Unpacking the Pyramid Model: Supportive Classroom Environments B of B

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Agenda

1. Introductions

THE PYRAMID MODEL CONSORTIUM

- 2. Creating Supportive Classroom Environments
- 3. Pyramid Model Classroom Kit
- 4. Questions & Answers
- 5. Next Steps



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Objectives

- •Construct a positive classroom environment that supports access and engagement for ALL students
- •Develop predictable schedules and routines that maximize participation and learning.
- •Teach routines and expectations

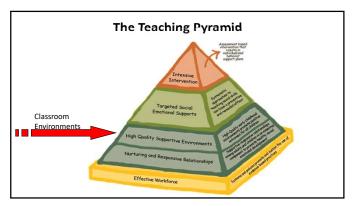


Session Materials

- •Unpacking the Pyramid Book
 - $\bullet \textbf{Chapter Checklists:} \ \underline{\textbf{https://downloads.brookespublishing.com/} \\$
 - Unpacking the Pyramid Coffee Chats: https://products.brookespublishing.com/Unpacking-the-Pyramid-Model-P1231.aspx
- •Pyramid Model Preschool Classroom Kit
- Pyramid Model Website
 - https://challengingbehavior.cbcs.usf.edu/index.html



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Supportive Classroom Environments

- Design of the Physical Environment
 Chapter 5, Creating Classroom Environments That Support
 Young Children (Hardy, Santos & Doubet)
- Design of the Temporal Environment
 Chapter 6, Designing Classroom Schedules and Routines (Bovey, Bold, Hodges & Strain)

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Understanding and Designing the Temporal Environment (Chapter 6)

- Using consistent and predictable *Schedules* and *Routines* to support and promote engagement, participation and independence.
- Helps children monitor and control their own behavior (selfmonitoring) by using system to helps kids understand and answer 4 Key Questions
 - 1. What should I be doing Right Now?
 - 2. How do I know I'm Making Progress?
 - 3. How do I know when I'm Finished?
 - 4. What do I Do Next?

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Design a Consistent and Predictable Daily Schedule

- Length of Activities
 - Consistent with children's attention span
- •Balance Throughout the Day
- Quiet vs. active activities
- •Teacher directed vs. child directed activities
- Large group vs. small group activities
- •Experiences in All Areas of Development
 - •Social, cognitive, self-help, language, motor

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	Communication Carlo Childham & DDIC

Activity – Exa	amine Your D	aily	Sche	dule	(p.5	1)	
		Activit	y Level	Direct	edness	Grou	p Size
		Active	Passive	Adult	Child	Large	Sm/Ind.
Download available from							
Brookes: https://downloads.brook							
espublishing.com/resour							
ce/unpacking-the-							
pyramid-model/							
THE PYRAMID MODEL CONSORT							

	Activit	y Level	Direct	tedness	Grou	p Size
	Active	Passive	Adult	Child	Large	Sm/Inc
Arrival/Tables	X	X		X		X
Circle		X	X		X	
Center Time	X			X		X
Story Circle		X	X		X	
Snack		X		X		X
Books		X		X	X	
Outside	X			X		X
Small Groups	X	X	X			X
Closing Circle		X	X		X	

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Building Routines within Routines within Routines

Events: Top level things you do or, what you have on your daily schedule (Circle Time, Snack, etc.)

Activities: The specific things that happen during an event (the different activities you do during Circle Time)

Routines: The consistent steps that happen during an Activity (How you do your Weather Helper)

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Routine	s ³	
Event (Routine)	Activity (Routine²)	Routine (Routine³)
Arrival	Go to Cubby	Greet Peer, Take off coat/backpack, take out folder/snack, Hang up coat/backpack, put folder/snack where they go
	Wash Hands	Get Soap, Turn on Water, wash hands, turn off water, Dry hands
	Sign-In	Accept Name from peer, Sign in, pick next child, give them name
	Question of the Day	Get Name, Answer question, Get peer
	Go to Table Activity	Pick Table, walk to table, match picture, request materials, sit and play
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Teaching Routines³

- •Provide instruction, modeling and CONSISTENCY
- •Use Visual Supports to define steps
 - Visual Cues
 - Visual Schedules (classroom and individual)
 - Activity (mini) Schedules
- •Reinforce Children's Appropriate





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Chapter 6 Checklist

• Designed to be used as a Self Assessment and/or coaching tool

Partie	Secur	Innetines	Offen	Diceyo
 Fore a most inhedule posted alphibler() age level that noticing photos or discorage of work-region activity to provide philipses with information about our disty activities. 				
2. I reducte that activities are completed on the insult schedule (e.g., fig the police cost, more a marker).				
It prepare children for changes in the daily schedule by using the visual schedule.				
Interview the schedule with my children and refer to it often disruptions the day.				
 Lampage children in the schedule review by heining their variably series what was completed and what extenty a need or by heining a schedule helpe engaged in moving the schedule to the need activity. 				
I give my schedule to provide a believe of dribbi- directed and teacher-directed activities.				
Ligher for teacher-directed activities to be loss than 20 innodes in directors.				
 Introduce southers so that children can identify what they are doing true. Now they are making program, when the actually will be completed, and what will be coming need. 				
 Law individual paid visuals and activity schedules to goods children who need more support to engage in activities and routines. 				

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Pyramid Classroom Companion Kit

Visual Materials to Support Implementation

- Additional materials available in the public domain (free) on the Pyramid Model website
- https://challengingbehavior.cbcs.usf .edu/Implementation/Program/strat egies.html



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