

# Promoting Positive Family Partnerships within the Pyramid Model

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**Coffee Chat with Brookes**  
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National Center for  
**Pyramid Model  
 INNOVATIONS**  
 ChallengingBehavior.org

1

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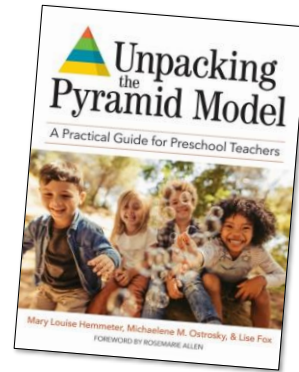


2

## Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers

Created by Pyramid Model developers and experts, this is the first book to provide a comprehensive, step-by-step overview of the Pyramid Model for children ages 2–5.

[bpub.fyi/Unpacking-PM](http://bpub.fyi/Unpacking-PM)



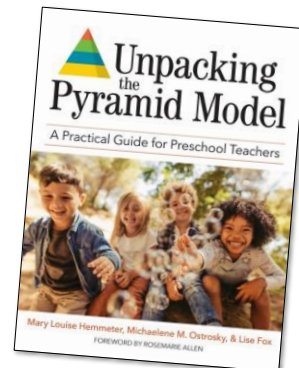
3

## Book Giveaway

We're giving away a **FREE** copy of

## Unpacking the Pyramid Model

One attendee will be selected at random and emailed after the webinar. Submit your questions to increase your chances!



4

## Certificates

Certificates of attendance are available for all webinar viewers.

More information will be provided at the end of the webinar.



5

## Welcome



Introductions



Families and the Pyramid Model



Strengthening Relationships



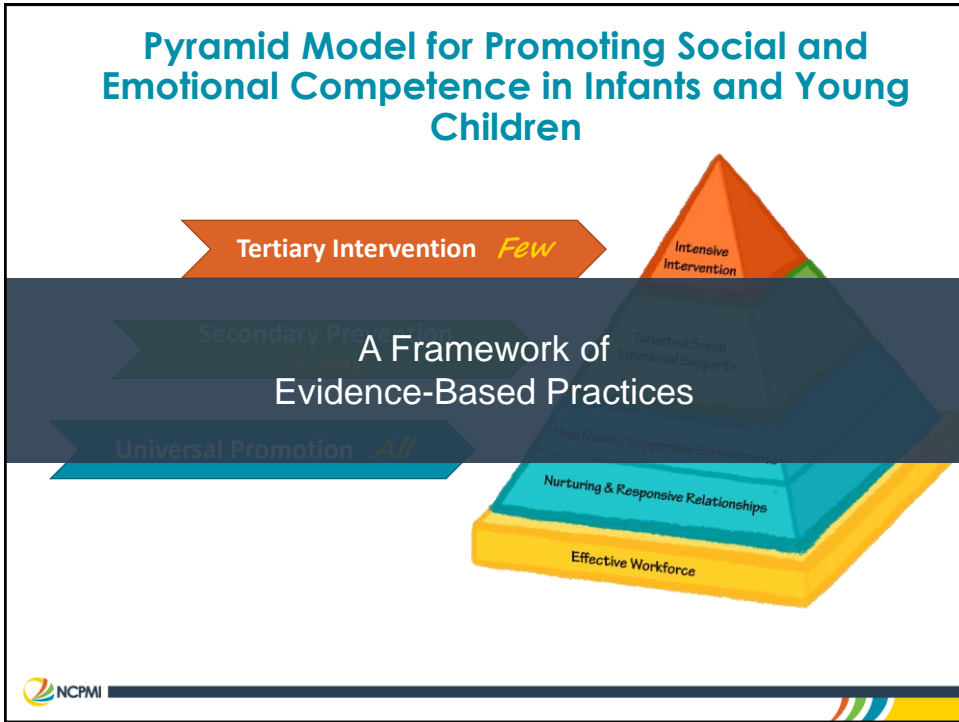
Meaningful Conversations



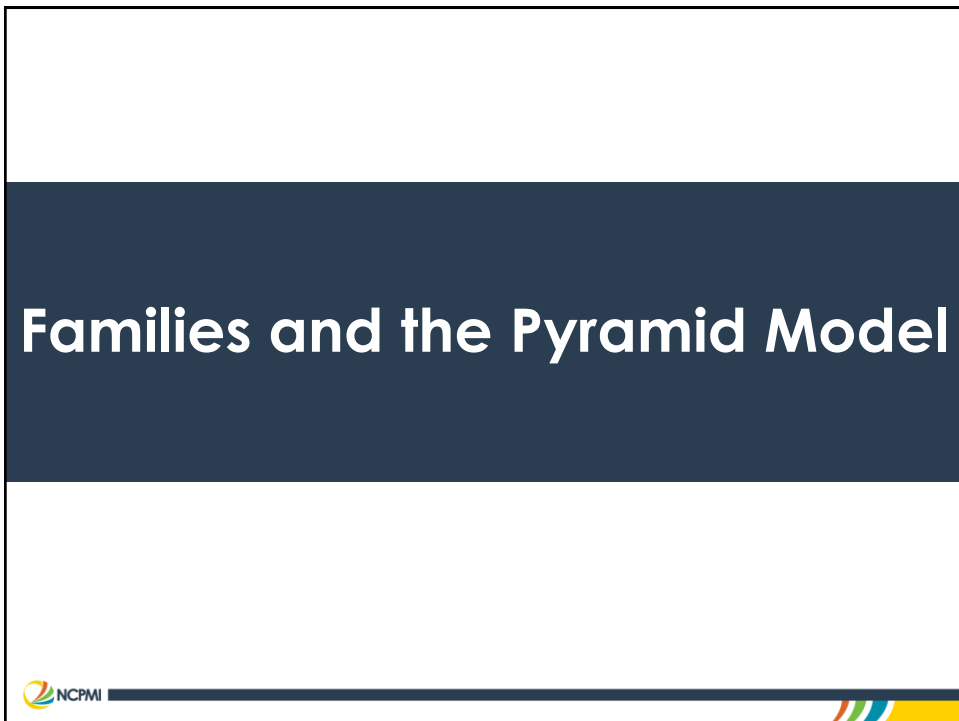
Practical Social and Emotional Strategies



6



7





8

**Checklist of Effective Family Partnership Practices**

Young children's social-emotional outcomes are enhanced when teachers and families partner to support the Pyramid Model practices. This checklist can help programs reflect on the classroom team's relationships and communication with the families that they are working with.

Practice	Never	Sometimes	Often	Always
1. I am aware of my own biases and I use strategies with all families to affirm culture, language, and identity.				
2. I make efforts to personally connect with all families by learning information about the family and their circumstances.				
3. I make home visits.				
4. I represent each child's family in the classroom in multiple ways.				
5. I offer a variety of opportunities for families to be involved in the classroom.				
6. I use in-person, paper, and electronic strategies to communicate with families, based on their preferences.				
7. I engage in formal and informal bidirectional communication with families that includes information about the good things their children are doing.				
8. I use a data collection system to ensure that I have regular, personalized communication with all families.				
9. I send home practical suggestions for supporting children's social-emotional development and addressing challenging behavior at home and in the community.				
10. I provide families with support as needed so that they are confident and comfortable supporting their children's social-emotional development.				
11. I share information with families about community resources related to social-emotional development and challenging behavior.				

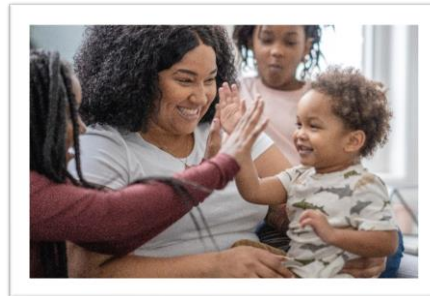
Adapted from: Chapter 6 of *Supporting the Pyramid Model: A Practical Guide for Preschool Teachers* edited by Mary Louise Hemmeter, Ph.D., Michelle M. Chinsky, Ph.D., & Lee Fox, Ph.D. © 2021 Brookes Publishing Co., Inc. All rights reserved.

9

## Why is Partnering with Families Important?

- Builds relationships with families
- Honors family values
- Identifies potential cultural mismatches
- Helps to address needs, cultural norms and values of the program and community



10

# Partnering with Families in Social-Emotional Learning

## My Teachers Want to Know

3. We want to effectively support your child at school. What strategies work best when your child experiences challenges or difficulties? (check all that apply):

- Engaging in a calming activity. Please specify: \_\_\_\_\_
- Receiving a hug
- Going for a walk
- Reading a book with an adult
- Giving them time to calm down
- Talking with them about their feelings
- Playing a favorite game or a favorite toy. Please specify: \_\_\_\_\_
- Using visual supports (e.g., visual schedule, visual choices)
- Other: \_\_\_\_\_

4. How can we help you support your child at home? Do you need resources or support to help your child at home with any of the following? (check all that apply):

- Morning routine
- Grooming routine
- Meal-times
- Riding in the car
- Naptime
- Bedtime
- Following directions
- Playing alone
- Playing with others
- Handling frustration or anger
- When a visitor comes to the house
- Transitioning to school
- Transitioning out of school
- Trips within the community
- Other: \_\_\_\_\_

From NCPMI

Available in Spanish and Turkish!

11

# Get Family Input



**We want your help!**  
We are developing expectations for the classroom. Expectations are what we want children and adults to do. One of the ways we develop expectations are thinking of the behaviors we value. Think of your child at home and in the community. What are the behaviors that are most important to you and your family?

- Select your top 3 choices or add your own (or do both).
- Sharing
  - Helping others
  - Speaking quietly (inside voice)
  - Using toys gently
  - Greeting others
  - Looking at the adult when spoken to
  - Staying near you when in the community
  - Following adult directions
  - Being courteous (please and thank you)
  - Asking for what you want
  - Cleaning up after themselves
  - Using kind words
  - Trying before asking for help
  - Waiting for your turn

Are there other behaviors that are more important to you? Add them here.

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 The National Center for Pyramid Model Innovations is a part of the University of Florida's Center for the Prevention and Early Intervention of the Most Vulnerable Children. The Center is a part of the University of Florida's College of Education. The Center is a part of the University of Florida's College of Education. The Center is a part of the University of Florida's College of Education.

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12

# Ongoing Relationship Building



13

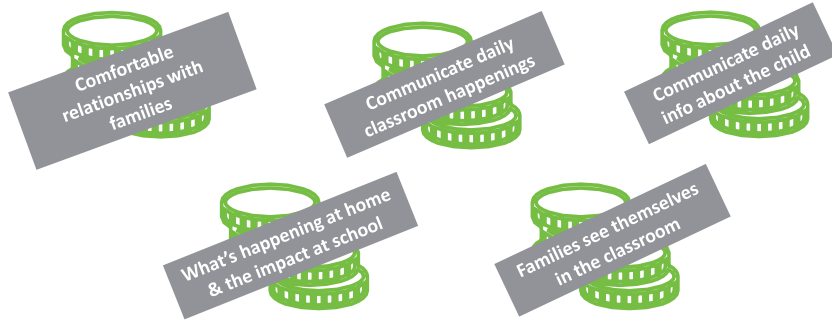
# Making Deposits in Families' Piggy Banks



14

# Making Deposits in Families' Piggy Banks

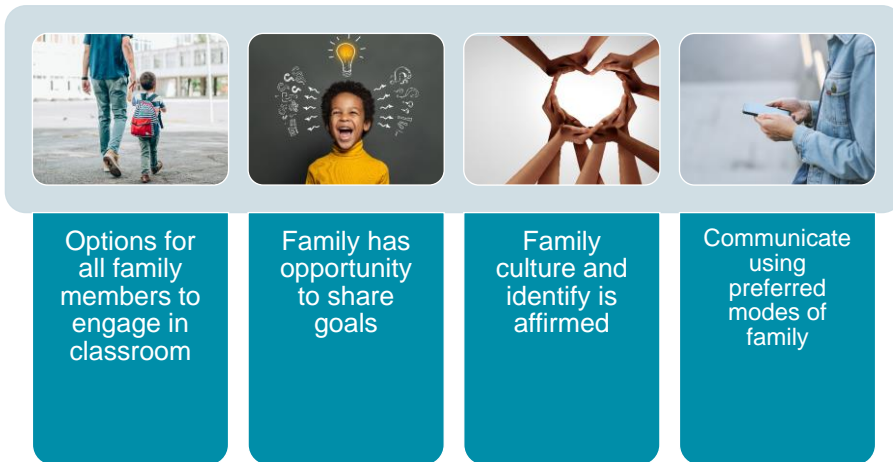
How do you make deposits with families?



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15

# Making Deposits for EACH Family



16



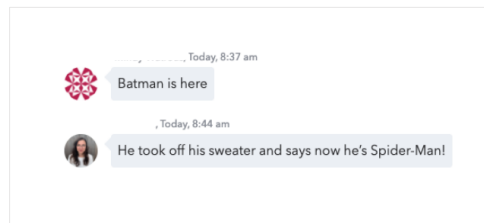
# Communicating with Families



17


## Multiple Ways to Check In + Share

- From everyone
  - Classroom team
  - Director
  - One Another
- In a variety of ways
  - App
  - Text
  - Email
  - Call
- Meets the families needs
- Remember to ask families
  - How they prefer to communicate
  - How they are doing
  - What they need
  - Ideas they might have for meaningful ways to be involved





18

## Noteworthy Wednesday




What strategies do you have in place to keep families safe during these unprecedented times? A portable outdoor sink, parent information on clip boards and Rules & Expectations at child eye level at the entry way are some great ideas!

19


**Photo**  
Thomas was in a photo  
8:03 AM  
Edit



Thomas always does such a nice job first thing in the morning! He hangs up his backpack, takes off his coat and hangs it up, and puts his lunchbox/water bottle in his red bucket!



**Video**  
Thomas was in a video  
11:30 AM  
Edit

Thomas did such a great job trying new foods today! We introduced him to a new game—First signing, "Shake, oh, shake, what will Thomas take?" and then reaching in and grabbing a picture (smell, kiss, lick, and bite). I initially kept bite out of the jar, so that he was able to feel successful. Once I added it and the first time he chose it, he pulled the fruit strip through his teeth. After a few times of this, he started taking small bites. He kept asking to play the game again. He ate close to 1/3 of the fruit strip, and we sent the rest home. I have other visuals for the jar, that I will switch out, to keep Thomas on his toes @ I think he liked the playfulness of the game, and was very proud of himself after each bite! If you're interested, I can send home a sheet of the visuals we will be using depending on the new food we're trying that day?



20

Hello Ladybug Families!

Happy Thursday! The ladybugs have been stuck inside due to all of the snow on our playground, but nonetheless, have had a good week! As you know, we are continuing to learn about fairytales, and will do so for one more week. When looking at next week's lesson plan (attached below), you might notice a few less Tabletops. The reason for this is because we are looking to increase the number of social interactions your children come across in a day. The less materials there are to play with, the more opportunities there are to get a friend's attention, give a toy, request a toy, give a play idea, etc. Please let me know if you have any questions about this particular change.

You might have seen a picture pop up on your child's Brightwheel account -- next week is Spring Spirit Week! Attached are the themes for each day. We're looking forward to having a little extra fun before having a week off (spring break is Monday, March 29th through Monday, April 5th, which is a teacher in-service day/conferences for some families).

That's all for now. Have a great rest of your day!



**Important Upcoming Dates:**  
 Monday, March 22nd - Friday, March 26th: Spring Spirit Week!  
 Monday, March 29th - Friday, April 2nd: No School, Spring Break  
 Monday, April 5th: No School (In-Service)  
 Wish List: [Here](#)


 **Goldilocks and The Three Bears (Week 4)**



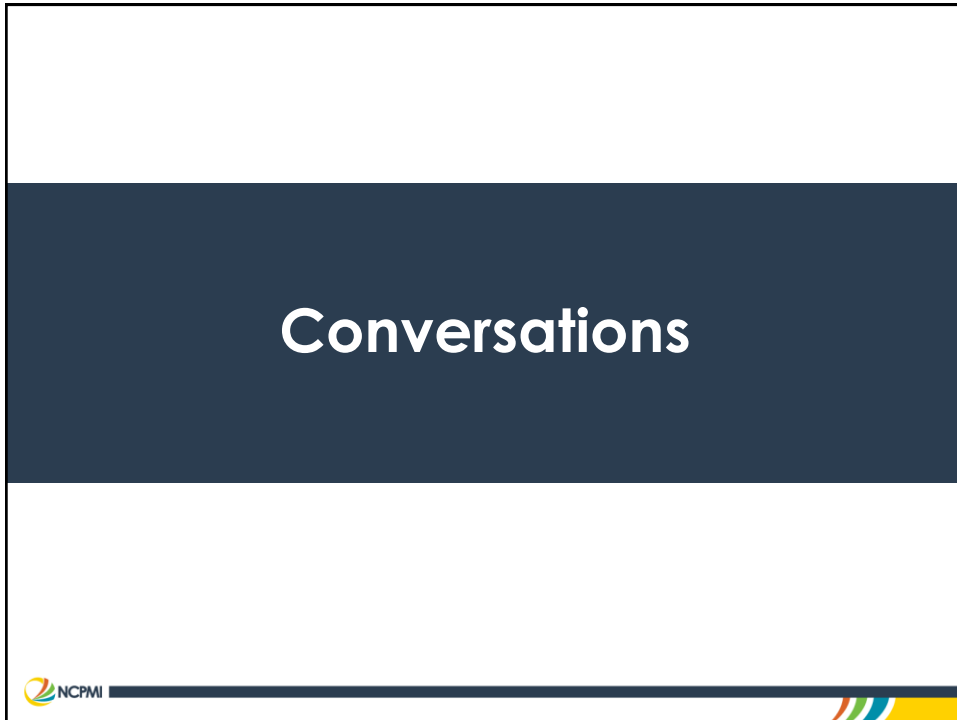
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## Share Meaningful Information and Connect it to School

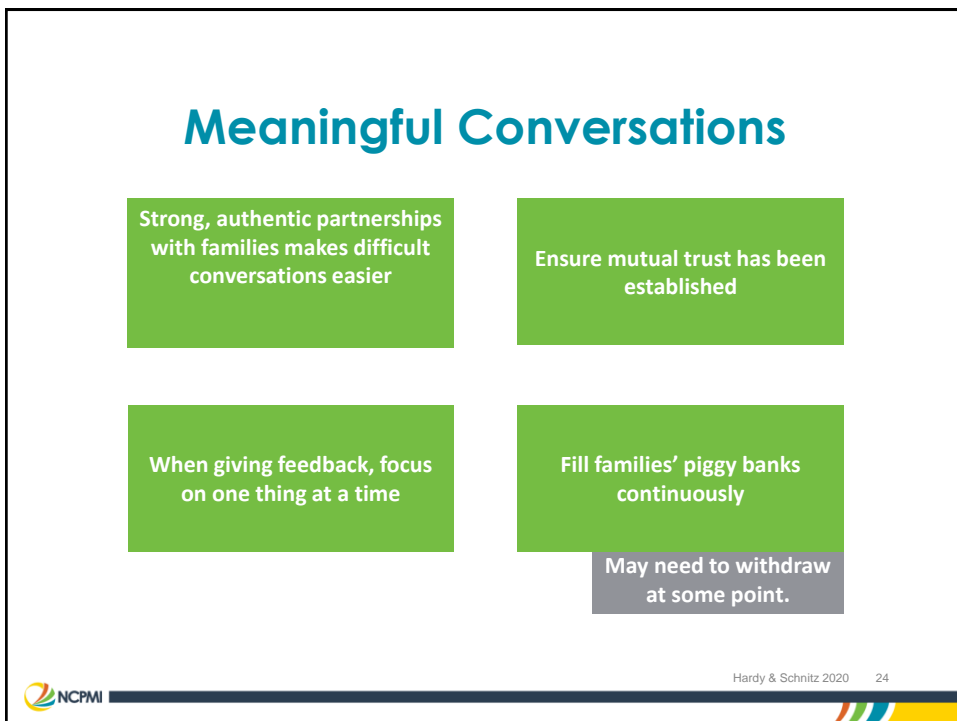





22




23



24

## Open Communication

- Share information bi-directionally
  - Families  Professionals
- Families feel safe
  - Expressing concerns
  - Sharing their child's skill progress
  - Reporting changes in their child or family structure
- Share information in preferred ways



Hardy & Schnitz 2020 25

25

## Difficult Conversations: Strategies

- Teamwork is key
- Provide reassurance of your support and desire to help
- Express concern related to families' goals
- Seek the families' perspective
- Avoid blaming statements
- Foster hope
- Be committed to supporting the family over time

Adapted from [Blair & Fox \(2011\)](#)



26

26

## How to Start Difficult Conversations

- Express concerns related to the family's goals
- Reaffirm the child's strengths
- Ask the family if they experience similar situations
  - At home or in the community
- Use open-ended questions
- Communicate your desire to support the family



Hardy &amp; Schmitz, 2020 27

27



## Sample Statements

- Your point of view is so important, can you tell me ...
- Tell me how ... makes you feel?
- You stated that ...
- You often notice ...
- I'm not sure that's what we're seeing here, but as you see it ...
- I want to know more about ...
- What would you like to see happen with ...?








28



# Promoting Pyramid Model Practices at Home



29

## Supporting Families to Implement Strategies at Home

-  Send home materials related to classroom activities
-  Affirm home language and translate materials when possible
-  Offer support in a variety of ways
-  Share excitement about skills children are learning
-  Follow up with families



30

## Emotional Regulation: Tucker Turtle

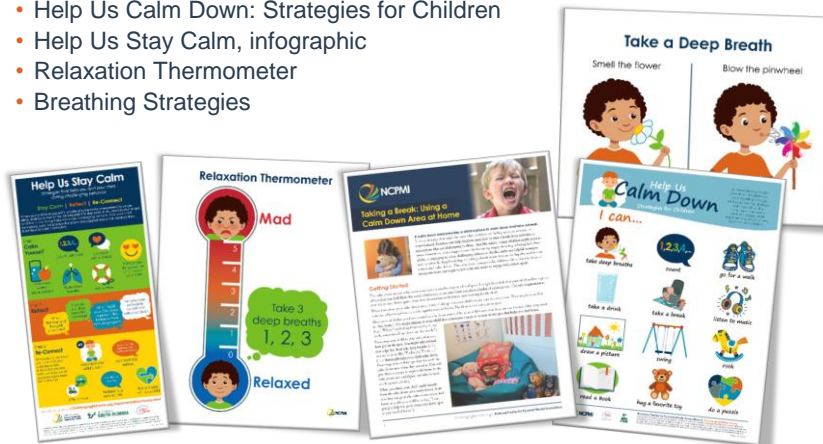
- School and Home Versions
- Social Story
- Turtle Technique Cards
- Song and Finger Play



31

## Emotional Regulation: Calm Down

- Taking a Break: Using a Calm Down Area at Home
- Help Us Calm Down: Strategies for Children
- Help Us Stay Calm, infographic
- Relaxation Thermometer
- Breathing Strategies



32



# Problem-Solving Skills

School and Home Versions

- Social Story
- Problem-Solving Steps
- Solution Kit
- Positive Feedback Notes



33

# Backpack Connections



**Topics:**

- Addressing Behavior
- Emotions
- Schedules & Routines
- Social Skills



34

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35

## Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project officer, Sunyoung Ahn.



36

# Questions?



37

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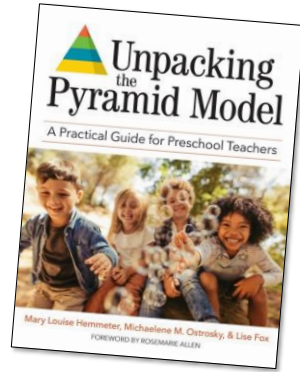


38

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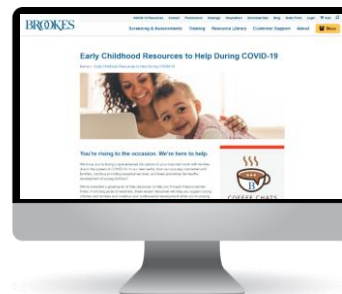
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41

## COVID-19 Resources

- Recommended reading
- Downloadable resources
- Professional development webinars



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42

