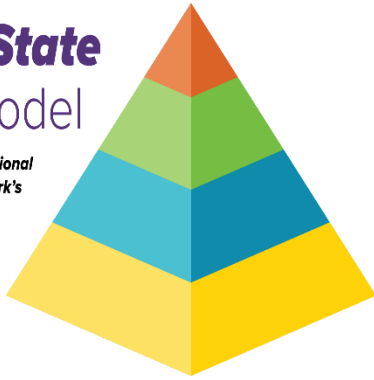


Training Modules Catalog

New York State Pyramid Model

*Promoting Social & Emotional
Competence in New York's
Young Children*



Training Series Available

Birth to Age 8

Infant Toddler

Preschool &

Family Child Care

New York State Pyramid Model Courses

- available in both virtual and in-person formats
- conducted by NYS approved Master Cadre
- public sessions with open enrollment can be located in the NYS Aspire Registry
- individual program or event sessions can be scheduled with Master Cadre Trainers

Note: *The Birth to Age 8 series is Universal and is the foundation for all the modules that follow.*

For assistance in setting up a training series reach out to our Regional Coordinators.

Region 1 - Lynn Lubecki email: lynnlubecki@me.com
<i>Region 1 - Western Region Counties - Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Livingston, Monroe, Niagara, Ontario, Orleans, Seneca, Wayne, Wyoming, Yates</i>
Region 2 - Deb Fitzgerald & Sheridan Povemba email: nyspyramidmodel@nyaeyc.org
<i>Region 2 - Central Region Counties - Broome, Cayuga, Chemung, Chenango, Cortland, Delaware Madison, Oneida, Onondaga, Oswego, Otsego, Schuyler, Tioga, Tompkins</i>
Region 3 - Deborah Collette Crompton email: deborah@teachingimprovesperformance.com
<i>Region 3 - Northern Region Counties - Clinton, Essex, Franklin, Fulton, Hamilton, Herkimer, Jefferson, Lewis, Montgomery, St. Lawrence, Warren, Washington</i>
Region 4 - Lauren Cohen email: laurencohenpyramid@gmail.com
<i>Region 4 - Greater Capital Region Counties - Albany, Columbia, Dutchess, Green, Orange, Putnam, Rensselaer, Saratoga, Schenectady, Schoharie, Sullivan, Ulster</i>
Region 5 - Ke'Shon Mack Brown email: keytrain4success@yahoo.com & Karin Sperb email: karinsperb@gmail.com
<i>Region 5 - Southern New York Region Counties - Bronx, Kings/Brooklyn, Nassau, New York/Manhattan, Queens, Richmond/Staten Island, Rockland, Suffolk, Westchester</i>

The Pyramid Model content has developed and evolved over time through the support of various organizations and funding streams. This training has been developed specifically for the New York State Early Childhood Education Workforce in alignment with the foundation principles of the **Pyramid Model Framework for the Development of Social Emotional Competencies in Infants, Toddlers and Young Children**. Primary content sources are the Pyramid Model Consortium and the National Center for Pyramid Model Innovations. Pyramid Model work in New York state is under the direction of the **NY Council on Children and Families** and the **NY Association for the Education of Young Children**. Updates to Pyramid Model Module Training content released in 2023 were funded through the NYS Preschool Development Grant Birth Through Five Initiative (PDGB5).



Council on Children
and Families



Birth to Age 8 Modules Total Hours 10

Course Audience/Modality	Hours	Course Title	Course ID
Module 1a - Birth to Age 8	4 hrs.	The Development of Social Emotional Skills in Young Children	260793
Module 1b - Birth to Age 8	2 hrs.	The Language of Behavior	247688
Module 1c - Birth to Age 8	4 hrs.	Nurturing and Responsive Relationships	260794

Infant Toddler Modules Total Hours 12

Course Audience/Modality	Hours	Course Title	Course ID
Module 1d - Infant Toddler	2 hrs.	Responsive Environments, Schedules and Routines	247692
Module 2a - Infant Toddler	3 hrs.	Intentional Teaching of Emotional Literacy and Promoting Positive Peer Interactions	247974
Module 2b - Infant Toddler	3 hrs.	Targeted Teaching of Social Emotional Skills	248002
Module 3a - Infant Toddler	2 hrs.	A Relationship Based Approach to Understanding Challenging Behavior	248016
Module 3b - Infant Toddler	2 hrs.	Challenging Behavior: Responding and Supporting through Individualized Interventions	248119

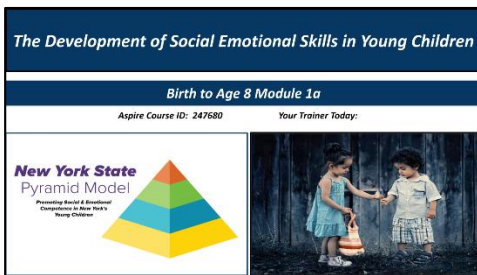
Preschool Modules Total Hours 16

Course Audience/Modality	Hours	Course Title	Course ID
Module 1d - Preschool	4 hrs.	Responsive Environments, Schedules and Routines	260797
Module 2a - Preschool	4 hrs.	Teach, Practice, Promote: Intentionally Supporting Social Emotional Development	260798
Module 2b - Preschool	4 hrs.	Connection, Self-Regulation, & Problem Solving: Targeted Teaching of Social Emotional Skills	260799
Module 3a - Preschool	2 hrs.	A Relationship Based Approach to Understanding Challenging Behavior	248018
Module 3b - Preschool	2 hrs.	Challenging Behavior: Responding and Supporting through Individualized Interventions	248120

Family Child Care Total Hours 16

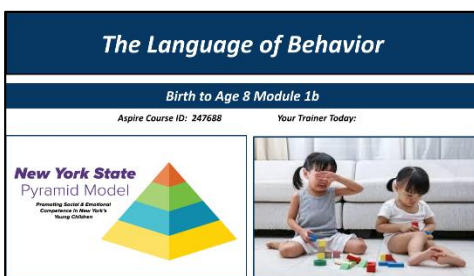
Course Audience/Modality	Hours	Course Title	Course ID
Module 1d - Family Child Care	4 hrs.	Responsive Environments, Schedules and Routines	260796
Module 2a - Family Child Care	4 hrs.	Teach, Practice, Promote: Intentionally Supporting Social Emotional Development	260800
Module 2b - Family Child Care	4 hrs.	Connection, Self-Regulation, & Problem Solving: Targeted Teaching of Social Emotional Skills	260801
Module 3a - Family Child Care	2 hrs.	A Relationship Based Approach to Understanding Challenging Behavior	248019
Module 3b - Family Child Care	2 hrs.	Challenging Behavior: Responding and Supporting through Individualized Interventions	248122

NYS Pyramid Model Module Descriptions



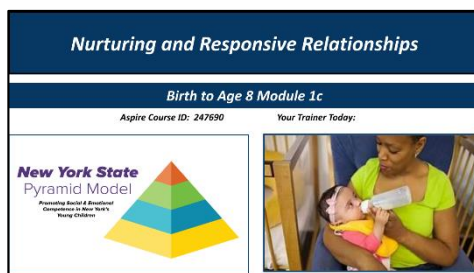
Participants in this 4-hour session will be able to:

- describe the importance of social emotional development for young children and
- list key social emotional skills that adults can help young children develop.
- describe the importance of social emotional development for young children and
- list key social emotional skills that adults can help young children develop.
- consider your beliefs about appropriate and inappropriate behavior,
- explore how culture influences beliefs about behavior and
- practice reframing your thoughts to manage the stress caused by challenging behavior.



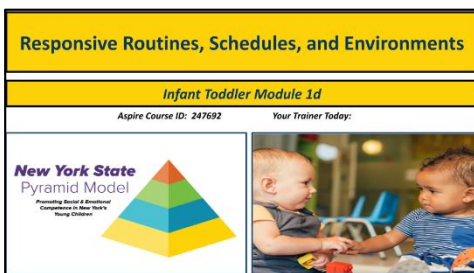
Participants in this 2-hour session will be able to:

- describe ways young children's behavior and communication are meaningful to adult caregivers.
- explain how knowledge of social emotional milestones in infants and toddlers and young children can help us understand behavior.
- describe how learning from families supports the well-being of young children.
- explain the concept of temperament and nine temperament traits
- consider the role that inborn traits play in young children's patterns of behavior and ways of communicating.
- describe the concept of "goodness of fit".



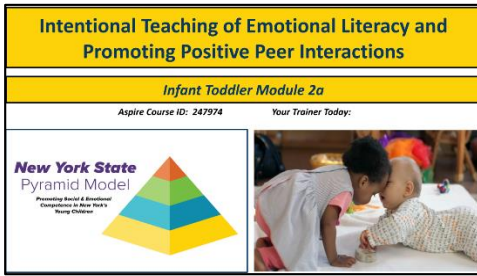
Participants in this 4-hour session will be able to:

- explain the difference between simple interactions and relationship building interactions.
- describe how attachments and relationships build over time.
- describe ways of building relationships.
- describe why building relationships with families is important.
- identify strategies for engaging, building relationships with, and learning from families.
- Describe the importance of building relationships with co-workers and other adults
- Identify strategies for building relationships with co-workers and other adults



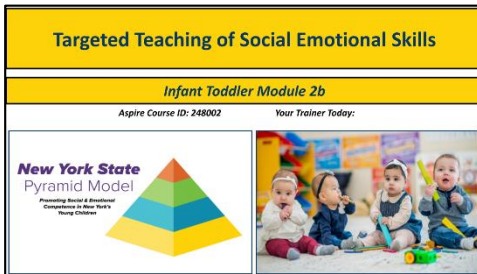
Participants in this 2-hour session will be able to:

- identify key ways the physical environment can promote social emotional development in infants and toddlers.
- explore and consider the physical environment as part of the "curriculum" for infants and toddlers.
- identify the role educators play in the creating and supporting the environment.
- describe how schedules and routines support infant and toddler social emotional development.
- identify strategies to use during daily routines to enhance social and emotional development of infants and toddlers.



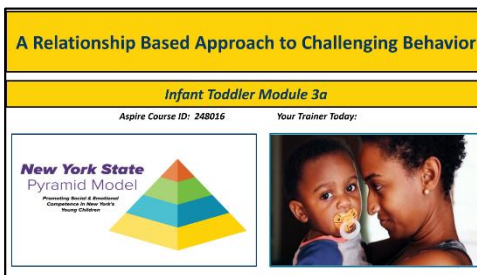
Participants in this 3-hour session will be able to:

- define emotional literacy and explain why it is important
- identify strategies educators can use to help identify and name emotions
- recognize how to use real-life situations to teach about feelings
- identify typical play and social skills in infants and toddlers
- describe how play and social skills lay the foundation for friendship skills
- identify strategies that support the development of play and social skills



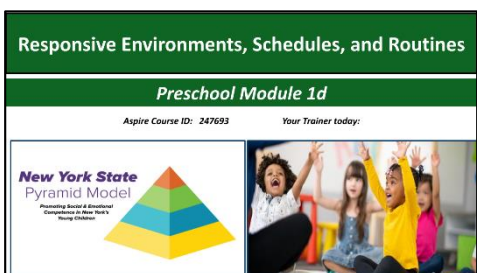
Participants in this 3-hour session will be able to:

- identify methods to assist in identifying children who are in need of support in developing social emotional skills
- explain considerations to keep in mind when determining what social emotional skills need targeted teaching
- identify the parts of a targeted teaching plan
- explain the importance of planning embedded learning opportunities
- describe two strategies for delivering helping prompts (most to least/least to most)
- describe considerations for successful implementation of a targeted teaching plan
- identify methods for monitoring a targeted teaching plan
- apply the steps of the targeted teaching process to a case study



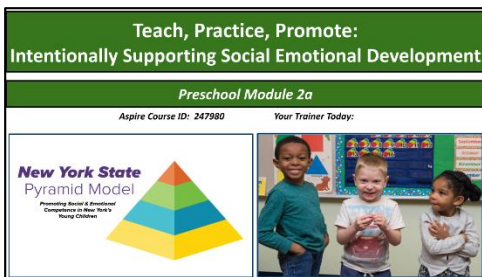
Participants in this 2-hour session will be able to:

- identify how we define challenging behavior in infants and toddlers.
- understand how culture, values, and implicit bias can impact how educators view behavior.
- understand ways to gather information to help us better understand and identify challenging behavior.
- Identify the difference between acting out and withdrawing behaviors.
- explain the importance of uncovering the function of behavior.



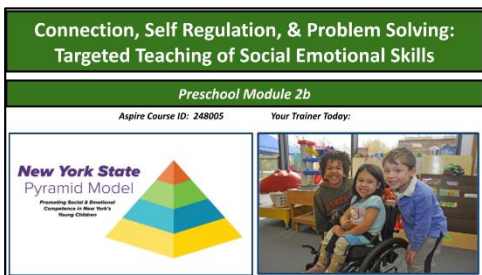
Participants in this 4-hour session will be able to:

- identify key ways the physical environment can promote social emotional development in preschoolers
- explore and consider the physical environment as part of the "curriculum" for preschoolers.
- identify the role educators play in the creating and supporting the environment.
- Recognize elements of a balanced classroom schedule for preschool children.
- Identify strategies for teaching the schedule and routines to preschool children.
- Identify strategies for promoting child engagement during small and large group activities.
- Describe the importance of planning for transitions.
- Identify ways to
 - teach the expectations of daily classroom transitions.
 - use specific cues to support transitions for young children.
 - give clear directions to preschool children.
- Describe the difference between rules and expectations.
- Recognize the importance of establishing program-wide expectations.
- Identify guidelines for creating and teaching classroom rules.



Participants in this 4-hour session will be able to:

- identify the stages of learning new skills
- describe how to support learning at each stage
- define emotional literacy.
- identify skills that support emotional literacy in preschoolers.
- identify strategies to TEACH, PRACTICE, MAINTAIN & GENERALIZE emotional literacy skills.



Participants in this 4-hour session will be able to:

- define friendship skills.
- identify strategies to TEACH, PRACTICE, MAINTAIN & GENERALIZE friendship skills in preschoolers.
- define emotional self-regulation.
- identify strategies to TEACH, PRACTICE, MAINTAIN & GENERALIZE emotional self-regulation skills in preschoolers.
- define problem-solving skills.
- identify strategies to TEACH, PRACTICE, MAINTAIN & GENERALIZE problem-solving skills in preschoolers.



Participants in this 2-hour session will be able to:

- identify how we define challenging behavior in preschoolers.
- understand how culture, values, and implicit bias can impact how educators view behavior.
- understand ways to gather information to help us better understand and identify challenging behavior.
- explain the importance of uncovering the function of behavior.



Participants in this 4-hour session will be able to:

- identify key ways the physical environment can promote social emotional development in young children
- explore and consider the physical environment as part of the "curriculum" for young children
- identify the role educators play in the creating and supporting the environment.
- describe how schedules and routines support social emotional development in young children.
- identify strategies to use during daily routines and schedules to enhance social and emotional development of young children
- Describe the importance of planning for transitions.
- Identify ways to
 - teach the expectations of daily classroom transitions.
 - use specific cues to support transitions for young children.
 - give clear directions to young children.
- Describe the difference between rules and expectations.
- Recognize the importance of establishing program-wide expectations.
- Identify guidelines for creating and teaching family child care rules.

**Teach, Practice, Promote:
Intentionally Supporting Social Emotional Development**

Family Child Care Module 2a

Aspire Course ID: 248000 Your Trainer Today:





Participants in this 4-hour session will be able to:

- identify the stages of learning new skills.
- describe how to support learning at each stage.
- define emotional literacy.
- identify skills that support emotional literacy in infants, toddlers and preschoolers.
- identify strategies to TEACH, PRACTICE, MAINTAIN & GENERALIZE emotional literacy skills.

**Connection, Self Regulation, & Problem Solving:
Targeted Teaching of Social Emotional Skills**

Family Child Care Module 2b

Aspire Course ID: 248013 Your Trainer Today:






Participants in this 4-hour session will be able to:

- identify typical play and social skills in young children.
- describe how play and social skills lay the foundation for friendship skills.
- identify strategies to TEACH play and friendship skills in young children.
- define emotional self-regulation.
- identify strategies to TEACH, self-regulation skills in young children.
- define problem-solving skills.
- identify strategies to TEACH, problem-solving skills in young children.
- explain the importance of practicing, maintaining, and generalizing social emotional skills.
- Identify strategies for intentional teaching of play and friendship skills, emotional self-regulation, and problem solving skills.

A Relationship Based Approach to Challenging Behavior

Family Child Care Module 3a

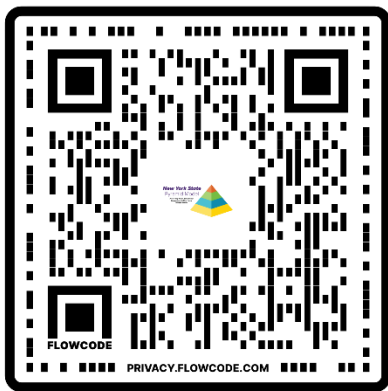
Aspire Course ID: 248019 Your Trainer Today:

Participants in this 2-hour session will be able to:

- identify how we define challenging behavior in young children.
- understand how culture, values, and implicit bias can impact how educators view behavior.
- understand ways to gather information to help us better understand and identify challenging behavior.
- Identify the difference between acting out and withdrawing behaviors.
- explain the importance of uncovering the function of behavior.

**For more information about the
Pyramid Model Framework
in New York State
please visit our website
and follow us on Social Media**



Website

www.nyspyramidmodel.org



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New York State
Pyramid Model

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