

# AWWA Inclusion Experts Series: The Role of the Pyramid Model in Developing High Quality Inclusion

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**THE PYRAMID MODEL CONSORTIUM**  
Supporting Early Childhood PBIS



UNIVERSITY of  
**DENVER**

MORGRIDGE COLLEGE OF EDUCATION

# The Teaching Pyramid

- The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children
- <https://challengingbehavior.cbcs.usf.edu/>
- <https://vimeo.com/user55883855/albums>



# Agenda - Creating a Foundation for Inclusion

<b>10:00AM</b>	<b>Opening and Introduction</b> <i>Ms Juliet Tanuwira, Lead, Inclusion Strategy, AWWA Ltd</i>
<b>10:05AM</b>	<b>Sharing: "Getting to Quality Outcomes " and "A-B-C of Inclusion"</b> <i>Philip Strain, Ph.D. and Ted Bovey, MA</i>
<b>11:00AM</b>	<b>Break</b>
<b>11:15AM</b>	<b>Q&amp;A and Discussion</b>
<b>11:25AM</b>	<b>Sharing: "Teaming Practices" and "Universal Practices"</b> <i>Philip Strain, Ph.D. and Ted Bovey, MA</i>
<b>12:15PM</b>	<b>Q&amp;A and Discussion</b> <i>Sharing: Felicia Lim from Kindle Garden</i>
<b>12:25PM</b>	<b>Closing</b> <i>Ms Juliet Tanuwira, Lead, Inclusion Strategy, AWWA Ltd</i>
<b>12:30PM</b>	<b>End of programme</b>



# A Common Starting Point

- Understanding what Inclusion truly means.
- Recognition that each child is an individual and we have to do what's best for each individual.
- Agreement to keep an open mind and not discredit any evidence-based strategies.
- Agreement to work collaboratively as a TEAM!
- Strong knowledge of Universal Early Childhood (Pyramid Model) Practices.



# Formula For Success

Organization of Adult Systems



Maximizing Learning Opportunities Across the Day



Delivering Systematic Instruction



Data Monitoring System

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**Really Good Outcomes**

# It's Not About the Child, It's about YOU!

Given the state of knowledge, the question is not so much whether an individual child with autism [disabilities] can profit from inclusionary programming but whether the service system in question has put into place the necessary instructional supports to create a high-quality inclusion program.

Strain, McGee & Kohler (2001)



# A – B – C of Inclusion



# Appreciation

- For What Children with Disabilities Offer
- For The Opportunity to Alter A Life Course
- For Science





# Belief

- In Oneself
- In Your Team
- In The Capabilities of Persons with Disabilities



# Courage

- To Collaborate
- To Really Blend Programs and Personnel
- To Change Systemically



# Facts Regarding Early Childhood Inclusion



# Just The Facts...

- Fully inclusive options are the only placement options with data supporting their superiority
  - AND, non-inclusive settings have been shown to be developmentally toxic
- Fully inclusive options beat the alternative at a ratio of about 15 to 1
  - The 1 being mixed findings with hearing impaired children from three decades ago



# Facts...

- Fully inclusive options have been shown to work for children across disability groups and levels of severity (children with developmental delays, mild to severe; children with ASD; children with multiple disabilities; children with significant social and emotional needs; children with hearing impairment)





# Facts...

- Fully inclusive options tend to be of higher quality in general
- Greatest magnitude of effect is social (but also significant differences in communicative and cognitive skills)



# What Do Quality Inclusion Settings Look And Operate Like?



# More Typically Developing Peers

- Ilene Schwartz – DATA Project
- Gail McGee – Walden Project
- Phil Strain – LEAP Preschool
  - All began with 50:50 ratio and abandoned that for 2 or 3:1 ratio
  - Enhances generalization opportunities in social domain
  - Minimizes behavioral contagion effects around challenging behavior and “autistic-like” behaviors
  - Minimizes “Buddy Burn-Out”





# Full Utilization Of Peer Influence

- Initiate social interactions
- Invite others to activities
- Take their hand and lead them there
- Respond to social bids
- Pass-out & Pick-up materials, props
- Model desired actions
- Praise, compliment peers
- Give play directions
- Help others complete a task/activity (give assistance)



Instruction Happens  
Everyday, All Day Long!

# Hundreds Of Learning Opportunities Embedded Across The Day



# Team Collaboration is a Priority

## **Transdisciplinary Service Model**

- Maximizes instructional generalization opportunities
- IEP goals get addressed everyday all day
- Maximizes consistency of adult-child interactions



# Transdisciplinary Teams:

- Share goals *and* skills
- Hold regular meetings
- Make decisions through consensus
- Engage in role release and role expansion
  - Embedded & Naturalistic Instruction
- Transcend disciplinary bounds
- Include families as full, *active* team members



# So, What's The Big Deal About Social Outcomes?





# What Having A Friend In Preschool Means For Later In Life Success

- Better academic skills
- Higher high school graduation rates
- Fewer special education services
- Better adult employment status
- Greater chance of independent living
- Better adult mental health
- Less drug/alcohol use in teen years



# It's Not Magic: Here Is What Friends Do For Each Other



- Always involve and include their friend
- Look out for their friend's best interest
- Encourage exploration/learning new things





# And What About Typically Developing Children?

- Equal or greater cognitive and language skills
- Fewer challenging behaviors
- More advanced social skills
- Less disruptive/inappropriate classroom behaviors in kindergarten
- More accepting attitudes toward individuals who are different



# Given All of These Data, Why Doesn't Everybody Do Inclusion As the First Placement Option?

- Fictions are powerful things with realities their own:
  - Too expensive
  - Illegal to blend funds
  - Children need to be ready (developmentally) to benefit
  - Parents do not want it
  - Harmful to typical child learning
  - Cannot deliver the necessary intensity of instruction
  - Environment is too stimulating



# Framework for Successful Inclusion

## Instructionally Enhanced Pyramid Model (IEP<sub>M</sub>)

### High Quality EC Setting

Building Relationships  
Supportive Classroom Environment  
Social-Emotional Supports

### General Classroom Modification

Transdisciplinary Teaming  
Routines<sup>3</sup> & Embedded Instruction  
Naturalistic Instruction  
Visual Support  
Peer-mediated Intervention  
Individualized Group Instruction

### Individualized Supports

Use of Reinforcement  
Individual Schedules  
Aug. & Alt. Communication  
Structured Teaching  
Data-base Decision Making  
PBIS (PTR-YC)



# Starting Point is the Implementation of Essential Classroom Practices that Create a Foundation for High Quality Inclusion



# Essential Early Childhood Practices

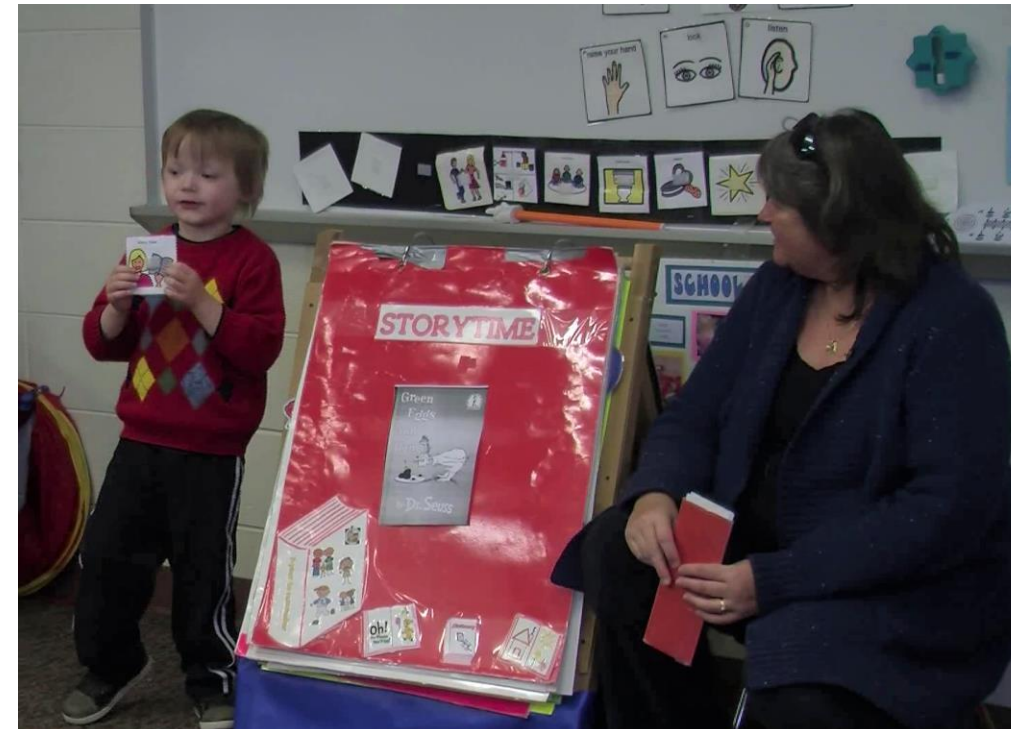
- **Building Relationships** (First level of the Pyramid)
  - 5:1 Ratio of Deposits to Withdrawals
  - Positive Language (telling children Descriptive Feedback)
  - Connecting with Children
  - Connecting with Families
  - Connecting with Colleagues



# Essential Early Childhood Practices

- **High Quality Environments to Support Engagement (2<sup>nd</sup> level of the Pyramid)**


- Environmental Design of the Classroom & Materials
- Establishing Clear Rules & Expectations
- Balanced & Functional Daily Schedule
- Transition Supports (5 Min. Warning & Consistent Transition Routine)
- Clear Adult Roles & Responsibilities
- Rich Use of Visual Supports






# Essential Early Childhood Practices

- **Social-Emotional Supports (3<sup>rd</sup> level of the Pyramid)**
  - Friendship Skills
  - Emotional Literacy
  - Self Regulation/Relaxation Strategies
  - Problem Solving

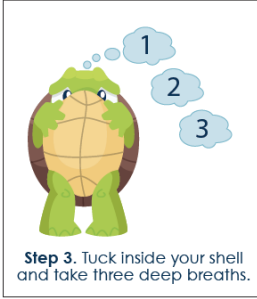
 **The Turtle Technique**



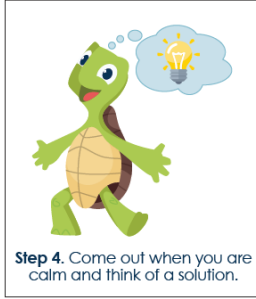
Step 1. Recognize your feelings.



Step 2. Stop your body.



Step 3. Tuck inside your shell and take three deep breaths.



Step 4. Come out when you are calm and think of a solution.

  [ChallengingBehavior.org](http://ChallengingBehavior.org) Public: 5/14/19  
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Step 1. What is my problem?



Step 2. Think, think, think of some solutions.



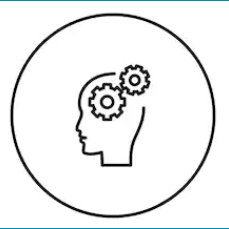
Step 3. What would happen if...? Would it be safe? Would it be fair? How would everyone feel?



Step 4. Give it a try!

 Frustrated	 Embarrassed	 Lonely	 Sad
 Mad	<b>This is how I feel today!</b>		 Nervous
 Happy	 Loved	 Scared	 Proud

# Universal Practices – Planning Activity



- With your team review the Universal Practices and (honestly) discuss your classrooms implementation of the practices.
  - Questions to Ask:
    - Do we do this? How often? All adults?
- Action Plan for any items that you feel need attention. Identify SPECIFIC strategies or practices that need attention.

Tools for HQ Inclusion  
Session 1  
Dec. 3, 2021

Activity – Universal Early Childhood Practices

Building Relationships	High Quality Environments	Social-Emotional Supports
<ul style="list-style-type: none"><li>• Making Deposits (5:1)</li><li>• Positive Language (Directions &amp; PDF)</li><li>• Connecting with Children</li><li>• Connecting with Families</li><li>• Connecting with Colleagues</li></ul>	<ul style="list-style-type: none"><li>• Environmental Design (Physical space &amp; materials)</li><li>• Rules &amp; Expectations</li><li>• Daily Schedule (Consistent, Predictable, Balanced)</li><li>• Transition Supports</li><li>• Adult Roles &amp; Responsibilities</li><li>• Visual Supports</li></ul>	<ul style="list-style-type: none"><li>• Friendship Skills</li><li>• Emotional Literacy</li><li>• Relaxation Strategies</li><li>• Problem Solving</li></ul>

Strategy	Implementation Steps	Responsibility





# Practice-Based Coaching

Practice-Based Coaching is an evidence-based cyclical coaching process for supporting the use of effective **practices** that lead to positive outcomes for children.

The coaching-cycle components:

1. Shared Goals and Action Planning,
2. engaging in Focused Observation, and
3. Reflection and Feedback on teaching practices.

*Practice-Based Coaching* occurs within the context of a Collaborative Partnership.



# Tips for Successful Coaching

## 1. Use Available Coaching Tools:

<https://challengingbehavior.cbcs.usf.edu/Implementation/coach.html>

- Coaching Agreements
- Action Plans
- Implementation/Fidelity Checklists

## 2. Build Positive Coaching Relationships

- Stick to your schedule, Don't over-stay, focus on Action Plan items
- Celebrate ALL Accomplishments!



**Teacher-Coach Agreement**  
*Implementing the Pyramid Model for  
Social-Emotional Competence in Young Children*

### Coach's Responsibilities:

As I coach you to implement the Pyramid Model with fidelity, I commit to:

- Maintain your confidentiality.
- Observe you during your different daily routines.
- Watch, listen, and learn from you about your educational beliefs and values.
- Focus on your strengths, your emerging skills, and your individual professional goals for implementing the Pyramid Model.
- Use a variety of tools to assess your strengths.
- Offer guidance and support that will address emerging skills identified on the TPOT and the Inventory of Practices.
- Understanding your unique learning style, so that I can adapt my coaching to your individual needs.
- Support you in creating your professional development plans in areas that you prioritize for your growth.
- Follow through to encourage systematic teaching practice changes.
- Be organized and prepared for our monthly teacher-coach meetings to review progress and revise goals.
- Be approachable and trustworthy.

I commit to being respectful, non-judgmental, and supportive in all our coaching interactions in order to contribute to a positive collaborative relationship.

### Teacher's Responsibilities:

As I work with you to implement the Pyramid Model with fidelity, I commit to:

- Build positive relationships with my children, families, peers and the coach.
- Design supportive environments that will encourage children's positive behavior.
- Learn to implement the variety of social-emotional strategies imbedded into the Pyramid Model.
- Recognize when a child's behavior indicates the need for individualized intensive interventions.
- Collaborate as a team with every adult who is influential in the child's life when creating a functional behavior plan.
- Provide the coach with a self-assessment on the Inventory of Practices when requested.
- Take charge of prioritizing my own goals identified as emerging skills on the TPOT and the Inventory of Practices.
- Work to successfully implement changes in my teaching practices.
- Be organized and prepared for our monthly teacher-coach meetings.
- Be approachable and trustworthy.

I commit to being open to suggestions, ready to ask for what I need, and willing to change my teaching practices when skills have been identified in order to contribute to a positive collaborative relationship.

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Signature of Coach



National Center for  
Pyramid Model  
INNOVATIONS

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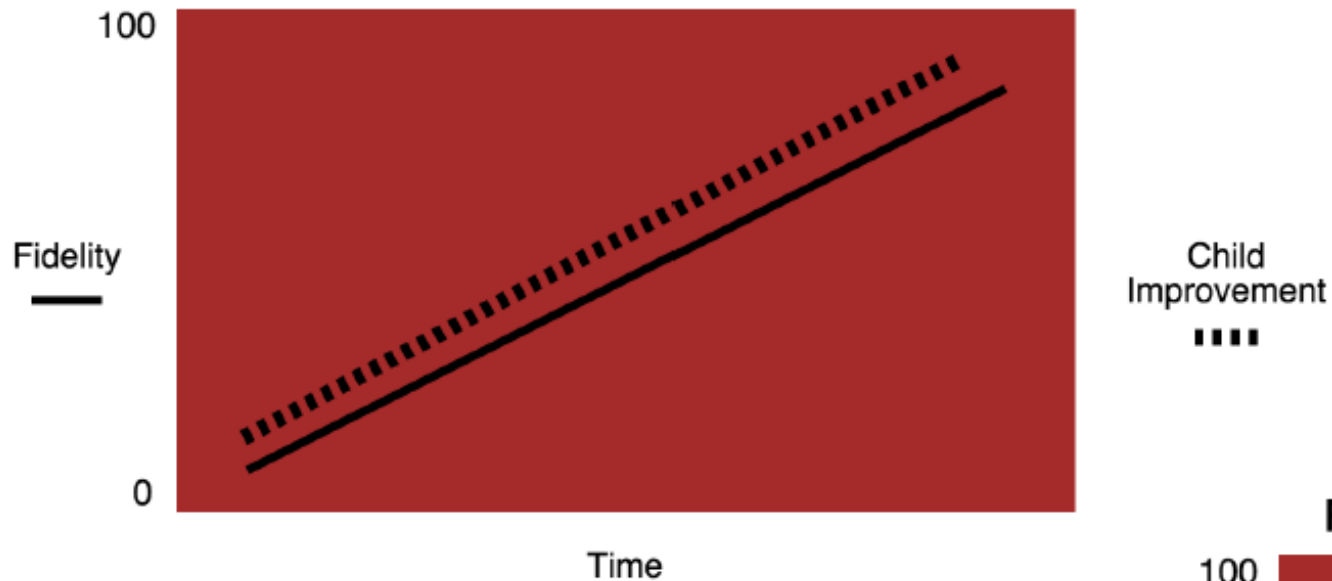
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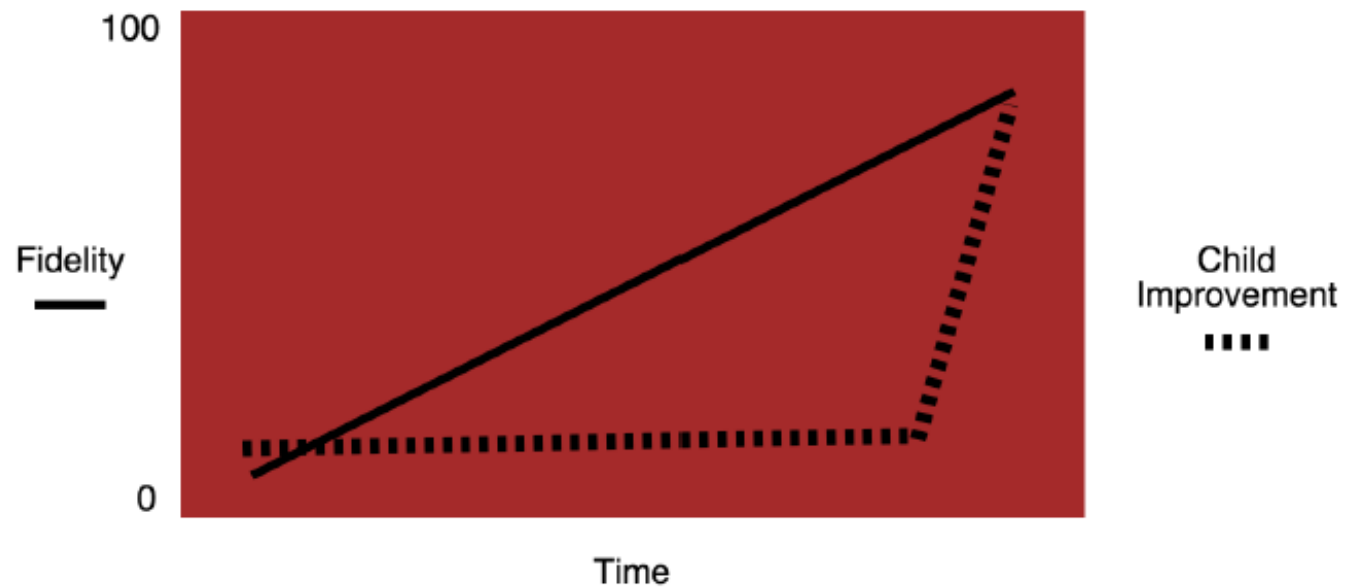
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# Adults Supported By Coaching To Fidelity

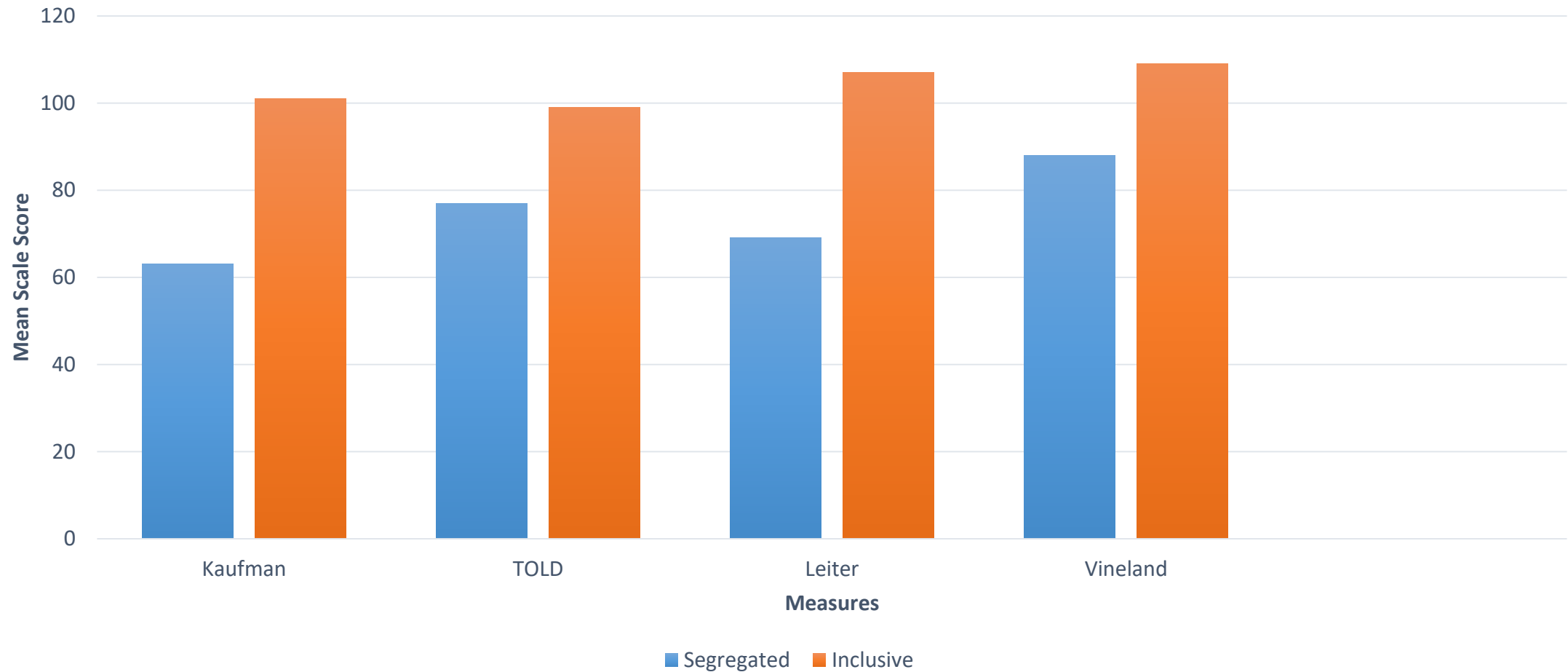
## Fidelity / Child Improvement Myth



## Fidelity / Child Improvement Real Story



# Preschool Inclusion is Not the End, It's the Launch Point



State and Community Policies and  
Practices That Promote Blending Dollars,  
Providing Coaching Support,  
Comprehensive and Equitable Salaries  
and Benefits and Adequate Planning  
Time

# Questions???



# Thank You!

- We hope to support your journey towards implementation of the Pyramid Model and strategies to Support Inclusion.
- Please feel free to contact us.

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