Using the Pyramid Model for Positive Outcomes for Children with Challenging Behaviors

ISBE Administrator’s Forum
9–26–18

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Where are you?

Just starting out

On a cross country trip (5+)

Been driving a few years...

How’s the road conditions?

We have no GPS – help!

Cruising with the top down!

Some traffic jams, but enjoying the ride

Cruising with the top down!
The Need Is Real

- Increases in numbers of preschool-aged children with behavior challenges (Brauner & Stephens, 2006; Wichstrøm et al., 2012)
- Disturbing number of preschool-aged children being suspended/expelled (USDOE/USDHHS, 2015; Gilliam, 2006)
- Program-wide PBS effective approach for preschool-aged children across multiple settings (Conroy, Dulap, Clark, and Alter, 2005)
- Behavior plans developed and implemented using a team-based approach are more likely to be successful (McLaughlin, Denney, Snyder, & Welsh, 2012; Sugai, 2012)

We know social and emotional development is at the heart of all other development and well-being. We also know these skills need to be taught and practiced every day.

STATE INITIATIVE: PYRAMID MODEL
PARTNERSHIP WITH 19 STATE AGENCIES
Illinois State Leadership Team

Pyramid Model Implementation

- Systems approach to establish the program's culture and individualized supports for supporting social emotional competence for all children
- Measurable outcomes
- Data-driven decision making
- Evidence-based interventions

"Why an Implementation Team, Why Not Just Me?"

- No Implementation Team
  - From "Letting it Happen" 14% Takes 17 Years
  - Improved Outcomes

- Implementation Team
  - To "Making it Happen" 80% Takes 3 Years
Universal-High Quality Environments

* Schedules, Routines, Transitions, Visual
* Comprehensive system of curriculum, assessment, and program evaluation
* Environmental design, instructional materials, child guidance, and teacher interactions that meet high quality practices as described by NAEYC and DEC
Targeted Social Emotional Supports
Social Skills Instruction

* Self-regulation
* Expressing and understanding emotions
* Problem solving, developing social relationships
* Friendship skills
* Anger management

Individualized Positive Behavior Support

* Convene a team
* Conduct functional assessment
* Identify hypotheses
* Develop behavior support plan for all relevant environments

Muti-tiered System of Supports

Academics
Behavior
Preschool

Administrator

Professional Learning Community

DATA

Multi-tiered System of Supports
Early Childhood Program Expectations

Fields

In-depth Units of Study - Project Approach

Curriculum

Pyramid Model

Be safe
Be ready
Be a Super Friend!

Universal- Tier 1
Valley View

NURTURING RELATIONSHIPS WITH PEERS
NURTURING ENVIRONMENT WITH ADULTS

The Classroom Environment

We teach......
Classroom Expectations

• 3-5 explicit expectations
• Stated in positive terms
• Taught, reviewed, reinforced
• Feedback given to students
COOL TOOLS

Eyes on Teacher

Listening Ears

Hands and Feet to Self

Share and Take Turns
Targeted Social Emotional Skills
Secondary- Tier 2
Valley View

Small Group Work
Academics and Social Skills

TEACHING STRATEGIES
On Monday When it Rained
by Cheryl Kachenmeister

Disappointed
Embarrassed
Proud
Scared
Angry
Excited
Lonely

Team Collaboration

Tertiary- Tier 3
Valley View
When a Child Needs More Than Tier 1 & 2 Strategies

INvolve THE FAMILY

InClude Bus Driver & Childcare Provider
Child's Name

Date:

Setting

Behavior

Teacher Response

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How do we get to Program Wide Implementation?

Content

- System Development
- Target Local Deficit Sectors
- High Quality Supportive Environments
- Safe, Secure, Relationship-Based

Process for implementing to fidelity

- Related Benefits
- Consistent Data Innovations
- Performance Management
- Staff Development
- Integrated & Compensatory
- Positive Support

http://implementation.fpg.unc.edu/10

What are the Key Components of Benchmarks of Quality

- Establish a Leadership Team
- Staff Buy-In
- Family Involvement
- Program Wide Expectations
- Classroom Implementation
- Staff Professional Development
- Behavior Support/Mental Health Consultants
- Data Based Decision Making
Illinois Readiness Process for Site Implementation

How ready is your program?

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<th>Items to Consider</th>
<th>Yes</th>
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<td>1. Does your program have a good understanding of social and emotional development for the age for their work?</td>
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<td>2. Does your program have a good understanding of how to support social emotional development for the age they serve?</td>
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<td>3. Do you have plans to develop and integrate social emotional development into your program?</td>
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Outcomes from Adopting the Pyramid Model Program-Wide

• Internal capacity to intervene effectively with challenging behavior
• Reduced staff attrition, increase staff job satisfaction
• Improvement in overall program quality
• Improve staff confidence in supporting all children including those with challenges
• Intentional teaching of social emotional competence
• Elimination of time-out as a practice
• Enhancement of partnerships with families
• Team planning focused on solutions instead of problems

What Illinois is doing... by the numbers as of September 2018

• PM State Leadership Team – Est. 2017
• # Pyramid Model trainers – 50
• # First Cohort accepted to the Master Cadre – 24
• # Trained Practiced Based Coaches – External #39 Internal #19
• Teaching Pyramid Observation Tool (TPOT) – trainers reliable for fidelity – 36
• # Staff participated in e-pyramid modules this summer 398
• Statewide PD systems training on Pyramid Model – 5
• PDG – Federal Grants Implementation Sites – 21
SOMETHING AMAZING IS HAPPENING IN ILLINOIS… IT'S CALLED THE PYRAMID MODEL!