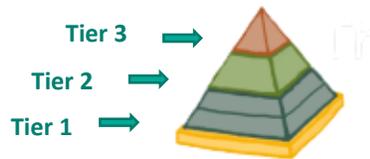


What is the Pyramid Model?

The Pyramid Model is a research-based framework, or approach, for intentionally teaching children social-emotional skills to help them be successful at school.



How does the Pyramid Model work?

The base of the pyramid, or Tier 1, consists of creating positive relationships between the child and the teaching staff within a consistent, predictable environment. The second section of the pyramid, or Tier 2, includes using targeted teaching strategies, such as visual schedules, picture cues and social stories, to help children learn problem solving skills, emotional regulation and impulse control. Research indicates that these things are important for all children!

The top of the pyramid, or Tier 3, consists of individualized intervention for the children who need additional support in the classroom.

Family partnerships are important at every stage of the Pyramid Model and we look forward to collaborating with you!

Here are a few Pyramid Model resources for families:

Csefel.vanderbilt.edu/resources/family

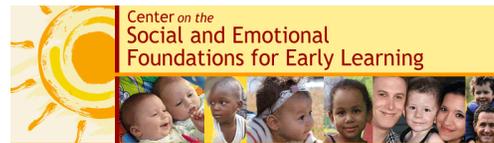
Csefel.vanderbilt.edu/resources/strategies

Challengingbehavior.fmhi.usf.edu/do/resources

Challengingbehavior.fmhi.usf.edu/do/resources/backpack



**Technical Assistance Center
on Social Emotional Intervention
for Young Children**



The Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

is focused on promoting the social emotional development and school readiness of young children birth to age 5.

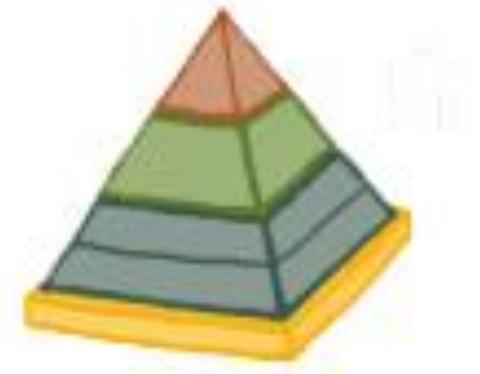


**ROBBINSDALE
AREA SCHOOLS
EARLY CHILDHOOD
PROGRAMS**

The Social-Emotional Pyramid Model

(Positive Behavioral Interventions & Supports for Early Childhood)

"The Pyramid Model provides structure and tools so that each child can develop the social and emotional skills that they need to be successful in life."



Promoting Social and Emotional Competence in Infants and Young Children



Why do we teach social-emotional skills?

“If a child doesn’t know how to read, *we teach.*”

“If a child doesn’t know how to swim, *we teach.*”

“If a child doesn’t know how to multiply, *we teach.*”

“If a child doesn’t know how to drive, *we teach.*”

“If a child doesn’t know how to behave, we*teach?**punish?*”

“Why can’t we finish the last sentence as automatically as we do the others?”

Tom Herner (NASDE President) Counterpoint 1998, p.2)

How do we support children’s learning of social skills?

Using the Pyramid Model framework, we teach children proactive social-emotional skills throughout our entire classroom day.

- Modeling
- Role modeling with puppets
- Preparing peer partners
- Singing & doing fingerplays
- Using a flannel board
- Using visual prompts
- Giving encouragement
- Rearranging the classroom
- Playing games
- Discussing children’s literature
- Using Intentional Teaching

Every young child is still developing social-emotional skills. Robbinsdale Area Schools Early Childhood Programs follows the Social-Emotional Pyramid Model to proactively teach children the skills they need to be successful at school.

What are some of the Social-Emotional skills we teach?

Here are a few:

- Following rules, routines, and directions
- Identifying feelings in oneself and others
- Problem solving
- Suggesting play ideas & activities to peers
- Sharing toys and taking turns
- Helping adults and peers
- Giving positive encouragement
- Expressing empathy with others’ feelings
- Learning how to calm down and manage your feelings
- Being respectful of people, places and things



All of Robbinsdale Early Childhood classrooms are using the strategies recommended by the Pyramid Model.

Our Pyramid Model pilot classrooms collect data (reported by parents and collected in our classrooms) to inform classroom instruction and teaching practices. Pilot classroom staff have received training and are coached in their teaching of social emotional skills.

We use a unified matrix to guide our interactions with children, parents, and colleagues.

Our Rules: Be Safe, Belong, Be Respectful



Visit this link to hear our Rules at School song.
http://ced.rdale.org/pages/ced_rdale/Early_Childhood/ECFE/General_Information

We promote whole body listening (eyes watching, ears listening, voices quiet, and body calm) in all of our early childhood classrooms using the “Second Step” curriculum.

Visit this link to hear the Whole Body Listening song.

http://ced.rdale.org/pages/ced_rdale/Early_Childhood/ECFE/General_Information