

Pyramid Model Practices in a High Fidelity Preschool Classroom

Video Viewing Guide

Information about the Video

Digital video is a powerful tool that can be used to enhance a range of early care and education practices, including observation, documentation, assessment, evaluation, coaching, consultation, reflective practice, reflective supervision, family education, and professional development. The accompanying video was produced in collaboration with the Montana Head Start Collaboration Office, the Early Childhood Services Bureau of the Montana Department of Public Health and Human Services, The Early Childhood Project, Bal Swan staff and families, and the Pyramid Model Consortium to highlight several evidence-based teaching practices as demonstrated by a high fidelity Pyramid Model implementation site.

The Pyramid Model was developed by the Center on the Social Emotional Foundations for Early Learning (CSEFEL), a federally funded center created with support from the U.S. Department of Education and the U.S. Department of Health and Human Services. The Pyramid Model is a conceptual framework of evidenced-based practices for promoting infants and young children's social emotional competence through prevention practices that address challenging behavior in the context of nurturing relationships and quality learning environments. Based on several years of evaluation and research data, the Pyramid Model is a sound framework for early care and education systems.

Ways to Use This Video

There are several ways individuals might use this video. The video may be viewed in its entirety to see the flow of a complete half-day program for preschoolers, from arrival time through the closing activities. As participants view the video, they should be encouraged to describe the practices they see that:

- Support nurturing and responsive caregiving
- Promote high quality, engaging environments
- Enhance the social emotional competence of children
- Decrease the likelihood of challenging behavior
- Support children's overall learning and development

In addition to viewing the video in its entirety, titles and labels have been added throughout to call attention to (a) the environment and specific routines of the day, and (b) discrete teaching practices that support young children's social emotional development.

Professional development providers or teachers may choose to view smaller segments of the video to consider how they may alter their classroom environment or teaching practices to better support the social emotional competence of children in their care.

As with any video, there are components of any classroom that may not resonate with all teachers as the 'right' way to support young children. As a professional development provider, it is important to allow participants time to consider what they did and did not like to support their own reflection with the intent of leading to an enhanced awareness and more thoughtful decision-making process for supporting the development of the children in their care.

The following list provides a “table of contents” of several highlighted practices to allow you to view specific parts of the daily routine or to view particular teaching practices.

- **Environment** 00:46
- **Arrival** 02:15
- Use Predictable Routines 03:08
- Give Positive Descriptive Feedback 06:14
- Model Phrases to Use 07:01
- Explore Feelings 08:07
- Teach Problem Solving 11:25
- **Free Play** 12:16
- Teach Requesting - 14:18
- Give Children Time and Attention - 16:10
- Support Children to Problem Solve - 21:47
- Reinforce Interactions – 25:32
- Suggest Play Ideas – 27:47
- Encourage Sharing – 34:17
- Involve Adults in Acknowledging– 37:42
- Give Transition Announcements – 38:23
- Individualize Transition Announcements – 38:52
- **Circle Time** 40:41
- Provide Environmental Cues - 40:50
- Reinforce Children - 41:43 (Reinforce Children for Positive Behavior)
- Review Classroom Expectations – 42:42
- Provide Visual Schedules - 43:52
- Review Classroom Rules - 44:20
- Teach Social Skills - 49:30
- Structure Transitions - 54:44
- **Snack Time** - 56:04
- **Outdoor Play** - 57:56
- Reinforce Problem Solving Efforts - 59:05
- Label Negative Feelings - 59:31
- Give Clear Directions - 1:02:04
- **Circle Time** - 1:02:16
- Support Emotional Regulation - 1:11:29

- Respond Sensitively to Children's Needs - 1:12:19
- **Free Play** - 1:14:46
- Encourage Cooperative Play - 1:15:12
- Give Sincere, Enthusiastic Feedback - 1:15:46
- Use Real Life Situations to Problem Solve - 1:20:34
- **Goodbye Circle** – 1:21:24
- Vary Intonation to Maintain Attention – 1:22:32

Disclaimer

The Pyramid Model practices illustrated and labeled in this video are endorsed by the sponsoring organizations, the Montana Department of Public Health and Human Services and The Pyramid Model Consortium. Other practices that appear in this video are those of the teachers and program and do not necessarily represent the views of the sponsoring organizations.

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