

Rooted in Relationships (RiR) Training Guidelines

Before training on the Nebraska Pyramid Model Modules, please review the [Nebraska Pyramid Model Trainer Requirements](#) to ensure that all trainer requirements have been met.

Setting up Pyramid Trainings	<ul style="list-style-type: none">• Trainings are scheduled at the beginning of the Rooted in Relationships Year• Once trainings are scheduled, the RiR Coordinator, Lead Coach and/or trainer will:<ol style="list-style-type: none">1. Ensure training dates are written into provider and coach contracts, and all providers/coaches know training dates2. Send training dates to Christen Million (cmillion@nebraskachildren.org)3. Ensure trainings are entered into the Nebraska Early Childhood Professional Record System NECPRS (see below)4. <u>Year 3 Trainings only:</u><ul style="list-style-type: none">▪ Coordinators and/or Lead Coaches contact Tasha Wulf (tasha.wulf@unl.edu) to coordinate UNL Extension Year 3 trainings.▪ UNL Extension Educator put Year 3 trainings into NECPRS.▪ Sign-in sheets and training certificates will be provided by UNL Extension or NECPRS generated.
Entering Pyramid Trainings in NECPRS	<p>Rooted in Relationships requires all Pyramid Module Trainings to be entered into the Nebraska Early Childhood Professional Record System (NECPRS).</p> <p>Entering Pyramid Module Trainings in NECPRS:</p> <ol style="list-style-type: none">1. The trainer can enter the training in NECPRS themselves as an approved Nebraska Pyramid Trainer with a trainer profile in NECPRS, OR;2. The Early Learning Connection (ELC) Coordinator in the region where the training is taking place can enter the training on NECPRS for the trainer.<ul style="list-style-type: none">• It is the responsibility of the trainer to coordinate with their initiative and ELC-Coordinator to determine who will enter the trainings.• All Pyramid Module Trainings are pre-filled trainings in NECPRS.<ul style="list-style-type: none">• The trainer or the ELC Coordinator will select “NDE Supported Training” as the training type. This will allow them to then select the desired Pyramid training and enter specific individual information regarding the training including: date, time, location, if the event is public or private, sponsoring agency (For Rooted in Relationships Sponsored trainings, Sponsoring Agency is Nebraska Children and Families Foundation, Rooted in Relationships) and any other needed information. All other information is pre-populated.

Nebraska Pyramid Model Training Information Matrix

<p>Entering Pyramid Trainings in NECPRS (cont.)</p>	<ul style="list-style-type: none"> • If a fee will be charged for a training, a separate registration page must be created using a different website (i.e. ESU training website or another agency or organization) to collect registration fees. This website link can be added to the training information as it is entered into NECPRS. <ul style="list-style-type: none"> • It is required that this is done in addition to adding the training on NECPRS. • NECPRS cannot collect training registration fees for organizations, districts, or agencies. • <i>If a training fee is not being charged, the training does not to be entered anywhere other than NECPRS.</i> • All trainings are approved for NDE training hours <ul style="list-style-type: none"> • Following the training, the trainer or ELC-Coordinator will need to enter attendance into NECPRS to ensure that training hours are credited, training certificates are generated, and evaluations are distributed. • It is the responsibility of the provider/teacher to ensure that the training hours are represented in their NECPRS account. <i>If participants did not register on NECPRS, they may have to manually enter the training on their account.</i> • Sign in sheets, training evaluations, and training certificates are all NECPRS generated
<p>Order of Modules</p>	<ul style="list-style-type: none"> • Rooted in Relationships Director Training (RiR Year 1) • Pyramid Module 1A – Building Nurturing and Responsive Relationships (RiR Year 1) • Pyramid Module 1B – Understanding and Creating High Quality Supportive Environments (RiR Year 1) • Pyramid Module 2A – Importance of Social Emotional Teaching Strategies (RiR Year 1) • Pyramid Module 2B – Enhancing Emotional Literacy Skills and Problem Solving (RiR Year 1) • Pyramid Module 3A – Individualized Intervention (RiR Year 2) • Pyramid Module 3B – Intensive Intervention (RiR Year 2) • Rooted in Relationships Year 2, Training 3 – Practice, Practice, Practice (RiR Year 2) • UNL Extension Year 3 Trainings (RiR Year 3; Communities choose two trainings) <ul style="list-style-type: none"> ○ The Power of Mindfulness in Early Care Settings ○ A Trauma-Sensitive Approach in Early Care and Education ○ Effective Family Engagement Strategies in Early Care and Education

Nebraska Pyramid Model Training Information Matrix

Rooted Training Planning Document – Year 1		
Training	Date	Trainer
Director Training		
Module 1A		
Module 1B		
Module 2A		
Module 2B		

Rooted Training Planning Document – Year 2		
Training	Date	Trainer
Module 3A		
Module 3B		
Practice, Practice, Practice		

Nebraska Pyramid Model Training Information Matrix

Rooted Training Planning Document – Year 3 (<i>choose two</i>)		
Training	Date	Trainer
The Power of Mindfulness in Early Care Settings		
A trauma-Sensitive Approach in Early Care and Education		
Effective Family Engagement Strategies in Early Care and Education		

Nebraska Pyramid Model Training Information Matrix

Rooted in Relationships Director Training

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
<p>This training addresses the foundational layer of the Pyramid Model and provides discussion of the necessary leadership practices to support implementation and sustainability.</p>	<p>Participants will:</p> <ol style="list-style-type: none"> 1. Be introduced to the Pyramid Model. 2. Learn about the benefits and long-term impact of implementing the Pyramid Model. 3. Learn about the vital role of program administration in successful implementation of the Pyramid Model. 4. Be introduced to several components for implementation success. 	<ol style="list-style-type: none"> 1. Relationships and Social-Emotional Guidance 2. Administration, Program Planning, and Development 	<p>Level 2: Applying</p>	<ol style="list-style-type: none"> 1. Supporting children's social and emotional development 2. Managing an Effective Program 	<p>Awareness</p>	<p>ALL</p>	<p>3</p>

Nebraska Pyramid Model Training Information Matrix

Pyramid Module 1A:

Building Nurturing and Responsive Relationships

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
<p>This module training will focus on creating supportive responsive relationships among adults and children as an essential component in promoting healthy social emotional development.</p>	<p>Participants will:</p> <ol style="list-style-type: none"> 1. Develop a basic understanding of the Pyramid Model 2. Be able to define social emotional development and describe how it unfolds in the context of relationships. 3. Learn basic principles of brain development and the main structures of the brain. 4. Be able to describe the importance of building relationships with children, families, and colleagues. 5. Be introduced to several factors that influence relationships and social emotional development including attachment, trauma, and temperament. 6. Be able to describe the relationship between children’s social emotional development and challenging behaviors. 7. Make a plan for implementing strategies they learned in the training. 	<ol style="list-style-type: none"> 1. Relationships and Social-Emotional Guidance 2. Child Growth and Development 	<p>Level 2: Applying</p>	<ol style="list-style-type: none"> 1. Supporting children's social and emotional development 2. Understanding principles of child development and learning 	<p>Awareness</p>	<p>ALL</p>	<p>6</p>

Nebraska Pyramid Model Training Information Matrix

Pyramid Module 1B:

Understanding and Creating High Quality Supportive Environments

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
<p>This module training will focus on assessing and creating high quality early childhood environments that promote positive outcomes for all children.</p>	<p>Participants will:</p> <ol style="list-style-type: none"> 1. Develop a basic understanding of the Pyramid Model. 2. Be able to describe the relationship between environmental variables, children’s challenging behaviors, and social emotional development. 3. Be able to identify strategies that can be used to: <ol style="list-style-type: none"> a. Design environments, schedules, and routines; b. Structure transitions; c. Help children learn rules and routines; and d. Plan activities that promote engagement. 4. Be able to effectively use descriptive praise to support children’s positive social behaviors. 5. Make a plan for implementing strategies they learned in the training. 	<ol style="list-style-type: none"> 1. Relationships and Social-Emotional Guidance 2. Learning Environments 	<p>Level 2: Applying</p>	<ol style="list-style-type: none"> 1. Supporting children's social and emotional development 2. Planning a safe and healthy learning environment 	<p>Application</p>	<p>ALL</p>	<p>6</p>

Nebraska Pyramid Model Training Information Matrix

Pyramid Module 2A:

Importance of Social Emotional Teaching Strategies

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
<p>This module training will focus on how to intentionally teach social emotional behaviors in young children including friendship skills and empathy.</p>	<p>Participants will:</p> <ol style="list-style-type: none"> 1. Be reminded about key concepts from Modules 1A and 1B, including brain development and the importance of responsive and supportive adult-child relationships. 2. Be able to discuss why it is important to be intentional about teaching social emotional skills. 3. Be introduced to the idea of individualizing instruction for different ages and abilities. 4. Identify strategies for supporting the development of friendship skills. 5. Understand the importance of providing opportunities for children to begin to understand their own, as well as others' emotions (empathy). 6. Make a plan for implementing strategies they learned in the training. 	<ol style="list-style-type: none"> 1. Planning, Learning Experiences, and Curriculum 2. Relationships and Social-Emotional Guidance 	<p>Level 2: Applying</p>	<ol style="list-style-type: none"> 1. Supporting children's social and emotional development 2. Understanding principles of child development and learning 	<p>Application</p>	<p>ALL</p>	<p>6</p>

Nebraska Pyramid Model Training Information Matrix

Pyramid Module 2B:

Enhancing Emotional Literacy Skills and Problem Solving

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
<p>This module training will focus on how to teach social emotional behaviors in young children including problem solving skills and emotional literacy.</p>	<p>Participants will:</p> <ol style="list-style-type: none"> 1. Be able to discuss why it is important to be intentional about teaching social emotional skills. 2. Be able to define emotional literacy and identify activities that build “feeling vocabularies”. 3. Understand the importance of providing opportunities for children to begin to understand their own, as well as others’ emotions. 4. Understand why children need to learn to control anger and handle disappointment and identify strategies to teach anger management skills. 5. Understand the importance of teaching problem solving and identify problem-solving steps. 6. Make a plan for implementing strategies they learned in the training. 	<ol style="list-style-type: none"> 1. Planning, Learning Experiences, and Curriculum 2. Relationships and Social-Emotional Guidance 	<p>Level 3: Analyzing and Emergent Evaluating</p>	<ol style="list-style-type: none"> 1. Supporting children's social and emotional development 2. Advancing children’s physical and intellectual development 	<p>Application</p>	<p>ALL</p>	<p>6</p>

Nebraska Pyramid Model Training Information Matrix

Pyramid Module 3A:
Individualized Interventions

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
<p>This module training will focus on a deeper understanding of the Pyramid Model as a framework for supporting challenging behavior.</p>	<p>Participants will:</p> <ol style="list-style-type: none"> 1. Gain a deeper understanding of the Pyramid Model as a framework for supporting challenging behavior. 2. Review key concepts from Modules 1A, 1B, 2A, and 2B and identify how they are foundational to developing individualized interventions for children. 3. Gain a basic understanding of the crisis of suspension and expulsion in the early childhood setting. 4. Explore implicit bias and the role of the adult in suspension and expulsion. 5. Discuss the role of mindful awareness in understanding challenging behavior and managing their own reactions to the behavior of children. 6. Make a plan for implementing strategies they learned in the training. 	<ol style="list-style-type: none"> 1. Child Growth and Development 2. Relationships and Social-Emotional Guidance 	<p>Level 3: Analyzing and Emergent Evaluating</p>	<ol style="list-style-type: none"> 1. Supporting children’s social and emotional development 2. Understanding principles of child development and learning 	<p>Refinement</p>	<p>ALL</p>	<p>6</p>

Nebraska Pyramid Model Training Information Matrix

Pyramid Module 3B:
Intensive Intervention

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
<p>This module training will focus on the process of partnering with families to develop an individualized support plan for young children with the focus on preventing the challenging behavior from occurring, teaching new strategies to replace the challenging behavior and reinforcing the new behavior so it replaces the challenging behavior.</p>	<p>Participants will:</p> <ol style="list-style-type: none"> 1. Be able to define and identify the characteristics of challenging behavior. 2. Be able to describe how challenging behavior serves a function for children. 3. Practice identifying the form and function of challenging behaviors. 4. Practice observing and gathering information about children’s behaviors. 5. Understand the collaborative process of supporting children with challenging behaviors. 6. Identify ways to partner with families in understanding and addressing concerns about behavior. 7. Describe and use a process for developing and implementing a support plan to respond to challenging behaviors. 8. Make a plan for implementing strategies they learned in the training. 	<ol style="list-style-type: none"> 1. Relationships and Social-Emotional Guidance 2. Observation, Documentation, and Assessment 3. Partnerships with Families and Communities 	<p>Level 4: Evaluating and Creating</p>	<ol style="list-style-type: none"> 1. Supporting children’s social and emotional development 2. Building productive relationships with families 3. Observing and recording children’s behavior 	<p>Application</p>	<p>ALL</p>	<p>6</p>

Nebraska Pyramid Model Training Information Matrix

RiR - Year 2 training 3:
Practice, Practice, Practice

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
<p>This module training will revive key Pyramid Model concepts and give participants opportunities to practice engaging families in the Pyramid Model, using positive descriptive praise, building emotional literacy, supporting friendship skills, and writing professional goals.</p>	<p>Participants will:</p> <ol style="list-style-type: none"> 1. Receive a brief review of key Pyramid Model concepts. 2. Have opportunities to practice: <ol style="list-style-type: none"> a. Engaging families in the Pyramid Model; b. Using positive descriptive praise; c. Building emotional literacy; d. Supporting friendship skills; and e. Writing professional goals. 3. Participants will engage in a community of practice, sharing ideas, resources, and strategies with each other. 	<ol style="list-style-type: none"> 1. Child growth and development 2. Planning, Learning Experiences, and Curriculum 3. Relationships and Social-Emotional Guidance 4. Partnerships with Families and Communities 5. Professionalism and Leadership 	<p>Level 4: Evaluating and Creating</p>	<ol style="list-style-type: none"> 1. Supporting children’s social and emotional development 2. Building productive relationships with families 3. Maintaining a commitment to professionalism 	<p>Application</p>	<p>ALL</p>	<p>6</p>

Nebraska Pyramid Model Training Information Matrix

RiR - Year 3 Training Option 1:

The Power of Mindfulness in Early Care Settings

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
<p>This training reinforces the idea that to “teach well”, you need to “be well.” This is the base of the pyramid model and can be supported by using mindfulness.</p>	<p>Participants will:</p> <ol style="list-style-type: none"> 1. Understand the impact of adult well-being on children’s social emotional development. 2. Gain Skills and tools needed to create an environment to support and enhance the practice of mindfulness. 3. Understand how mindfulness can reduce stress and improve well-being. 4. Learn and practice strategies for reducing stress and increasing wellness for both the caregiver and child. 4. Develop an action plan 	<ol style="list-style-type: none"> 1. Competencies for Relationships and Social-Emotional Guidance 2. Professionalism and Leadership Competencies 	<p>Level 3: Analyzing and Emergent Evaluating</p>	<ol style="list-style-type: none"> 1. Steps to support social and emotional development and to provide positive guidance 	<p>Refinement</p>	<p>ALL</p>	<p>6</p>

Nebraska Pyramid Model Training Information Matrix

RiR - Year 3 Training Option 2:

A Trauma – Sensitive Approach in Early Care and Education

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
<p>This training provides information, opportunities for reflection and strategies for using trauma-sensitive approaches in early care and education.</p>	<p>Participants will:</p> <ol style="list-style-type: none"> 1. Learn about trauma and the impact trauma can have for children and adult caregivers. 2. Understand ways to effectively address trauma as an adult caregiver. 3. Understand how to support young children with trauma-sensitive approaches. 4. Develop an action plan for using trauma-sensitive approaches in the early care and education environment. 	<ol style="list-style-type: none"> 1. Competencies for Relationships and Social-Emotional Guidance 2. Child Growth and Development Competencies 	<p>Level 3: Analyzing and Emergent Evaluating</p>	<ol style="list-style-type: none"> 1. 1. Positive ways to support children’s social and emotional development. 	<p>Refinement</p>	<p>ALL</p>	<p>6</p>

Nebraska Pyramid Model Training Information Matrix

RiR - Year 3 Training Option 3:

Effective Family Engagement Strategies in Early Care and Education

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
<p>This training provides information and opportunities to learn how family and teacher partnerships lead to effective family engagement. Strategies and resources will be presented that enhance these partnerships.</p>	<p>Participants will:</p> <ol style="list-style-type: none"> 1. Understand and support diverse families 2. Learn how to foster family teacher partnerships 3. Learn strategies for communicating effectively with families 4. Develop an action plan to use family engagement strategies in the early care and education environment 	<ol style="list-style-type: none"> 1. Partnerships with Families and Communities Competencies 2. Administration, program planning, and development competencies 	<p>Level 4: Evaluating and Creating</p>	<ol style="list-style-type: none"> 1. Strategies to establish productive relationships with families. 	<p>Refinement</p>	<p>ALL</p>	<p>6</p>

Nebraska Pyramid Model Training Information Matrix

RiR – Year 4 Training 1:
Sustaining Pyramid Practices

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
<p>This individualized community training addresses the development of a sustainable plan for providers and programs within a community who have been learning to implement the Pyramid framework. Improvement in child outcomes is largely dependent on the extent to which evidence-based components of the Pyramid Framework are included and carried out over time.</p>	<p>Participants will:</p> <ol style="list-style-type: none"> 1. Participate in ongoing professional development planning. 2. Reflect on the work done since Implementing Pyramid practices. 3. Generate strategies for addressing areas where changes or improvements need to be made. 4. TBD based on needs of individual communities implementing Pyramid Practices to fidelity. 	<p>TBD depending on training topic</p>	<p>TBD depending on training topic</p>	<p>TBD depending on training topic</p>	<p>TBD depending on training topic</p>	<p>ALL</p>	<p>6</p>

Nebraska Pyramid Model Training Information Matrix

RiR – Year 4 Training 2:
Sustaining Pyramid Practices

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
<p>This individualized community training addresses the development of a sustainable plan for providers and programs within a community who have been learning to implement the Pyramid framework. Improvement in child outcomes is largely dependent on the extent to which evidence-based components of the Pyramid Framework are included and carried out over time.</p>	<p>Participants will:</p> <ol style="list-style-type: none"> 1. Participate in ongoing professional development planning. 2. Reflect on the work done since Implementing Pyramid practices. 3. Generate strategies for addressing areas where changes or improvements need to be made. 4. TBD based on needs of individual communities implementing Pyramid Practices to fidelity. 	<p>TBD depending on training topic</p>	<p>TBD depending on training topic</p>	<p>TBD depending on training topic</p>	<p>TBD depending on training topic</p>	<p>ALL</p>	<p>6</p>