Pyramid Model Crosswalk
Tennessee Pre-K Classroom Standards

Pyramid Model Introduction for Teachers	
Pyramid Model Session	**Related Pyramid Model Materials**
Session 1: An Introduction to Challenging Behavior	**Picture of Pyramid-Handout** http://www.challengingbehavior.org/do/resources/documents/pyramid_model_handout.pdf

Pyramid Model Module		TTACCT	ECERS-R (as numbered on score sheet)	CLASS Pre-K	TN-ELDS
M O D 1	**Session 2:** Building Positive Relationships	1, 6	18, 17	Positive Climate, Teacher Sensitivity, Student Perspective, Quality Feedback	SE.PK.4, SE.PK.5, SL.PK.1b, SL.PK.3, SL.PK.4, SS.PK.4
	Session 3: Classroom Design	7, 8, 9, 10, 11, 12	1, 4, Specifics: 19-27	Student Perspective, Productivity. Instructional Learning Formats	AL.PK.1, AL.PK.2, AL.PK.4
	Session 4a: Schedule & Routines	2, 14	34, 35, 36	Positive Climate, Teacher Sensitivity, Student Perspective, Instructional Learning	AL.PK.1, AL.PK.2, AL.PK.9 SE.PK.13
	Session 4b: Directions & Feedback	4, 15	30, 34	Positive Climate, Teacher Sensitivity, Behavior Management, Productivity, Quality Feedback	AL.PK.9 SE.PK.3, SE.PK.13
	Session 5: Behavior Expectations & Rules	3, 13	14, 31, 33	Positive Climate, Teacher Sensitivity, Student Perspective, Instructional Learning Formats	PD.PK.9 SE.PK.12, SE.PK.13, SE.PK.14 SS.PK.4, SS.PK.5

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M O D 2	**Session 6:** Enhancing Emotional Literacy	16, 17	17, 18, 32, 33	Positive Climate, Teacher Sensitivity, Quality Feedback, Language Modeling, Concept Development	AL.PK.8 CA.PK.6 SE.PK.1, SE.PK.2, SE.PK.3, SE.PK.7, SE.PK.8, SE.PK.9, SE.PK.10, SE.PK.11 SS.PK.5
	Session 7a: Teaching Anger Management	17	32, 33	Positive Climate, Teacher Sensitivity, Quality Feedback, Productivity, Instructional Learning Formats	CA.PK.6 SE.PK.8, SE.PK.9, SE.PK.10, SE.PK.11 SS.PK.5
	Session 7b: Teaching Problem Solving	18	17	Teacher Sensitivity, Concept Development, Instructional Learning, Quality Feedback, Language Modeling	AL.PK.7, AL.PK.8, AL.PK.9, AL.PK.10 SE.PK.9, SE.PK.11 SL.PK.3
	Session 8: Teaching Friendship Skills	5	17, 33	Positive Climate, Behavior Management, Regard for Student Perspectives	SE.PK.6, SE.PK.7, SE.PK.8 SL.PK.1, SL.PK.1a

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)**
Session 9 Form and Function of Challenging Behavior	• Routine Guides: o Pre-K Classroom Routine Guides o Pre-K Family Routine Guides
Session 10 Prevention Strategies	• First! Routine Guides: o Pre-K Classroom Routine Guides o Pre-K 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

Standards Reference Guide

Team Tennessee Adapted Classroom Coaching Tool (TTACCT)	
Relationships Items	1. Teachers engage in supportive conversations with children 2. Promoting children's engagement 3. Teaching children behavior expectations (i.e. posted classroom rules or program wide expectations) 4. Providing directions 5. Supporting friendship skills 6. Promoting relationships with families
Environmental Items	7. Learning centers have clear boundaries 8. The classroom is arranged such that all children can move easily around the room 9. The classroom is arranged such that there are no large, wide open spaces where children could run 10. There is an adequate number and variety of centers of interest to children and to suppor the number of children (at least 4 centers, 1 center per every 4 children) 11. Materials in all centers are adequate to support the number of children allowed to play 12. Materials/centers are prepared before children arrive at the center or activity 13. Classroom rules or program-wide expectations are posted, illustrated with a picture or photo of each rule or expectation, limited in number (3-5), and stated positively (all have to be true to score a "yes") 14. Schedules and Routines 15. Transitions between activities are appropriate
Teaching Items	16. Teaching social skills and emotional competencies (general) 17. Teaching children to express emotions 18. Teaching problem solving 19. Using effective strategies to respond to problem behavior

Early Childhood Environmental Rating Scale - Revised	
Space and Furnishings	1. Indoor Space 2. Furniture for care, play, & learning 3. Furnishings for Relaxation 4. Room Arrangement 5. Space for Privacy 6. Child-related display 7. Space for gross motor 8. Gross motor equipment
Personal Care Routines	9. Greeting/departing 10. Meals/snacks 11. Nap/rest 12. Toileting/diapering 13. Health practices 14. Safety practices
Language-Reasoning	15. Books & pictures 16. Encouraging children to communicate 17. Using language to develop reasoning skills 18. Informal use of language
Activities	19. Fine Motor 20. Art 21. Music/movement 22. Blocks 23. Sand/water 24. Dramatic play 25. Nature/Science 26. Math/number

	27. Use of TV, video, and/or computer
	28. Promoting acceptance of diversity
Interaction	29. Supervision of gross motor activities
	30. General supervision of children
	31. Discipline
	32. Staff-child interactions
	33. Interactions among children
Program Structure	34. Schedule
	35. Free play
	36. Group time
	37. Provisions for children with disabilities
Parents & Staff	38. Provisions for parents
	39. Provisions for personal needs of staff
	40. Provisions for professional needs of staff
	41. Staff interaction and cooperation
	42. Supervision and evaluation of staff
	43. Opportunities for professional growth

Tennessee Early Learning Developmental Standards (TN-ELDS)		
Approaches to Learning (AL)	**AL.PK.1**	Independently interact with a variety of materials through multiple play activities
	AL.PK.2	Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g. testing theories, acting out imagination)
	AL.PK.4	Choose materials/props and use novel ways to represent ideas, characters, and objects in a move toward symbolic play
	AL.PK.7	Identify a problem and attempt multiple ways to solve it, with or without assistance
	AL.PK.8	Demonstrate a willingness to collaborate with others to solve a problem

	AL.PK.9	Maintain focus appropriate to completing task and/or learning activity
	AL.PK.10	Seek assistance and/or information when needed to complete a task
Social Emotional (SE)	SE.PK.1	Describe self using several different identifying characteristics and/or unique qualities (e.g. abilities, interests, gender, culture).
	SE.PK.2	Develop a basic awareness of self as an individual, self within the context of family and self within the context of community
	SE.PK.3	Display sense of accomplishment, contentment, and acknowledgment when completing a task or solving a problem
	SE.PK.4	Interact and develop positive relationships with significant adults (e.g. primary caregivers, teachers, and other familiar adults)
	SE.PK.5	Seek and accept guidance from primary caregivers, teachers, and other familiar adults
	SE.PK.6	Initiate play and interact positively with another child or children
	SE.PK.7	Develop friendship skills (e.g. help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.
	SE.PK.8	Show empathy and caring for others
	SE.PK.9	Express feelings, needs, opinions, and desires in a way which is appropriate to the situation
	SE.PK.10	Appropriately name types of emotions (e.g. happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.
	SE.PK.11	Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g. trade, take turns, share, wait) with or without adult guidance and support
	SE.PK.12	Demonstrate an understanding of rules through actions and conversations
	SE.PK.13	Engage easily in routine acitivites (e.g. large group, small group, center time).
	SE.PK.14	Use materials purposefully, safely, and respectfully as set by group rules
Speaking and Listening (SL)	SL.PK.1	Participate in collaborative conversations which include book reading and theme-related vocabulary, with adults and other children during transitions and routine daily activities, including free play.

	SL.PK.1a	Observe and use appropriate ways of interacting in a group (e.g. taking turns in talking, actively listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer).
	SL.PK.1b	Engage in an extended conversation, stiving for five verbal exchanges between adult and child.
	SL.PK.3	With modeling and guidance, ask and answer questions in order to seek help, get information, or clarify something which is not understood.
	SL.PK.4	Actively participate in conversations to tell or talk about familiar people, places, things and events, and with prompting and support, add additional details that help enrich and extend the conversation.
Social Studies (SS)	SS.PK.4	Recognize that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.
	SS.PK.5	Participate in the community or group life of the class (e.g. making and following rules, doing classroom jobs, expressing concern for others, participating in decision making processes).
Creative Arts (CA)	CA.PK.6	Express feelings of what is felt and heard through dance or creative movement.
Physical Development (PD)	PD.PK.9	Demonstrate awareness and understanding of safety rules

CLASS Pre-K	
Positive Climate	Relationships Positive Affect Respect Positive Communications
Teacher Sensitivity	Awareness Responsiveness Addressing Problems Student Comfort
Regard for Child Perspective	Flexibility & Student Focus Support Autonomy & Leadership Student Expression

	Restriction of Movement
Behavior Management	Clear Behavior Expectations Proactive Redirection of Misbehavior Student Behavior
Productivity	Maximizing Learning Time Routines Transitions Preparation
Instructional Learning Formats	Effective Facilitations Variety of Modalities & Materials Student Interest Clarity of Learning Objectives
Concept Development	Analysis & Learning Creating Integration Connections of the Real World
Quality of Feedback	Scaffolding Feedback Loops Prompting Thought Processes Providing Information Encouragement & Affirmation
Language Modeling	Frequent Conversation Open-ended Questions Repetition & Extension Self & Parallel Talk Advanced Language