


**Unpacking the Pyramid Model:
Supportive Classroom Environments
B of B**
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Presented by:
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Agenda


1. Introductions
2. Creating Supportive Classroom Environments
3. Pyramid Model Classroom Kit
4. Questions & Answers
5. Next Steps



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Objectives

- Construct a positive classroom environment that supports access and engagement for ALL students
- Develop predictable schedules and routines that maximize participation and learning.
- Teach routines and expectations



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Session Materials

- Unpacking the Pyramid – Book
 - Chapter Checklists: <https://downloads.brookespublishing.com/>
 - Unpacking the Pyramid Coffee Chats: <https://products.brookespublishing.com/Unpacking-the-Pyramid-Model-P1231.aspx>
- Pyramid Model Preschool Classroom Kit
- Pyramid Model Website
 - <https://challengingbehavior.cbcs.usf.edu/index.html>



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The Teaching Pyramid



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Supportive Classroom Environments

1. Design of the Physical Environment
 - Chapter 5, Creating Classroom Environments That Support Young Children (Hardy, Santos & Doubet)
2. Design of the Temporal Environment
 - Chapter 6, Designing Classroom Schedules and Routines (Bovey, Bold, Hodges & Strain)



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Understanding and Designing the Temporal Environment (Chapter 6)

- Using consistent and predictable **Schedules** and **Routines** to support and promote engagement, participation and independence.
- Helps children monitor and control their own behavior (self-monitoring) by using system to helps kids understand and answer 4 Key Questions
 1. What should I be doing Right Now?
 2. How do I know I'm Making Progress?
 3. How do I know when I'm Finished?
 4. What do I Do Next?



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Design a Consistent and Predictable Daily Schedule

- **Length of Activities**
 - Consistent with children's attention span
- **Balance Throughout the Day**
 - Quiet vs. active activities
 - Teacher directed vs. child directed activities
 - Large group vs. small group activities
- **Experiences in All Areas of Development**
 - Social, cognitive, self-help, language, motor



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Activity – Examine Your Daily Schedule (p.51)

Download available from Brookes:
<https://downloads.brookespublishing.com/resource/unpacking-the-pyramid-model/>

	Activity Level		Directedness		Group Size	
	Active	Passive	Adult	Child	Large	Sm/Ind.



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Balancing Your Schedule

	Activity Level		Directedness		Group Size	
	Active	Passive	Adult	Child	Large	Small
Arrival/Tables	X	X		X		X
Circle		X	X		X	
Center Time	X			X		X
Story Circle		X	X		X	
Snack		X		X		X
Books		X		X	X	
Outside	X			X		X
Small Groups	X	X	X			X
Closing Circle		X	X		X	

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Building Routines within Routines within Routines

Events: Top level things you do or, what you have on your daily schedule (Circle Time, Snack, etc.)

Activities: The specific things that happen during an event (the different activities you do during Circle Time)

Routines: The consistent steps that happen during an Activity (How you do your Weather Helper)

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Routines³


Event (Routine)	Activity (Routine ²)	Routine (Routine ³)
Arrival	Go to Cubby	Greet Peer, Take off coat/backpack, take out folder/snack, Hang up coat/backpack, put folder/snack where they go
	Wash Hands	Get Soap, Turn on Water, wash hands, turn off water, Dry hands
	Sign-In	Accept Name from peer, Sign in, pick next child, give them name
	Question of the Day	Get Name, Answer question, Get peer
	Go to Table Activity	Pick Table, walk to table, match picture, request materials, sit and play

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Teaching Routines³

- Provide instruction, modeling and **CONSISTENCY**
- Use Visual Supports to define steps
 - Visual Cues
 - Visual Schedules (classroom and individual)
 - Activity (mini) Schedules
- Reinforce Children’s Appropriate Behavior




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Chapter 6 Checklist

- Designed to be used as a Self Assessment and/or coaching tool



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Pyramid Classroom Companion Kit

Visual Materials to Support Implementation

- Additional materials available in the public domain (free) on the Pyramid Model website
- <https://challengingbehavior.cbcs.usf.edu/Implementation/Program/strategies.html>



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Thank You!

Questions

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