

# 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

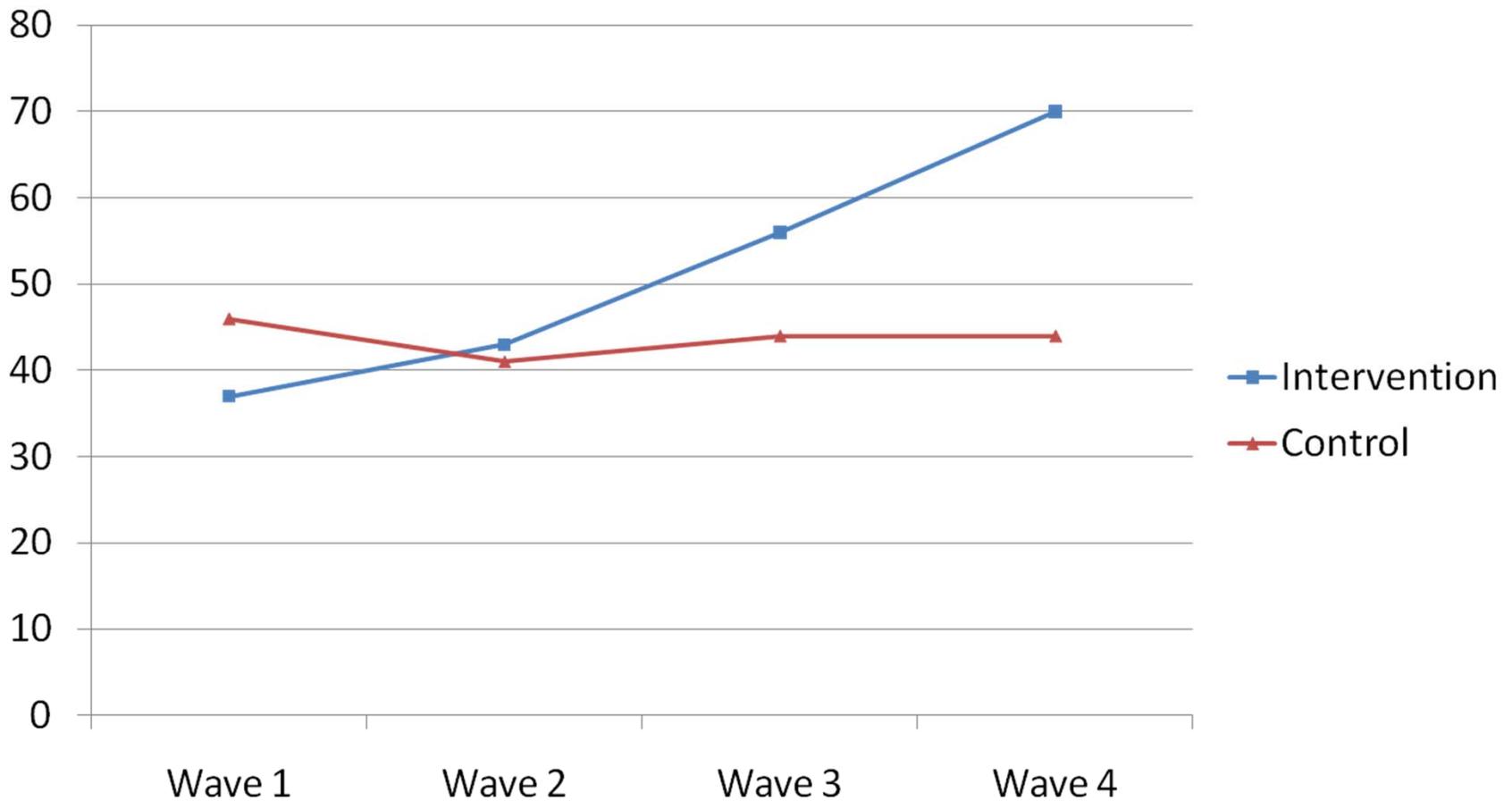


Figure 1. Mean Teaching Pyramid Observation Tool implementation scores across waves by experimental condition. Total number of TPOT indicators = 108. Statistically significant and noteworthy differences at Wave 4 [ $t(40.03)=6.80, p<.001, \text{Cohen's } d=2.6$ )

# 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

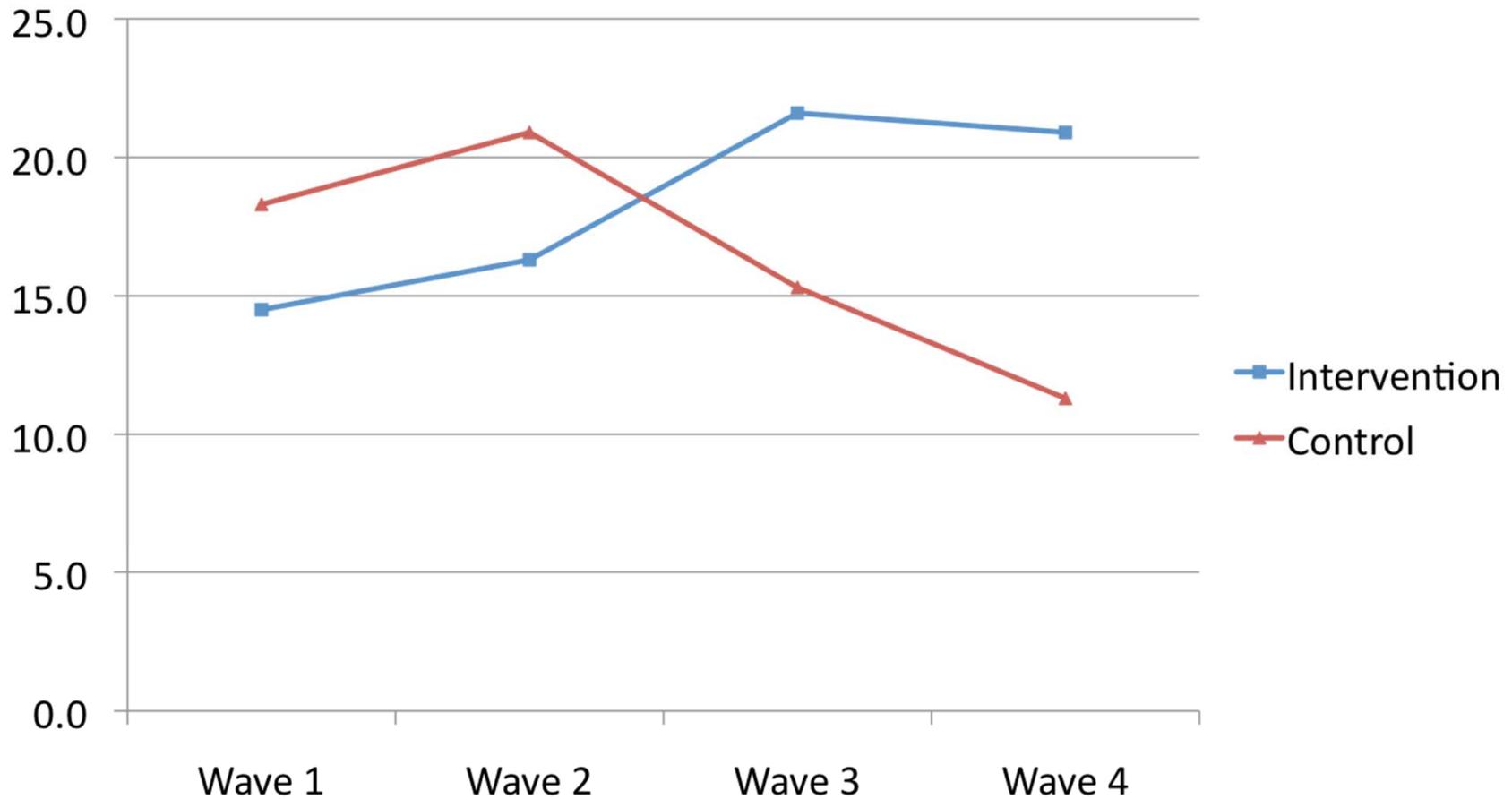


Figure 2. Mean frequency of positive social interactions during 60 min observation session across waves for Cohort 1 target children whose teachers were in the intervention or control condition. An average of the frequency of positive social interactions for the 2 to 3 target children in each classroom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