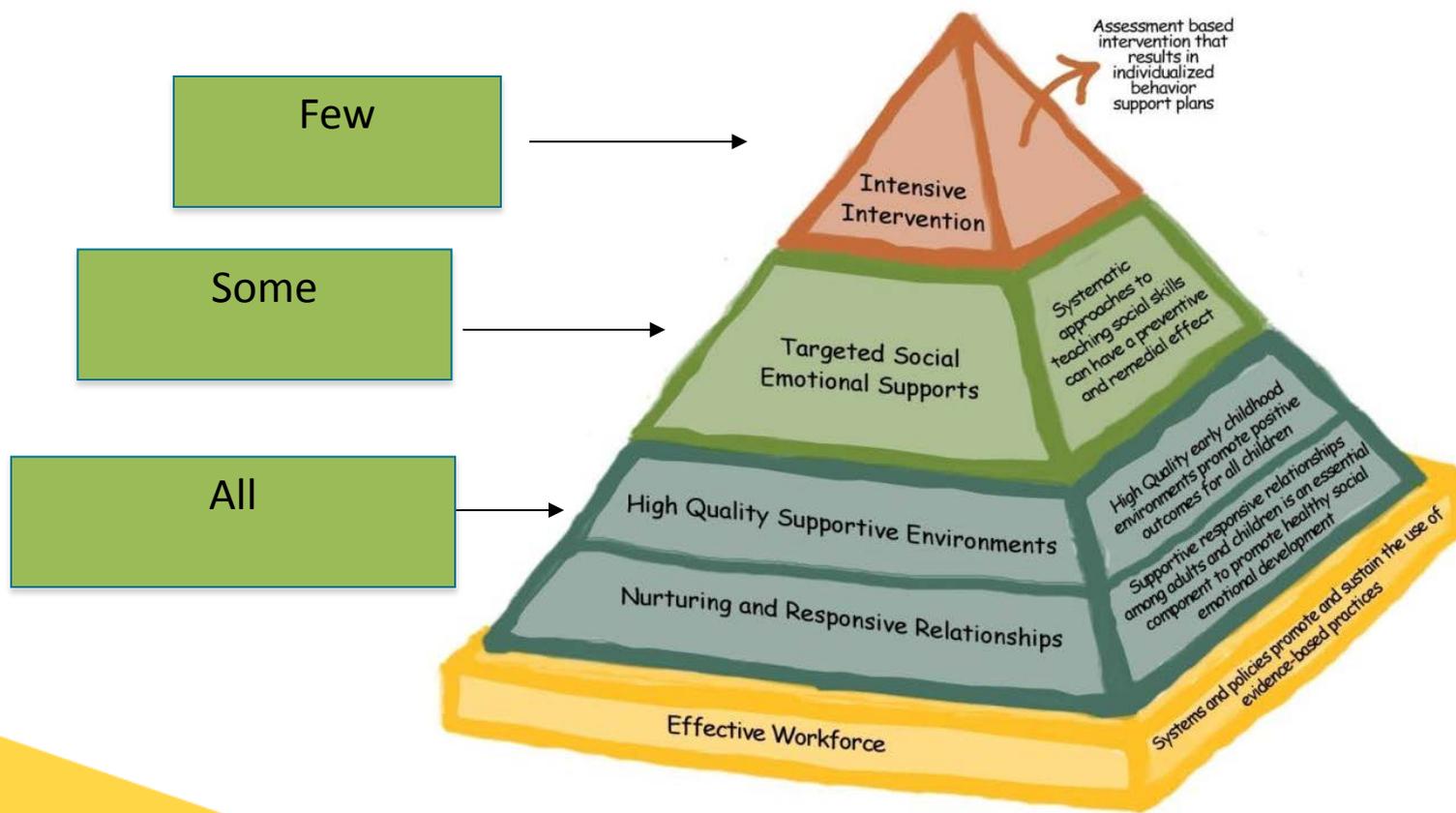


# Using Early Childhood Positive Behavior Supports (Pyramid Practices) to Promote Social Emotional Competence and Address Challenging Behavior In Young Children

Rob Corso, PhD

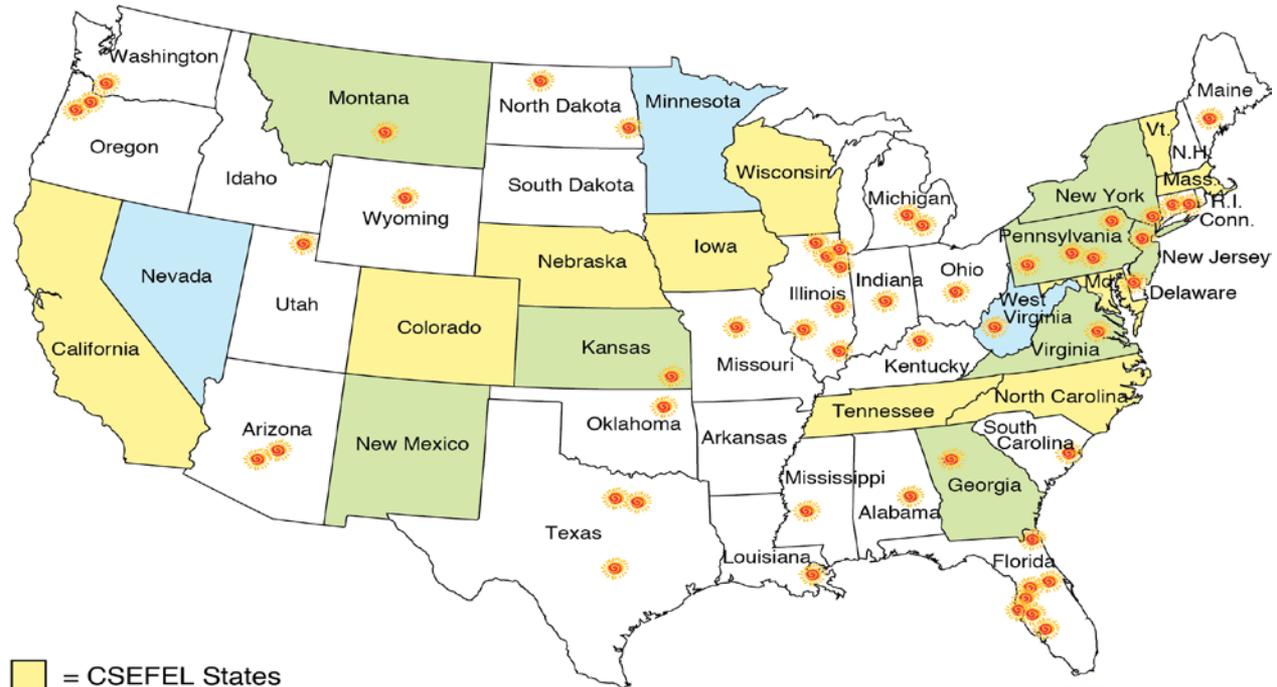
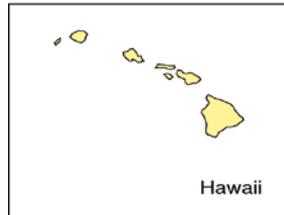
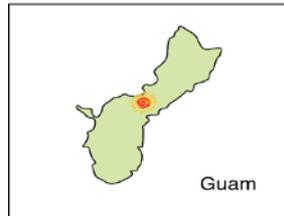
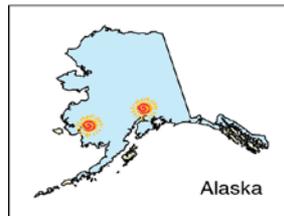
February 10, 2016

# The Pyramid Model: Promoting Social and Emotional Competence and Addressing Challenging Behavior



# Pyramid Model Professional Development

(Since October 2006)



-  = CSEFEL States
-  = TACSEI States
-  = Other Pyramid Model States
-  = Other CSEFEL Trainings Held Since October 2006



# Terminology

**CSEFEL/TACSEI =**  
**Pyramid Model =**  
**EC-PBIS =**  
**EC-PBS**

MBI, RTI, MTSS....

# What Does it Take to Get Implementation with High **Fidelity** **Sustained** in Programs and **Scaled up** Statewide?

# Formula for Success

Pyramid Model Practices

X

Intervention Fidelity

X

State and Program Systems for  
Implementation Fidelity

Meaningful Outcomes

Adapted from Fixsen & Blase, 2012



# Preschool Suspensions

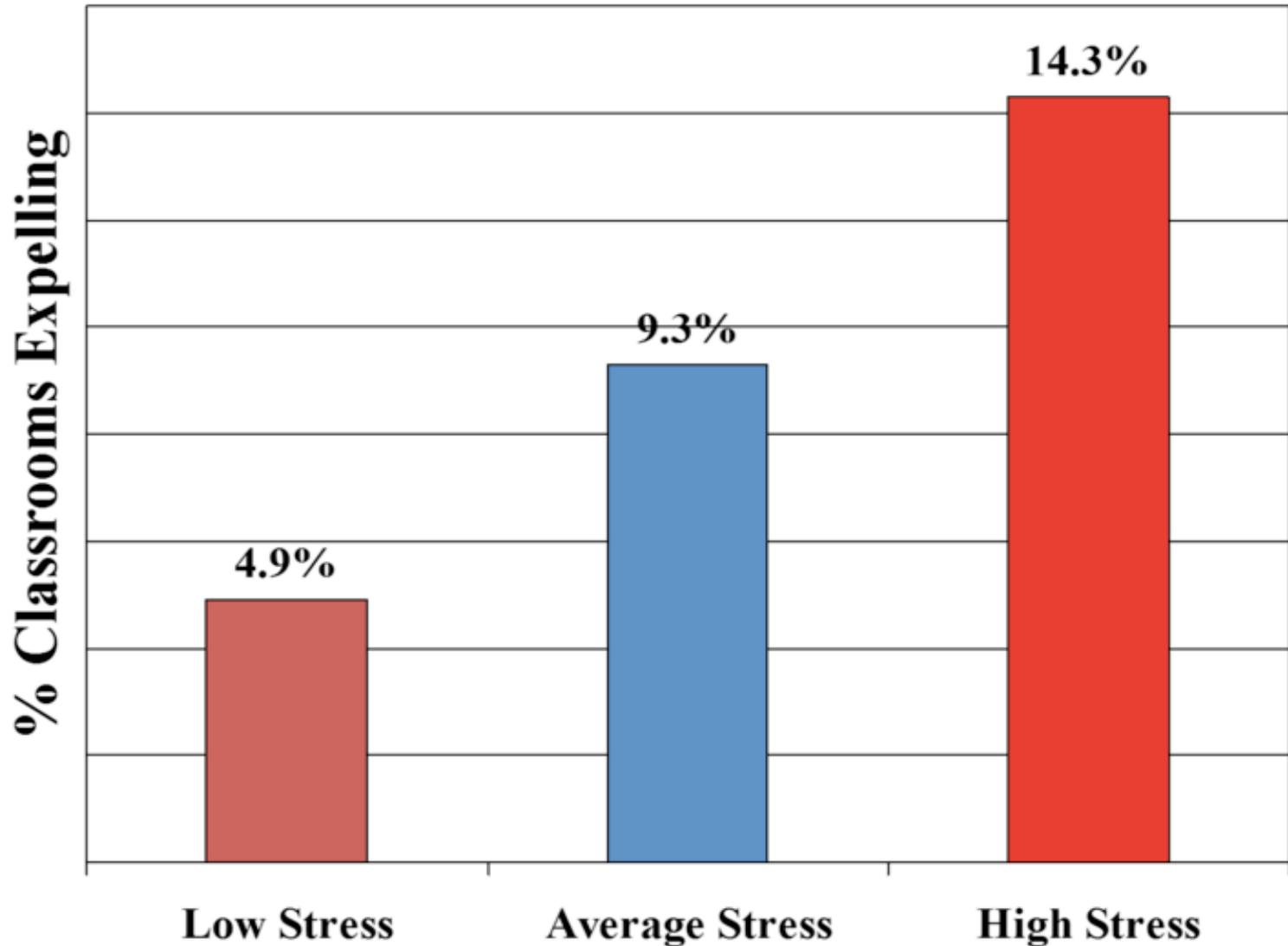
- Preschool children overall, are suspended up to three times more than students from kindergarten through 12<sup>th</sup> grades **combined** (Gilliam, 2005).



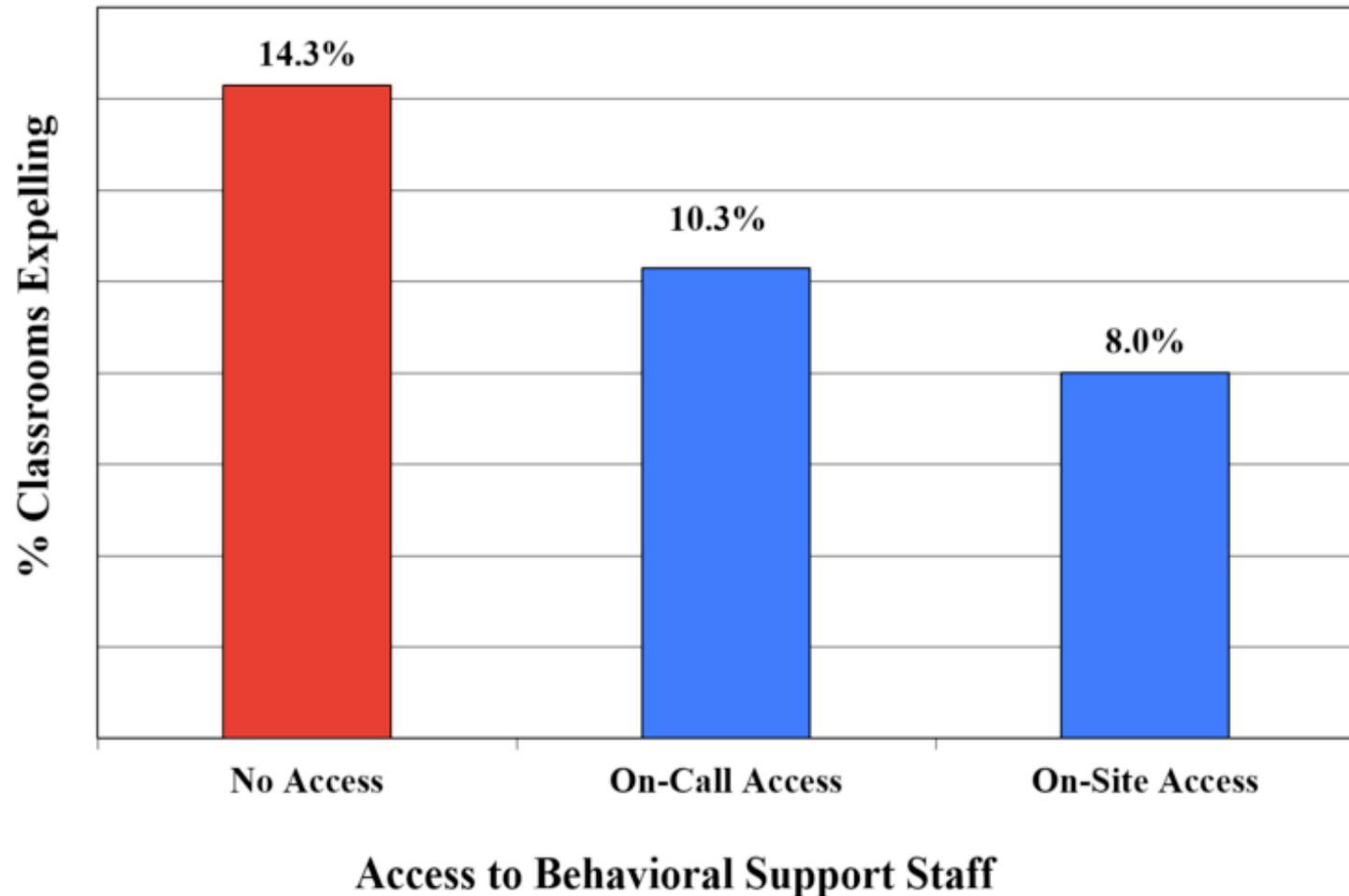
# Infants and Toddlers Suspended

- In Illinois more than 40 percent of the State's childcare programs had suspended infants and toddlers.
- In North Dakota, 20% of providers expelled children from child care. Of those expelled, 53% were infants and toddlers and 31% were preschool children.

# Teacher Job Stress Predicts Expulsion



# Behavioral Consultation Predicts Decreased Expulsion



Gilliam, WS (2005). Prekindergarteners left behind: Expulsion rates in state prekindergarten programs. *FCD Policy Brief, Series No. 3.*

# Recommendations to States

- **Invest in Workforce Preparation and Development**
  - CCDBG Act quality funds can be used to support on professional development that promotes social-emotional development and reduces challenging behavior and expulsions of young children served through CCDF.
  - Mechanisms to strengthen workforce include:
    - Statewide Early Childhood Mental Health Consultation
    - State Endorsements of Infant, Early childhood and Family Mental Health Specialists
    - State Entry Level Credentials
    - Higher Education
    - Statewide Models of PBIS
    - Establishing career pathways



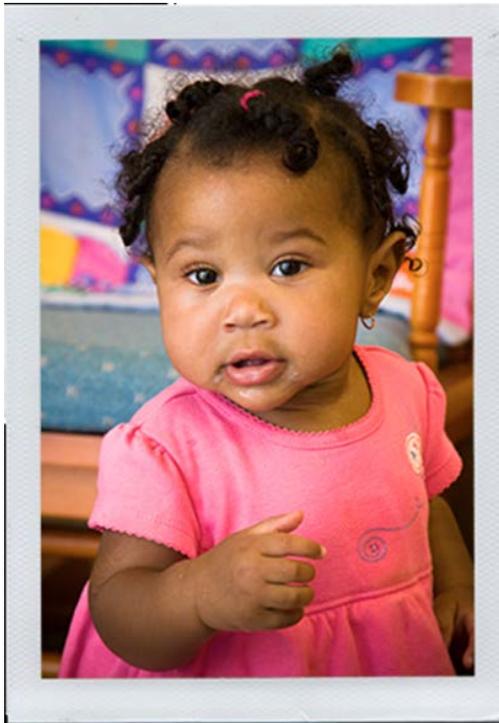
# Recommendations to Early Childhood Programs

- **Access TA in workforce development to build capacity in:**
  - Promoting children’s social-emotional and behavioral health;
  - Appropriately addressing challenging behavior;
  - Forming supportive , nurturing relationships with children;
  - Developmental and behavioral screenings and follow-up;
  - Collaborating with community-based service providers;
  - Forming strong relationships with parents and families;
  - Having a strong understanding of culture and diversity;
  - Employing self-reflective strategies to correct all biases;
  - Eliminating all discriminatory discipline practices.
- **Access to specialized support from consultants**
- **Promote teacher and staff wellness**

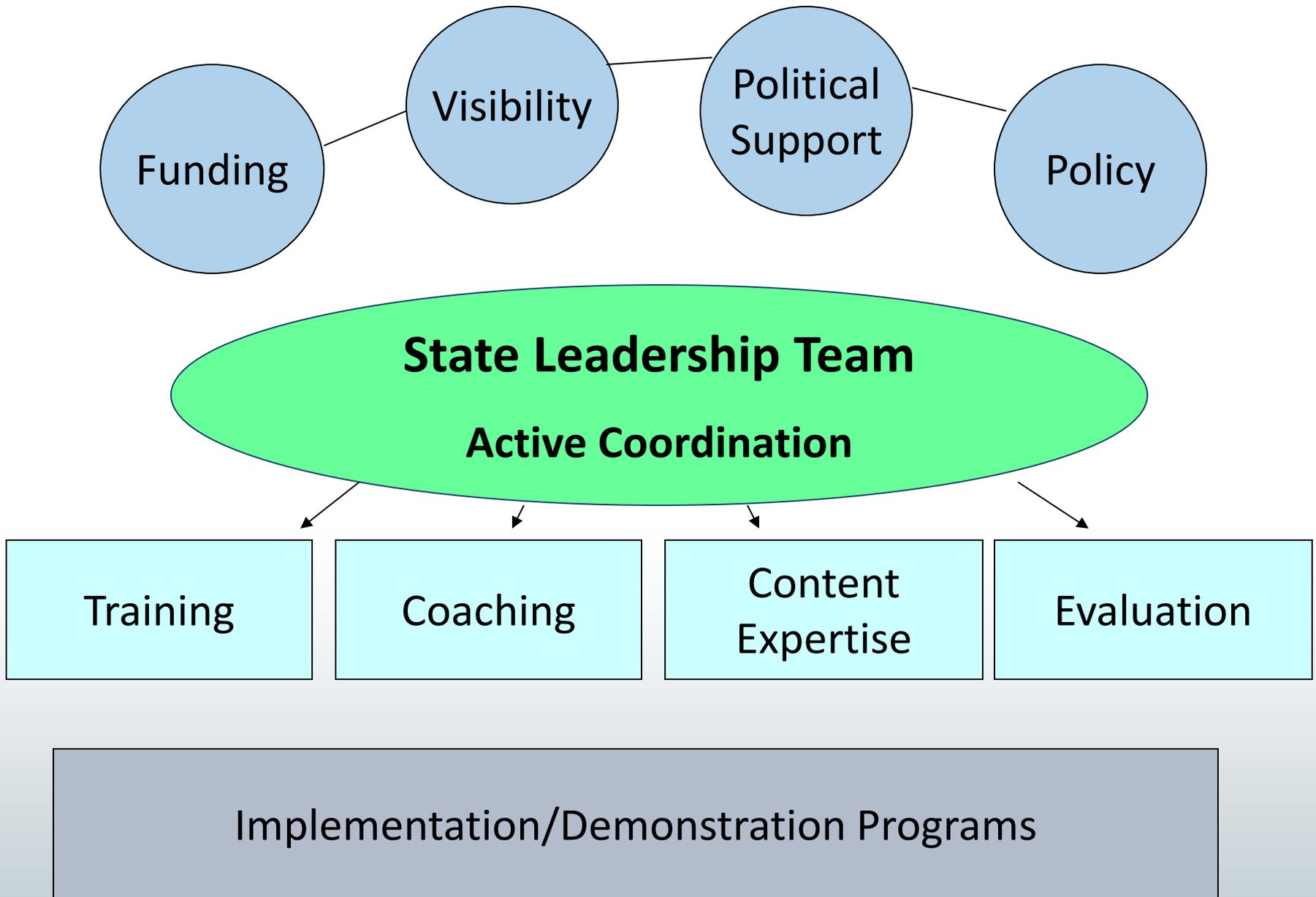


# Systems Model for Implementation and Scale-Up

- Incorporates best practice from:



- Systems Thinking
- Implementation Science
- Cross-Agency Collaborative Planning



# 1. Preschool Development Grant

- Regional Specialists
- Instructional Consultants
- Leadership Teams
- Internal Coaches/Behavioral Specialists
- Teaching staff



# Mentoring a Regional Specialists and Instructional Consultants

We support you to guide implementation programs

You support programs to implement with fidelity

You assist your state with scale-up by training and coaching new external coaches, trainers, and implementation programs

Programs improve child and family outcomes

# Cohorts of Program-Wide High Fidelity Implementation (Cohorts 1, 2 and 3)

1. High fidelity demonstrations that exemplify the value of the program- wide implementation of the Pyramid Model
2. Demonstration programs help build the political will needed to scale-up and sustain implementation
3. Demonstration programs provide a model for other implementation programs and professionals, “seeing is believing”
4. Demonstration programs “ground” the work of the State Team in the realities and experiences of programs and professionals

# 1. Preschool Development Grant - Capacity Building

- Leadership/Systems Building
- Practice Based Coaching
- Strategies/Evidence-based Practices Training
- Linking Social Emotional and Language/Literacy
- Behavior Specialists/Mental Health Consultation
- Fidelity Measures - TPOT
- Family Engagement – Positive Solutions for Families

# Regional Preschool Practices Training

- March 9 – Kalispell
- March 11 – Great Falls
- March 16 – Butte
- March 17 - Billings

## 2. STARS TO QUALITY

### Developing Capacity of Internal Coaches

- work with the MT STARS Coaches to build their coaching skills around practice-based coaching and the use of the corresponding fidelity tools (i.e., TPITOS, TPOT, Benchmarks of Quality).

## 2. STARS TO QUALITY

### Developing Capacity of MT STARS Consultants

- Enhancing skills around supporting the fiscal, operational and systems components related to implementing the Pyramid Model practices

## 2. STARS TO QUALITY

### **STARS Summer Leadership Institute (draft!!)**

- Day one training - Practice Based Coaching as it fits into the over-arching system of support.
- Day 2 - providers will be supported with their specific "provider-type" (i.e. Centers, Group/Family, and Home) to establish their role in the coaching system.
- Day 3 - dedicated to working directly with STARS Coaches on Practice Based Coaching and their role as coaches to STARS programs.

## 2. STARS TO QUALITY

### Targeted Professional Development

- Leadership Academies
- Behavior Specialists
- Supporting children with disabilities
- Bridging literacy and social emotional development
- Data/Evaluation planning

# 3. Project LAUNCH

## Community-wide Implementation

- Child Care
- Head Start
- Mental Health Services
- Dept of Health
- United Way
- School-based programs
- SpEd

# 3. Project LAUNCH

## Leadership Team for Gallatin and Park County

- Coordination
- Funding
- Communication/PR
- Implementation sites
- Family Involvement
- Professional Development
- On going coaching
- Data/Evaluatoin

# 4. Pyramid Model Implementation Videos



# 5. Other Systems

**Part C**

**Part B/619**

**Home Visiting**

**Infant & EC Mental Health**

**Child Welfare/Homeless shelters**

# Preschool Training Materials

**Module 1** – Promoting Children’s Success: Building Relationship and Creating Supportive Environment

**Module 2** – Social Emotional Teaching Strategies

**Module 3a/b** – Individualized Intensive Intervention

**Module 4** - Leadership Strategies



Center on the Social and Emotional  
Foundations for Early Learning

# Infant Toddler Training Materials

**Module 1** – Social Emotional Development within the Context of Relationships

**Module 2** – Responsive Routines Environments, and Strategies

**Module 3** – Individualized Intensive Intervention with Infants and Toddlers

**Module 4** - Leadership Strategies



Foundations for Early Learning

# Positive Solutions for Families

- **Evidence-based**
- **User-friendly parent training series**
- **Six, 90 minute sessions**
- **Help professionals working with parents to promote positive and effective parenting behaviors**



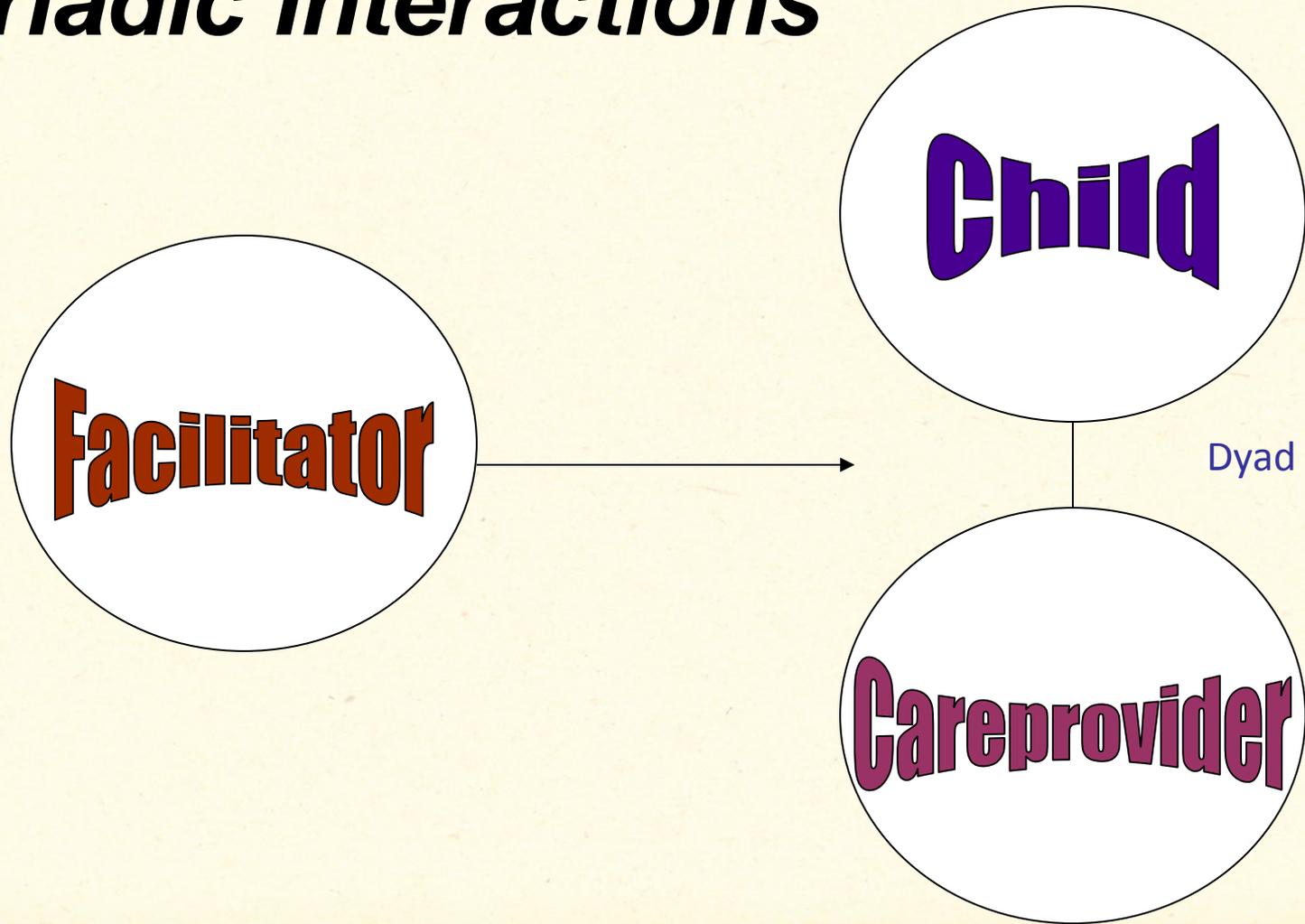
# Parents Interacting with Infants (PIWI) Modules

- **Series of 12 Developmental Observations Tools**
- **Dyadic focus**
- **Triadic strategies**



Center on the Social and Emotional  
Foundations for Early Learning

# *Triadic Interactions*



# Sample DOTs

*(from the child's perspective)*

## **Forming close and secure relationships**

How I interact with adults (social play)

How I interact with other children

## **Experiencing, expressing, and regulating emotions**

What I'm like (temperament)

How I communicate my wants and needs

## **Exploring the environment and learning**

How I let you know what I'm interested in

How I explore my environment

# Family Coaching Modules (TACSEI)

**Module 1** – Social Emotional Development within the Context of Relationships

**Module 2** – Responsive Routines Environments, and Strategies

**Module 3** – Individualized Intensive Intervention with Infants and Toddlers



Center on the Social and Emotional  
Foundations for Early Learning

# Practice-based Coaching and the Pyramid Model

## Teachers Learning and Collaborating

# DELIVERY OF PBC

## Coaching Partners



Expert



Peer



Self

## Delivery Method



On Site



Distance

## Grouping



Group

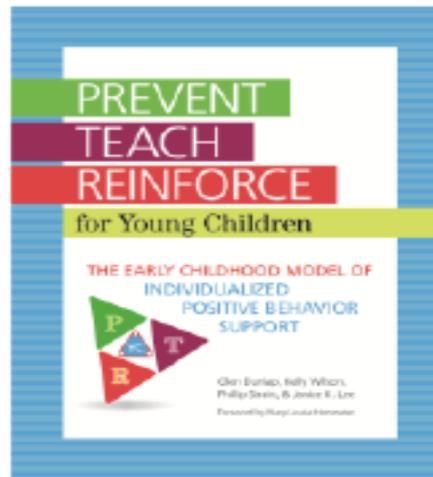


Individual

# Prevent Teach Reinforce for Young Children (PTR-YC)

## Prevent-Teach-Reinforce for Young Children (PTR-YC)

*by G. Dunlap, K. Wilson, P. Strain, & J.K. Lee*  
Paul H. Brookes Publishing..... 2013



# Timeline

2016....and beyond.

# Questions?

Rob Corso, PhD

[rob.corso@vanderbilt.edu](mailto:rob.corso@vanderbilt.edu)

217-390-0403