



OKLAHOMA STATE DEPARTMENT OF EDUCATION

Pyramid Model Overview



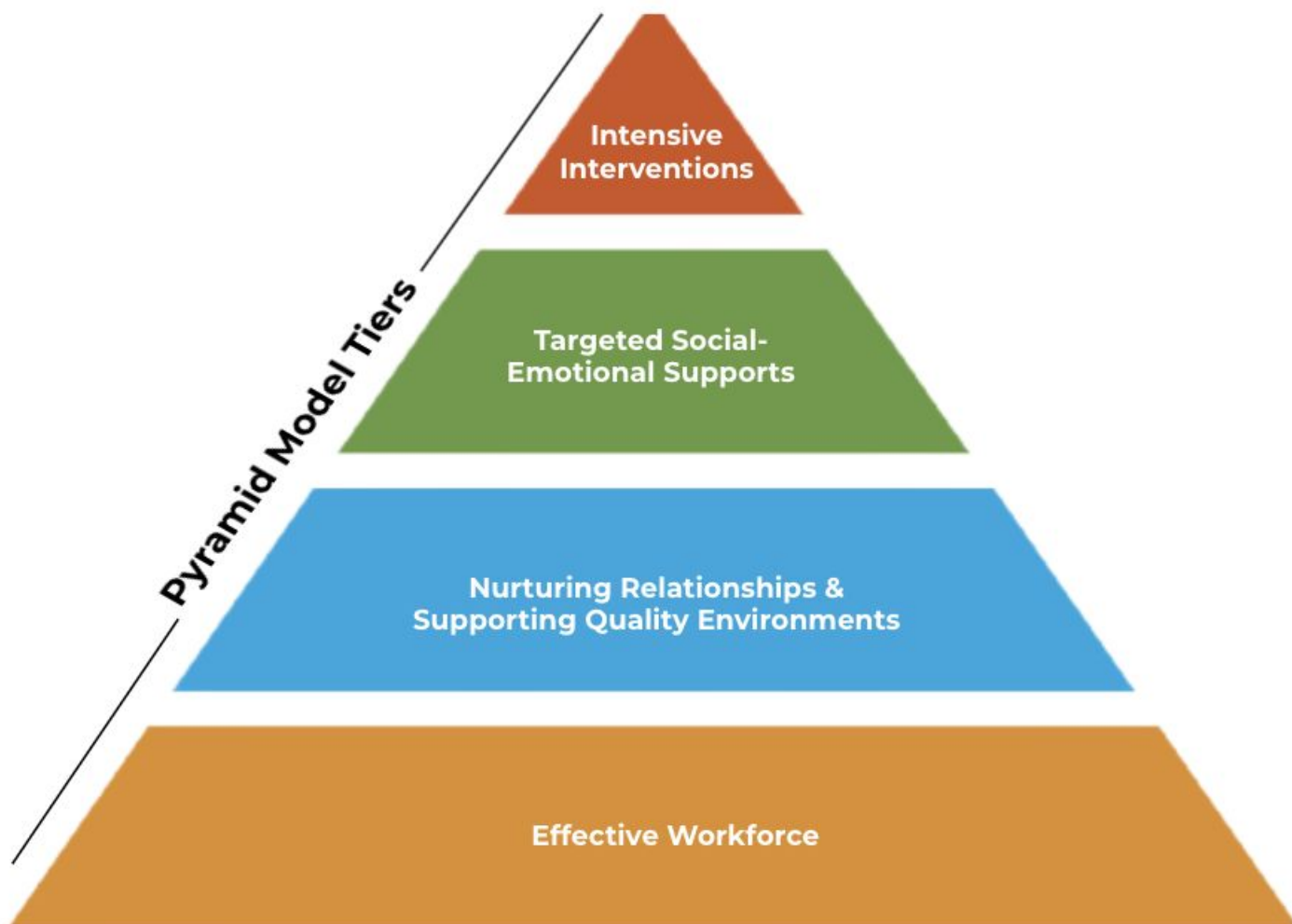
OKLAHOMA
Education

Early Childhood MTSS: Pyramid Model Framework

The Pyramid Model is a multi-tiered framework consisting of a continuum of evidence-based practices that are organized in a three-tiered continuum. The framework is uniquely designed to address the needs and contexts of programs serving infants, toddlers, and preschoolers including children in public school early childhood classrooms and early childhood care and education programs in the community.

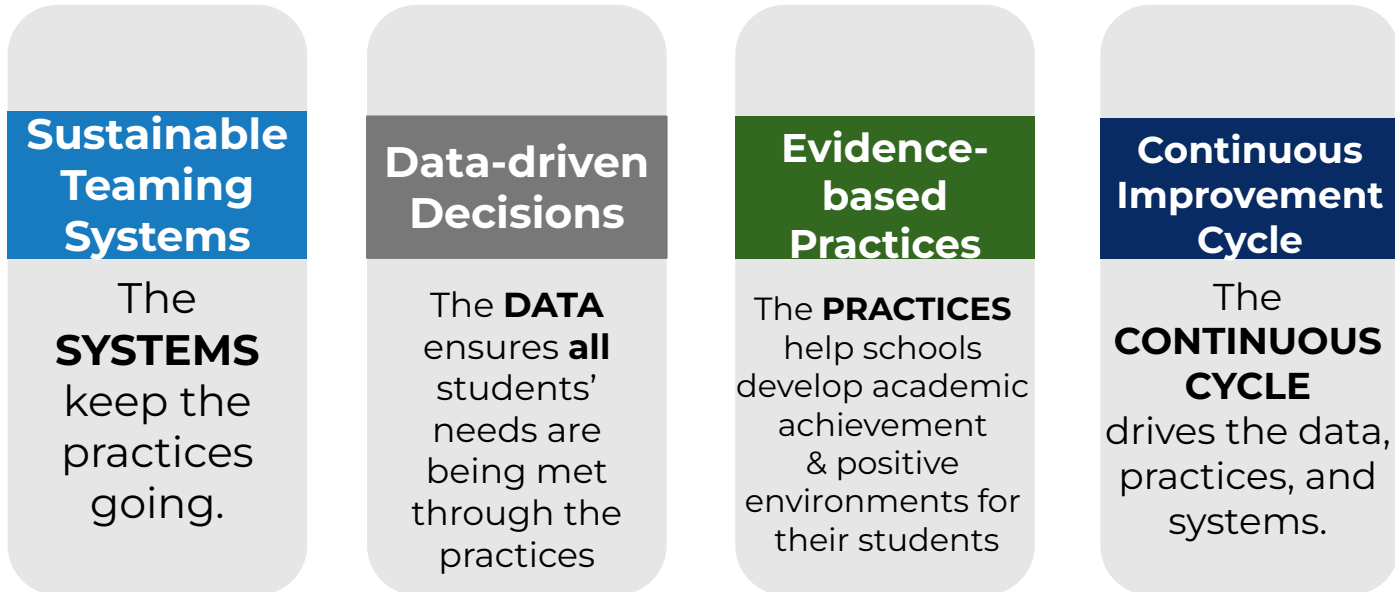
The Pyramid Model provides the framework of practices for the implementation of MTSS-SEB within early childhood classrooms and programs. When schools are implementing MTSS-SEB and want to include preschool or early childhood classrooms, they may use the Pyramid Model to define the practices appropriate for use with young children and their families.

- [Introductory Webinar](#)
- [2022 APBS Slidedeck](#)



Early Childhood MTSS: Pyramid Model

Data, Systems, Practices Framework



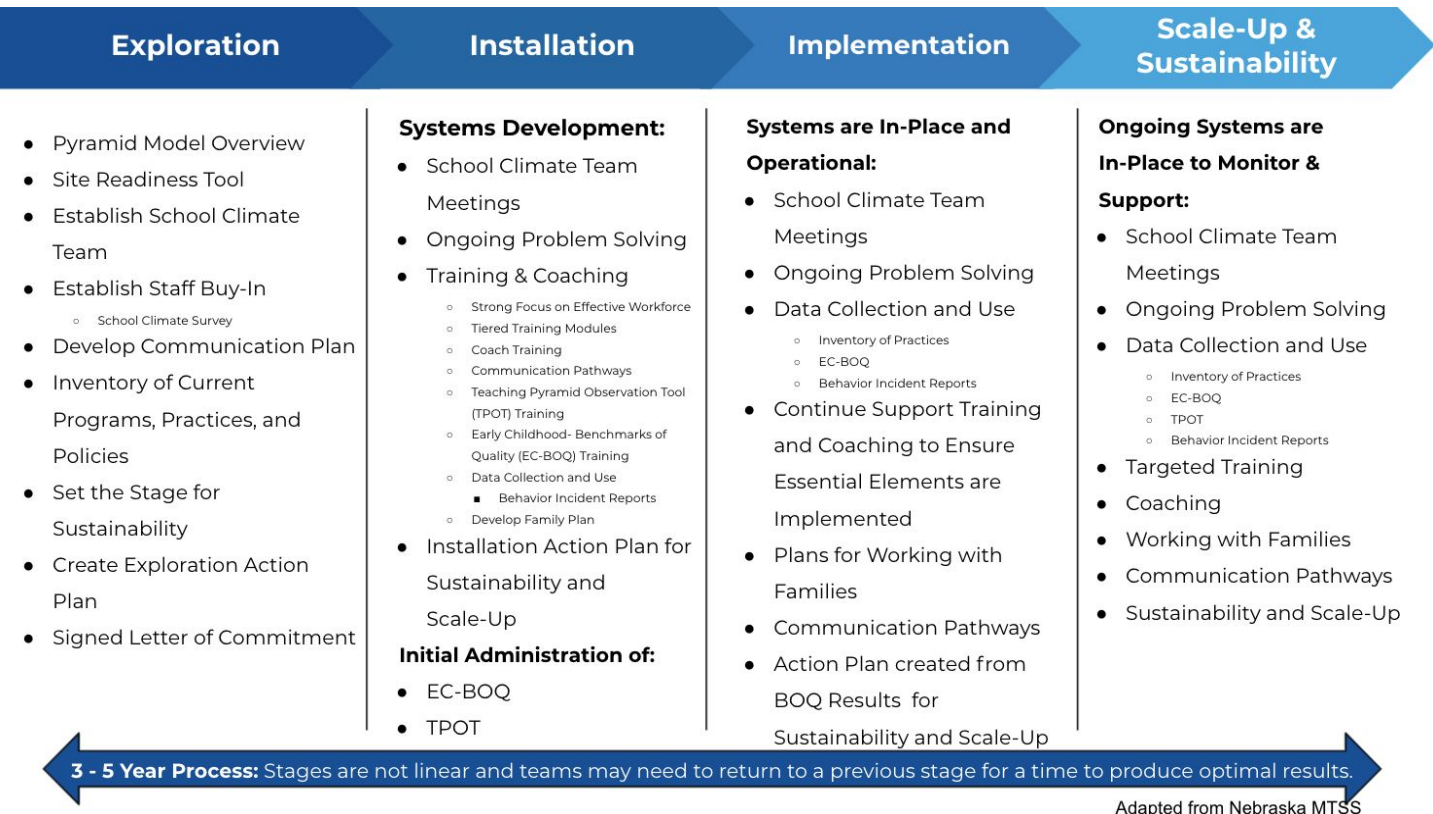
The Pyramid Model helps build and implement a system based on evidenced-based practices. How are we aligning our practices across the system to ensure we are not replicating efforts and services. When adults model healthy behavior between peers, students can learn to understand and express their emotions, use self-control, and develop meaningful relationships. This learning is best supported when there is a nurturing and responsive caregiver.

Environments that support social-emotional development and school readiness are critical for all children. Pyramid model offers easy-to-implement strategies, while preventing challenging behaviors. Pyramid Model provides individualized supports for young students when persistent, challenging behavior occurs. Students will receive a supportive environment that promotes positive growth and development.

Early Childhood MTSS: Pyramid Model

Stages of Implementation

Successful implementation will happen in stages of implementation and takes consistent cross-sector commitment, time, effort, and resources over several years to implement the Pyramid Model with a necessary level of attention to fidelity, the achievement of outcomes, scale-up, and sustainability. Implementation can take up to three - five years. The stages are not linear, they are fluid. Teams may need to return to a previous stage for a time to produce optimal results. Efforts to implement the Pyramid Model are more likely to be successful if coordinators and implementers understand and use the stages of implementation to take actions in a sequence that aligns with each stage. ([Roadmap to Effective Intervention Practices, 2021](#))



Adapted from Nebraska MTSS

Early Childhood MTSS: Pyramid Model

Data, Systems, Practices Framework

Systems	<p>Systems are the level of supports that staff experience in the school</p> <ul style="list-style-type: none"> • Administrative support • Staff buy-in <ul style="list-style-type: none"> - Family Engagement • Common language • Continuum of procedures • Environmental changes • Consistent procedures • Coaching
a. Leadership & Coaching	<ul style="list-style-type: none"> • Secure Administrative Support • Identify Internal Pyramid Model Site Facilitator • Identify External Program Coach
b. Teaming	<ul style="list-style-type: none"> • School Administrator • School Counselor • Early Childhood Educators <ul style="list-style-type: none"> • representing grade levels and subject areas • Identify Classroom Coaches or Practice-Based Coaches • Behavior Specialist/School Psychologist • Family Member <p>With expertise in</p> <ul style="list-style-type: none"> • Coaching/Leadership • Analyzing & Evaluating Data • Providing PD/Training and Classroom Coaching • Family Engagement
c. Staff Buy-In	<ul style="list-style-type: none"> • Administer <ul style="list-style-type: none"> • School Climate Survey that reflects on social-emotional competence, challenging behavior, culturally responsive practices, addresses implicit bias • Develop Staff Communication Plan <ul style="list-style-type: none"> • Share current site data <ul style="list-style-type: none"> • Attendance • Expulsion/Suspension Data • Office Referral/Behavior Reports • Inventory of Current Practices • Share behavior data monthly

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<p>d. Family Engagement</p>	<ul style="list-style-type: none"> • Family member on leadership team • Family input is part of planning and decision-making process • Multiple mechanisms used for sharing information • Home teaching suggestions and information supporting social development, and outcomes • Families play a critical role in the planning of their individual child
<p>Practices</p>	<ul style="list-style-type: none"> • Develop Classroom-Wide or Program Wide Expectations <ul style="list-style-type: none"> • Two-five positively stated • Create shared focus and continuity • Systematic Acknowledgment - Positive Descriptive Feedback • Implement Evidence-Based Practices focused on: <ul style="list-style-type: none"> • Building and modeling nurturing relationships • Supportive quality environments • Foundational social-emotional and behavioral • Responding to Challenging Behavior
<p>Data</p>	<ul style="list-style-type: none"> - Early Childhood - Benchmarks of Quality (EC-BOQ) <ul style="list-style-type: none"> - Measures fidelity of implementation - Teaching Pyramid Observation Tool (TPOT) <ul style="list-style-type: none"> - Assesses implementation in individual classrooms - Behavior Incident Reports (BIR) <ul style="list-style-type: none"> - Data tracking of concerning behavior - EC-SWIS - Climate Surveys - Attendance - Suspension/ Expulsion - Parent Contact - Progress Monitoring Individualized Interventions

Oklahoma Pyramid Model Framework

Supporting the Pyramid

Pyramid Model Tiers	School Climate Steps	MTSS Core Elements
Effective Workforce	<p>The model is supported at the foundation by an effective workforce.</p> <p>The foundation for all of the practices in the Pyramid Model are the systems and policies necessary to ensure a workforce able to adopt and sustain these evidence-based practices.</p> <ul style="list-style-type: none"> • Trauma-Informed • Educator Self-Care • Model Social and Emotional Learning 	<p>Sustainable Teaming Structures (STS) & Systems</p> <p>Develop Collaborative Culture</p>

	Resource
Systems	<p>Site Coordinator Role</p> <p>Leadership Team:</p> <ul style="list-style-type: none"> - Leadership Team Description - Leadership Team Implementation Manual - Roles and Responsibilities <p>Pyramid Leadership Team Roster</p> <p>Meeting Agenda Template</p> <p>NCPMI Action Planning Document</p> <p>Staff Pyramid Model Handbook</p> <p>Practice Based Coaching Guide</p>
Practices	<p>Website</p> <p>OK CONNECT Digital Professional Learning Platform Training - Pyramid Model</p> <ul style="list-style-type: none"> - Module Descriptions Can Be Found Here <p>Training Resources</p> <p>Training Workbook</p> <p>Training Scope & Sequence Example</p>
Data	<p>Climate Survey(s) for Personnel</p> <p>Site Readiness Tool</p> <p>Inventory of Current School Practices</p>

Oklahoma Pyramid Model Framework

Universal Promotion

Pyramid Model Tiers	School Climate Steps	MTSS Core Elements
<p>Nurturing Relationships & Supporting Quality Environment</p>	<p>Universal supports for all children through nurturing and responsive relationships and high quality environments. At the universal level we include the practices needed to ensure the promotion of the social development of all children.</p> <ul style="list-style-type: none"> • High Quality Environments • Inclusive early care and education environments Supportive home environments • Nurturing and responsive relationships • Essential to healthy social development • Includes relationships with children, families and team members 	<p>Team-Driven Shared Leadership</p> <p>Building Capacity and Systems for Implementation</p> <p>Effective Communication & Collaboration</p> <p>Evidence-Based Practices: Prevent, Teach, Reinforce, Respond</p>

	Resource
<p>Practices</p>	<p>Website OK Connect Digital Professional Learning Platform Training - Pyramid Model - Module Descriptions Can Be Found Here Training Resources Training Workbook Training Scope & Sequence Example</p>
<p>Data</p>	<p>Roadmap to Effective Intervention Practices: Data Decision-Making and Program-Wide Implementation of the Pyramid Model</p> <p>Early Childhood - Benchmarks of Quality (EC-BOQ)</p> <ul style="list-style-type: none"> - What is it? - Excel File - PDF File - SCTG Coaching Report Example <p>Teaching Pyramid Observation Tool(TPOT)</p> <ul style="list-style-type: none"> - What is it? - Brookes Publishing - TPOT Scoring Document <p>Classroom Coaching</p> <ul style="list-style-type: none"> - Coaching Guide - Classroom Coaching Strategies - Resources <p>Behavior Incident Reporting System (BIR)</p> <ul style="list-style-type: none"> - Excel System (no cost) - EC-SWIS (annual cost) - What is it? - FAQ's - Readiness Checklist

Oklahoma Pyramid Model Framework

Secondary Prevention

Pyramid Model Tiers

School Climate Steps

MTSS Core Elements

Targeted Social & Emotional Supports

Prevention which represents practices that are targeted social emotional strategies to prevent problems. The prevention level includes the provision of targeted supports to children at risk of challenging behavior.

- Targeted Social Emotional Supports
- Explicit instruction and support
Self-regulation, expressing and understanding emotions, developing social relationships and problem-solving

Effective Communication & Collaboration

Evidence-Based Practices: Prevent, Teach, Reinforce, Respond

Data-Based Decisions

Layered Continuum of Supports

Oklahoma Pyramid Model Framework

Tertiary Intervention

Pyramid Model Tiers

School Climate Steps

MTSS Core Elements

Intensive Interventions

Focus on the process of partnering with families to develop an individualized support plan for young children.

- Preventing the challenging behavior from occurring
- Teaching a new strategy to replace the challenging behavior
- Reinforcing the new behavior to replace the challenging behavior

Effective Communication & Collaboration

Evidence-Based Practices: Prevent, Teach, Reinforce, Respond

Data-Based Decisions

Layered Continuum of Supports

Resources currently in development.