Wisconsin Pyramid Model

Promoting the social and emotional well-being of infants and young children

Pyramid Model Practices

Implementation Checklist

NCPMI

Responsive Relationships

Relationships with Children

- ❑ Greet children on arrival
- ❑ Call children by names throughout the day
- ❑ Communicate with children at eye level
- ❑ Use a calm, positive, and supportive tone of voice
- ❑ Show respect and warmth to all children
- ❑ Speak to children who are dual language learners with key words from their language
- ❑ Attend to children in positive ways at times when children are not engaging in challenging behavior
- ❑ Use a variety of strategies for building relationships with all families (e.g., send celebration notes home, make home visits, invite families to visit the classroom, visual displays of children's families in the classroom, phone calls to families)
- ❑ Create a classroom that is a place that children and families want to be (i.e., reflect children's home and cultures, feel comfortable, welcoming, and safe)

Supportive Conversations

- ❑ Reflect and expand on children's verbal and nonverbal communication
- ❑ Respond to children's communication by asking questions and making comments
- ❑ Join children's play and support and expand their interactions with their peers
- ❑ Communicate using alternative strategies with children who are non-verbal, have a language delay, or speak English as a second language

Positive Attention

- ❑ Comment frequently on children's appropriate behavior
- ❑ Use positive descriptive feedback for children's skills, behaviors, and activities
- ❑ Convey enthusiasm while giving positive descriptive feedback and encouragement
- ❑ Use forms of acknowledgment that are individualized to children, including use of nonverbal cues of appreciation (e.g., smile, thumbs up, pat on the back)

Predictable Daily Schedules

Schedule

- ❑ Create and post a visual schedule that includes all the items in the *Preparing for the Pyramid: Classroom Essentials* document
- ❑ Develop and implement a classroom schedule that:
    - ❑ Minimizes the number of transitions across the day
    - ❑ Includes a balance of teacher-directed and child-directed activities
    - ❑ Includes both large and small group activities throughout each day
- ❑ Refer to and review the classroom schedule with children throughout the day (e.g., when it is time to change activities, during transitions, etc.)
- ❑ Make a visual modification to the schedule when changes occur and review with children

Transitions

- ☐ Provide a whole class warning or cue prior to transitions
- ☐ Use transition strategies (e.g., games, songs, or other actions) to ensure that all children are actively engaged during the transition, including children who are waiting for the next activity
- ☐ Teach the specific steps and expectations for transitions
- ☐ Acknowledge and give specific positive descriptive feedback to children who transition appropriately
- ☐ Provide individual support to children who have difficulty transitioning

Creating Effective Classroom Routines

Effective Classroom Routines

- ☐ Implement predictable Routines within daily activities
- ☐ Follow routines consistently on a day to day basis
- ☐ Embed instruction into activities and routines across the day
- ☐ Structure teacher-directed activities so there is a clear beginning, middle, and end
- ☐ Plan for and embed the use of materials, visuals, and teaching strategies that promote active participation of all children across all activities and routines

Promoting Children's Engagement

- ❑ Plan for and select activities and materials that support engagement across the day
- ❑ Modify activities or materials when children lose interest
- ❑ Provide children with multiple opportunities to make choices across the day (e.g., during large group, small group, play, etc.)
- ❑ Assist children to select centers and become engaged
- ❑ Comment positively and descriptively on children's engagement
- ❑ Redirect unengaged children and support them to become actively engaged

Teaching Behavior Expectations across Classroom Routines

Expectations and Rules

- ❑ Keep rules to a manageable number (3-5)
- ❑ Facilitate conversations with children about the behavior expectations and why they are important for them and the class
- ❑ Create behavior expectations or rules that are positively stated and posted with visual representation
- ❑ Provide instruction on posted behavior expectations to all children as well as to individual children, during play, and small group activities
- ❑ Regularly review expectations during large group instruction or when appropriate (e.g., the start of a transition)
- ❑ Give positive descriptive feedback on appropriate child behavior linking back to the posted behavior expectations

- ❑ Plan when and how to use planned ignoring, redirection, or rule reminders when children are not following the rules
- ❑ Plan when and how to use positive consequences when children are following the rules (e.g., descriptive praise, tokens, high fives, stickers, etc.)

Providing Clear, Effective Directions

- ❑ Keep directions simple, short, and specific
- ❑ State directions in calm, quiet neutral tone in close proximity to children
- ❑ Phrase directions as statements; tell children what to do rather than what not to do
- ❑ Check in with children to make sure they understand the directions
- ❑ Acknowledge and give specific positive descriptive feedback to children who follow directions
- ❑ Individualize directions with modeling, visuals, or gestures for children who need more support

Teaching Social and Emotional Skills

Friendship Skills

- ❑ Teach children friendship skills (e.g., sharing, turn taking, helping others, requesting and distributing items, working cooperatively) by using a variety of strategies (e.g., small and large group instruction, modeling and prompting)
- ❑ Select and arrange classroom activities and materials to encourage social interactions and communication between children

- ❑ Plan for consistent peer social opportunities within classroom routines
- ❑ Prompt children to work together, help each other, and carry out classroom roles (e.g., table captain, clean-up partner, snack set-up)
- ❑ Acknowledge and give specific positive descriptive feedback and reinforcement to children who are attempting or using friendship skills
- ❑ Model and label appropriate friendship skills with children and other adults

Emotional Literacy

- ❑ Teach children about emotion words and expressing emotions by using a variety of strategies
- ❑ Teach children a variety of positive and negative emotions
- ❑ Model and label your own emotions and appropriate ways to express emotions
- ❑ Point out facial expressions, voice tone, body language, or words to assist children in recognizing and understanding how others might be feeling
- ❑ Label children's emotions and allow them to talk about how they feel

Self-Regulation and Anger Management

- ❑ Teach children that all emotions are okay, and provide examples of how to appropriately express their emotions
- ❑ Teach children to use a variety of strategies to calm down when they are angry or upset
- ❑ Model and label your own emotions and provide action statements to model how you appropriately react to and express the emotions

- ❑ Help children recognize cues of emotional escalation in themselves
- ❑ Guide children in strategies to calm down when they are feeling angry or upset
- ❑ Provide positive descriptive feedback on occasions when children state they are feeling upset or angry but are remaining calm or using self-regulation strategies

Problem Solving

- ❑ Teach children to name and use a variety of solutions
- ❑ Specifically teach the steps for solving problems
- ❑ Prompt children to generate solutions to common social problems
- ❑ Post visual reminders about the problem-solving steps and solutions
- ❑ Prompt children to try other solutions if their first solution does not work
- ❑ Model and label problem solving steps within interactions between children across the day
- ❑ Acknowledge and give specific positive descriptive feedback to children using problem solving skills
- ❑ Prompt children to reflect on their own problem solving efforts

Systematic Instructional Strategies

Naturalistic Instruction

(e.g., Incidental Teaching)

❑ Capitalize on the child's interests
❑ Give the child an opportunity to initiate the interaction and respond spontaneously
❑ Use a hierarchy of prompts
❑ Build in reinforcers and opportunities for generalization

Embedded Instruction

❑ Identify primary learning objectives for activities and specific routines across the day
❑ Embed instruction into naturally occurring opportunities across the day (e.g. circle, play, transitions, interactions, meals, etc.)
❑ Address related skills in conjunction with the target goal (e.g. works on language, social, and fine motor skills while practicing set the snack table)
❑ Provide opportunities for generalization of skills across the day
❑ Use exciting and engaging activities and materials

Prompting Hierarchies

❑ Use a consistent hierarchy of prompts
❑ Utilize specific prompting strategies consistently across adults
❑ Assess and provide the appropriate level of assistance necessary at each moment in time (scaffolding) to ensure full participation

Adapting Instruction and Materials to Meet Individual Needs

- ❑ Individualize instruction based on children's needs, interests, and abilities
- ❑ Adapt instruction to meet children's individual needs
- ❑ Adapt materials to meet children's individual needs

Progress Monitoring of Targeted Individual Goals

- ❑ Establish a team-based system for effective data collection
- ❑ Incorporate data collection into daily routines
- ❑ Maintain and review data with team in a systematic fashion
- ❑ Collect data on children's individual objectives (all team members participate)

Function-Based Assessment and Intervention Planning

Conducting a Functional Behavior Assessment

- ❑ Learn and understand the process and procedures for initiating a functional behavior assessment
- ❑ Provide input on data collection as part of the functional behavior assessment team
- ❑ Obtain and share relevant, important information with families
- ❑ Work with families to identify short- and long-term goals, collect information on behavior, and monitor behavior change
- ❑ Inform families about activities associated with the functional behavior assessment

Developing a Behavior Support Plan

❑ Use findings from the functional assessment to inform the development of the behavior support plan
❑ Participate in the development of the plan by contributing ideas and strategies
❑ Collect all resources necessary to implement the plan as written
❑ Develop and use a plan for continuing to collect data to monitor the child's progress and implementation of the plan
❑ Invite families to meetings regarding important programming decisions
❑ Ask families for their ideas, opinions, and guidance
❑ Involve families in the development and evaluation of the plan
❑ Assist families in implementing the plan at home and in the community

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