



Preschool Pyramid Model Practices Session 4

Individualized Teaching of Social-Emotional Skills

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Acknowledgments

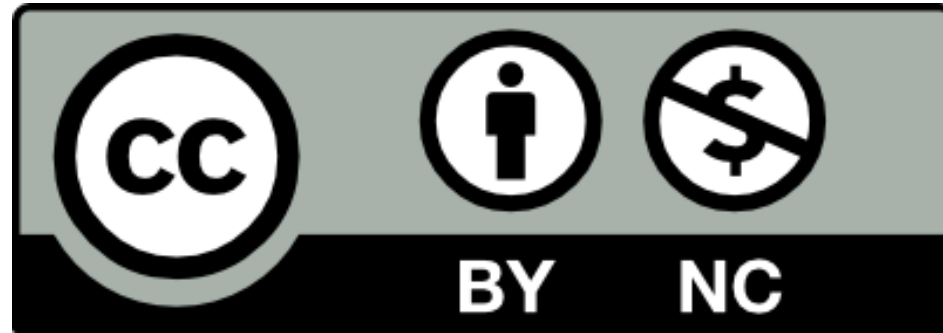
The content for this training day was adapted with permission from the preschool Pyramid Model practices training modules developed by the National Center for Pyramid Model Innovations (NCPMI)

Additional acknowledgments:

- Instructionally Enhanced Pyramid Model Classroom Implementation Guide
- Tennessee Behavior Supports Project

Thank you to all our Michigan preschools who contributed examples to the content!

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose of the Series

The Pyramid Practices sessions are designed to equip teaching staff with the information they need to implement the Pyramid Practices with fidelity, leading to improved social and emotional outcomes for children.

Intended Outcomes

- Identify strategies to individualize instruction for students who need additional instruction, practice, or feedback on social-emotional skills
- Practice embedding instructional strategies into classroom routines
- Describe the ABCs of behavior and determine the function of behavior

Agenda

1.0 Systematic Individualized Instruction

2.0 Embedding Instruction

3.0 Understanding Behavior

4.0 Wrap-Up and Next Steps



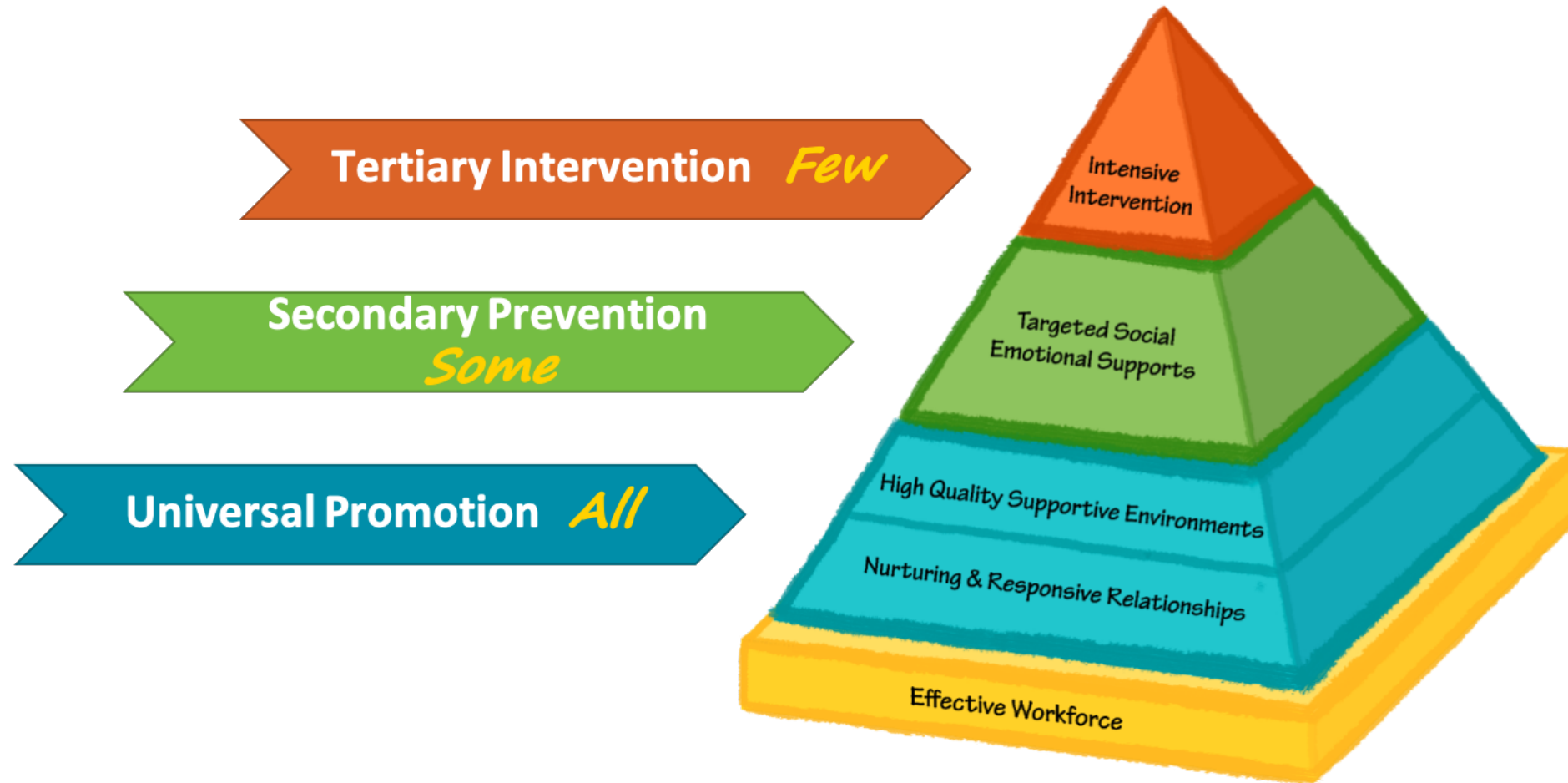
Activity

Let's Review!

- Think about what was covered during the previous sessions (Pyramid Practices Sessions 1-3)
 - Relationship building
 - Environmental strategies
 - Developing, teaching, and promoting expectations and rules
 - Embedding social-emotional instruction throughout the day (teach, practice, and reflect)
- Share 1 or 2 new strategies that you have implemented in your classroom already and how they're going

1.0 Systematic Individualized Instruction

Targeted Social Emotional Supports

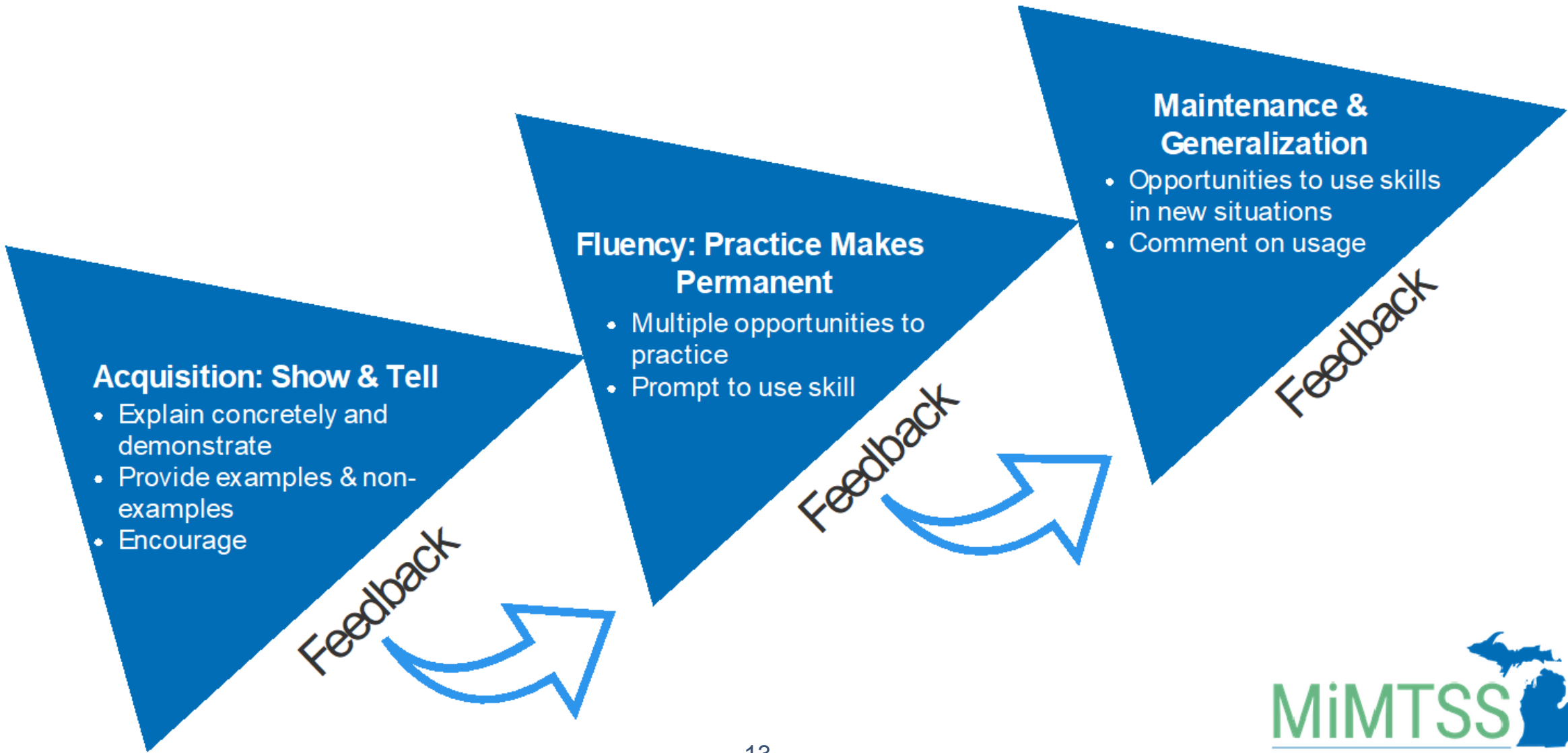


Embed Instruction All Day, Every Day!

- Within all activities
 - To ensure multiple opportunities for meaningful instruction
- Over time
 - To meet the instructional needs at each learning stage (acquisition, fluency, generalization)
- With precision
 - To meet the individualized instruction needs of children who need more



Stages of Learning





Activity 1.1

- Review the following sections on the Pyramid Model Practices Implementation Checklist:
 - Individualized Teaching of Social-Emotional Skills (pg. 11)
 - Progress Monitoring of Instructional Objectives (pg. 12)
- Place checkmarks next to the items that you consistently do well
- Star the items you want to learn more about or possibly get support from your coach
- You'll be using this checklist during your coaching sessions!

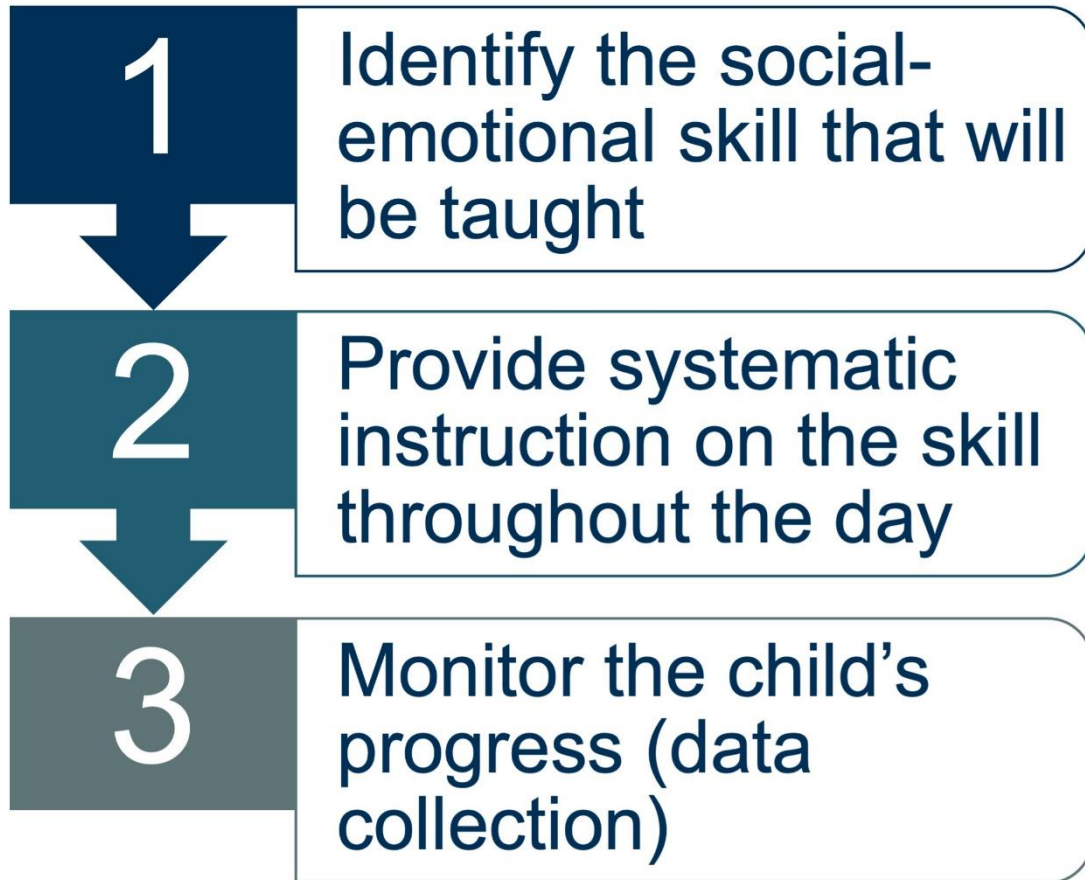
When Children Have Delays in Key Social-Emotional Skills

Individualize

- Individually teach children who have social-emotional delays
- Target the skills that are most important
- Increase learning opportunities to teach and practice



Using Systematic Instruction to Promote Learning



Identifying Skills to Target

- What skills does the child have now?
- What skills does the child need? What are the family goals? What is developmentally and culturally appropriate?
- How will you help the child move from where they are now to where you want them to go?



The Universe of What to Teach is Large

- Give and accept an item from a peer
- Play with other children by taking turns
- Try before seeking assistance
- Initiate a play interaction with a peer
- Wait for a turn during large group activities
- Separate from caregiver calmly
- Offer help to peer
- Greet adults and peers
- Play next to a peer
- Suggest solutions to peer conflict
- Use calm down strategy when upset or frustrated
- Follow steps to a routine
- Cope with loss of a toy, object, or turn

What About This One?



“Playing with peers”

- Too broad
- Encompasses many different skills
- Would likely need to break down the skills and teach them one at a time

Activity 1.2

Let's Practice!

- For each example below, determine if the skill is specific enough to teach
- If it isn't, determine a more specific skill that might be taught
- **Target Skills:**
 1. Get the solution kit and review solutions; select one solution to try
 2. Anger management
 3. Playing nicely with others
 4. Identify when he is frustrated and request help from adult or peer

Teaching Systematically: Giving Help

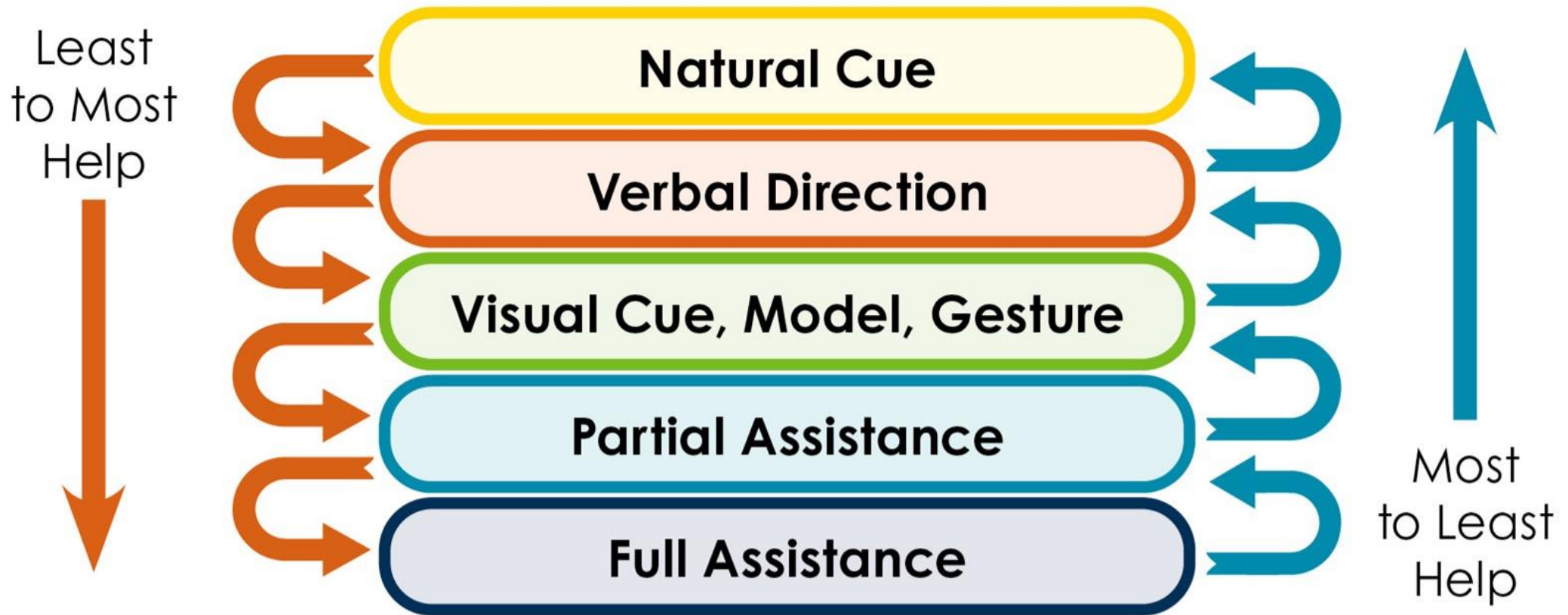
- What is a Prompt?
 - A cue to complete a task or display a behavior that increases the likelihood it will be done correctly
 - Used as an instructional strategy when learning a new skill
- Giving children the help they need
 - How do we teach a child to zip a jacket?
 - How do we teach a child to say “thank you” after receiving something?



Giving the Child Assistance to Respond

- **Verbal prompt:** indirect (“what do you want?”) or direct (telling child what they are expected to do)
- **Visual:** use a picture cue to show children what to do
- **Gesture:** gesturing or pointing to what we would like the child to do
- **Modeling or demonstration:** show the child what to do
- **Physical assistance (partial or full):** minimal supported guidance to hand-over-hand guidance

Providing Extra Help (Prompts) to Respond

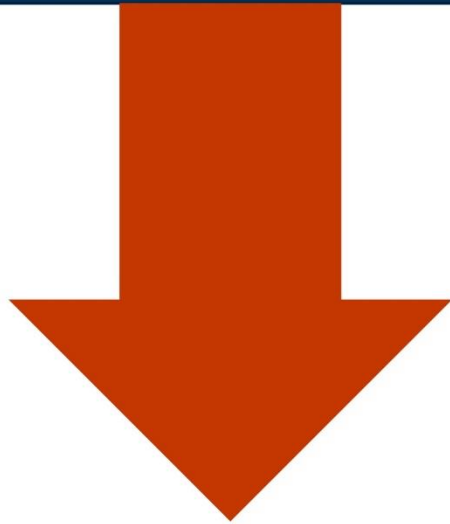


Activity 1.3

- Locate the **Prompting Sequence Example** handout in your participant materials
- Read through the steps for handwashing and the two examples of prompting sequences (least-to-most and most-to-least)
- As you read, think about a child you've worked with that might benefit from the consistent use of a prompting sequence
- Once you've finished reading, record something you noticed about the examples in the chat

Expressive Language Prompts

Least to Most Help



Environmental Cue

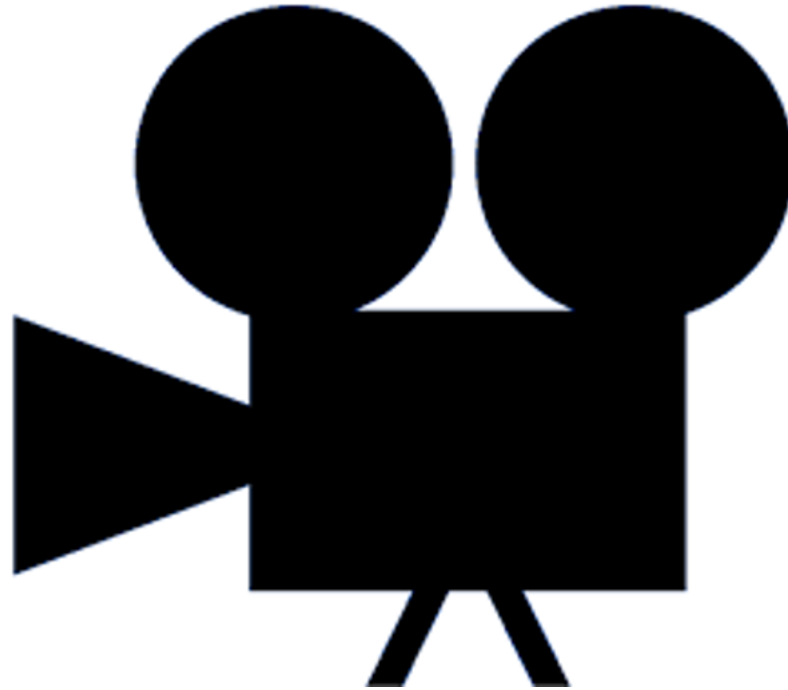
First Sound Cue

Verbal Model



Most to Least Help

Prompting: What Do You See?



Importance of Positive Reinforcement

- When learning something new, a child might need encouragement
 - To be persistent
 - For motivation to do something difficult
 - To make connections between their effort and the outcome
- Use positive descriptive feedback or other forms of reinforcement to help the child learn a new skill
 - Select the type of reinforcement based on what motivates the child
 - Develop a plan to fade reinforcement over time

When to Provide Positive Reinforcement

- Initially provide every time the behavior occurs
- Gradually and systematically fade your reinforcement
- Move to providing it occasionally to help the child maintain the skill and use it fluently

Implementing Individualized Teaching

- **Watch** – Become a great observer of child behavior
- **Wait** – Give the child an opportunity to initiate
- **Follow the child's lead** – Let them show you what they're interested in
- **Respond promptly and positively** – Encourage and support the child's engagement



Peer-Mediated Intervention

1. Identify children who would benefit from peer-mediated intervention
2. Recruit peers to serve as buddies
3. Give the peer directions to stay with their buddy and ideas about what they can do together
4. Teach the buddies how to help the child use a target skill
5. Monitor and support buddies
6. Always have multiple buddies for every one child who needs support to ensure more engaging play ideas
7. Prevent “buddy burnout”
8. Praise and encourage involvement

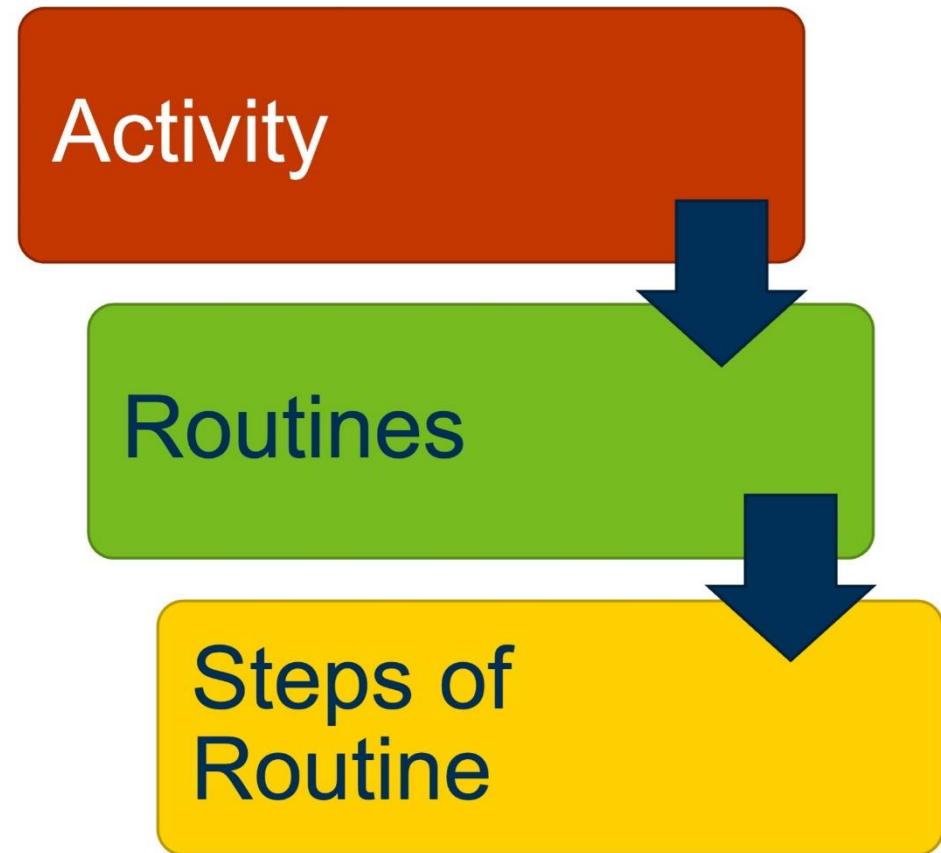
Activity 1.4

- Review the **Implementing Stay Play Talk in Early Childhood Classrooms** document in your materials
- Think about how you have used peers to support social emotional skills within your own classroom
- With your small group, answer the following questions:
 - What kinds of skills have you targeted that peers could support?
 - What has worked well?
 - How might you use Stay Play Talk in the future to better support children in your classroom?

2.0 Embedding Instruction

Recall: Classroom Routines

- Activity: Core things you do in the classroom daily
 - Components on the Daily Schedule (e.g., Arrival, Snack, Circle Time, Centers)
- Routines: Main things that happen during an activity
- Steps of Routine: Things that happen during the routine



Identify Routines and the Steps of Each Routine

Activity: **Arrival**

Routines During Arrival:

- Unpack
- Wash hands
- **Sign in**
- Eat breakfast
- Table time activities

Steps of **Sign-In** Routine:

- Read question of the day
- Find picture
- Move picture to yes or no to answer the question of the day
- Get marker
- Find name on sign-in sheet
- Write/trace name
- Put marker away

Putting it all Together: Planning for Embedded Instruction

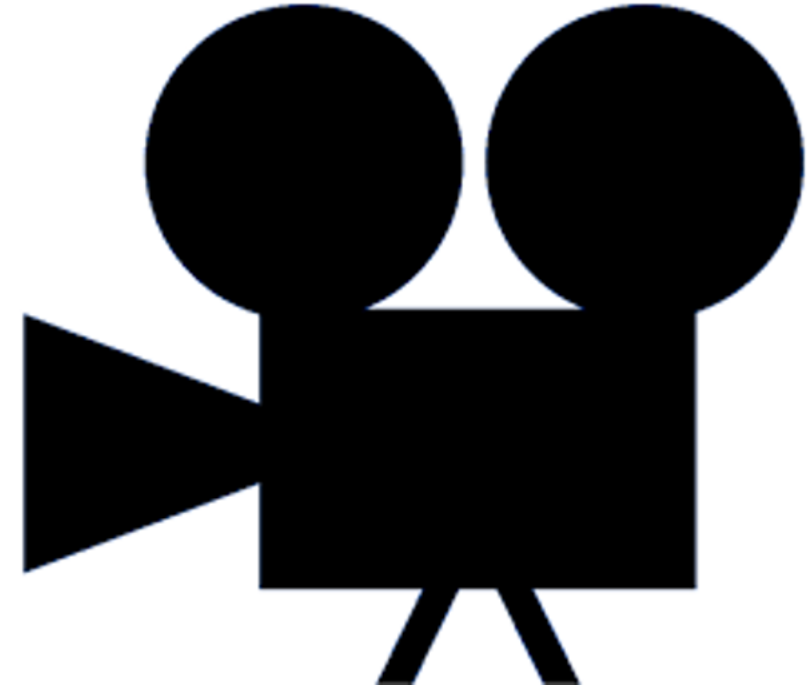
- Use a Routine-by-Skill Matrix!
- List daily activities/times of day down the left side (column)
- In the top row, list each child's name and their target skills
- In the cells, list specific examples of the target skills, instructional opportunities or materials

Example: Routine-by-Skill Matrix

Target Skill (Instructional Strategy)	Amy: Identify emotions (least to most prompting) Increase peer interaction time (timer and positive descriptive feedback)	Zane: Greet peers (most to least prompting); Choose a friend (most to least prompting)
Arrival & Table Time	Checks in with feeling chart	Says hello to peers
Circle Time	Identifies emotions in self	Greet peers during Good Morning song
Center Play	Stays with peer for 5 min	Chooses a friend to play with
Outside	Stays with peer for 5 min	Chooses a friend to play with

Activity 2.1

- Locate the **Teaching Targeted Social-Emotional Skills** handout in your materials; we'll view the video together
- With your small group, begin completing the planning activity for Xavier
 - Decide what learning opportunities will be provided across the day
 - Identify how you will provide extra help to support Xavier to use the skill
- Identify a spokesperson for your group to share



Monitoring Progress

- Collect data on child's progress in targeted skill development
- Note the amount of help (i.e., prompt) the child needs to use the skill

Prompting Hierarchy & Data	
Adult Gives an Initial Direction and:	Rating
▶ Child completes skill Independently.	4
▶ Adult Points/Gestures/Models in conjunction with repeated verbal direction.	3
▶ Adult provides Partial Physical Assistance to complete the skill but the child does some on their own.	2
▶ Adult provides 100% Physical Assistance to complete the skill.	1
▶ Child refuses, skill is not completed.	0

Child Name: Kaleb					
Date	9/2	9/3	9/4	9/5	9/6
Skill: <i>Tap a child to initiate a social interaction</i>	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	✘	✘	✘	✘	✘
	0	0	0	0	0
	ND	ND	ND	ND	ND
Skill: <i>Pass a toy or object to a peer</i>	4	4	4	4	4
	3	3	3	3	✘
	✘	✘	✘	✘	2
	1	1	1	1	1
	0	0	0	0	0
	ND	ND	ND	ND	ND

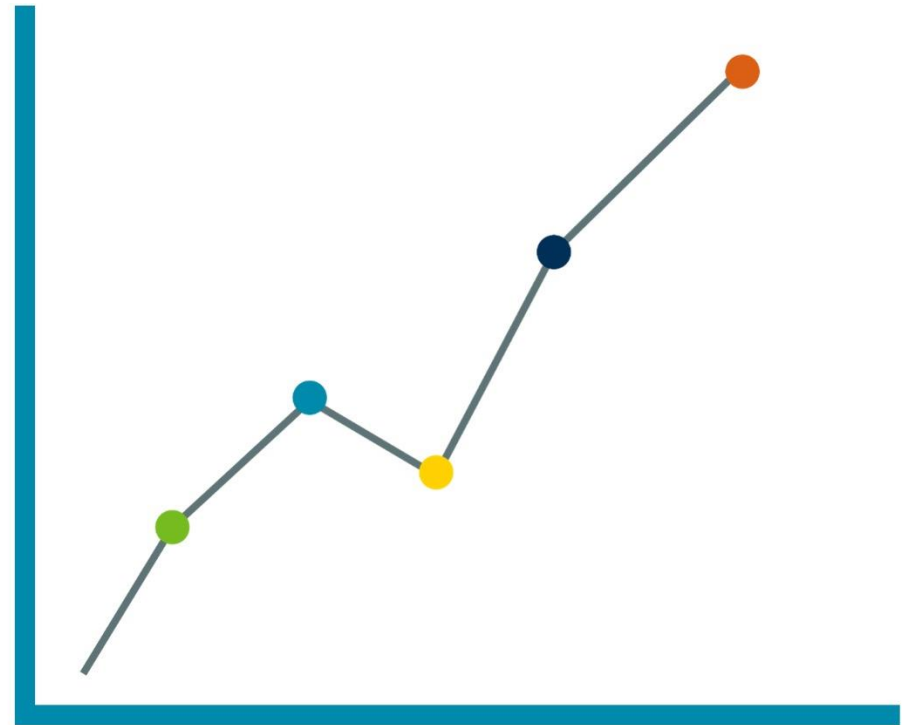


Activity 2.2

- Locate the **General Data Collection Form** example in your materials
- Orient yourself to the form by looking for the child's name, the two skills being monitored, and the score key
- Examine the data for each skill and develop some possible recommendations for the team based on that data
- Be ready to share your responses

Incorporate Data Collection into Daily Routines

- Select specific times (activities) when data will be collected
- Determine who is responsible for collecting data in each activity
- Review data daily
- Track and note progress, regression, or met goals





Activity 2.3

Let's Review!

- Look one more time at the following sections on the Pyramid Model Practices Implementation Checklist:
 - Individualized Teaching of Social-Emotional Skills (pg. 11)
 - Progress Monitoring of Instructional Objectives (pg. 12)
- Make any notes based on what we talked about today; what practices might you want to strengthen?

3.0 Understanding Behavior

What is Behavior?

- Behavior can be clearly defined
 - It is observable: Behavior is an action that can be seen
 - It is measurable: Behavior can be counted or timed
- Behavior is communication
- Behavior has a meaning
 - What is the child getting?
 - What is the child avoiding?



Behaviors Are Learned

We do know that our behaviors are learned and continue because they serve some purpose or **function**. That is, the behavior has resulted in the child getting or avoiding something in the past that has increased the likelihood that the behavior will occur again.

MANTRA:

Behavior continues because the behavior works!

Culture, Context, and Behavior

- Family partnerships help us understand the family's identities, values, and beliefs
- Teachers also have an identity, values, and beliefs they bring to their teaching
- There may be differences between the values and beliefs of the families and the teaching staff
- Teachers may perceive or understand child behavior differently based on their values and beliefs
- **Differences in values and beliefs can lead to differences in how behavior is viewed and addressed**

What About Trauma?

- Trauma: Frightening or harmful event that overwhelms a child's ability to cope or deal with the event(s)
- Something in the current environment might trigger the same response the child had to the traumatic event
 - Runs away
 - Hits
 - Tantrum
 - Withdrawal
 - Hypervigilance or Hyperactivity



What Can We Do?

- Implement Pyramid Model practices:
 - Create a supportive environment built on a foundation of responsive relationships
 - Teach social skills and support emotional competence
- Offer support to families:
 - Listen to families
 - Help connect families to resources and support
 - Build on family strengths and promote resiliency
- Consider trauma when interacting with the child so they feel safe, comfortable, and supported



Activity 3.1

Think about the following questions independently and write down your responses:

- How do you think your values and beliefs affect how you view challenging behavior?
- How does knowing a child's background impact how you view their behavior?
- How can you become more aware of when and how you respond to challenging behavior?
 - For example, do I respond in the same way with each and every child? When is my response different? How am I feeling?

Children Communicate in Many Ways

Forms of Communication:

- Words
- Sentences
- Point to a picture
- Eye gaze
- Pulling adult
- Crying
- Biting
- Tantrums
- Clinging to adult



Behavior Can Mean Many Things: Communicative Intent

- “I want you to pay attention to me.”
- “I want to play with you.”
- ”I don’t want to clean up!”
- “I want that (toy, food, paint, etc).”
- “I don’t want to stop what I am doing.”
- “I don’t want to interact with others.”



All Behavior Has a Function

Function: Purpose or “why” of the behavior (e.g., what a child is trying to communicate)

Obtain:

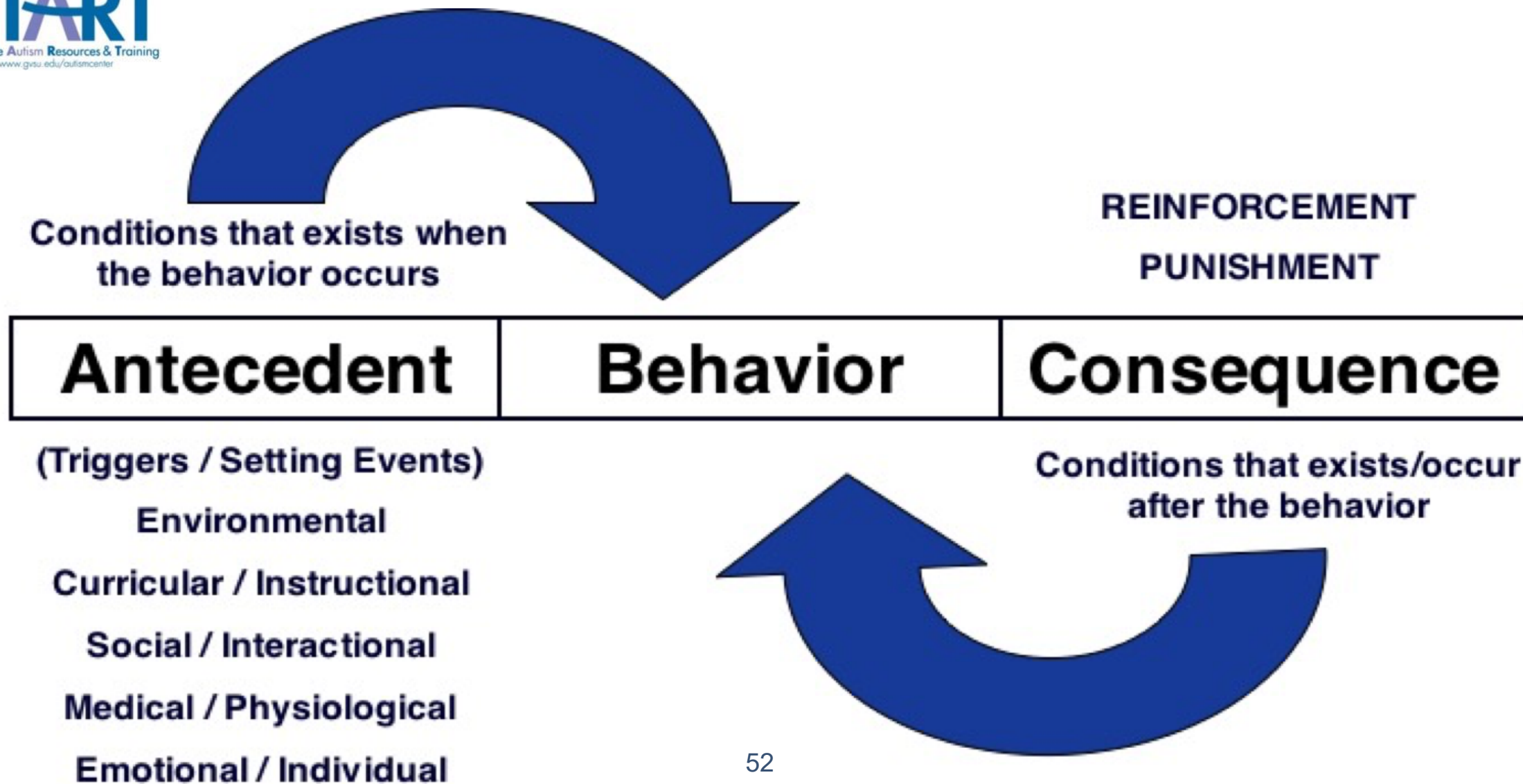
- Desired item
- Desired activity
- Peer attention
- Adult attention/comfort
- Sensory

Avoid:

- Peers
- Adults
- Task/activity
- Demand/instruction
- Sensory

There is a process for determining function so we can figure out the meaning of the behavior!

ABCs of Behavior



Let's Practice with the ABCs!

Joe is playing with a toy. Henry walks over and hits Joe. Joe drops the toy and goes to find a teacher, while Henry picks up the toy and plays with it.

Antecedent/Trigger	Behavior	Consequence/Outcome
Joe is playing with a toy	Henry hits Joe	Joe drops the toy; Henry plays with the toy

Your Turn!

The classroom teacher helps Lilly to sit down, then walks away. Lilly begins rocking and hitting herself in the head with her hand. The teacher returns quickly, sits next to her, and puts her arm around Lilly.

Antecedent/Trigger	Behavior	Consequence/Outcome

Recall: All Behavior Has a Function

Function: Purpose or “why” of the behavior (e.g., what a child is trying to communicate)

Obtain:

- Desired item
- Desired activity
- Peer attention
- Adult attention/comfort
- Sensory

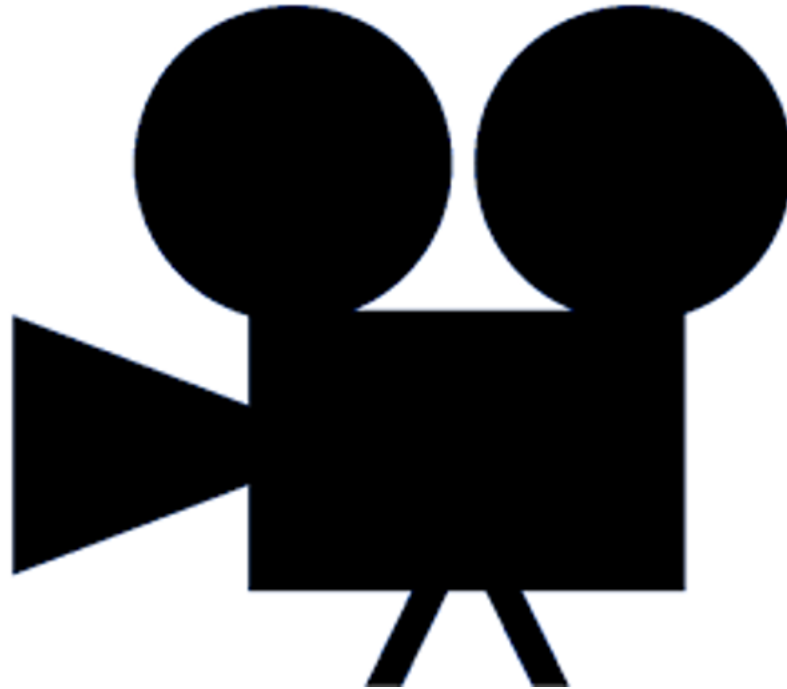
Avoid:

- Peers
- Adults
- Task/activity
- Demand/instruction
- Sensory

Example: Determining Function of Behavior

Antecedent/Trigger	Behavior	Consequence/Outcome
Joe is playing with a toy	Henry hits Joe	Joe drops the toy; Henry plays with the toy Therefore, the function of the behavior is to: Obtain desired item

Video: Determining Function of Behavior



Practice: Determining Function of Behavior

Antecedent/Trigger	Behavior	Consequence/Outcome
		Therefore, the function of the behavior is to:

Answer: Determining Function of Behavior

Antecedent/Trigger	Behavior	Consequence/Outcome
<p>Playing alone in block play. Goes over to a group of children playing. Other children playing nearby.</p>	<p>Sticks out tongue and makes raspberry sound, hits boy, scratches his shoulder.</p>	<p>Boy yells at him, friend brings him a lizard, boy yells to teacher.</p> <p>Therefore, the function of the behavior is to:</p> <p>Obtain peer attention</p>

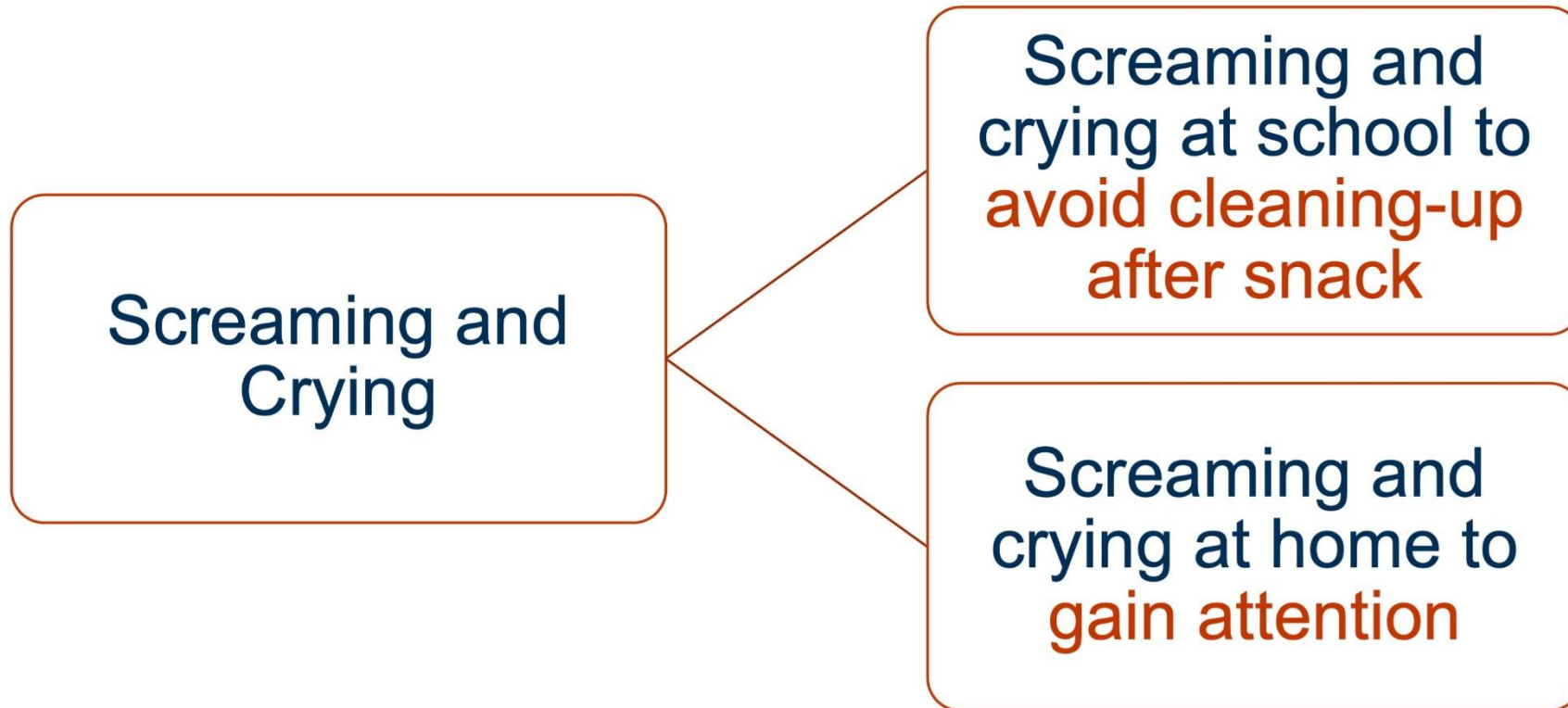
Activity 3.2

- Think about a situation from your own classroom or a classroom that you have supported in which you had difficulty determining why a particular behavior was occurring
- Use the template provided to record the behavior and begin writing down antecedents, consequences, and a possible function
- Be ready to share responses to the following questions:
 - How does using the ABC process help you consider what the function of the behavior might be?
 - Is there information you're still missing for your situation? Is additional observation necessary to figure out any patterns?

Your Turn: Determining Function of Behavior

Antecedent/Trigger	Behavior	Consequence/Outcome
		Therefore, the function of the behavior is to:

Context and Function



Same Behavior,
Different
Function

Consider Context and Previous Experience

- Behavior is appropriate in one setting and not another
- We need to consider:
 - Events or circumstances that occur immediately before the behavior
 - Events or circumstances that we might not see
 - Events or circumstances that do not immediately precede the behavior but alter the effect of the immediate event on the behavior





Activity 3.3

When prompted, share your responses to the following prompts in the chat:

- What is one thing that you already knew about behavior that was reinforced?
- What is one new thing that you learned or something new that helps you understand child behavior better?
- What additional questions do you have?

Remember What We Know About Behavior

- Behavior is learned
- Behavior is communication
- Behavior has meaning
- Behavior occurs within a context, including relationships, events or circumstances you may not see
- Behavior can be appropriate in one setting and not another
- We may interpret behavior differently depending on our identity, values, and beliefs

4.0 Wrap-Up and Next Steps



Activity 4.1

- Take a moment to think about everything we covered today:
 - Identifying strategies to individualize instruction for students who need additional support (e.g., prompting, peer-mediated strategies, reinforcement)
 - Embedding individualized instruction into daily routines
 - Understanding the ABCs of behavior and determining its function
- In the chat box, record one or two new things that you are going to commit to getting started or continuing in your own classroom

What's Next?

- Keep working through the items on the **Classroom Essentials** included in your materials from Session 2
- Hang onto your Pyramid Practices Checklist; you'll need it again during Session 5
- **Session 5: Addressing Challenging Behavior**