



Put Your Own Mask on First: Being a Great Pyramid Model Implementer in the Time of COVID-19

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National Center for
**Pyramid Model
INNOVATIONS**
ChallengingBehavior.org

Who Does the Pyramid Model Help?



Everyone!



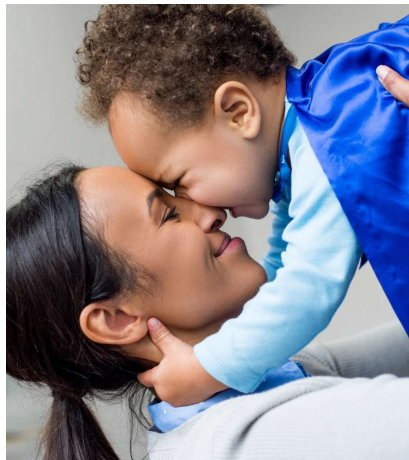
Pyramid Tips for Administrators #1

Provide lots of **ongoing planning time** because educators are going to need a lot of time to make this work.



Pyramid Tips for Administrators #2

Emphasize that **social emotional development**, more than ever, is job #1.



Pyramid Tips for Administrators #3

Watch for **signs of stress** among staff and yourself:

- Being “short”
- Easy to anger
- Low energy
- Morose
- Negative
- Hyper



Pyramid Tips for Administrators #4

Don't just invest in mental health support for children:

- Set up listening sessions
- Model healthy social emotional habits yourself
- Use emotional literacy



Pyramid Tips for Administrators #5

Know that health promoting strategies can pose a risk to evidence-based practices and child outcomes.



Pyramid Tips for Administrators #6

Make sure that “who gets admitted and placed together decisions” do not discriminate in a way that discriminates against children with disabilities, harms friendships and families with limited resources.



Pyramid Tips for Administrators #7

Survey of what about face to face guidance is most concerning.

What are teachers most worried about:

- Keeping children apart
- Keeping masks on children
- Logistics of keeping materials clean and separate
- Financial impacts of limiting the # of adults and children in a space
- Coordination of delivering some distance and some in person support
- Getting sick yourself
- Making ongoing decision about when to stay open or not



Pyramid Practices for Practitioners #1

Start now to re-design EVERYTHING!

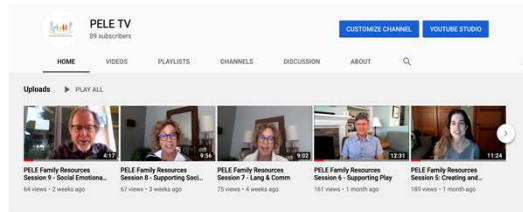


Pyramid Practices for Practitioners #2

- Imagine how to promote peer interactions and friendships virtually



POSITIVE EARLY LEARNING EXPERIENCES CENTER



PELE TV

https://www.youtube.com/channel/UCrBZ0Pt4eSPOu6_je1zVQGG

*Click "Show More" to get the link to the *Resources* documents.



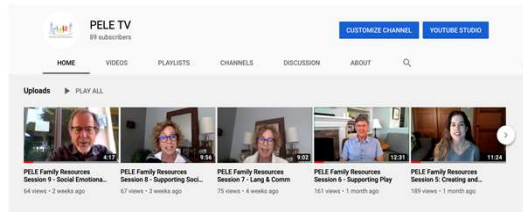
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Pyramid Practices for Practitioners #3

- Provide support to families around routines



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Pyramid Practices for Practitioners #4

**Rebuilding the Pyramid:
Reconnecting After a Break**

After a long break, it's likely children and adults may forget some of the routines that make the school day go smoothly. To help with the transition of your classroom community back to school after an extended break, it may be important to re-teach or remind children of schedules, expectations, and routines. Adults should expect that children will **NOT** remember all of these things and should intentionally plan extra supports following a break. The longer the break, the more likely it is that children will need to be reminded of the routines and expectations. Children will also need time to reconnect with teachers and peers after time away from school. Make sure you are engaging in positive interactions with all children throughout the day to support their return to school and increase the likelihood that they will be successful.

Schedules

- ▶ Re-teach the schedule at the beginning of each day
- ▶ Note any changes in the schedule as a result of the break
- ▶ Refer to the schedule before and after activities throughout the day

Routines

- ▶ Re-teach steps of common routines
- ▶ Model and practice the steps
- ▶ Provide individual supports as needed
- ▶ Provide positive descriptive feedback to children when they follow the routines

Supportive Conversations

- ▶ Acknowledge children's communication to you
- ▶ Greet/all children by name
- ▶ Use a calm and positive tone
- ▶ Join in play and talk about their play (e.g. questions and comment)
- ▶ Support interactions between children in play

Expectations and Rules

- ▶ Re-teach the rules
- ▶ Provide children with opportunities to practice the rules
- ▶ Refer to rules throughout the day
- ▶ Give children positive feedback when they follow the rules
- ▶ Talk about how the rules link to the program-wide expectations (e.g. Be Safe and Be a Friend)







Positive Descriptive Feedback

Provide positive descriptive feedback to children when they

- ▶ ... follow a direction
- ▶ ...engage in activities
- ▶ ...follow the rules
- ▶ ...engage in friendship skills
- ▶ ...demonstrate desirable behaviors/actions/skills

Emotional Support

- ▶ Label and describe child and adult emotions throughout the day especially as they relate to returning to school
- ▶ Support children in talking about their own emotions
- ▶ Model and practice calm down strategies

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Pyramid Practices for Practitioners #5

- Take the time once or twice a week with your team to use:



Use the Feeling Wheel



Expand Emotional Vocabulary



Share Problem Solving Strategies



Get to and maintain a 5:1 ratio!



Do a reinforcer preference and delivery to each other

My Reinforcer Checklist

Name:

Social Reinforcers	Sensory Reinforcers
Activity Reinforcers	Things I dislike: Foods- Noises- Activities- Animals-



Pyramid Practices for Practitioners #6

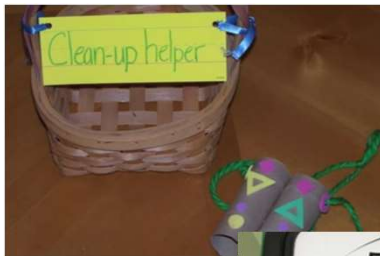
Children need the maximum amount of predictability in home and class routines



Visual Schedules



Transition Supports



mcgriddle.cdu.edu

Circle Visuals



Meal Time Visuals



Play Supports



Living COVID-19 in a "State of Grace"

- 70% of adults report that this is the worst time in their life.
- 60% of workers report that they fear going to work

“State of Grace” Examples

- Assume positive intent
- Assume a need for support
- Acknowledge the daily joys (your own 5:1 ratio)
- Assume that everyone’s challenging behavior is a current skill deficit
- Ask for and accept support from others (it is a sign of strength☺)



Picture Yourself Here: A Hero



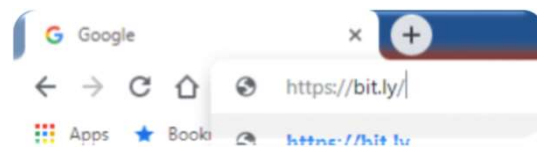
Survey and Certificate

Live Viewers

- Emailed with survey link

Recording Viewers

- URL is available in the recording
- *URL is case sensitive*



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Thank You



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