

Pyramid Model Practices in a High Fidelity Toddler 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. This 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 full half day program for toddlers, 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 supports 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.

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.

You may not use this work for commercial purposes;
You may not alter or transform this work; and
You may not post a copy of this video to any web site, eLearning platform, or learning management system.

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** 01:58
- Help Children Identify Emotions 02:23
- Provide Consistent Routines 02:39
- Greet Children by Name 04:36
- **Free Play** 04:59
- Interact with Children 05:20
- Encourage Autonomy 12:49
- Talk about Friendship 13:36
- Spend Time on the Floor 14:36
- Provide a Variety of Materials 17:47
- Stay Close to Reduce Conflicts 18:15
- Encourage Attempts to Join Play 20:02
- Teach Sharing and Trading 20:29
- Encourage Cooperative Play 23:39
- Offer Assistance as Needed 27:50
- Develop Meaningful Relationships 28:15
- Follow Children’s Lead 30:05
- Provide Opportunities to Help 33:27
- **Circle Time** 35:10
- Use Visual Schedules 35:19
- Teach Social Skills 36:20
- Use Books to Make Connections 40:45
- Set up Problem Solving Situations 47:54
- Give Guidance for Problem Solving 52:00
- Provide Structured Transitions 52:55
- **Snack Time** 55:10
- Offer Choices 59:35
- Give Positive Descriptive Feedback 1:02:06
- **Outdoor Play** 1:02:21
- Goodbye Circle 1:03:45