

**At STAR Level 3, what does  
“working intensely on implementing the Pyramid Model” mean?**

- \* Working intensely on implementing the Pyramid Model will probably differ somewhat from program to program, as many programs and teachers may already have in place useful strategies to deal with challenging behaviors, but often early childhood settings need additional supports and the Pyramid Model is a systematic way of making certain that you have all of the right supports in place for staff, children and families.
- \* Director and staff will communicate with families about the Pyramid Model (*Positive Solutions for Families* can be used as a resource).
- \* An internal (onsite) coach will be identified and job description will reflect the new duties.
- \* TPOT/TPITOS will be used as assessments and to guide coaching activities.
- \* 50% or more of the classrooms will work on implementing the Pyramid Model which first of all includes working toward nurturing and responsive relationships among classroom staff, administration, children and families and having in place a high quality supportive environment. Classroom staff begins to use what was learned in Pyramid Model training and putting it into practice using Pyramid Model tools (i.e. Inventory of Practices, Benchmarks of Quality, Scripted Stories, Turtle Technique, visual cues, solutions cards, books to teach social emotional skills, etc.), as well as other appropriate resources. For a complete list of Pyramid Model tools, resources, and strategies go to the [www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel) and [www.challengingbehavior.org](http://www.challengingbehavior.org) websites (The Teaching Tools for Young Children toolkit on the challengingbehavior.org site may be especially helpful).