

# Pyramid Model Crosswalk

## Tennessee Infant/Toddler Classroom Standards

Pyramid Model Introduction for Teachers	
Pyramid Model Session	Related Pyramid Model Materials
<b>Session 1:</b> Pyramid Model Introduction & Overview	<b>Picture of Pyramid-Handout</b> <a href="http://www.challengingbehavior.org/do/resources/documents/pyramid_model_handout.pdf">http://www.challengingbehavior.org/do/resources/documents/pyramid_model_handout.pdf</a>

Pyramid Model Module		TTACCT-I/T	ITERS-R (as numbered on score sheet)	CLASS Toddler	TN-ELDS Birth-48 Months
<b>M O D 1</b>	<b>Session 2:</b> Social Emotional Development within the Context of Relationships	1	27	Positive Climate Regard for Child's Perspective Teacher Sensitivity Quality Feedback Language Modeling	AL.1, AL.9 SE.1, SE.7, SE.8 S.1 SS.1
	<b>Session 3:</b> Temperament, Attachment, & Building Relationships	2, 11	25, 36	Positive Climate Regard for Child's Perspective Teacher Sensitivity Quality Feedback	AL.1 SE.7 S.1 SS.1, SS.2

Pyramid Model Module		TTACCT-I/T	ECERS-R (as numbered on score sheet)	CLASS Toddler	TN-ELDS Birth-48 Months
<b>M O D 2</b>	<b>Session 4:</b> Environments, Schedule & Routines	4, 5, 6, 7, 9	15, 16, 19, 20, 21, 22, 29	Behavior Guidance Regard for Child Perspectives	AL.2, AL.3, AL.8 SE.1 S.6, S.7 SS.3, SS.4, SS.5 PD.3
	<b>Session 5:</b> Transition, Directions, Positive Feedback	2, 8	29	Positive Climate Regard for Child's Perspective Teacher Sensitivity Quality Feedback Behavior Guidance	AL.4 SE.3 PD.3
	<b>Session 6:</b> Enhancing Emotional Literacy	10	6, 12	Regard for Child's Perspective Quality Feedback Language Modeling	SE.2, SE.4, SE.9 LE.4 S.1
	<b>Session 7:</b> Friendship Skills and Partnering with Families	3	26, 30, 31	Facilitation of Learning & Development Positive Climate Quality Feedback	AL.7 SE.5, SE.6, SE.8, SE.9 LE.4 MA.5, MA.6 S.10 CA.6

## 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)
<b>Session 8</b> Identifying Form and	<ul style="list-style-type: none"> <li>• Routine Guides:               <ul style="list-style-type: none"> <li>○ Pre-K Classroom Routine Guides</li> </ul> </li> </ul>

Function of Challenging Behavior	<ul style="list-style-type: none"> <li>○ Pre-K Family Routine Guides</li> </ul>
<b>Session 9</b> Developing a Behavior Support Plan	<ul style="list-style-type: none"> <li>● First! Routine Guides:             <ul style="list-style-type: none"> <li>○ Pre-K Classroom Routine Guides</li> <li>○ Pre-K Family Routine Guides</li> </ul> </li> <li>● Impact of a Quality &amp; Supportive Classroom Environment (handout)</li> <li>● Transition Tricks, Tips &amp; Ideas (handout)</li> <li>● Positive Solutions for Families (English)</li> <li>● Positive Solutions for Families (Spanish)</li> <li>● Problem Solving Steps</li> <li>● K-1 Solution Kits for interactions with others</li> <li>● Stop/Go Signs</li> <li>● Visuals for schedules and routines</li> <li>● Tucker Turtle Books (Anger Management &amp; Impulse Control)</li> <li>● Create Scripted Stories to fit classroom need</li> <li>● Visuals for schedules and routines</li> </ul>

## Standards Reference Guide

<b>Team Tennessee Adapted Classroom Coaching Tool – Infant/Toddler (TTACCT-I/T)</b>	
<b>Relationships Items</b>	<ol style="list-style-type: none"> <li>1. Providing physical support</li> <li>2. Promoting children’s engagement</li> <li>3. Supporting friendship skills</li> </ol>
<b>Environmental Items</b>	<ol style="list-style-type: none"> <li>4. A variety of developmentally appropriate toys and materials are available</li> <li>5. Duplicates of highly preferred toys are available</li> <li>6. Toys that can be used by multiple children at the same time are available</li> <li>7. Children seem content and are engaged in exploring their environment</li> <li>8. Transitions</li> <li>9. Schedules &amp; Routines</li> </ol>
<b>Teaching Items</b>	<ol style="list-style-type: none"> <li>10. Teaching children to express emotions</li> <li>11. Modeling pro-social behavior</li> <li>12. Using effective strategies to respond to challenging behavior</li> </ol>

<b>Infant/Toddler Environmental Rating Scale – Revised (ITERS-R)</b>	
<b>Space and Furnishings</b>	<ol style="list-style-type: none"> <li>1. Indoor space</li> <li>2. Furniture for routine care &amp; play</li> <li>3. Provision for relaxation &amp; comfort</li> <li>4. Room arrangement</li> <li>5. Display for children</li> </ol>
<b>Personal Care Routines</b>	<ol style="list-style-type: none"> <li>6. Greeting/departing</li> <li>7. Meals/snacks</li> <li>8. Nap</li> <li>9. Diapering/toileting</li> <li>10. Health practices</li> <li>11. Safety practices</li> </ol>
<b>Listening and Talking</b>	<ol style="list-style-type: none"> <li>12. Helping children understand language</li> <li>13. Helping children use language</li> </ol>

	14. Using books
<b>Activities</b>	15. Fine motor 16. Active physical play 17. Art 18. Music & movement 19. Blocks 20. Dramatic play 21. Sand & water play 22. Nature/science 23. Use of TV, video, and/or computer 24. Promoting acceptance of diversity
<b>Interaction</b>	25. Supervision of play and learning 26. Peer interaction 27. Staff-child interaction 28. Discipline
<b>Program Structure</b>	29. Schedule 30. Free play 31. Group play activities 32. Provisions for children with disabilities
<b>Parents &amp; Staff</b>	33. Provisions for parents 34. Provisions for personal needs of staff 35. Provisions for professional needs of staff 36. Staff interaction and cooperation 37. Staff continuity 38. Supervision and evaluation of staff 39. Opportunities for professional growth

<b>CLASS Toddler</b>	
<b>Positive Climate</b>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Positive Affect</li> <li>• Respect</li> </ul>

<b>Teacher Sensitivity</b>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Responsiveness</li> <li>• Child Comfort</li> </ul>
<b>Regard for Child Perspective</b>	<ul style="list-style-type: none"> <li>• Child Focus</li> <li>• Flexibility</li> <li>• Support for Independence</li> </ul>
<b>Behavior Guidance</b>	<ul style="list-style-type: none"> <li>• Proactive</li> <li>• Supporting &amp; Positive Behavior</li> <li>• Problem Behavior</li> </ul>
<b>Facilitation of Learning Development</b>	<ul style="list-style-type: none"> <li>• Active Facilitation</li> <li>• Expansion of Cognition</li> <li>• Children’s Active Engagement</li> </ul>
<b>Quality of Feedback</b>	<ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Providing Information</li> <li>• Encouragement &amp; Affirmation</li> </ul>
<b>Learning Modeling</b>	<ul style="list-style-type: none"> <li>• Support for Language</li> <li>• Repetition &amp; Expansion</li> <li>• Self &amp; Parallel Talk</li> <li>• Advanced Language</li> </ul>

**TN-ELDS (Birth-48 Months)**

<b>Standard</b>	<b>Code</b>	<b>Description</b>			
<b>Approaches to Learning (AL)</b>	<b>AL.1</b>	<b>0-12 mos:</b> Interact with caregiver in a playful manner	<b>13-24 mos:</b> Interact with familiar people and a variety of materials in a playful manner	<b>25-36 mos:</b> Interact with other children in a playful manner	<b>37-48 mos:</b> Demonstrate increasing interest within his environment
	<b>AL.2</b>	<b>0-12 mos:</b> Show awareness of familiar items in her	<b>13-24 mos:</b> Being to self-select play activities to support	<b>25-36 mos:</b> Self-select play activities to support own curiosity	<b>37-48 mos:</b> Demonstrate ability to act out more complex

		environment	own curiosity and to engage in pretend and imaginative play.	and to <b>engage</b> in pretend and imaginative play	pretend play scenarios
<b>AL.3</b>	<b>0-12 mos:</b> Demonstrate some awareness of familiar people and activities.	<b>13-24 mos:</b> Demonstrate an <b>emerging</b> awareness of the connection between prior and new knowledge	<b>25-36 mos:</b> Demonstrate an increasing awareness of the connection between prior and new knowledge.	<b>37-48 mos:</b> Demonstrate awareness of connection between prior and new knowledge	
<b>AL.4</b>	<b>0-12 mos:</b> Demonstrate emerging ability to transition from one thing to another with little protest	<b>13-24 mos:</b> Attempt new things with adult support.	<b>25-36 mos:</b> Attempt new things with excitement and anticipation.	<b>37-48 mos:</b> Attempt more challenging things.	
<b>AL.7</b>	<b>0-12 mos:</b> With <b>prompting</b> and support show awareness of people and things in his environment.	<b>13-24 mos:</b> Begin to identify a problem.	<b>25-36 mos:</b> Identify a problem and try to solve it	<b>37-48 mos:</b> Identify a problem and sometimes solve it with the help of others.	
<b>AL.8</b>	<b>0-12 mos:</b> Show emerging awareness of his/her effect on her environment.	<b>13-24 mos:</b> Show increasing awareness of his effect on his environment	<b>25-36 mos:</b> Begin to intentionally affect his environment	<b>37-48 mos:</b> Continue to make things happen within his environment	
<b>AL.9</b>	<b>0-12 mos:</b> Begin to pay attention to familiar sounds, activities and people.	<b>13-24 mos:</b> <b>Recognize and respond to familiar sounds, activities and people.</b>	<b>25-36 mos:</b> Demonstrate increasing interest in familiar activities	<b>37-48 mos:</b> Stay interested in an activity for longer periods of time.	

<b>Social Emotional Development (SE)</b>	<b>SE.1</b>	<b>0-12 mos:</b> Begin to express preferences and interests.	<b>13-24 mos:</b> Show preferences, likes and dislikes	<b>25-36 mos:</b> Show an emerging sense of self.	<b>37-48 mos:</b> Show positive self-esteem
	<b>SE.2</b>	<b>0-12 mos:</b> Express feelings	<b>13-24 mos:</b> Express wishes, worries, and fears.	<b>25-36 mos:</b> Demonstrate increased skill in identifying and expressing feelings	<b>37-48 mos:</b> Verbalize feelings, needs, and wants
	<b>SE.3</b>	<b>0-12 mos:</b> Pay attention and respond to name and images of self	<b>13-24 mos:</b> Explore the environment to find out who he is and what he can do.	<b>25-36 mos:</b> Begin to gain a sense of mastery and achievement	<b>37-48 mos:</b> Show greater comfort with independence and increased feelings of self-worth
	<b>SE.4</b>	<b>0-12 mos:</b> Demonstrate some ability to self-regulate	<b>13-24 mos:</b> Attempt to manage own behavior with guidance and support	<b>25-36 mos:</b> Demonstrate emerging ability to manage own behavior	<b>37-48 mos:</b> Manage own behavior with increasing skill
	<b>SE.5</b>	<b>0-12 mos:</b> Begin to relate to other children	<b>13-24 mos:</b> Begin to test social boundaries	<b>25-36 mos:</b> Show willingness to follow simple rules	<b>37-48 mos:</b> Begin to demonstrate an understanding of social expectations
	<b>SE.6</b>	<b>0-12 mos:</b> Demonstrate awareness of others	<b>13-24 mos:</b> May interact with another child for a short period of time	<b>25-36 mos:</b> Play beside other children for several minutes	<b>37-48 mos:</b> Engage in cooperative play with other children
	<b>SE.7</b>	<b>0-12 mos:</b> Recognize actions and images of familiar adults	<b>13-24 mos:</b> Enjoy imitating the actions of adults	<b>25-36 mos:</b> Share some pretend play themes	<b>37-48 mos:</b> Begin to develop more complex pretend play themes



	<b>SE.8</b>	<b>0-12 mos:</b> Engage in social play with familiar adults	<b>13-24 mos:</b> Begin to engage in social play with other children	<b>25-36 mos:</b> Play with others more frequently and for longer periods of time	<b>37-48 mos:</b> Show increasing willingness to work out problems with peers
	<b>SE.9</b>	<b>0-12 mos:</b> Begin to show awareness of feelings displayed by others	<b>13-24 mos:</b> Show awareness of the feelings displayed by others	<b>25-36 mos:</b> Respond to other children's feelings	<b>37-48 mos:</b> Show increasing ability to understand the feelings of others
<b>Language and Early Literacy (LE)</b>	<b>LE.4</b>	<b>0-12 mos:</b> Focus on simple pictures in books or drawings	<b>13-24 mos:</b> Begin to show interest in exploring books	<b>25-36 mos:</b> Begin to understand connection between books and personal experiences	<b>37-48 mos:</b> Demonstrate interest in books and what they contain
<b>Math (MA)</b>	<b>MA.5</b>	<b>0-12 mos:</b> Display short term memory	<b>13-24 mos:</b> Begin to show interest in how things fit together	<b>25-36 mos:</b> Explore world and understands position in space and how to get around	<b>37-48 mos:</b> Become aware of his body and personal space during active exploration of physical environment.
	<b>MA.6</b>	<b>0-12 mos:</b> Begin to understand concept of object permanence	<b>13-24 mos:</b> Begin to understand how parts work together	<b>25-36 mos:</b> Explore materials and understands simple acts of cause and effect	<b>37-48 mos:</b> Show interest in creating simple graphs
<b>Science (S)</b>	<b>S.1</b>	<b>0-12 mos:</b> Begins to use all five sense to explore and understand surroundings	<b>13-24 mos:</b> Uses all five senses to explore and understand surroundings	<b>25-36 mos:</b> Demonstrate emerging ability to connect sensory input with words and expressions	<b>37-48 mos:</b> Demonstrate growing ability to connect sensory input with words and expressions

	<b>S.6</b>	<b>0-12 mos:</b> Begin to understand familiar routines	<b>13-24 mos:</b> Show increased knowledge and memory for details and routines	<b>25-36 mos:</b> Begin to understand consequences when recreating events	<b>37-48 mos:</b> Understand sequencing and time in relation to daily routines
	<b>S.7</b>	<b>0-12 mos:</b> Begin to anticipate familiar actions	<b>13-24 mos:</b> Demonstrate some understanding of when things happen in relation to routines	<b>25-36 mos:</b> Demonstrate some understanding of when things happen in relation to routines	<b>37-48 mos:</b> Use acquired knowledge of details of routines to carry out some routines independently
	<b>S.10</b>	<b>0-12 mos:</b> Begin to recognize familiar animals have needs that are similar to their own	<b>13-24 mos:</b> Build understanding of the needs of familiar animals and begin to identify and imitate caring for familiar animals and plants with support and assistance	<b>25-36 mos:</b> Observe and describe familiar characteristics of plants and animals	<b>37-48 mos:</b> Observe and describe characteristics and needs of plants and animals.
<b>Social Studies (SS)</b>	<b>SS.1</b>	<b>0-12 mos:</b> Engage with familiar adults	<b>13-24 mos:</b> Rely on the presence of familiar adults to try things	<b>25-36 mos:</b> Show need for familiar adults approval	<b>37-48 mos:</b> Begin to understand concept of individual, culture, and community
	<b>SS.2</b>	<b>0-12 mos:</b> Show emerging awareness of and some anxiety towards unfamiliar people	<b>13-24 mos:</b> Show awareness of and continued anxiety toward unfamiliar adults	<b>25-36 mos:</b> Show cautious interest in unfamiliar adults	<b>37-48 mos:</b> Demonstrate increasing interest in unfamiliar people
	<b>SS.3</b>	<b>0-12 mos:</b> Begin to form an individual schedule	<b>13-24 mos:</b> Need and expect routines	<b>25-36 mos:</b> Begin to identify common events and routines	<b>37-48 mos:</b> Identify common events and routines

	<b>SS.4</b>	<b>0-12 mos:</b> Demonstrate emerging awareness of familiar routines	<b>13-24 mos:</b> Begin to recognize routines	<b>25-36 mos:</b> Begin to categorize time intervals	<b>37-48 mos:</b> Begin to categorize time intervals
	<b>SS.5</b>	<b>0-12 mos:</b> Explore environment	<b>13-24 mos:</b> Begin to recognize changes in the environment	<b>25-36 mos:</b> Begin to react to changes in the environment	<b>37-48 mos:</b> React to changes in the environment
<b>Creative Arts (CA)</b>	<b>CA.6</b>	<b>0-12 mos:</b> Begin to purposefully act on his environment	<b>13-24 mos:</b> Begin to use the environment for pretend play	<b>25-36 mos:</b> Become more purposeful in using the environment for pretend play	<b>37-48 mos:</b> Become more creative in dramatic play activities
<b>Physical Development (PD)</b>	<b>PD.3</b>	<b>0-12 mos:</b> Show increased awareness of and cooperation with personal routines	<b>13-24 mos:</b> Participate in personal care routines with guidance and assistance	<b>25-36 mos:</b> Participate in personal care routines accomplishing many with minimal or no assistance	<b>37-48 mos:</b> Begin to perform self-help skills and follows basic health & safety rules