



The Pyramid Model in Infant-Toddler Child Care: Challenges in Research and Implementation



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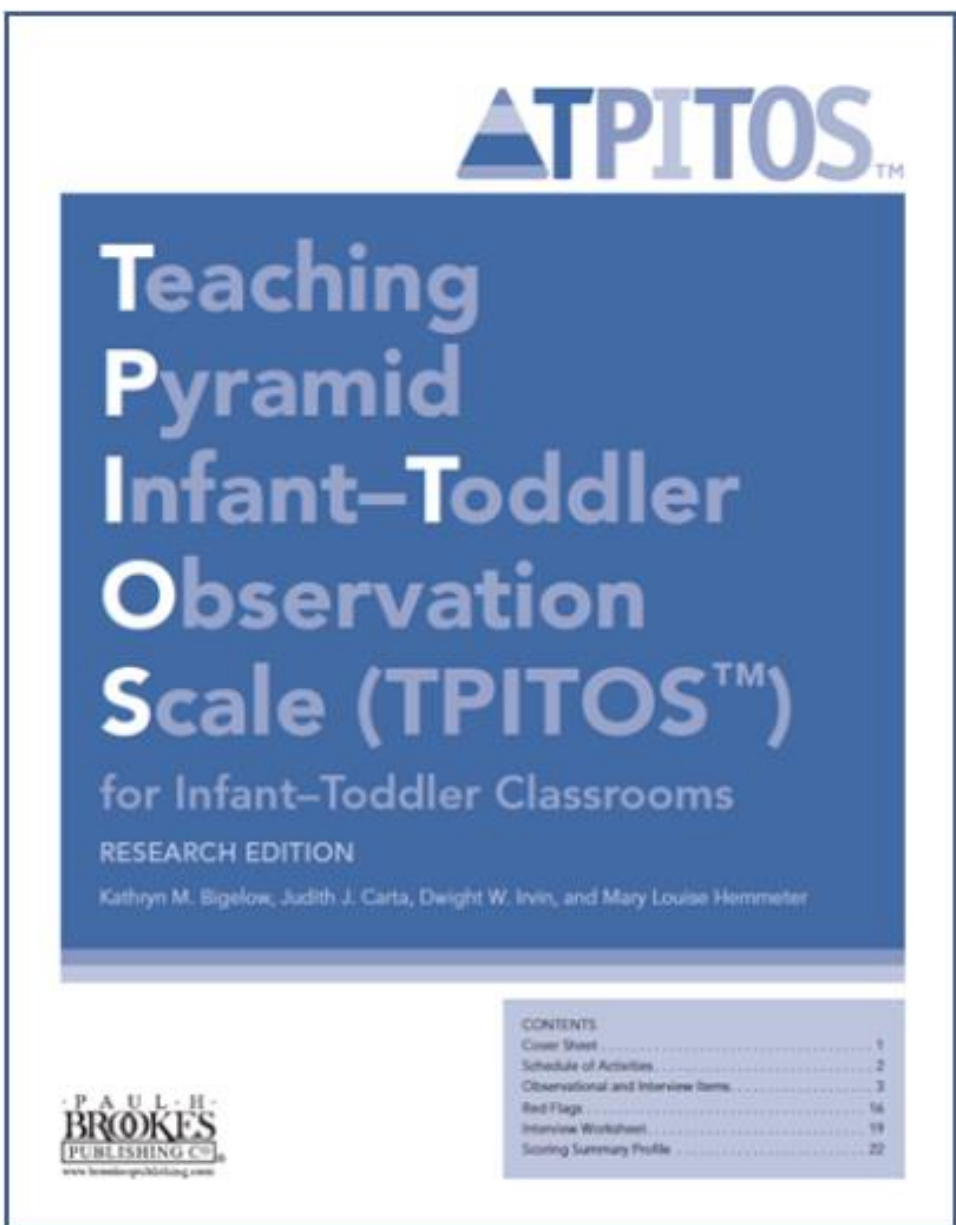
INTRODUCTION

The Pyramid Resources for Infant-Toddler Social Emotional Development (PRISM) project aims to develop and test a professional development and coaching approach supporting implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. This poster will describe preliminary data on tier 1 implementation from an ongoing randomized controlled trial (to be completed May, 2020).



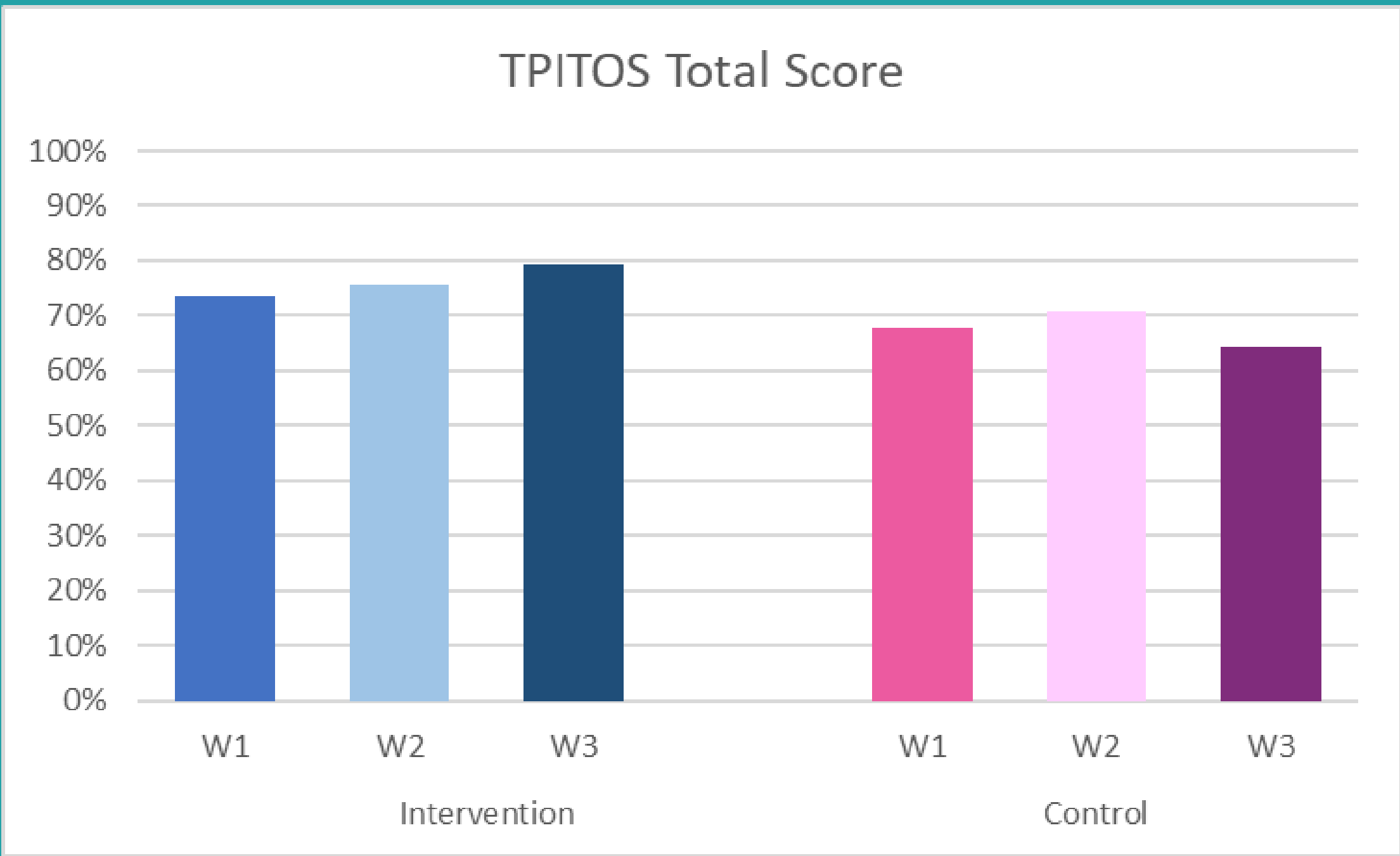
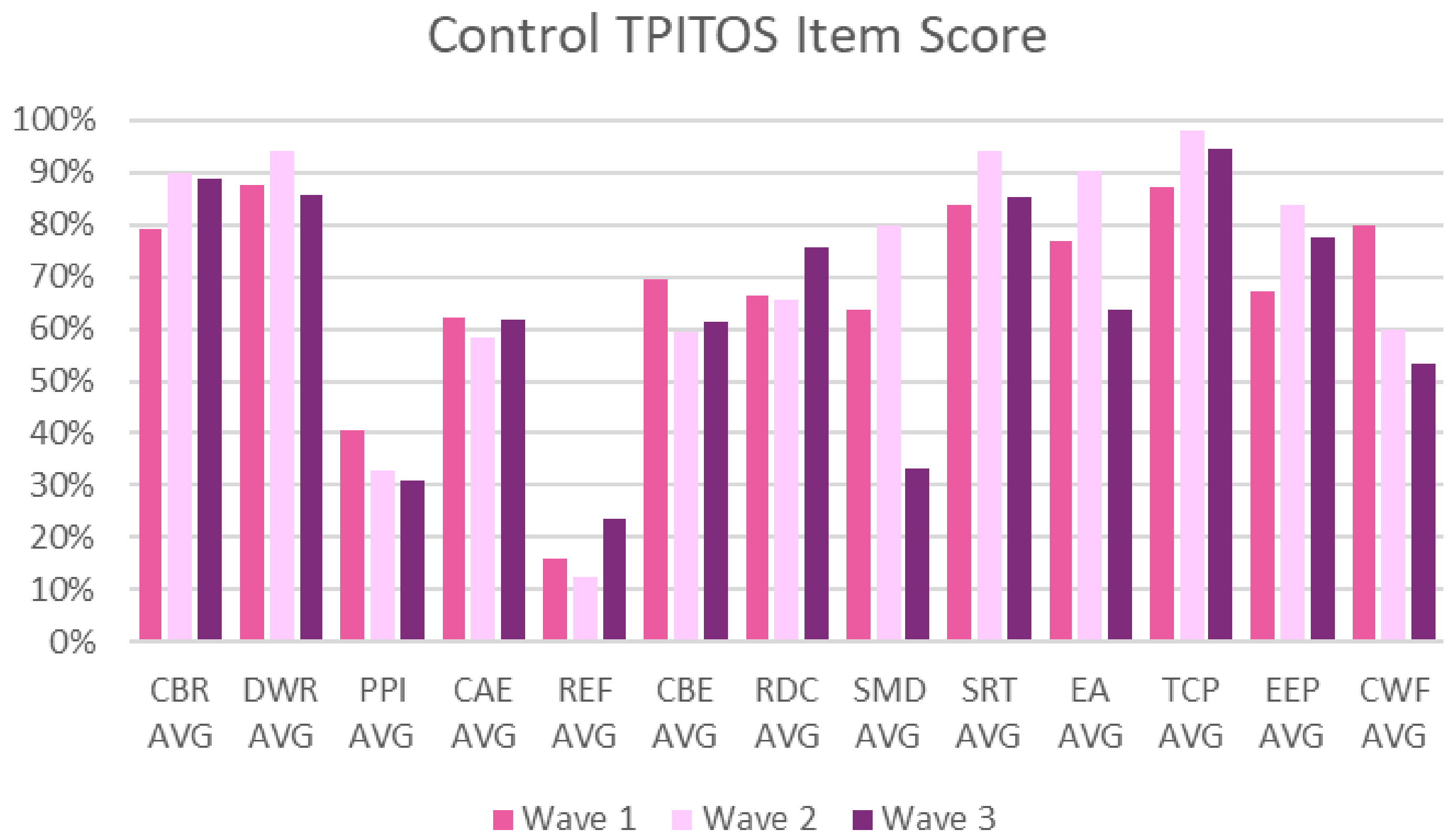
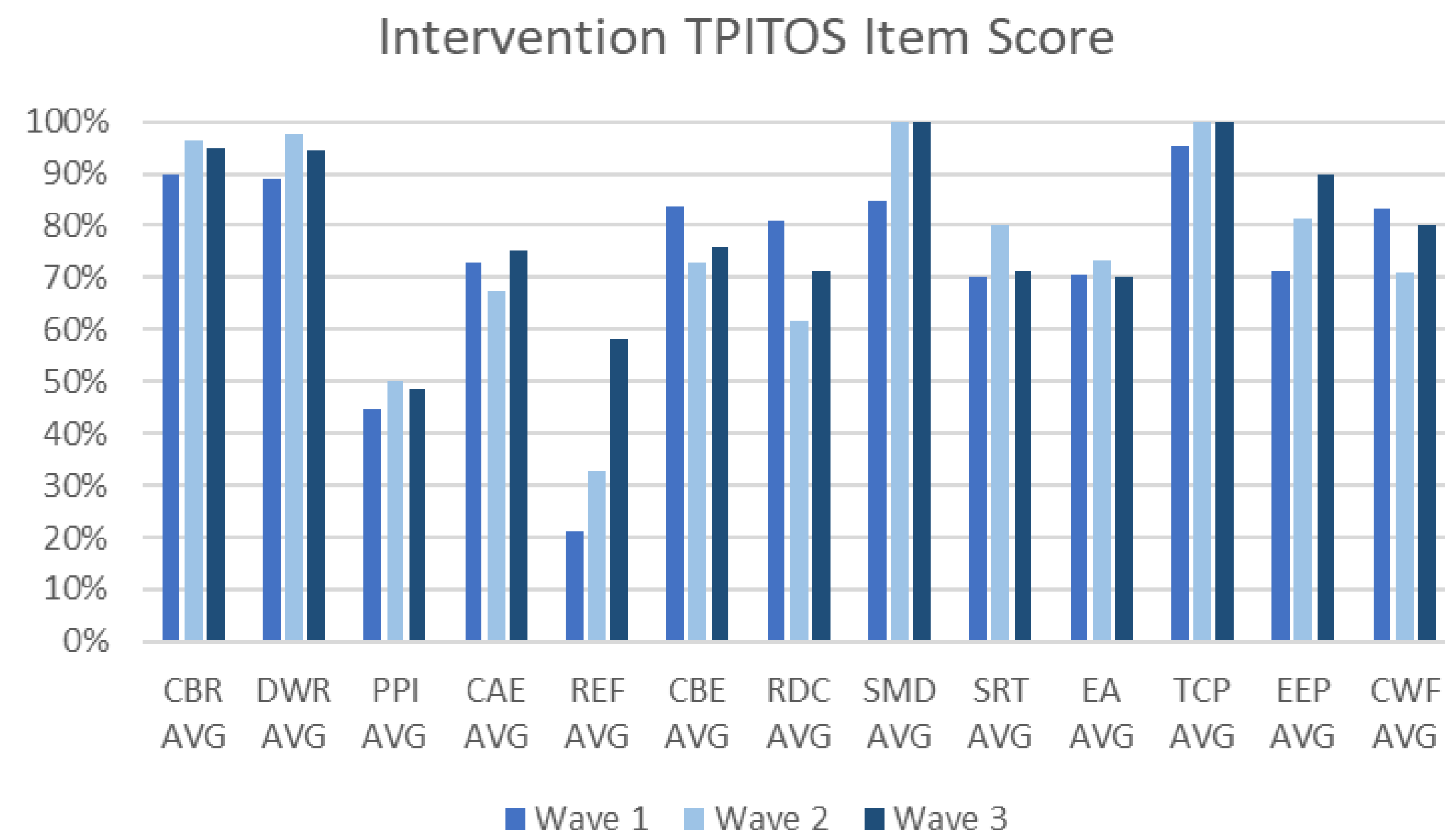
METHODS

- 27 teachers participated
 - 14 intervention
 - 13 control
- The intervention group received:
 - Professional development sessions
 - Ongoing practice-based coaching sessions
 - Universal screening and data-based decision making



TPITOS Items & Abbreviations		
1 CBR	Teacher provides opportunities for Communication & Building Relationships	
2 DWR	Teacher Demonstrates Warmth & Responsivity to individual children	
3 PPI	Teacher promotes Positive Peer Interactions	
4 CAE	Teacher promotes Children's Active Engagement	
5 REF	Teacher is Responsive to children's expressions of Emotions & teaches about Feelings	
6 CBE	Teacher Communicates & provides feedback about developmentally appropriate Behavioral Expectations	
7 RDC	Teacher Responds to children in Distress & manages Challenging behaviors	
8 SMD	Teacher uses specific Strategies or Modifications for children with Disabilities/ delays, or who are Dual language learners	
9 SRT	Teacher conveys predictability through carefully planned Schedule, Routines, & Transitions	
10 EA	Environment is Arranged to foster social-emotional development	
11 TCP	Teacher Collaborates with Higher Peers to support children's social-emotional development (e.g., other teachers, mental health practitioners, allied health service providers)	
12 EEP	Teacher has Effective strategies for Engaging Parents in supporting their child's social-emotional development & addressing challenging behaviors	
13 CWF	Teacher has effective strategies for Communicating With Families & promoting family involvement in the classroom	

How do we support high-fidelity implementation of the Pyramid Model for Supporting Social Emotional Competence in infant and toddler child care centers?



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PARTICIPANTS

Teacher Characteristics

	Intervention		Control		Full Sample	
	n	%	n	%	n	%
Classroom Type						
Infant	8	57	3	23	11	41
Toddler	5	36	7	54	12	44
Combination	1	7	3	23	4	15
Highest Degree						
HS/GED	4	29	2	15	6	22
CDA/Associate	6	43	7	54	13	48
Bachelor	1	7	4	31	5	19
Master	1	7	0	0	1	4
Other	2	14	0	0	2	7

Note. N = 27 (n = 14 for intervention condition and n = 13 for control condition).



COACHING SESSIONS

- Mean of number of sessions: 8.9
 - Range: 2 – 14
- Mean of duration of session: 12.43 min
 - Range: 15 – 30 min



CHALLENGES

- Time out of classroom for professional development sessions and coaching (need for substitutes)
- Time for teachers to complete screening tools
- Staff turnover
- Sustained implementation for centers without continuous professional development and coaching supports