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NCPMI—What is the Pyramid Model?

The Pyramid Model supports the social and emotional developments of children by:

- Promoting Learning by building positive relationships among children, families and early childhood professionals
- Understanding the need to develop behavior expectations and how to provide social skills support
- Creating an environment where every child feels good about learning
- Providing children individual support as needed

What is gained by using the Pyramid Model?

Families

- Receive information on how to promote social & emotional skills
- Receive support for preventing and addressing challenging behavior
- Team with professionals to help children learn and grow



Children

- Increase their social and emotional skills
- Promotes resiliency and coping during stressful events
- Improve their school readiness



Professionals

- Have information and resources to support their families
- Are effective in helping children learn social and emotional skills
- Have enhanced skills for responding to challenging behaviors



Adapted from—NH Pyramid Model Tip Card



NCPMI Nevada

Timeline of Nevada's Pyramid Model:

In 2018 The IDEA Part C Office applied for and received Intensive National Technical Assistance from the National Center for Pyramid Model Statewide Implementation. Nevada was the first and only state to receive this TA in the field of early intervention at this time.

The goal of this Technical Assistance is to increase the social-emotional and behavioral outcomes for children and families receiving early intervention services. This Technical Assistance is provided by: Lise Fox, Ph.D., University of Southern Florida; Erin Barton, Ph.D., Vanderbilt University, and Ashley Nemec, M.A, Vanderbilt University.

Outline of what it encompasses:

- State Leadership team- meets monthly, sets goals for expansion and funding
- Program Coaches for each Implementation Site - meet monthly
- Implementation Site Leadership teams- meet monthly
- Practitioner Coaches at each Implementation site- they use the EIPPF (Early Intervention Pyramid Practices Fidelity Instrument) to ensure fidelity.

Trainings for cohorts:

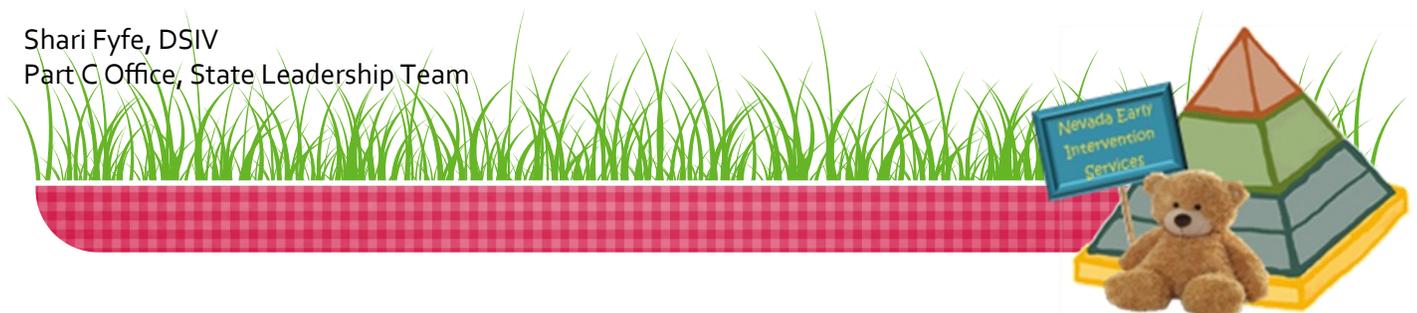
- 2 day State Leadership Team training
- 2 day Pyramid Model Practices Training (tier 1 & 2 for basics)
- 1 day Prevent, Teach, Reinforce for Families (tier 3)
- Web-based orientation for the Implementation Site Leadership Teams
- Practice-based coaching training for Practitioner Coaches and Program Coaches
- Data Coordination training
- Yearly Conference at the NTI (National Training Institute)

How this impacts Nevada:

- Ongoing Professional Development for statewide early intervention providers
- Data on the use of Evidence Based Practices through family coaching in early intervention

Our first cohort has 2 State Early Intervention Programs and 1 Community Partner already implementing the Pyramid Model in their early intervention services. We are now entering our 2nd cohort which will then have all of the Nevada Early Intervention State Programs included in implementing the Pyramid Model Implementation. There are 4 community partners who will be included in the next cohort. The State Leadership team will then look to partnering with Early Head Start, and the State Universities to have continued support for implementing the Pyramid Model in Nevada.

Shari Fyfe, DSIV
Part C Office, State Leadership Team



A Mission To Serve

"Families and professionals: a team working together to promote happy and healthy relationships in young children".

The Continuum Mission Statement

"We are committed to building relationships with our staff and families that grow confidence and capabilities to support social emotional competence". NEIS-NE Mission Statement

"We are committed to building collaborative partnerships that support caregiver's nurturing relationships with their child". NEIS-Reno Mission Statement

Technical Assistance Nevada IDEA Part C Office

The Nevada Department of Health and Human Services (DHHS) is the Lead Agency for Early Intervention Services (EIS). **DHHS's Part C Office** provides the oversight for **Early Intervention Services** of the **Individuals with Disabilities Education Act (IDEA)**. Activities of the Part C Office include providing technical assistance to programs, identifying and coordinating resources, and other areas required by federal regulations.

Pyramid Model Objective:

The Pyramid Model provides the framework for the supports and interventions needed by all families for healthy social emotional development in infants and toddlers. The Pyramid Model provides a tiered intervention framework of evidenced-based intervention for promoting the social, emotional, and behavioral development of all infants and toddler.

State of Nevada Early Intervention Services Vision Statement:

To create a sustainable statewide foundation using evidence-based practices with fidelity to coach and mentor all Early Intervention practitioners to be confident and capable regarding social, emotional, and behavioral development. These efforts will promote reciprocal relationships with families in their natural environments and support every family to help their child successfully achieve family-identified outcomes.

For more information contact:

Edie King at eking@dhhs.nv.gov

or

Shari Fyfe at skfyfe@dhhs.nv.gov

or projectassist@dhhs.nv.gov



The Continuum is excited to continue sharing our services and experiences through our Instagram page (find us @thecontinuum_earlyintervention) and our new YouTube Channel (search Continuum Reno, Nevada on YouTube.com)! We are also thrilled to announce our new website launch coming soon! Check in for details.

We recently had the privilege of attending Cohort 2 training of Pyramid Practices as a refresher and for our new staff to receive first-time training. We are pleased with the hard work the ASD QA team did to share content and create an interactive, virtual training.

We have begun our second coaching cycle with a new coachee. Although we have experienced tremendous challenges with COVID-19, staffing, and restructuring, we continue to place a high priority on implementing the Pyramid model within our agency. We are also recruiting new professionals to our site leadership team, stay tuned! — Sarah M. Horsman-Ploeger, M.Ed.



Resources



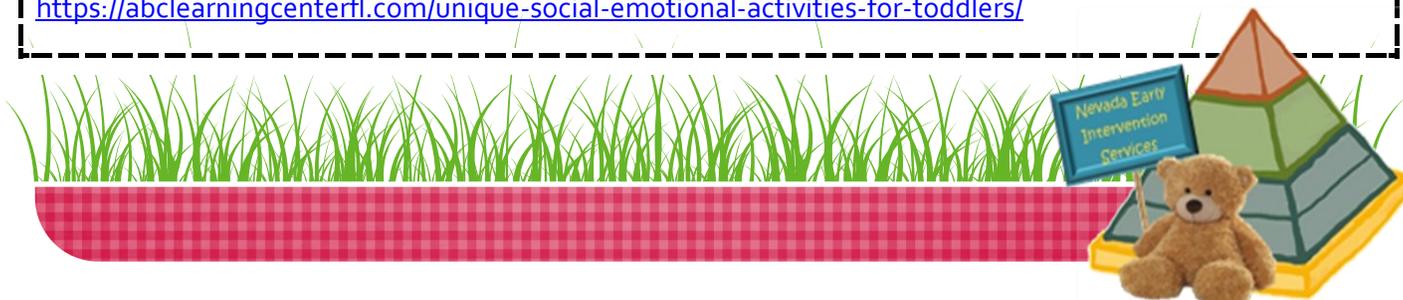
How Parents of Toddlers can Support Social-Emotional Development

Toddlers spend most of their time outside your classroom or program, so it's essential that parents are also committed to boosting their child's social-emotional development. This shareable infographic shows how they can help.

[VIEW INFOGRAPHIC](#)

Social Emotional Skills for Toddlers

- **Social Emotional Tips for Families with Toddlers**
https://www.ecmhc.org/documents/CEMHC_Tips_Toddlers_Parents.pdf
- **Virtual Lab School—Social-Emotional Development: Infants and Toddlers**
<https://www.virtuallabschool.org/infant-toddler/social-emotional/lesson-1>
<https://www.virtuallabschool.org/infant-toddler/social-emotional/lesson-2>
<https://www.virtuallabschool.org/infant-toddler/social-emotional/lesson-3>
<https://www.virtuallabschool.org/infant-toddler/social-emotional/lesson-4>
<https://www.virtuallabschool.org/infant-toddler/social-emotional/lesson-5>
- **Tips for Promoting Social-Emotional Development**
<https://www.zerotothree.org/resources/225-tips-for-promoting-social-emotional-development>
- **How to Promote a Baby's Social and Emotional Development**
<https://www.whattoexpect.com/first-year/health-and-safety/baby-social-emotional-development/>
- **The Best Social Emotional Development Activities for Toddlers**
<https://www.parentingexperttomom.com/how-to-teach-your-toddler-about-emotions-every-day/>
- **9 Social-Emotional Development Tips for Infants and Toddlers**
https://www.momjunction.com/articles/social-and-emotional-development-activities-for-babies_00344795/
- **Unique Social Emotional Activities for Toddlers**
<https://abclearningcenterfl.com/unique-social-emotional-activities-for-toddlers/>



NEIS-Reno's PTR "Book Club"



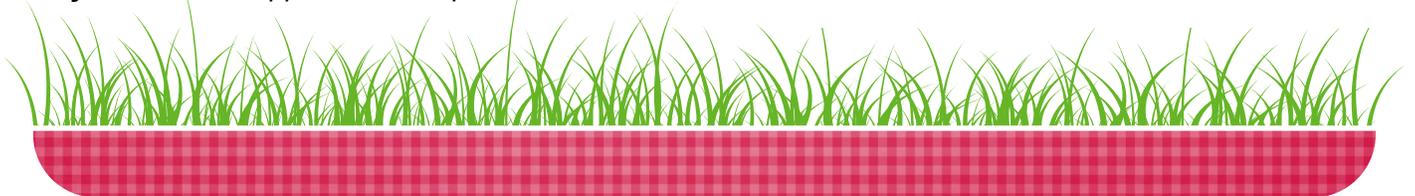
The Prevent Teach Reinforce (PTR) book group is a small dedicated group of developmental specialists at NEIS-Reno that attended the PTR training in 2019. In order to stay fresh and relevant on the topic of positive behavioral supports to serve our families the group is reviewing and discussing each chapter monthly, to figure out how to implement the model at NEIS-Reno. The mission of the PTR book group is to be able to provide these specialized services to our families when needed, even through Telepractice. — Lori Schoen, DS IV

From *Blended Practices for Teaching Young Children in Inclusive Settings*, some simple tips you can use to help kids understand their own and others' emotions, manage their own behavior, and communicate feelings more skillfully. Try these suggestions and share them with parents, who may be looking for more guidance on social-emotional development.



Show them what emotions look like. Using photos and illustrations of a variety of facial expressions, directly teach children what emotions look like. Set up a mirror and ask children to imitate the facial expressions they see in the photos or on your face. Ask children questions: *What might have made the person in the photo feel that way? What makes you feel the same way that this person feels?*

Teach emotion vocabulary words. Children need to know more than basic words like *happy*, *sad*, and *mad* to accurately label their emotions and the emotions of others. Focus on teaching them a wide variety of more specific words, such as *frustrated*, *disappointed*, and *proud*.



Early Childhood Special Education Library



One of the resources available to parents, professionals, educators, and staff working with young children with disabilities and their families is the *Early Childhood Special Education Library* located in the IDEA Part C Office. This library contains hundreds of books, videos regarding children, families, disabilities, parenting, grandparenting, sibling relationships, working as a team, and early intervention practices. This library is available for

use statewide to families, service providers and educators.

If you know of a book appropriate for early intervention that is not in our library, please let us know at projectassist@dhhs.nv.gov

Library Catalog located at <http://dhhs.nv.gov/Programs/IDEA/ProjectASSIST/Special-Ed-Library/>

A few of the many books in our library that may be of interest:

An Activity-Based Approach to Developing Young Children's Social Emotional Competence (Includes CD-Rom), by Jane Squires & Diane Bricker, 2007

ASQ:SE-2 Learning Activities [w/CD-ROM], 2018 - includes more than 90 social-emotional learning activities.

Blended Practices for Teaching Young Children in Inclusive Settings, by Dr. Jennifer Grisham-Brown Ed.D., Dr. Mary Louise Hemmeter M.Ed. Ph.D., et al., 2017

Building Early Social and Emotional Relationships with Infants and Toddlers: Integrating Research and Practice, by Amanda Sheffield Morris (Editor), Amy C. Williamson (Editor), 2018

Early Social-Emotional Development: Your Guide to Promoting Children's Positive Behavior, by Nicole Megan Edwards, Ph.D. and Susanne Denham, Ph.D., 2018

Family-Centered Early Intervention: Supporting Infants and Toddlers in Natural Environments, by Sharon A. Raver-Lampman Ph.D. and Dana C Childress Ph.D. M.Ed, 2014

Intervention for Toddlers with Cognitive, Social, and Emotional Delays: Practical Strategies, by Prathibha Karanth, Celeste Roseberry-McKibbin, et al. 2017

Measure of Engagement, Independence, and Social Relationships (MEISR™) Manual, by R. A. McWilliam Dr. BA MA Ph.D., Naomi Younggren Ph.D., et al., 2019

Prevent-Teach-Reinforce for Families: A Model of Individualized Positive Behavior Support for Home and Community, by Dunlap Ph.D., Glen, Fox Ph.D., Dr. Lise, et al., 2016

Social and Emotional Development in Early Intervention, by Dr. Mona Delahooke, 2017



Upcoming Trainings

New Employee Orientation-

- ⇒ TBA? Reno, NV
- ⇒ TBA? Las Vegas, NV
- ⇒ TBA? Elko, NV

For more information contact your supervisor

NEVADA ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NevAEYC) Annual Conference

April 29—May 1, 2021 Las Vegas, NV

<https://nevaeyc.org/events/state-conference/>

Conference Overview:

- ⇒ **Thursday – DIVISION FOR EARLY CHILDHOOD (DEC): 8:00am – 4:30pm**
- ⇒ **Thursday Night Fireside Chat: 5:30pm – 7:00pm**
- ⇒ **Friday Sessions: 8:00am – 5:30pm**
- ⇒ **Friday Night Networking: 5:30pm-6:30pm**
- ⇒ **Saturday Sessions: 8:00am – 5:30pm**

CONTINUING EDUCATION UNITS :

Nevada Registry Credits: We are planning for up to 24 credits to be available for attendance all three days!

Department of Education Credits: We are planning for up to 1.5 credits to be available for attendance all three days (.5 Thursday, .5 Friday, and .5 Saturday).

National Training Institute on Effective Practices: Addressing Challenging Behavior

April 6-9, 2021 St. Petersburg, FL

<https://challengingbehavior.cbcs.usf.edu/Training/Conference/index.html>

- ◇ *Nevada Part C Office will attend to present at the poster session.*
- ◇ *In 2019, representatives from 30 states and 3 countries attended.*

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More family resources at
[ChallengingBehavior.org/Implementation/Family.html](https://challengingbehavior.org/implementation/family.html)



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Resource for Families:

The National Center for Pyramid Model Innovations

Nurturing and responsive relationships with children, their families, and colleagues are essential components of the universal tier of the Pyramid Model. Building positive relationships with families requires time and trust. Resources on positive strategies to use at home, like this *Help Us Have a Good Day: Positive Strategies for Families* infographic is also available in **Spanish**

Find the printable infographic in English and Spanish at:

https://challengingbehavior.cbcs.usf.edu/docs/Family-Strategies_Infographic.pdf

https://challengingbehavior.cbcs.usf.edu/docs/Family-Strategies_Infographic_sp.pdf