College courses created and Pyramid content embedded in other college courses

• Pyramid Model embedded in other state/local initiatives or systems
  • National initiatives – Special Quest, CELL
  • School wide PBS initiatives
  • Pyramid model content embedded in licensing requirements and credentialing systems
  • Alignment with core competencies
“Ripple Effects”

• Development of state specific materials or supplemental materials related to the Pyramid
  – Training modules for K-3
  – Team TN Video
• Integrated into Race to the Top Early Learning Challenge Grants
• Expanded to additional demonstration sites
• Built data systems