



New Jersey Inclusive Child Care Project (NJICCP)



Pyramid Model in Early Childhood
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Learning Outcomes



Identify the function and components of the CSEFEL Pyramid



Define social emotional development and describe how it unfolds in the context of caregiving relationships



Understand how CSEFEL Pyramid supportive responsive environments can lead to supportive strategies for all children



Identify strategies that will decrease challenging behavior and improve the quality of life for all children in the preschool classroom





Increased Levels of Children's Challenging Behavior

Childhood today is filled with high levels of stress and uncertainty for **many young children**. With these worries, come a variety of behaviours that are a great concern for many parents and educators.

These children are in danger of **not learning** what they need to know in order to succeed at home or in school.

When behaviours interfere with a child's learning, development, and play, we call them **challenging**.

Children with **developmental delays** also experience a level of stress and frustration which contributes to their disruptive behaviors as well.

Professionals can **feel at a loss** not knowing how to turn things around, how to make the situation manageable, or how to help the child get back on track.



Importance of Social Emotional Screening

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- Use validated screening instruments that can identify strengths as well as possible social-emotional areas of need in infants and toddlers
- Early identification of young children with social emotional needs is key
- Understanding the function of behavior

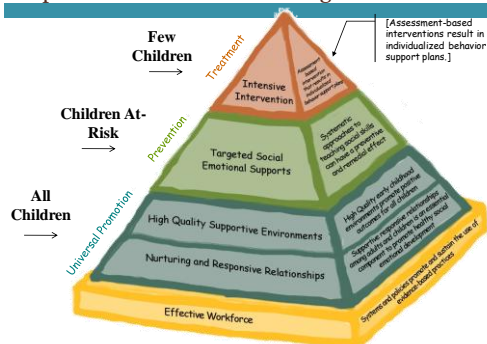
An Approach to Address Challenging Behavior



“The Pyramid Model is not a curriculum or intervention; rather, it is a framework for how a program and partitions can operate to support the social emotional needs of all children” (DEC).



The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children



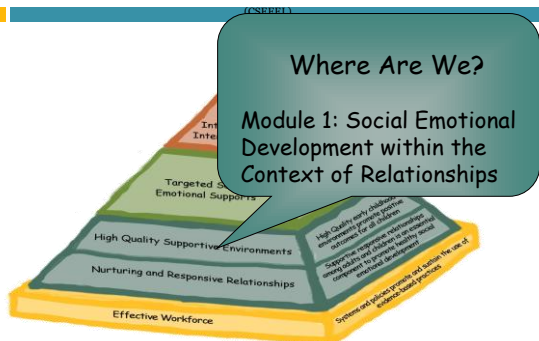
Key Points about the CSEFEL Pyramid Model

- Most social/emotional development and behavior is promoted through positive preventive measures
- Most children's behavior and development does not require intensive intervention



Shared by Miriam Santiago

Universal Tier Promotion of Positive Behavior



Why Focus on Social Emotional Development?

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CSEFEL Definition of Social Emotional Development

The developing capacity of the child from birth through five...

- to form close and secure relationships;
- experience, regulate, and express emotions in socially and culturally appropriate ways; and
- explore the environment and learn - all in the context of family, community, and culture.

Adapted from ZERO TO THREE, 2001

Activity: ABC's of Social Emotional Development

A _____
B _____
C _____
D _____
E _____
F _____
G _____
H _____
I _____
J _____

- Using a blank piece of paper, write the alphabet down the left hand side
- Think about your own social emotional skills and strengths, as well as social emotional skills you want to see and help support in the children you care for
- In 2 minutes, brainstorm a list of words you are thinking about using each letter of the alphabet

Key Social Emotional Skills Needed for School

- Confidence
- Capacity to develop good relationships with peers and adults
- Concentration and persistence on challenging tasks
- Ability to effectively communicate emotions
- Ability to listen to instructions and be attentive
- Ability to solve social problems

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How Can We Get There?

Capacity to:

- Form relationships
- Express emotions
- Self-regulate
- Explore with security
- Develop "emergent" emotional literacy

Capacity to:

- Feel confidence/competence
- Develop relationships
- Make friends
- Persist
- Follow directions
- Be emotionally literate
- Manage emotions
- Be empathetic

Birth

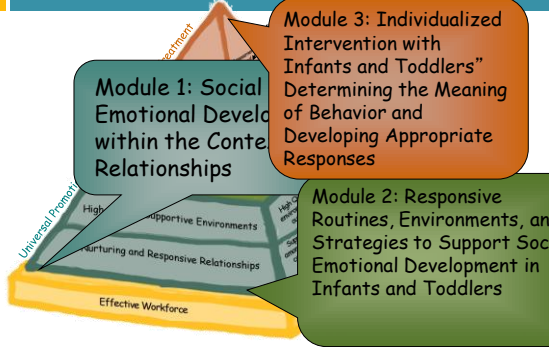
Five

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What Helps Us Get There

- One-on-one time
- Play
- Quick and predictable responses
- Cuddling and gentle touch
- Routines that establish patterns of caring response
- Talking
- Reading and singing

The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children



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Building Relationships & Supportive Environments



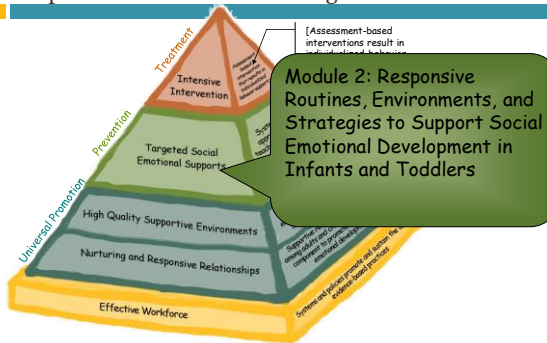
Teaching Children Expectations

(CSEFEL)



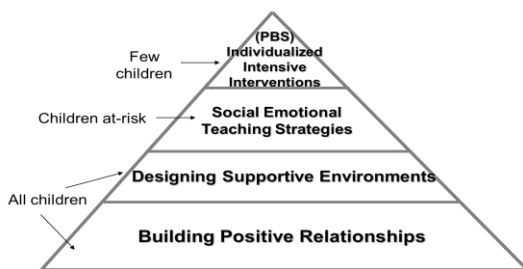
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The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children



Secondary Tier – Support for Those at Risk

The Teaching Pyramid



Secondary Tier – Social Emotional Teaching Strategies – Skill

Teaching (CSEFEL)

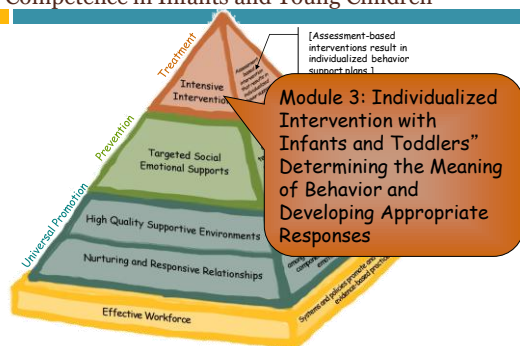
Friendship Skills



Sharing

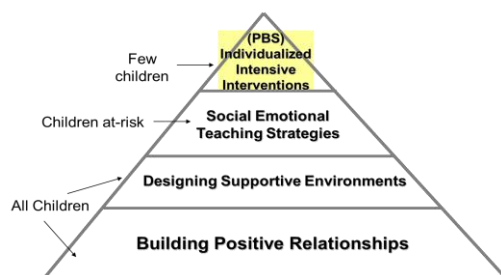
- Rationale
- Describe skill
 - ▢ Child has materials
 - ▢ Offers or responds to request from peer for materials
- Demonstrate
 - ▢ Right way
 - ▢ Wrong way
- Practice
- Promote

The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children

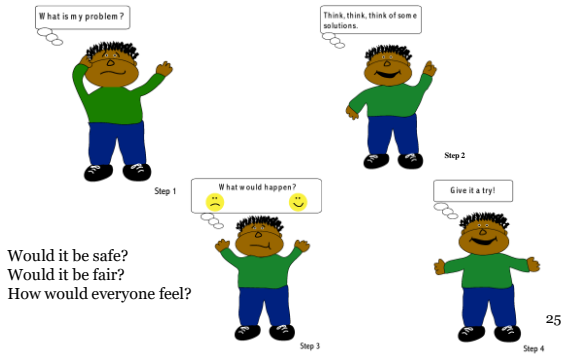


Tertiary Tier – Intensive Intervention (PBS)

The Teaching Pyramid



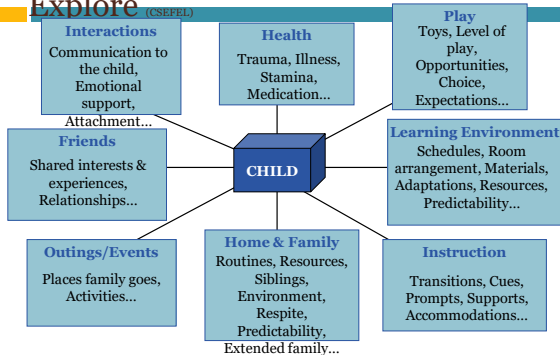
Problem Solving Steps (CSEFEL)



Tertiary Tier Promotion of Positive Behavior

- Individualized and intensive intervention
- Meant for the few children who are engaging in persistent patterns of problem behavior
- If you have more than 5% of your class who appear to be in need of this level of intervention, then this signifies a need to build up implementation of the 2 prior tiers.
- Uses the Positive Behavior Support (PBS) approach to understand why behavior is happening (function) and develop a plan to address it.

There Are Many Variables to Explore (CSEFEL)

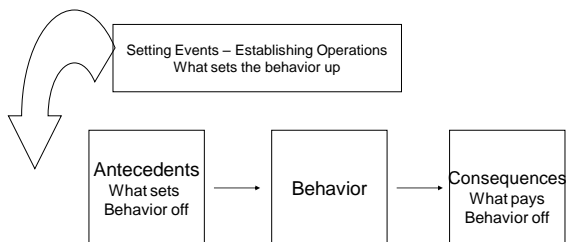




Functions of Behavior

- **Escape:** Avoid or escape a undesirable situation
- (Noise, Hugs, Transition, Don't look at me)
- **Sensory:** Automatic response based on sensory deprivation or hypo-sensativity
- (Hand-flapping, Ticks, Body tensing, Licking)
- **Attention:** "Pay attention to me"
- (Watch me, notice me)
- **Tangible:** "I want..."
- (Candy, to go out side, hugs, tickles)

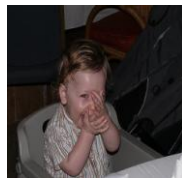
Behavior Basics



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The Relationship Between Social Emotional Development and Behavior

- Behavior has meaning and it is communicating a message
 - ▣ A smile may mean ...
 - ▣ Two arms stretched up may mean...
 - ▣ Pointing at a bottle may mean...



Provided by Amy Hunter

The Relationship Between Social Emotional Development and Behavior

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- A 3-month-old screams and cries for long periods of time because...
- A 17-month-old hits another child because ...
- A 2-year-old says "no" frequently because...



The Basics of Behavior

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- Behavior has a message
- Children may display "challenging behavior" because they do not have other skills to meet their intended need
- We can focus on understanding the behavior, meeting the child's need, and teaching children what to do in place of the challenging behavior

Strategies to Build A Secure Relationship with a Very Young Child

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- Attempt to understand the child's behaviors, communication and needs
- Acknowledge and respond to a child's needs as soon as possible
- Use natural opportunities to be physically close and comforting (holding, rocking, sitting near)

Strategies to Build A Secure Relationship with a Very Young Child

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- Use a warm, calming voice
- Follow the child's lead
- Be responsive, show reciprocity in interactions (listen, watch, wait, respond)
- Use photos, songs, stories and objects that reflect the child and family's language and culture

Strategies to Build A Secure Relationship with a Very Young Child

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- Use a child's name
- Use meaningful language
- Respond to the child's vocalizations
- Use routines such as diapering and feeding as one-on-one time to interact individually

Major Messages to Take Home

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- Caregivers who reflect on their own well being, skills, and perspectives will be better equipped to contribute to the positive social emotional development of infants and toddlers and to supporting families rearing infants and toddlers.
- Caregivers who use a variety of strategies, including observation, will be better able to form close relationships with infants, toddlers and their families.

Major Messages to Take Home

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- It is within families that children learn to experience and communicate emotion.
- Early social emotional wellness develops within the context of relationships.
- Caregivers are critically important to social emotional development of infants and toddlers.

Major Messages to Take Home

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Resources & References

- Division for Early Childhood, <http://www.dec-sped.org/>
- Florida's Positive Behavior Support Project: A Multi-Tiered Approach <http://flpbs.fmhi.usf.edu/>
- Grow NJ Kids, www.grownjkids.gov/
- Head Start http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Services%20to%20Children%20with%20Disabilities/Individualization/disabl_art_00002_061605.html
- Montclair State Center for Autism and Early Childhood Mental Health <https://www.montclair.edu/cehs/academics/centers-and-institutes/autism/>
- NJ Child Care Information System, <https://www.njccis.com/njccis/home>
- New Jersey Inclusive Child Care Project, www.spannj.org/njiccp
- New Jersey Positive Behavior Support in Schools (NJ PBSIS) <http://www.njpbs.org/>
- Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) <http://challengingbehavior.fmhi.usf.edu/>
- The Center on the Social and Emotional Foundations for Early Learning <http://csefel.vanderbilt.edu/index.html>



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