

# Teaching Pyramid Training Modules

The following table provides an overview of each module along with the key topic areas covered:

<b>Module</b>	<b>Overview and Key Topic</b>
<b>Module 1:</b> <i>Promoting Children's Success: Building Relationships and Creating Supportive Environments</i>	<p>This module addresses strategies for preventing challenging behavior. The module is based on the following principles:</p> <ol style="list-style-type: none"> <li>A. Positive relationships with children serve as the foundation for addressing social emotional needs.</li> <li>B. When children understand routines and the expectations for their behavior, and when they are engaged in activities that are meaningful, they are less likely to engage in challenging behavior.</li> <li>C. Expectations and routines have to be taught to children using a range of teaching strategies.</li> </ol> <p>Topics included in this module:</p> <ul style="list-style-type: none"> <li>• Building positive relationships with children, families, and colleagues</li> <li>• Designing environments, schedules, and routines</li> <li>• Establishing expectations</li> <li>• Implementing activities that promote child engagement</li> <li>• Modifying and adapting materials and activities to meet the individual needs of all children, including those with disabilities</li> <li>• Providing encouragement, acknowledgement, and descriptive praise to children</li> </ul>
<b>Module 2:</b> <i>Social Emotional Teaching Strategies</i>	<p>An important role for the early childhood teacher is to facilitate children's social emotional development such that children have the skills and foundation they need to be successful in school. This foundation includes the ability to solve problems, communicate emotions appropriately and effectively, and build friendships. This module focuses on effective strategies for teaching these skills to children.</p> <p>Topics included in this module:</p> <ul style="list-style-type: none"> <li>• Identifying teachable moments</li> <li>• Facilitating the development of friendship skills</li> <li>• Teaching problem solving</li> <li>• Teaching children to recognize and express emotions</li> <li>• Teaching anger management</li> </ul>
<b>Module 3a &amp; 3b:</b> <i>Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior &amp; Developing a Behavior Support Plan</i>	<p>Children's challenging behaviors most often serve to express some feeling, need, or meaning that they are unable to communicate in a more appropriate manner. This suggests the need for identifying the meaning and the skills that the child needs to communicate that meaning more effectively. This module focuses on effective strategies for observing children and identifying the meaning of their behavior as a means of identifying skills that could be targeted for instruction. After determining the meaning of children's challenging behavior and the skills the child needs to learn to communicate that meaning more effectively, a plan is developed to support the child's use of the new skills and to decrease the likelihood that the child will need to use challenging behavior.</p> <p>Topics included in these two sessions:</p> <ul style="list-style-type: none"> <li>• Identifying the function of challenging behavior</li> <li>• Identifying behaviors and social skills to target for intervention</li> <li>• Developing a plan for supporting social emotional development and preventing challenging behavior</li> <li>• Using a team approach to addressing challenging behavior &amp; social emotional needs</li> </ul>
<b>Module 4:</b> <i>Leadership Module</i>	<ul style="list-style-type: none"> <li>• Identifying challenges and barriers to implementing effective practices</li> <li>• Identifying strategies for addressing barriers and challenges</li> <li>• Developing program policies and staff development plans that promote the use of effective practices</li> <li>• Identifying steps to collaborative planning for programs and systems that support all young children's social-emotional development and addressing challenging behaviors as needed</li> </ul>