

Pyramid Model Crosswalk

Common Core State Standards & Tennessee Department of Education Content Standards Kindergarten/First Grade

Pyramid Model Introduction for Teachers	
Pyramid Model Module	Related Pyramid Model Materials
Module 1.1: An Introduction to Challenging Behavior	Picture of Pyramid-Handout http://www.challengingbehavior.org/do/resources/documents/pyramid_model_handout.pdf

Pyramid Model Module		Kindergarten		First Grade	
		Common Core Standards	TN-DOE Content Standards	Common Core Standards	TN-DOE Content Standards
M O D 1	Module 1.2: Positive Teacher/Child Relationships	Speaking and Listening: SL.K.1a, SL.K.1b	Social Studies: K.1, K.3 Personal Health & Wellness: 6.5, 6.6, 8.2,8.3	Speaking and Listening: SL.1.1b	Social Studies: 1.4, 1.29 Personal Health & Wellness: 6.5, 6.6, 8.2,8.3
	Module 1.3: Showing Warmth and Affection	Speaking and Listening: K.6	Personal Health & Wellness: 8.3 Art (Dance): 3.3 Art (Theater): 4.3	Speaking and Listening: SL.1.1a	Personal Health & Wellness: 8.3 Art (Dance): 3.3 Art (Theater): 4.3
	Module 1.4: Classroom Arrangement	Language: L.K.5c	Social Studies: K.1	Language: L.1.5c	
	Module 1.5: Routines and Schedules	Writing: K.3 Math Practice: MP.6, MP.7, MP.8	Social Studies: K.1	Speaking and Listening: SL.1.4 Math Practice: MP.6, MP.7, MP.8	

	Module 1.6: Transitions	Math Practice: MP.6, MP.7, MP.8		Math Practice: MP.6, MP.7, MP.8	
	Module 1.7: Rules and Positive Feedback	Math Practice: MP.6, MP.7	Social Studies: K.15, K.17, K.21 Personal Health & Wellness: 10.3, 10.4	Speaking and Listening: SL.1.1a Math Practice: MP.6, MP.7	Social Studies: 1.28, 1.33 Personal Health & Wellness: 10.3, 10.4

Pyramid Model Module		Kindergarten		First Grade	
		Common Core Standards	TN-DOE Content Standards	Common Core Standards	TN-DOE Content Standards
M O D 2	Module 2.1: Teaching Social Skills	Speaking and Listening: SL.K.1a, SL.K.3, SL.K.6	Social Studies: K.17 Personal health & Wellness: 6.4	Writing: W.1.1	Personal health & Wellness: 6.4 Art (Theater): 2.1
	Module 2.2: Developing Friendship Skills	Speaking and Listening: SL.K.1b	Social Studies: K.3, K.4, K.17 Personal Health & Wellness: 6.4, 8.3	Speaking and Listening: SL.1.1a, SL.1.1b, SL.1.3	Personal Health & Wellness: 6.4, 8.3 Art (Dance): 3.3 Art (Theater): 4.3
	Module 2.3: Enhancing Emotional Literacy	Speaking and Listening: SL.K.6 Writing: K.1, K.3 Language: L.K.5c, L.K.6	Social Studies: K.17 Personal Health & Wellness: 8.1, Art (Theater): 2.1, 2.4, 2.5	Speaking and Listening: SL.1.4, SL.1.5 Writing: W.1.1 Language: L.1.5c, L.1.6	Personal Health & Wellness: 8.1, Art (Theater): 2.1, 2.2
	Module 2.4: Alternatives to Anger and Impulse	Math Practice: MP.1, MP.3	Social Studies: K.5 Personal Health & Wellness: 6.5	Math Practice: MP.1, MP.3	Social Studies: 1.14, Personal Health & Wellness: 6.5
	Module 2.5: Problem Solving Skills	Speaking and Listening: K.2 Writing: K.8 Math Practice: MP.1, MP.2, MP.3, MP.7, MP.8	Personal Health & Wellness: 1.1, 1.2, 1.3 Art (Dance): 4.1	Speaking and Listening: SL.1.3 Math Practice: MP.1, MP.2, MP.3, MP.7, MP.8	Personal Health & Wellness: 1.1, 1.2, 1.3 Art (Dance): 4.1

Addressing Specific Challenging Behavior(s) with Teachers and Parents

Pyramid Model Module	Related Pyramid Model Materials (See Resource Guides for Parents & Teachers for adult handouts and articles about specific challenging behaviors)
Module 3.1 Form and Function of Challenging Behavior	<ul style="list-style-type: none">• Routine Guides: Early Elementary Classroom Routine Guides Early Elementary Family Routine Guides
Module 3.2 Prevention Strategies	<ul style="list-style-type: none">• First! Routine Guides: Early Elementary Classroom Routine Guides Early Elementary Family Routine Guides• Impact of a Quality & Supportive Classroom Environment (handout)• Transition Tricks, Tips & Ideas (handout)• Positive Solutions for Families (English)• Positive Solutions for Families (Spanish)• Problem Solving Steps• K-1 Solution Kits for interactions with others• Stop/Go Signs• Visuals for schedules and routines• Tucker Turtle Books (Anger Management & Impulse Control)• Create Scripted Stories to fit classroom need• Visuals for schedules and routines

Tennessee Standards Reference Guide:

	Kindergarten	First Grade
Common Core State Standards	<p>Writing (W): W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening (SL): SL.K.1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1b: Continue a conversation through multiple exchanges. SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Language (L): L.K.5c: Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>Writing (W): W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Speaking and Listening (SL): SL.1.1a: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language (L): L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p>Math:</p>

	<p>L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Math Practice (MP): MP.1: Make sense of problems and persevere in solving them. MP.2: Reason abstractly and quantitatively. MP.3: Construct viable arguments and critique the reasoning of others. MP.6: Attend to precision. MP.7: Look for and make use of structure. MP.8: Look for and express regularity in repeated reasoning.</p>	<p>MP.1: Make sense of problems and persevere in solving them. MP.2: Reason abstractly and quantitatively. MP.3: Construct viable arguments and critique the reasoning of others. MP.6: Attend to precision. MP.7: Look for and make use of structure. MP.8: Look for and express regularity in repeated reasoning.</p>
<p>TN-DOE Content Standards</p>	<p>Social Studies: K.1: Describe familiar people, places, things and events, with clarifying detail about a student’s home, school, and community. K.3: Compare family traditions and customs among different cultures. K.4: Use diagrams to show similarities and differences in food, clothes, homes, games, and families in different cultures. K.5: Distinguish between wants and needs. K.15: Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules. K.17: Re-tell stories that illustrate honesty, courage, friendship, respect, responsibility and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. K.21: Explain the purpose of rules and laws.</p> <p>Personal Health & Wellness: 1.1: Define “choices” and “consequences.” 1.2: Identify trusted adult(s) to consult before making a choice. 1.3: Identify questions to ask during the process of making a</p>	<p>Social Studies: 1.4: Use collaborative conversations with diverse partners to discuss family customs and traditions. 1.14: Examine and analyze economic concepts including basic needs vs. wants and the factors that could influence a person to use money or save money. 1.28: Give examples of a rule and a law through the use of drawings, discussions, or writings. 1.29: Describe the fundamental principles of American democracy, including respect for the rights, opinions and property of others, fair treatment for all, and respect for the rules by which they live. 1.33: Sort rules and responsibilities that citizens follow that are specific to their state compared to national rules and responsibilities, including wearing a seat belt, wearing a bicycle helmet, texting while driving, child restraints, voting, obtaining a driver’s license at a particular age, and wearing a motorcycle helmet.</p> <p>Personal Health & Wellness: 1.1: Define “choices” and “consequences.” 1.2: Identify trusted adult(s) to consult before making a choice. 1.3: Identify questions to ask during the process of making a</p>

	<p>choice (e.g. Is it healthful? Is it safe? Is it legal? Do I show respect for myself and others? Do I follow family rules? Do I show good character?).</p> <p>6.4: Identify ways children can contribute to healthy family life.</p> <p>6.5: Identify how changes in the family can influence emotions.</p> <p>6.6: Understand that cultural differences exist and influence family customs.</p> <p>8.1: Explain that feelings can be expressed in different ways.</p> <p>8.2: Name and describe qualities and characteristics that make all individuals unique.</p> <p>8.3: Identify the importance of developing and maintaining healthy relationships.</p> <p>10.3: Discuss the importance of safety rules.</p> <p>10.4: Demonstrate the appropriate choices related to reducing unintentional injuries.</p> <p>Art (Dance):</p> <p>3.3: Recognize appropriate audience behavior for informal classroom dance performances.</p> <p>4.1: Explore a solution to a given movement problem.</p> <p>Art (Theater):</p> <p>2.1: Experiment with sensory and emotional experiences to create a character.</p> <p>2.4: Develop awareness of movement as a means of expression.</p> <p>2.5: Develop awareness of voice as a means of expression.</p> <p>4.3: Recognize the role of the audience and demonstrate appropriate audience etiquette.</p>	<p>choice (e.g. Is it healthful? Is it safe? Is it legal? Do I show respect for myself and others? Do I follow family rules? Do I show good character?).</p> <p>6.4: Identify ways children can contribute to healthy family life.</p> <p>6.5: Identify how changes in the family can influence emotions.</p> <p>6.6: Understand that cultural differences exist and influence family customs.</p> <p>8.1: Explain that feelings can be expressed in different ways.</p> <p>8.2: Name and describe qualities and characteristics that make all individuals unique.</p> <p>8.3: Identify the importance of developing and maintaining healthy relationships.</p> <p>10.3: Discuss the importance of safety rules.</p> <p>10.4: Demonstrate the appropriate choices related to reducing unintentional injuries.</p> <p>Art (Dance):</p> <p>3.3: Demonstrate appropriate audience behavior for dance performances.</p> <p>4.1: Explore multiple solutions to a given movement problem.</p> <p>Art (Theater):</p> <p>2.1: Experiment with sensory and emotional experiences to create a character.</p> <p>2.2: Use imagination to express thoughts and feelings of a character.</p> <p>2.4: Experiment with movement as a means of expression</p> <p>2.5: Explore the use of voice as a means of expression.</p> <p>4.3: Examine the role of the audience and demonstrate appropriate audience etiquette</p>
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