Rooted in Relationships Requirements: Pyramid Model Implementation

A **framework** of evidence-based practices that promote the social, emotional, and behavioral competence of young children (0-8) (Fox, Dunlap, Hemmeter, Joseph & Strain, 2003).
The Pyramid Model

**Intensive Intervention**
supporting individual children with persistent, severe, challenging behaviors

**Targeted Social Emotional Supports**
Intentional teaching of social skills

**High Quality Supportive Environments**
setting up the environment to prevent problems before they start:
arranging materials & toys, predictable schedules, and routines

**Nurturing and Responsive Relationships**
positive relationships with children, families, and other providers

**Effective Workforce**
Well-trained child care providers
Curricula and Training that Complements the Pyramid Model

- **Few Children**
  - Prevent Teach Reinforce for Young Children (PTRYC)
  - Parent-Child Interaction Therapy (PCIT)
  - Child-Parent Psychotherapy (CPP)

- **Some Children**
  - Conscious Discipline
  - Learning in Nurturing Communities
  - Insights
  - Second Step
  - Al’s Pals/Al’s Caring Pals
  - The Incredible Years
  - Baby Circle Time

- **All Children**
  - ERS/CLASS/TPOT/TPITOS
  - HighScope
  - Creative Curriculum
  - I am Moving, I am Learning
  - NAP SACC
  - Program for Infant-Toddler Caregivers
  - Parents Interacting With Infants (PIWI)
  - Circle of Security-Parenting

- **All Children**
  - Early Learning Guidelines
  - Getting Down to Business/Management Training Program
  - Safety, Nutrition, and Transportation Training
  - Nebraska Core Competencies for Early Childhood Professionals
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**Pyramid Model implementation package**

**Training**
- **Purpose of activity:** To share the Pyramid Model framework and content in order to support provider readiness for implementation of practices and application of knowledge and skills.
- **Frequency:**
  - 4 Trainings and Director Training in Yr 1
  - 3 Trainings in Yr 2
  - 2 Trainings in Yr 3
- **Who participates:** Providers, Directors and Coaches

**Coaching**
- **Purpose of activity:** To promote growth and change the knowledge and skills of providers in order to effectively implement and sustain Pyramid Model practices.
- **Frequency:**
  - 2.5 hrs/mo in Yr 1
  - 1.5 hrs/mo in Yr 2
  - Individualized in Yr 3
- **Who participates:** Providers

**Coach consultation**
- **Purpose of activity:** To ensure high-quality coach support to the provider by identifying the coach’s thoughts, feelings, and experiences related to coaching and how they affect the coaching relationship.
- **Frequency:** Monthly
- **Who participates:** Coaches with Rooted in Relationships Reflective Consultants

**Provider collaboration meetings**
- **Purpose of activity:** To promote a community of peer learning which leads to sustainability and continuous quality improvement in practice.
- **Frequency:**
  - 6-12 meetings per year
- **Who participates:** Providers and Coaches