

Rooted in Relationships (RiR) Training Guidelines

- Trainings are scheduled at the beginning of the RiR year
- Once trainings are scheduled, the RiR coordinator or lead coach needs to do the following:
 - Ensure training dates are written into provider contracts and all providers know when the trainings are scheduled
 - Send training dates to Christen Million cmillion@nebraskachildren.org
 - Send training dates and details to your Early Learning Connection (ELC) Coordinator so they can enter the trainings into the Nebraska Early Childhood Professional Record System (NECPRS)
 - All Rooted trainings will need to be entered into NECPRS, but they do not have to be “public”
 - When sending your Year 3 Trainings dates that are coordinated with UNL Extension, please indicated with your ELC Coordinator that these trainings are provided through and approved for NDE hours through UNL Extension
- All trainings are approved for NDE hours
 - Year 3 Trainings are approved for NDE hours through UNL Extension
 - All other trainings are approved for NDE hours through Nebraska Children & Families Foundation
 - It is the responsibility of the provider to ensure that the training hours are represented in their NECPRS account
- Training certificates and sign in sheets for each training can be found in BOX (Rooted in Relationships > Pyramid Module Trainings > *Select Module* > Trainer Documents
 - Year 3 Training certificates are provided by UNL Extension

Rooted in Relationships Pyramid Model Training Information Matrix

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Module Number	Training Name	Description	Objectives	Hrs	Training Dates	Trainer	Additional details
<i>Rooted in Relationships Pyramid Director Training</i>	Effective Workforce	This training addresses the foundational layer of the Pyramid Model and provides discussion of the necessary leadership practices to support implementation and sustainability.	<ol style="list-style-type: none"> Participants will be introduced to the Pyramid Model. Participants will learn about the benefits and long-term impact of implementing the Pyramid Model. Participants will learn about the vital role of program administration in successful implementation of the Pyramid Model. Participants will be introduced to several components for implementation success. 	3			Completed with directors and administrators early in Year 1
<i>Pyramid Module 1a</i>	Building Nurturing and Responsive Relationships	This module training will focus on creating supportive responsive relationships among adults and children as an essential component in promoting healthy social emotional development.	<ol style="list-style-type: none"> Participants will develop a basic understanding of the Pyramid Model Participants will be able to define social emotional development and describe how it unfolds in the context of relationships. Participants will learn basic principles of brain development and the main structures of the brain. Participants will be able to describe the importance of building relationships with children, families, and colleagues. Participants will be introduced to several factors that influence relationships and social emotional development including attachment, trauma, and temperament. Participants will be able to describe the relationship between children’s social emotional development and challenging behaviors. Participants will make a plan for implementing strategies they learned in the training. 	6			First training completed for providers in Year 1.

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<p>Pyramid Module 1b</p>	<p>Understanding and Creating High Quality Supportive Environments</p>	<p>This module training will focus on assessing and creating high quality early childhood environments that promote positive outcomes for all children.</p>	<ol style="list-style-type: none"> Participants will develop a basic understanding of the Pyramid Model. Participants will be able to describe the relationship between environmental variables, children’s challenging behaviors, and social emotional development. Participants will be able to identify strategies that can be used to: <ol style="list-style-type: none"> design environments, schedules, and routines. structure transitions. help children learn rules and routines; and plan activities that promote engagement Participants will be able to effectively use descriptive praise to support children’s positive social behaviors. Participants will make a plan for implementing strategies they learned in the training. 	<p>6</p>			<p>Second training completed for providers in Year 1.</p>
<p>Pyramid Module 2a</p>	<p>Importance of Social Emotional Teaching Strategies</p>	<p>This module training will focus on how to intentionally teach social emotional behaviors in young children including friendship skills and empathy.</p>	<ol style="list-style-type: none"> Participants will be reminded about key concepts from Modules 1A and 1B, including brain development and the importance of responsive and supportive adult-child relationships. Participants will be able to discuss why it is important to be intentional about teaching social emotional skills. Participants will be introduced to the idea of individualizing instruction for different ages and abilities. Participants will identify strategies for supporting the development of friendship skills. Participants understand the importance of providing opportunities for children to begin to understand their own, as well as others’ emotions (empathy). 	<p>6</p>			<p>Third training completed for providers in Year 1.</p>

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			6. Participants will make a plan for implementing strategies they learned in the training.				
Pyramid Module 2b	Enhancing Emotional Literacy Skills and Problem Solving	This module training will focus on how to teach social emotional behaviors in young children including problem solving skills and emotional literacy.	<ol style="list-style-type: none"> Participants will be able to discuss why it is important to be intentional about teaching social emotional skills. Participants will be able to define emotional literacy and identify activities that build “feeling vocabularies”. Participants understand the importance of providing opportunities for children to begin to understand their own, as well as others’ emotions. Participants understand why children need to learn to control anger and handle disappointment and identify strategies to teach anger management skills. Participants understand the importance of teaching problem solving and identify problem-solving steps. Participants will make a plan for implementing strategies they learned in the training. 	6			Fourth training completed for providers in Year 1.
Pyramid Module 3a	Individualized Interventions	This module training will focus on a deeper understanding of the Pyramid Model as a framework for supporting challenging behavior.	<ol style="list-style-type: none"> Participants will gain a deeper understanding of the Pyramid Model as a framework for supporting challenging behavior. Participants will review key concepts from Modules 1A, 1B, 2A, and 2B and identify how they are foundational to developing individualized interventions for children. Participants will gain a basic understanding of the crisis of suspension and expulsion in the early childhood setting. Participants will explore implicit bias and the role of the adult in suspension and expulsion. Participants will discuss the role of mindful awareness in understanding 	6			First training completed for providers in Year 2.

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			<p>challenging behavior and managing their own reactions to the behavior of children.</p> <p>6. Participants will make a plan for implementing strategies they learned in the training.</p>				
Pyramid Module 3b	Intensive Intervention	<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>	<ol style="list-style-type: none"> Participants will be able to define and identify the characteristics of challenging behavior. Participants will be able to describe how challenging behavior serves a function for children. Participants will practice identifying the form and function of challenging behaviors. Participants will practice observing and gathering information about children’s behaviors. Participants will understand the collaborative process of supporting children with challenging behaviors. Participants will identify ways to partner with families in understanding and addressing concerns about behavior. Participants will describe and use a process for developing and implementing a support plan to respond to challenging behaviors. Participants will make a plan for implementing strategies they learned in the training. 	6			Second training completed for providers in Year 2.
Rooted in Relationships Year 2 training 3 (Formerly the Booster Training)	Practice, Practice, Practice	<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>	<ol style="list-style-type: none"> Participants will receive a brief review of key Pyramid Model concepts. Participants will have opportunities to practice: <ol style="list-style-type: none"> Engaging families in the Pyramid Model, Using positive descriptive praise, Building emotional literacy, Supporting friendship skills, and Writing professional goals. 	6			Third training completed for providers in Year 2.

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			<ol style="list-style-type: none"> Participants will engage in a community of practice, sharing ideas, resources, and strategies with each other. 				
<p>Rooted in Relationships Pyramid Year 3 Training Option 1*</p>	<p>The Power of Mindfulness in Early Care Settings</p>	<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>	<ol style="list-style-type: none"> Understand the impact of adult well-being on children’s social emotional development. Create an environment to support and enhance the practice of mindfulness. Understand how mindfulness can reduce stress and improve well-being. Learn and practice strategies for reducing stress and increasing wellness for both the caregiver and child. Develop an action plan 	6			<p>Training provided by and approved for NDE hours through UNL Extension. Rooted Communities can pick 2 out of the 3 trainings for Year 3 and will need to coordinate with their closest UNL Extension Educator to plan these trainings.</p>
<p>Rooted in Relationships Pyramid Year 3 Training Option 2*</p>	<p>A Trauma – Sensitive Approach in Early Care and Education</p>	<p>This training provides information, opportunities for reflection and strategies for using trauma-sensitive approaches in early care and education.</p>	<ol style="list-style-type: none"> Learn about trauma and the impact trauma can have for children and adult caregivers. Understand ways to effectively address trauma as an adult caregiver. Understand how to support young children with trauma-sensitive approaches. Develop an action plan for using trauma-sensitive approaches in the early care and education environment. 	6			<p>Training provided by and approved for NDE hours through UNL Extension. Rooted Communities can pick 2 out of the 3 trainings for Year 3 and will need to coordinate with their closest UNL</p>

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							Extension Educator to plan these trainings.
Rooted in Relationships Pyramid Year 3 Training Option 3*	Effective Family Engagement Strategies in Early Care and Education	This training provides information and opportunities to learn how family and teacher partnerships lead to effective family engagement. Strategies and resources will be present that enhance these partnerships.	<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 	6			Training provided by and approved for NDE hours through UNL Extension. Rooted Communities can pick 2 out of the 3 trainings for Year 3 and will need to coordinate with their closest UNL Extension Educator to plan these trainings.
Rooted in Relationships Pyramid Year 4 Training 1	Sustaining Pyramid Practices	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	<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. 	3			Trainings can be used if communities have decided to support providers for a 4 th year and are NOT required. They are individualized within a community. Please contact

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		Framework are included and carried out over time.					your main Rooted contact to discuss opportunities for this training further.
<i>Rooted in Relationships Pyramid Year 4 Training 2</i>	Sustaining Pyramid Practices	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.	<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. 	3			Trainings can be used if communities have decided to support providers for a 4 th year and are NOT required. They are individualized within a community. Please contact your main Rooted contact to discuss opportunities for this training further.