

## 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"><li>• Trainings are scheduled by the beginning of the Rooted in Relationships Implementation Year</li><li>• Once trainings are scheduled, the RiR Coordinator, Lead Coach and/or trainer will:<ol style="list-style-type: none"><li>1. Ensure training dates are written into provider and coach contracts, and all providers/coaches know training dates,</li><li>2. Enter training dates onto the shared <a href="#">RiR Training Calendar</a>,</li><li>3. Ensure trainings are entered into the Nebraska Early Childhood Professional Record System NECPRS (see below)</li><li>4. <b><u>Year 3 Trainings only:</u></b><ul style="list-style-type: none"><li>▪ Coordinators and/or Lead Coaches contact Tasha Wulf (<a href="mailto:tasha.wulf@unl.edu">tasha.wulf@unl.edu</a>) to coordinate UNL Extension Year 3 trainings for initial point of contact.</li><li>▪ UNL Extension Educator put Year 3 trainings into NECPRS.</li><li>▪ Sign-in sheets and training certificates will be provided by UNL Extension or NECPRS generated.</li></ul></li></ol></li></ul>
Entering Pyramid Trainings in NECPRS	<p><b>Rooted in Relationships requires all Pyramid Module Trainings to be entered into the Nebraska Early Childhood Professional Record System (NECPRS).</b></p> <p><b>Entering Pyramid Module Trainings in NECPRS:</b></p> <ol style="list-style-type: none"><li>1. The trainer can enter the training in NECPRS themselves as an approved Nebraska Pyramid Trainer with a trainer profile in NECPRS, <b>OR</b>;</li><li>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"><li>• <b>It is the responsibility of the trainer to coordinate with their initiative and ELC-Coordinator to determine who will enter the trainings.</b></li></ul></li><li>• All Pyramid Module Trainings, except for the RiR Director Training, are pre-filled trainings in NECPRS.<ul style="list-style-type: none"><li>• 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.</li></ul></li></ol>

## Nebraska Pyramid Model Training Information Matrix

<p>Entering Pyramid Trainings in NECPRS (cont.)</p>	<ul style="list-style-type: none"> <li>• 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"> <li>• <b>It is required</b> that this is done in addition to adding the training on NECPRS.</li> <li>• NECPRS <b>cannot</b> collect training registration fees for organizations, districts, or agencies.</li> <li>• <i>If a training fee is not being charged, the training does not to be entered anywhere other than NECPRS.</i></li> </ul> </li> <li>• All trainings are approved for NDE training hours <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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></li> </ul> </li> <li>• The NE Pyramid Module Training packages all include sign in sheets, training evaluations, and training certificates. NECPRS also generates these items, if the trainer wishes to use those.</li> <li>• <b>Following all Pyramid Trainings, completed evaluations should be sent to <a href="mailto:rootedinrelationships@nebraskachildren.org">rootedinrelationships@nebraskachildren.org</a>.</b></li> </ul>
<p>Order of Modules</p>	<ul style="list-style-type: none"> <li>• <b>Rooted in Relationships Director Training</b></li> <li>• <b>Pyramid Module 1A</b> – Promoting Children’s Success: <i>Building Relationships</i></li> <li>• <b>Pyramid Module 1B</b> – Promoting Children's Success: <i>Creating Supportive Environments</i></li> <li>• <b>Pyramid Module 2A</b> – Strategies to Support Social Emotional Development: <i>Intentional Teaching, Friendship Skills, and Empathy</i></li> <li>• <b>Pyramid Module 2B</b> – Strategies to Support Social Emotional Development: <i>Emotional Literacy Self-Regulation &amp; Problem Solving</i></li> <li>• <b>Pyramid Module 3A</b> – Relationship-Based Individualized Interventions: <i>Challenging Behavior &amp; You</i></li> <li>• <b>Pyramid Module 3B</b> – Relationship-Based Individualized Interventions: <i>Developing a Behavior Support Plan</i></li> <li>• <b>Practice, Practice, Practice</b></li> <li>• <b>UNL Extension Year 3 Trainings</b> (RiR Year 3; Communities choose <b>two</b> trainings) <ul style="list-style-type: none"> <li>○ The Power of Mindfulness in Early Care Settings</li> <li>○ A Trauma-Sensitive Approach in Early Care and Education</li> <li>○ Effective Family Engagement Strategies in Early Care and Education</li> <li>○ Cultural and Linguistic Diversity</li> </ul> </li> </ul>

## Nebraska Pyramid Model Training Information Matrix

<p>Optional Pyramid Module Booster Trainings</p>	<p>Booster trainings should be used as supplemental training supports for the corresponding module and <b>not</b> as stand-alone trainings. <b>Participants MUST have completed the corresponding full module before completing the booster.</b> Trainers do NOT need to be a NE Pyramid Module Trainer to train on the boosters. The Pyramid Module Booster Trainings are approved for training hours, however trainers <b>do</b> need to go through <a href="#">Training Authorization</a> through NECPRS, and <b>submit 30-days in advance. When entering the training, there is a question that asks if the trainer is the owner of the content. Trainers should select “No” and write in “NE Pyramid Model”.</b> All other information needed for the Training Authorization Application is included in this document.</p> <p>Booster trainings can be accessed at: <a href="https://forms.gle/9HS18X8h6wfnAVMQ6">https://forms.gle/9HS18X8h6wfnAVMQ6</a></p> <ul style="list-style-type: none"><li>• <b>1A Booster:</b> Essential Positive Messages</li><li>• <b>1B Booster:</b> Rules &amp; Expectations Throughout the Day</li><li>• <b>2A Booster:</b> Teaching with Intention</li><li>• <b>2B Booster:</b> Using Breath to Calm</li></ul>
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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		
Cultural and Linguistic Diversity		

Optional Pyramid Module Boosters		
Training	Date	Trainer
1A Booster: Essential Positive Messages		
1B Booster: Rules & Expectations Throughout the Day		
2A Booster: Teaching with Intention		
2B: Using Breath to Calm		

## 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
This training addresses the foundational layer of the Pyramid Model and provides discussion of the necessary leadership practices to support implementation and sustainability.	Participants will: 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.	1. Relationships and Social-Emotional Guidance 2. Administration, Program Planning, and Development	Level 2: Applying	1. Supporting children's social and emotional development	Awareness	ALL	3

## Pyramid Module 1A:

### Promoting Children's Success: *Building Relationships*

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

## Pyramid Module 1B:

### Promoting Children's Success: *Creating Supportive Environments*

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



## Pyramid Module 2A:

### Strategies to Support Social Emotional Development: *Intentional Teaching, Friendship Skills, and Empathy*

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

## Pyramid Module 2B:

### Strategies to Support Social Emotional Development: *Emotional Literacy, Self-Regulation, and Problem Solving*

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
This module training will focus on how to teach social emotional behaviors in young children including problem solving skills and emotional literacy.	<p>Participants will:</p> <ol style="list-style-type: none"> <li>1. Be able to discuss the life-long outcomes that come from intentionally teaching social emotional skills in early childhood.</li> <li>2. Be able to define emotional literacy and identify activities that build this skill in young children.</li> <li>3. Understand why children need to learn to control emotions and will identify strategies to teach self-regulation skills to infants, toddlers, and young children.</li> <li>4. Understand how to teach, provide opportunities to practice, and ensure that children can effectively use problem-solving strategies.</li> <li>5. Make a plan for implementing strategies they learned in the training.</li> </ol>	<ol style="list-style-type: none"> <li>1. Planning, Learning Experiences, and Curriculum</li> <li>2. Relationships and Social-Emotional Guidance</li> </ol>	Level 3: Analyzing and Emergent Evaluating	<ol style="list-style-type: none"> <li>1. Supporting children's social and emotional development</li> <li>2. Advancing children's physical and intellectual development</li> </ol>	Application	ALL	6

<div>Pyramid Module 3A:</div> <div>Relationship-Based Individualized Interventions: <i>Challenging Behavior &amp; You</i></div>							
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"> <li>Review key concepts from Modules 1A, 1B, 2A, and 2B and identify how they are foundational to developing individualized interventions for children.</li> <li>Be able to define and identify the characteristics of challenging behavior and describe how challenging behavior serves a purpose for children.</li> <li>Discuss the role of mindful awareness in managing their own reactions to the behavior of children.</li> <li>Gain a basic understanding of the crisis of suspension and expulsion in the early childhood setting.</li> <li>Explore implicit bias and the role of the adult in suspension and expulsion.</li> <li>Make a plan for implementing strategies they learned in the training.</li> </ol>	<ol style="list-style-type: none"> <li>Child Growth and Development</li> <li>Relationships and Social-Emotional Guidance</li> </ol>	<p>Level 3: Analyzing and Emergent Evaluating</p>	<ol style="list-style-type: none"> <li>Supporting children’s social and emotional development</li> <li>Understanding principles of child development and learning</li> </ol>	<p>Refinement</p>	<p>ALL</p>	<p>6</p>

## Pyramid Module 3B:

### Relationship-Based Individualized Interventions: *Developing a Behavior Support Plan*

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
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>Participants will:</p> <ol style="list-style-type: none"> <li>1. Learn how to respond to children's challenging behavior in helpful ways.</li> <li>2. Practice observing and gathering information about children's behaviors.</li> <li>3. Understand the collaborative process of supporting children with challenging behaviors, including ways to partner with families.</li> <li>4. Make a plan for implementing strategies they learned in the training.</li> </ol>	<ol style="list-style-type: none"> <li>1. Relationships and Social-Emotional Guidance</li> <li>2. Observation, Documentation, and Assessment</li> <li>3. Partnerships with Families and Communities</li> </ol>	Level 4: Evaluating and Creating	<ol style="list-style-type: none"> <li>1. Supporting children's social and emotional development</li> <li>2. Building productive relationships with families</li> <li>3. Observing and recording children's behavior</li> </ol>	Application	ALL	6

## Nebraska Pyramid Model Training Information Matrix

# Practice, Practice, Practice

## *RiR - Year 2 training 3*

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
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.	Participants will: 1. Receive a brief review of key Pyramid Model concepts. 2. Have opportunities to practice: 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.	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	Level 4: Evaluating and Creating	1. Supporting children's social and emotional development 2. Building productive relationships with families 3. Maintaining a commitment to professionalism	Application	ALL	6

## 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
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.	Participants will: <ol style="list-style-type: none"> <li>1. Understand the impact of adult well-being on children’s social emotional development.</li> <li>2. Gain Skills and tools needed to create an environment to support and enhance the practice of mindfulness.</li> <li>3. Understand how mindfulness can reduce stress and improve well-being.</li> <li>4. Learn and practice strategies for reducing stress and increasing wellness for both the caregiver and child.</li> <li>4. Develop an action plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Competencies for Relationships and Social-Emotional Guidance</li> <li>2. Professionalism and Leadership Competencies</li> </ol>	Level 3: Analyzing and Emergent Evaluating	<ol style="list-style-type: none"> <li>1. Steps to support social and emotional development and to provide positive guidance</li> </ol>	Refinement	ALL	6

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

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
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.	Participants will: <ol style="list-style-type: none"> <li>Understand and support diverse families</li> <li>Learn how to foster family teacher partnerships</li> <li>Learn strategies for communicating effectively with families</li> <li>Develop an action plan to use family engagement strategies in the early care and education environment</li> </ol>	<ol style="list-style-type: none"> <li>Partnerships with Families and Communities Competencies</li> <li>Administration, program planning, and development competencies</li> </ol>	Level 4: Evaluating and Creating	<ol style="list-style-type: none"> <li>Strategies to establish productive relationships with families.</li> </ol>	Refinement	ALL	6



## Nebraska Pyramid Model Training Information Matrix

### RiR - Year 3 Training Option 4: *Cultural and Linguistic Diversity*

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
This training explores the definition of cultural diversity and how diversity is present in early childhood settings. Strategies and resources will be provided on how to incorporate culturally appropriate practices in your classroom. It provides reflection on your personal identity while being open to exploring differences and learning about new perspectives.	Participants will: 1. Learn about cultural diversity and how it impacts early childhood settings. 2. Understand ways to incorporate culturally appropriate practices in the classroom. 3. Learn strategies for communicating effectively with families. 4. Develop an action plan to support children and adult caregivers in a culturally diverse environment.	1. Partnerships with Families and Communities Competencies 2. Administration, program planning, and development competencies	Level 4: Evaluating and Creating	1. Strategies to establish productive relationships with families.	Refinement	ALL	6

## Optional Pyramid Module

### *1A Booster:*

### *Essential Positive Messages*

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
This Booster Session enhances the topics learned in Module 1A. This session provides time for participants to think about the positive messages they would like children and families to receive while being in their care.	Participants will: 1. Generate essential positive messages for children and families, 2. Make a plan for using these messages in an intentional way.	1. Child growth and development 2. Planning, Learning Experiences, and Curriculum 3. Relationships and Social-Emotional Guidance 4. Partnerships with Families	Level 2: Applying	1. Supporting children's social and emotional development 2. Understanding principles of child development and learning	Application	ALL	1

## Optional Pyramid Module

### *1B Booster.*

#### *Rules & Expectations Throughout the Day*

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
This Booster Session builds on the concepts learned in Module 1B. It provides participants an opportunity to look more deeply at the rules and expectations they have developed and how they are being used throughout the day.	Participants will: <ol style="list-style-type: none"> <li>1. Receive a reminder of the difference between rules and expectations</li> <li>2. Learn the best practices for developing and using rules.</li> <li>3. Reflect on the best practices they see in video examples</li> <li>4. Reflect on his/her own current practices.</li> <li>5. Develop a plan for teaching rules in a more intentional way.</li> </ol>	<ol style="list-style-type: none"> <li>1. Child growth and development</li> <li>2. Learning Environments</li> <li>3. Planning, Learning Experiences, and Curriculum</li> <li>4. Relationships and Social-Emotional Guidance</li> </ol>	Level 2: Applying	<ol style="list-style-type: none"> <li>1. Supporting children's social and emotional development</li> <li>2. Understanding principles of child development and learning</li> </ol>	Application	ALL	1

## Optional Pyramid Module

### *2A Booster:*

### *Teaching with Intention*

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
This Booster Session builds on the content in Module 2A. It allows participants to think more critically about teaching with intention and provides an opportunity plan for intentional teaching of social skills.	Participants will: <ol style="list-style-type: none"> <li>1. Review how to identify teachable moments and the stages of learning.</li> <li>2. Make a plan for their daily opportunities to teach two specific social skills intentionally.</li> <li>3. Make a plan for how they will engage families in the teaching of these social emotional skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Child growth and development</li> <li>2. Learning Environments</li> <li>3. Planning, Learning Experiences, and Curriculum</li> <li>4. Relationships and Social-Emotional Guidance</li> </ol>	Level 2: Applying	<ol style="list-style-type: none"> <li>1. Supporting children's social and emotional development</li> <li>2. Understanding principles of child development and learning</li> </ol>	Application	ALL	1

## Optional Pyramid Module

### *2B Booster.*

#### *Using Breath to Calm*

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
This Booster Session builds on the content in Module 2B. It provides multiple strategies to teach children how to use their breath to become calm.	Participants will: <ol style="list-style-type: none"> <li>1. Learn about the developmental need for co-regulation</li> <li>2. Learn several calming strategies using breath work</li> <li>3. Practice teaching several calming strategies</li> <li>4. Make a plan for a home-school connection.</li> <li>5. Make a plan for what, when and how they will teach a particular breath, along with when and how they will give children opportunities to practice for mastery.</li> </ol>	<ol style="list-style-type: none"> <li>1. Planning, Learning Experiences, and Curriculum</li> <li>2. Relationships and Social-Emotional Guidance</li> </ol>	Level 2: Applying	<ol style="list-style-type: none"> <li>1. Supporting children's social and emotional development</li> <li>2. Understanding principles of child development and learning</li> </ol>	Application	ALL	1

## Nebraska Pyramid Model Training Information Matrix

### Optional RiR – Year 4 Training(s):

#### *Sustaining Pyramid Practices*

Description	Objectives	Early Childhood Core Competency Area	Core Competency Level	CDA Subject Area	Training Level	Age Group	Clock Hours
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.	Participants will: <ol style="list-style-type: none"> <li>1. Participate in ongoing professional development planning.</li> <li>2. Reflect on the work done since Implementing Pyramid practices.</li> <li>3. Generate strategies for addressing areas where changes or improvements need to be made.</li> <li>4. TBD based on needs of individual communities implementing Pyramid Practices to fidelity.</li> </ol>	TBD depending on training topic	TBD depending on training topic	TBD depending on training topic	TBD depending on training topic	ALL	6