**Nebraska Pyramid Model Module Trainings**

**Module** Number **Training Name Description Objectives Hr Event**

**Format**

***Pyramid* Module 1a**

1. Participants will develop a basic understanding of the

Pyramid Model 2. Participants will be able to define social emotional

development and describe how it unfolds in the context of relationships.

This module training will focus on creating supportive responsive relationships among adults and children as an essential component in promoting healthy social emotional development.

3. Participants will learn basic principles of brain

development and the main structures of the brain. 4. Participants will be able to describe the importance of

Building Nurturing and Responsive Relationships

building relationships with children, families, and colleagues. 5. Participants will be introduced to several factors that

influence relationships and social emotional development including attachment, trauma, and temperament. 6. Participants will be able to describe the relationship

between children’s social emotional development and challenging behaviors. 7. Participants will make a plan for implementing

strategies they learned in the training.

6 Workshop-Training

**Nebraska Pyramid Model Module Trainings**

***Pyramid* Module 1b**

1. Participants will develop a basic understanding of the

Pyramid Model. 2. Participants will be able to describe the relationship

between environmental variables, children’s challenging behaviors, and social emotional development. This module training will

3. Participants will be able to identify strategies that can Understanding and

focus on assessing and

be used to: Creating High Quality

creating high quality early

a. design environments, schedules, Supportive

childhood environments

and routines; Environments

that promote positive

b. structure transitions; outcomes for all children.

c. help children learn rules and

routines; and plan activities that promote engagement 4. Participants will be able to effectively use descriptive praise to support children’s positive social behaviors. 5. Participants will make a plan for implementing

strategies they learned in the training.

6 Workshop-Training

**Nebraska Pyramid Model Module Trainings**

***Pyramid* Module 2a**

1. Participants will be reminded about key concepts

from Modules 1A and 1B, including brain development and the importance of responsive and supportive adult-child relationships. 2. Participants will be able to discuss why it is

This module training will focus on how to intentionally teach social emotional behaviors in young children including friendship skills and empathy.

important to be intentional about teaching social emotional skills. Importance of Social

3. Participants will be introduced to the idea of Emotional Teaching

individualizing instruction for different ages and Strategies

abilities. 4. Participants will identify strategies for supporting the

development of friendship skills. 5. Participants understand the importance of providing

opportunities for children to begin to understand their own, as well as others’ emotions (empathy). 6. Participants will make a plan for implementing

strategies they learned in the training.

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**Nebraska Pyramid Model Module Trainings**

***Pyramid* Module 2b**

This module training will focus on how to teach social emotional behaviors in young children including problem solving skills and emotional literacy.

and identify activities that build “feeling vocabularies”. 3. Participants understand the importance of providing

Enhancing Emotional Literacy Skills and Problem Solving

Enhancing Emotional Literacy Skills and Problem Solving

opportunities for children to begin to understand their own, as well as others’ emotions. 4. Participants understand why children need to learn to control anger and handle disappointment and identify strategies to teach anger management skills. 5. Participants understand the importance of teaching

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1. Participants will be able to discuss why it is important to be intentional about teaching social emotional skills. 2. Participants will be able to define emotional literacy

problem solving and identify problem-solving steps. 6. Participants will make a plan for implementing

strategies they learned in the training.

**Nebraska Pyramid Model Module Trainings**

***Pyramid* Module 3a**

This module training will focus on a deeper understanding of the Pyramid Model as a framework for supporting challenging behavior.

interventions for children. 3. Participants will gain a basic understanding of the

Individualized Interventions

Individualized Interventions

crisis of suspension and expulsion in the early childhood setting. 4. Participants will explore implicit bias and the role of

crisis of suspension and expulsion in the early childhood setting. 4. Participants will explore implicit bias and the role of

crisis of suspension and expulsion in the early childhood setting. 4. Participants will explore implicit bias and the role of

the adult in suspension and expulsion. 5. Participants will discuss the role of mindful

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6 Workshop-Training

1. Participants will gain a deeper understanding of the Pyramid Model as a framework for supporting challenging behavior. 2. Participants will review key concepts from Modules

1A, 1B, 2A, and 2B and identify how they are foundational to developing individualized

awareness in understanding challenging behavior and managing their own reactions to the behavior of children. 6. Participants will make a plan for implementing

strategies they learned in the training.

**Nebraska Pyramid Model Module Trainings**

***Pyramid* 3b Module**

Intensive Intervention

1. Participants will be able to define and identify the

characteristics of challenging behavior. This module training will

2. Participants will be able to describe how challenging focus on the process of

behavior serves a function for children. partnering with families to

3. Participants will practice identifying the form and develop an individualized

function of challenging behaviors. support plan for young

4. Participants will practice observing and gathering children with the focus on

information about children’s behaviors. Preventing the challenging

5. Participants will understand the collaborative process behavior from occurring

of supporting children with challenging behaviors. Teaching a new strategy to

6. Participants will identify ways to partner with families replace the challenging

in understanding and addressing concerns about behavior

behavior. Reinforcing the new

7. Participants will describe and use a process for behavior so it replaces the

developing and implementing a support plan to challenging behavior

respond to challenging behaviors. 8. Participants will make a plan for implementing

strategies they learned in the training.

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