

Professional Development Related to the Teaching Pyramid Model for Addressing the Social Emotional Development and Challenging Behavior of Young Children

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The Teaching Pyramid Model: Promoting Social and Emotional Competence and Addressing Challenging Behavior



Examining the Efficacy of the Teaching Pyramid Model

- Do teachers who have received professional development focused on the Teaching Pyramid implement those practices with fidelity when compared to teachers who have not received training and coaching?
- Do the social skills and problem behaviors of children whose teachers have received professional development on the Pyramid differ from children whose teachers have not received professional development?
- Do the positive social interaction skills of target children with challenging behavior whose teachers have received professional development on the Pyramid differ from children whose teachers have not received professional development?

Methods

- Public school classrooms
 - Nashville, Tennessee
 - Tampa, Florida
 - 2 Cohorts
- Randomized group design
 - One between-subjects factor (Teaching Pyramid intervention) and one within-subjects factor (repeated measures)
 - Randomized at the classroom level
- 20 Intervention and 20 control teachers
- 2-3 Target children in each classroom
 - (identified through the Caregiver Teacher Report Form of the Child Behavior Checklist)

- Intervention teachers received:
 - 3 days of training (19.5 hours)
 - Implementation guides and materials
 - Weekly observation, coaching sessions, and email feedback (mean=13.4, range 7-17)
- Control teachers received training at end of study

Measures

- Observational Measures
 - Early Childhood Environment Rating Scale – Revised (ECERS)
 - Teaching Pyramid Observation Tool (TPOOT)
 - Target Child Observation System
- Teacher Report
 - Social Skills Intervention System
- Measurement Schedule
 - Four waves, 7-8 weeks apart

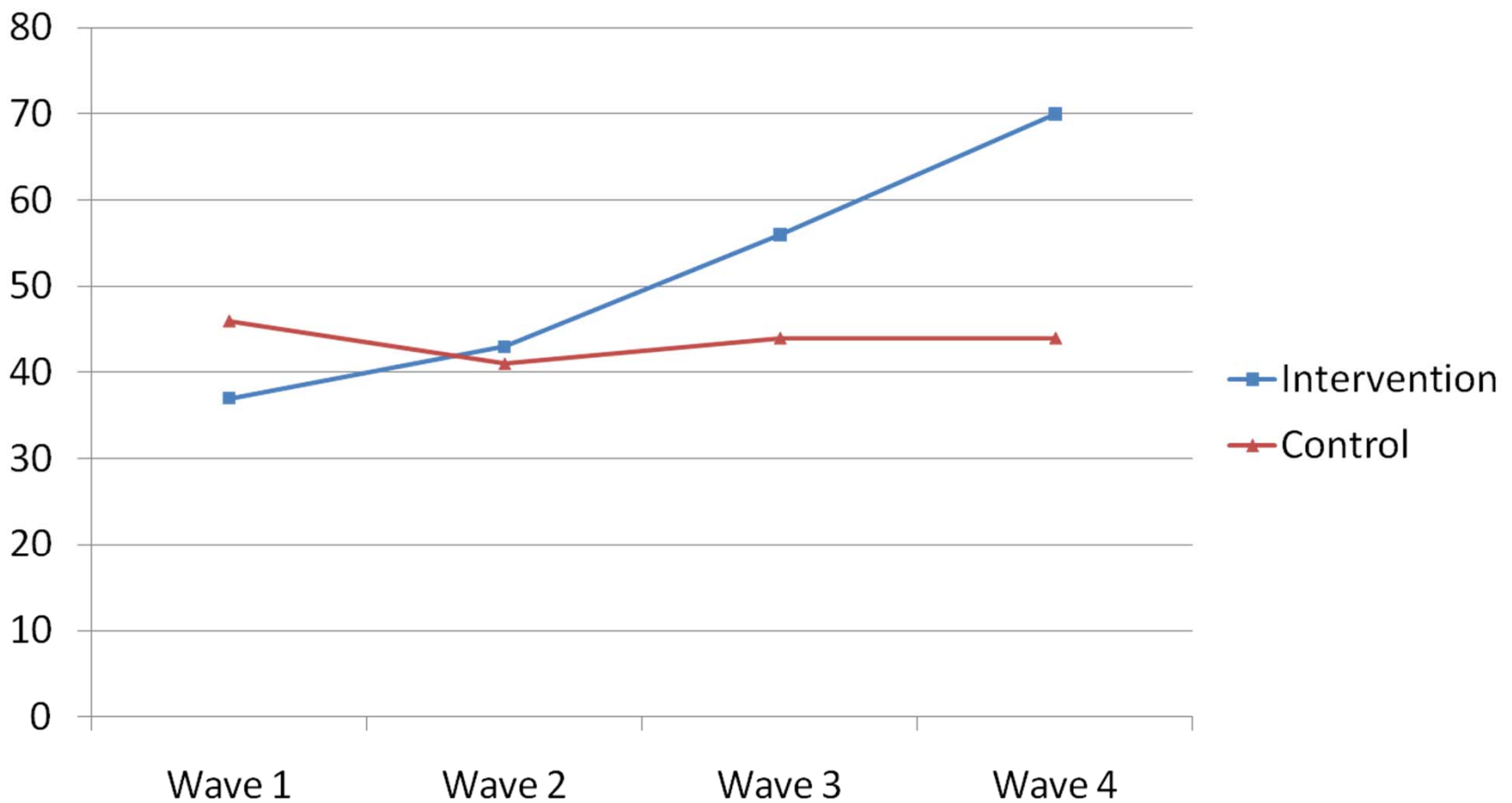


Figure 1. Mean Teaching Pyramid Observation Tool implementation scores across waves by experimental condition. Total number of TPOT indicators = 108. Statistically significant and noteworthy differences at Wave 4 [$t(40.03)=6.80, p<.001, \text{Cohen's } d=2.6$)

Child Outcomes

- Non-target children
 - Differences between social skills scores for children in intervention versus control classrooms
 - Control group adjusted mean 96.4; Intervention group adjusted mean 103.8
 - ($t(34) = 2.79, p = .009, \text{Cohen's } d = .46$).
 - Lower mean scores for problem behavior
 - Control group adjusted mean 99.2; Intervention group adjusted mean 95.14

Child Outcomes

- Target children
 - Higher mean social skills scores in intervention classrooms
 - Control group adjusted mean 84.0; Intervention group adjusted mean 88.6
 - ($F(1,94) = 3.38, p = .069, \text{Cohen's } d = .41$).
 - Differences in problem behavior scores for children in intervention versus control classrooms
 - Control group adjusted mean 115.5; Intervention group adjusted mean 108.7
 - ($F(1, 94) = 6.04, p = .016, \text{Cohen's } d = -.52$).
 - Statistically significant and noteworthy differences in frequency of positive social interactions for intervention classrooms at wave 4

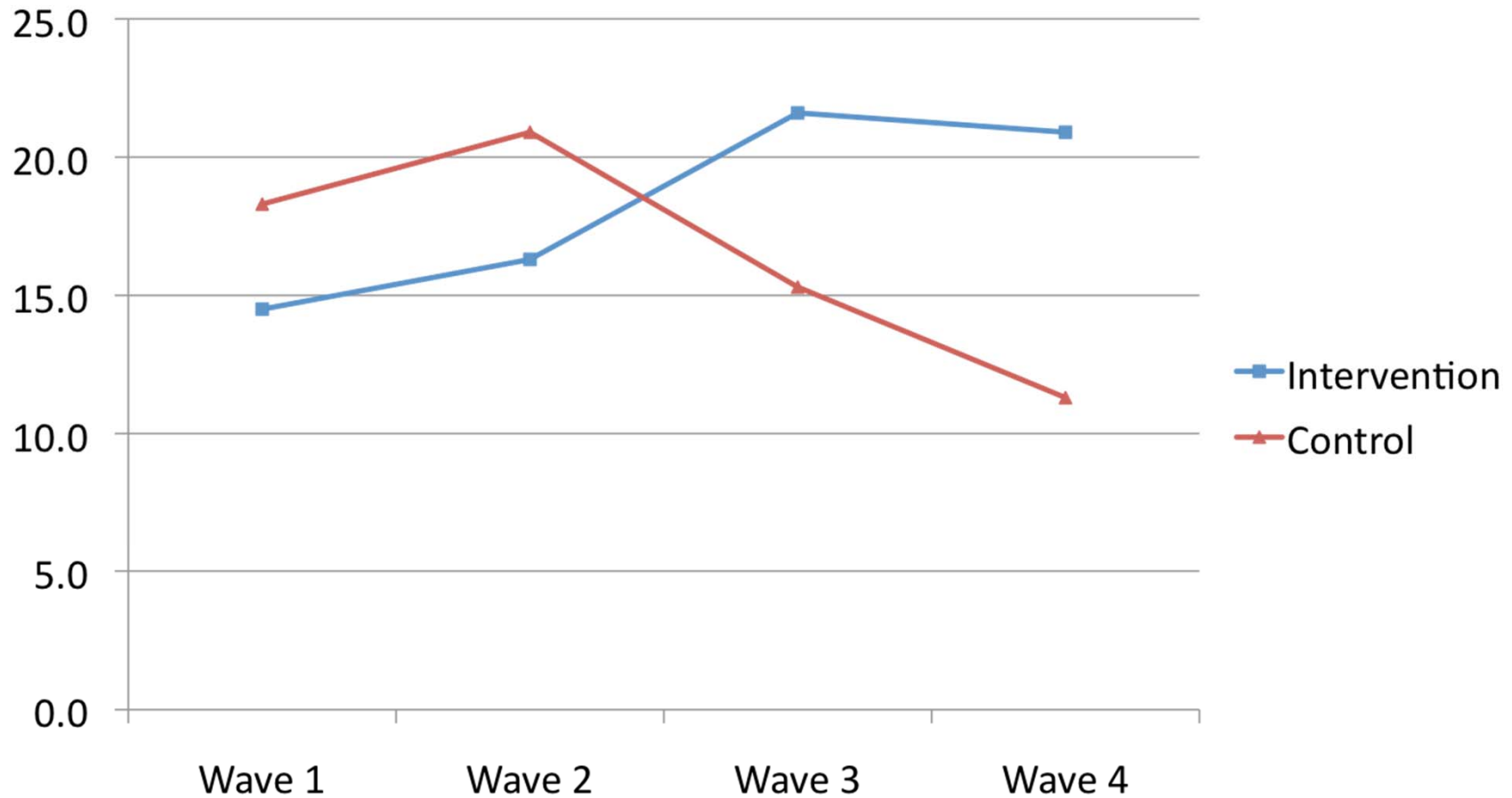


Figure 2. Mean frequency of positive social interactions during 60 min observation session across waves for Cohort 1 target children whose teachers were in the intervention or control condition. An average of the frequency of positive social interactions for the 2 to 3 target children in each classroom was used to derive the means reported for each group at each wave.

Limitations and Implications

- Limitations
 - SSIS is teacher report
 - No measure of pre-academic skills/school readiness
 - TPOT does not measure delivery of intensive interventions to an individual child
 - TPOT does not measure density or “dosage” of implementation
- Implications
 - Effectiveness of the professional development approach
 - Fidelity of implementation is related to improved child social and behavioral outcomes