




# The Pyramid Model Goes to Family Child Care Homes

**August 19, 2019**  
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Program-Wide  
Positive Behavior Support

National Center for  
**Pyramid Model  
INNOVATIONS**  
[ChallengingBehavior.org](http://ChallengingBehavior.org)

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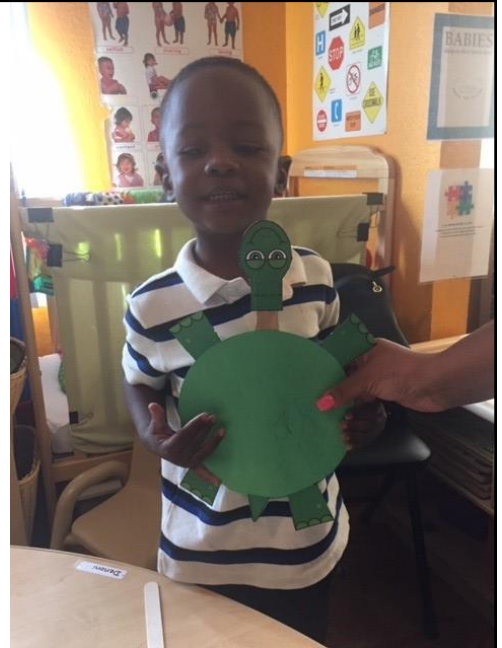
## Our Discussion

- Providing implementation Support to Family Child Care Homes: Program-wide Positive Behavior Support at USF
- Pyramid Model in Family Child Care Homes
  - Similarities and Differences
  - Critical Elements
  - Tools and Outcomes
  - Implementation Strategies
  - Coaching

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## Before we get started

- Poll:
  - Are you currently supporting Family Child Care Homes with implementing the Pyramid Model?
- Share your ideas and resources on social media using #PyramidModel



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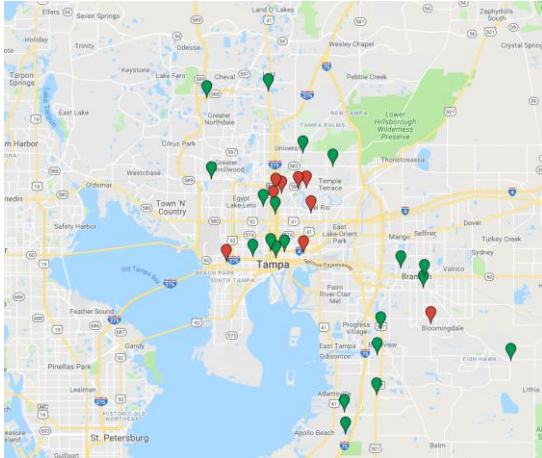
## Program-Wide Positive Behavior Support at University of South Florida

- Nine Family Child Care Homes (FCCH)
- 17 Community Child Care Centers
- Application and Site Visit
- Designated USF Trainer/Coach
- On-site coaching
- Community Trainings
- Trainings with other FCCH



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# Program-Wide Positive Behavior Support at University of South Florida



## Family Child Care Homes



- Aleta Ford Family Child Care Home
- Ethel Jones Family Child Care Home
- Michelle Nowell Family Child Care Home
- Nana's Learning Post
- Sheila Hudgins
- Erdeen Morris Family Child Care Home
- Joyce S Family Child Care
- Fresh Beginnings and Beyond FCCH
- Lishia McCalister Family Child Care Home



## PWPBS and FCCH Agreement

### PWPBS FCCH COMMITMENT

A child's progress and PWPBS outcomes can only be successful when the child care provider and PWPBS Team work in partnership.

The PWPBS Team commits to:

Providing training and coaching to all providers in your family childcare home to effectively implement PBS

Working collaboratively with all providers in your family childcare home to develop an action plan for supporting you and your staff with using best practices and build an effective system of supports

Facilitating the process of developing targeted and individualized child support plans in partnership with child care providers to provide extra supports to children to demonstrate social-emotional competencies and decrease challenging behavior

It is equally necessary that you work with us during coaching, training, and in developing both child supports and action plans for providers to implement the PWPBS Model.

1. Are you willing to try new strategies to address social-emotional competencies and improve challenging behavior?	<input type="checkbox"/> yes <input type="checkbox"/> no
2. Are you willing to identify time weekly for the PWPBS coach to visit your FCCH and collaborate on implementing best practices for children?	<input type="checkbox"/> yes <input type="checkbox"/> no
3. Are you and your staff willing and able to attend required PWPBS trainings, make-and-takes, and/or work groups?	<input type="checkbox"/> yes <input type="checkbox"/> no
4. Are you willing to follow-up on recommendations made as a result of the PWPBS Process? (activity matrix, action planning, coaching, data collection, monitoring)	<input type="checkbox"/> yes <input type="checkbox"/> no
5. Are you willing to facilitate the completion of necessary paperwork/data in a timely manner and meet data deadlines determined by our funder?	<input type="checkbox"/> yes <input type="checkbox"/> no
6. Are you able to meet on-site once a month to formally discuss progress of implementation with PWPBS coach?	<input type="checkbox"/> yes <input type="checkbox"/> no
7. Do you and your staff have access to email and check it on a regular basis?	<input type="checkbox"/> yes <input type="checkbox"/> no
8. Are you willing to participate in completing and implementing the Early Childhood Program-Wide PBS Benchmarks of Quality two times a year over the next 2-3 years?	<input type="checkbox"/> yes <input type="checkbox"/> no



## Critical Elements



Download FCCH  
Benchmarks of  
Quality

### Community Child Care Center

- Leadership Team
- Staff buy-in
- Family Engagement
- Program-Wide Expectations
- Professional Development and Staff Support Plan
- Procedures for Responding to Challenging Behavior
- Monitoring Implementation and Outcomes

### Family Child Care Home

- Leadership Team
- Family Involvement
- Program-Wide Expectations
- Strategies for Teaching and Acknowledging the Program-Wide Expectations
- Implementation of the Pyramid Model is Demonstrated in All Environments
- Procedures for Responding to Challenging Behavior
- Professional Development and Staff Support Plan
- Monitoring Implementation and Outcomes



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## Leadership Team

- Starts meetings, prepares agendas, keeps focused
  - USF leads
- Takes minutes, shares minutes, records discussions, maintains records
  - Shared responsibility with USF and FCCH
- Synthesizes and prepares data for review
  - USF leads
- Provides targeted and individualized behavior support
  - USF facilitates process, FCCH records BIRs and implements plan



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# Leader Team Agenda/Minutes

Leadership Team Agenda/Minutes  
 Site: Ethel Jones FCCH  
 Date: 5/28/2019 Time: 10-11am

Recorder: Eunice Lopez  
 Members Present: Ethel and Eunice  
 Timekeeper: Ethel Jones

Time	Discussion Topic	Decision/action/outcome/who is responsible/Timeline
10mins	<b>Celebrations and recap last meeting</b> • Will be closing FCCH and opening a centerbased program in Fall.	1. Room arrangements, new visuals, and center routines are going well. Children are responding positively to the Expectations and Rules. 2. Smoother transitions and opportunities to discuss feelings 3. Still wants to continue to be a PBS site. Will provide Anna with the information of new site to get transfer in place. 6802 Broadway Tpa, Fl. 33619
10mins	<b>Benchmarks/Critical Elements</b> 1. Family Involvement • #7,8,9 2. Strategies for Teaching and Acknowledging the Program -Wide Expectations 3. Professional Development and Staff Support Plan • #31, 37, 38	1. BoQ-Completed on 2/25/2019 2. Which Goal will we work on first? – • Items Partially in Place will be targeted first
10mins	Online resources	1. More resources have been added to LiveBinder, please review 2. LiveBinder- <a href="https://www.livebinders.com/b/2537273#anchor">https://www.livebinders.com/b/2537273#anchor</a>
10mins	<b>Support to Children</b> • BIR Status • New children of concern • Targeted Status • Individualized Status	1. BIR excel spreadsheet is up and ready to input data-no BIR reported 2. Any new children of concern? No
10mins	<b>Family Engagement</b> Upcoming Event to be decided on and considered for Fall season.	1. When is your next family event? Considering a Fall Open House, still considering due to health issues. Plans may change. TBA
10mins	<b>Important Dates</b> • Trainings • Meetings • Data due dates	1. Community training: Register for upcoming training June 4, 2019 (4:30-7:30 PM) or June 8, 2019 (8:30-11:30 AM)

Next Meeting Date, Time, Place: 6/24/2019 Tentative

Recorder: Eunice Lopez-



## Key Differences



- Nurturing and Responsive Relationships
  - Families see same provider daily
- High Quality Supportive
  - Space can be limited
  - routines
- Mixed age groups
  - Circle Time
  - Centers
  - Outside
- Targeted Social Emotional Supports
  - Older children modeling for younger children
  - Participate as is developmentally appropriate



## Family Involvement

- Family Involvement
  - Input at the beginning
  - Multiple mechanisms for sharing the plan
  - Multiple mechanisms for home implementation
  - Family partners in developing and implementing individualized support

Let's Talk About Expectations  
At Home



Think of your child at home. When your child is being their "best" and most engaged in an activity or with others, what are they doing that makes you feel that they're being their "best"? Circle your top 3 choices.

Sharing	Helping a child
Helping an adult	Being courteous (please and thank you)
Speaking Quietly (inside voice)	Speaking up
Using toys gently	Cleaning up after themselves
Feeding themselves	Using kind words
Look at an adult when spoken to	Walk when in the community
Stay near you when in the community	

Have a different idea of "best" behavior? Add it here.

Other:

## Engaging Families

- Photo book rather than family board
- Feelings check-in for all children when they come in
- Similar to child care center just smaller
- Greeting choices

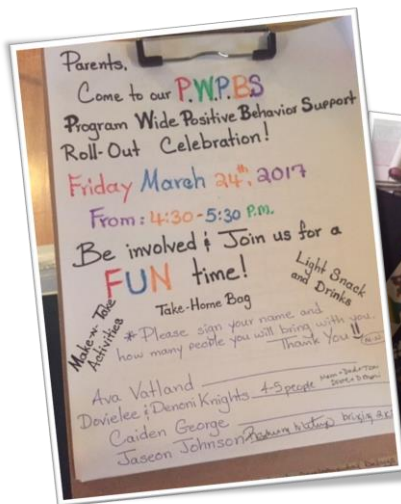


# Family Board and Photo Books



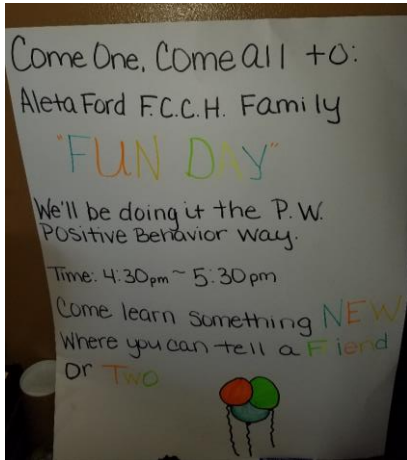
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# Family Roll Out



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## Family Roll Out Continued



## Family Roll Out Activity





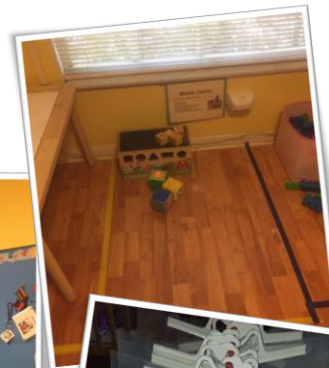
# High Quality Supportive Environments



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## Centers

- Creative use of space
- Furniture serves multiple purposes
- Identify areas specific to age
- Center tags
- Provider multi-tasks



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## Circle Examples



## Outside

- Provider's Backyard
- Age-appropriate toys and spaces
- Variety of Equipment
  - Example:
  - Infant swing vs PreK swing
- Buddy Bench
- Range of ages – children are
- Encouraged to play/interact with all ages



## Outside Play



## Rules and Expectations



## Teaching Expectations

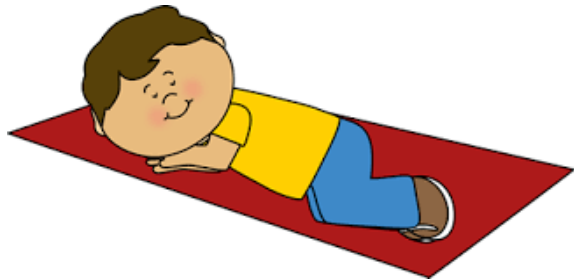


## Nap Time Expectations Nana's Learning Post

Picture And Word

	Be quiet.
	Be quiet.
	Stay on your mat.
	Stay on your cot.

Picture and Word Cards ©LousPi.com 2014. All Rights Reserved



## Meals

- Variety of seating – baby chair, toddler chair
- Variety of food depending on age – finger foods, bottle,
- Children have their own plate, cup, utensils
- More flexibility



## Transitions

- Stages of transition
  - Meet the needs of the children by age
  - Process to accommodate for babies and older children
  - Wait time may be longer but children are given something to do while waiting and this has been successful
- Nap-pack and play vs cots and gives kids books

## Targeted Social Emotional Supports

- Older and younger kids helping each other
- Being able to help with younger children is motivating
- Positive Descriptive Feedback about friendship behaviors
- Strategies similar to traditional classroom



## Problem-solving

- Mixed age = differentiation
- Older children model
- Watch, listen and learn
- Naturally occurring situations
- Developmental level drives how problem-solving is taught



## Addressing Challenging Behavior

Behavior Incident Report		
Child's Name: _____	Date: _____	
Time of Occurrence: _____		
<b>What happened?</b>		
<b>Problem Behavior (check most intrusive)</b>		
· Physical aggression	· Inappropriate language	· Property damage
· Self injury	· Verbal aggression	· Unsafe behaviors
· Stereotypic Behavior	· Non-compliance	· Trouble falling asleep
· Disruption/Tantrums	· Social withdrawal/isolation	· Other _____
· Inconsolable crying	· Running away	_____
<b>What was going on when it happened?</b>		
· Arrival	· Meals	· Departure
· Routine job	· Quiet time/Nap	· Clean-up
· Circle/Large group activity	· Outdoor play	· Therapy
· Small group activity	· Special activity/ Field trip	· Individual activity
· Centers/Indoor play	· Self-care/Bathroom	· Other _____
· Diapering	· Transition	_____
Provider response: _____		
_____		
_____		

- Process for getting assistance
- Process for BIRs
- Interventions
- Requires even more focus on prevention

[http://www.pyramidmodel.org/wp-content/uploads/2016/10/fcc\\_behavior\\_incident\\_report.pdf](http://www.pyramidmodel.org/wp-content/uploads/2016/10/fcc_behavior_incident_report.pdf)



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## FCCH Child Support Planning

**Step 1.** FCCH provider alerts USF Coach about child of concern: Behavioral = collected 2 weeks worth of BIRs.



**Step 2.** Child/Parent Consents signed & if needed, **SEAM** completed by provider and with family.



**Step 3.** USF Coach begin **observations** and additional data is collected such as interviews with family and provider and behavior rating scales.



**Step 4.** The team (family, provider, USF coach) meet to **analyze data** and begin to create plan.



**Step 5.** Plan is developed with team including **family** if possible.



**Step 6.** Plan **implemented** and **monitored** by data collection such as BIRs and/or rating scales.. **Plan revised if needed.**



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## Practice-Based Coaching

- TPOT and/or TPITOS
  - Every 6 months
- Coaching frequency
- Action Planning



## Differences in Coaching

- The provider is alone
- Challenging to coach in the moment
- Reflection on practices occurs later after the observation
  - Over phone during nap time
  - Come back during nap time
  - Leaving detailed coaching notes
  - Discuss with provider how they would like to receive feedback
- Consider range of developmental levels
- More difficulty to 'blend-in'
  - Especially for children with attention-seeking behavior



# Professional Development/Staff Support Planning

- Professional Development Support Plan
  - Collaboratively create with USF PWPBS Coach
  - Focused Observations and Feedback
  - USF PWPBS will work with you to create behavior support plans as needed
  - Any substitutes or additional staff are aware of PBS
    - What does it look like at your FCCH?
    - How to interact with children using PBS strategies?
  - Acknowledging families using PBS



## Action-Planning/ Coaching Notes

Practice-Based Coaching Action Plan

Teacher: Mary K. Date created: 4/7/19

Best times for focused coaching: 9:15 am to 10:00

Goal: Increase teaching of friendship skills

Steps to reach this goal	Resources/ support needed	We know we have met this when...	Target Date
During group activities, Mary will model friendship skills such as sharing, taking turns and using your words.	Michelle	When children model friendship skills with peer and provider	5/31/19
Provide families with Backpack Connection articles about friendship skills	Erin will bring	↓	XX completed! Date: 5/31/19
Help children reflect on their use of friendship skills individually or in a group	Michelle	↓	Continue this goal

**COACHING NOTES**

Provider's Name (last, first): Newell, Michelle Date: 5/14/19 Time Frame: 9-10am

Location: Michelle's FCCH Center: FCCH Room/Ages Served: 1-4 yrs

Child(ren) (if applicable): \_\_\_\_\_ Internal Coach: Erin Sizemore

USF Coach: Erin Sizemore

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**OBSERVATION FOCUS/GOALS:**

Teaching friendship skills

**WHAT TO CONSIDER:**

- Continue to talk about + practice friendship skills during group activity + throughout the day
- first/then for clean up (we could take pictures) first clean up, then get your mat for Circle Time

**WHAT WENT WELL:**

- 1) allowing children to take turns picking a song while waiting
- 2) Celebrating child for solving problem on her own
- 3) Teaming up children to do an activity
- 4) friendship activity using only 18 mats + having them share + take turns

**WHAT YOUR COACH WILL FOLLOW-UP WITH:**

See you next Tuesday, the 12/5/19 for our leadership team meeting ☺



## Remember to Celebrate!

Infographics available on  
[Challengingbehavior.org](http://Challengingbehavior.org)



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## Questions?

Use the  
Questions Panel  
to submit your  
questions.



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