



Pyramid Model Resource Collection: **Family Engagement Resources by Tiers**



Contents

Introduction	1
Supporting the Pyramid Model.....	2
Leadership Team Engagement	3
Tier 1: Universal Promotion	4
Welcoming, Supportive Environments	7
Tier 2: Secondary Prevention.....	9
Helping Children Use Social, Emotional, and Behavioral Skills.....	13
Turtle Technique Resources	13
Self-Regulation & Problem-Solving Skills.....	13
Friendship Skills	14
Emotional Literacy	15
Partnering and Communicating with Families	16
Tier 3: Tertiary Intervention.....	17



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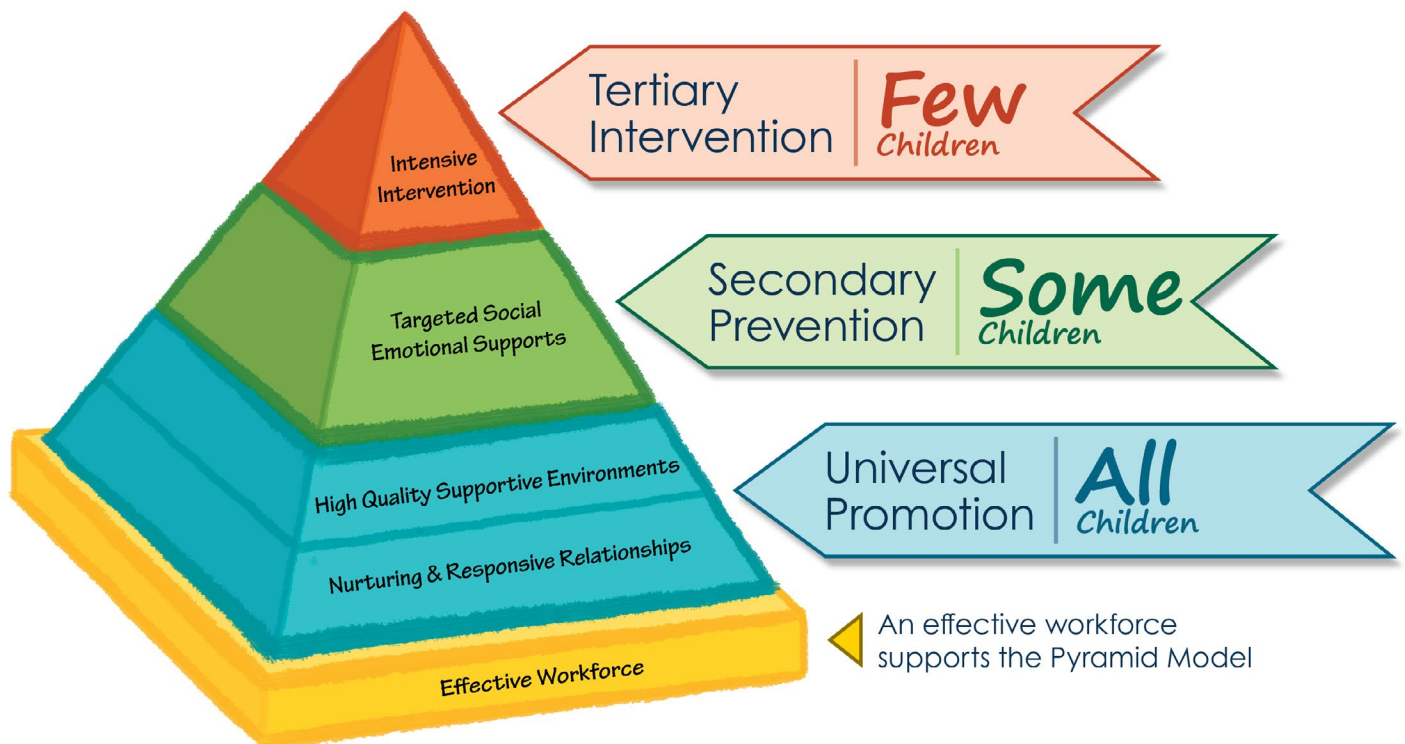
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Pyramid Model Resource Collection: Family Engagement Resources by Tiers

Introduction

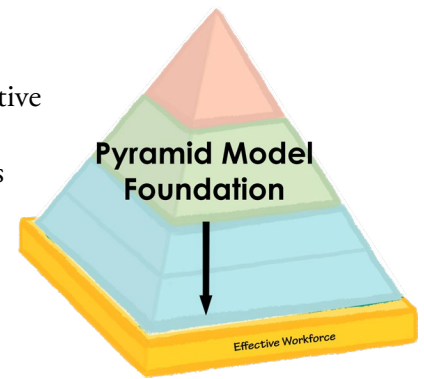
Whether in family child care, center-based programs, preschool classrooms, or early intervention services, family partnerships are the foundation of children's quality early care, education, and intervention experiences. Family engagement is a critical component of implementing the Pyramid Model. Partnerships with families are important at every level of the Pyramid Model (as illustrated in the graphic below), from universal promotion for all children (Tier 1) to targeted supports for some children (Tier 2) to individualized, intensive intervention for a few children (Tier 3).

This resource collection brings together NCPMI family partnership resources in one place to support programs in aligning family engagement efforts with the Pyramid Model framework. Resources are categorized by tier and primary audience to make it easier for leadership teams, practitioners, and families to identify materials that align with their current goals and needs.



Supporting the Pyramid Model


The Pyramid Model is supported at the foundation by strong systems and an effective workforce, including policies, leadership, and ongoing support that promote the sustained use of practices. Family engagement and partnership are important parts of this foundation, ensuring that program-wide systems and practices reflect each and every child and family’s experiences, strengths, and needs.



Informing. These resources help families understand that they are valued partners in Pyramid Model implementation.




Resource	Description	Program	Practitioner	Family
<p>Information Sheet for Families Announcing the Pyramid Model*</p>	<p>This one-page handout introduces the importance of social and emotional skills for young children. It also provides an overview of the Pyramid Model and its benefits for families, practitioners, and children.</p>	X		X
<p>Family Perception of Pyramid Model Implementation</p>	<p>This infographic presents findings from a family survey examining families’ perceptions of their experiences in programs that implement the Pyramid Model.</p>	X	X	X
<p>Promoting Positive Family Partnerships within the Pyramid Model Webinar</p>	<p>This webinar discusses strategies for programs and practitioners to promote family partnerships.</p>	X	X	
<p>Partnering with Success: Stories from Early Childhood Professionals and Family Engagement Webinar</p>	<p>This webinar features perspectives from three panelists who share successful tips and strategies for engaging and connecting with families in person and virtually.</p>	X	X	

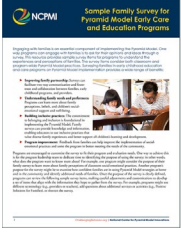
* This resource is available in other languages in the NCPMI Resource Library.

Resource	Description	Program	Practitioner	Family
 <p>Implementing the Pyramid Model in Programs Supporting Indigenous and Alaskan Native Children and Their Families</p>	<p>This webinar showcases how two tribal programs, Cook Inlet Native Head Start in Alaska and Zaasijiwan Head Start in Wisconsin, are engaging families in their Pyramid Model implementation.</p>	X	X	

Leadership Team Engagement

These resources support meaningful family engagement and active family membership on Pyramid Model program leadership teams.

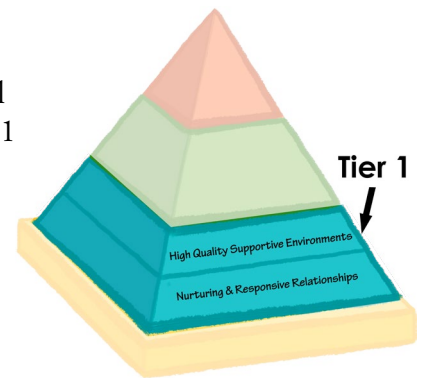
Resource	Description	Program	Practitioner	Family
 <p>Leadership Welcome Letter for Families (Early Intervention)</p>	<p>This family-friendly handout welcomes the family member to the early intervention program-wide leadership team and explains the important role they play on the team.</p>			X
 <p>Leadership Team Welcome Letter for Families</p>	<p>This family-friendly handout explains the leadership team and offers ideas for family members to partner with the program leadership team.</p>			X
 <p>Family Engagement and the Leadership Team</p>	<p>This article highlights ways the Pyramid Model leadership team can partner with families.</p>	X		



Resource	Description	Program	Practitioner	Family
 <p>Sample Family Survey for Pyramid Model Early Care and Education Programs</p>	<p>This resource provides sample survey items for programs to use to understand families' experiences and perceptions. The survey items consider both classroom and program-wide Pyramid Model practices.</p>	X		






Tier 1: Universal Promotion

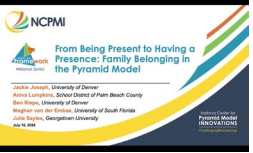




The universal level of the Pyramid Model includes practices that promote the social and emotional development of all young children. Partnering with families at Tier 1 helps create consistency across environments and ensures that practices reflect each child's experiences, strengths, and needs.

Responsive Relationships. Responsive relationships include those with children, team members, and families. Building responsive relationships with families promotes meaningful partnerships and creates opportunities for supporting the caring relationships that help children feel secure and connected.

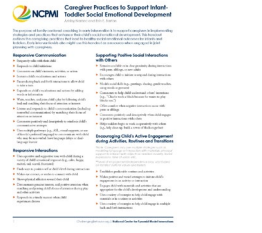


Resource	Description	Program	Practitioner	Family
 <p>Teacher's Guide: Making Connections with My Child</p>	<p>This resource provides practitioners with tools to help families build relationships with infants and toddlers. It includes a teacher's guide for using the tool, a family handout, and an activity idea that practitioners can use to communicate with families about building relationships with children.</p>		X	X
 <p>Communicating with Families: Helpful Suggestions</p>	<p>This infographic outlines various communication strategies for early childhood programs to communicate with families effectively.</p>	X	X	

Resource	Description	Program	Practitioner	Family
 <p>Family Engagement Strategies</p>	<p>This tip sheet outlines communication strategies for early childhood programs and practitioners to use when engaging with families.</p>	X	X	
 <p>Teacher's Guide: Relationship-building with families</p>	<p>This resource provides practitioners with tools to build relationships with families. It includes a practitioner's guide to using the tool and two fill-in handouts for practitioners and families.</p>		X	X
 <p>Teacher's Guide: Infant/Toddler Family Engagement Resources</p>	<p>This guide introduces four resources that promote family engagement in infants' and toddlers' social and emotional learning outside the classroom.</p>		X	X
 <p>Teacher's Guide: Positive Interactions with Siblings and Friends</p>	<p>This resource provides practitioners with tools to engage families in promoting positive interactions between toddlers and their friends (or siblings). It includes a teacher's guide for using the tool, a family handout, and an activity idea for practitioners to use when communicating with families about their children's play at home.</p>		X	X
 <p>Creating Family Belonging Together: A Reflection and Planning Guide for Teams and Families</p>	<p>This resource is part guide and part planning tool to help early childhood teams and families partner to build more inclusive programs and environments where every family feels a sense of belonging.</p>	X	X	X

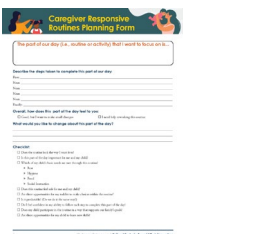
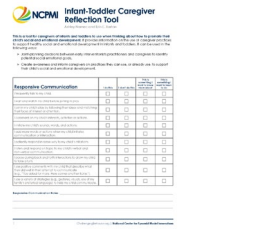
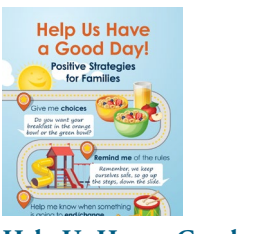
Resource	Description	Program	Practitioner	Family
 <p>Being Present to having a Presence: Family Belonging in the Pyramid Model</p>	<p>This webinar introduces 10 dimensions of belonging and explores how Pyramid Model programs, providers, and policies can progress beyond family engagement toward family belonging.</p>	X	X	X
 <p>Authentically Partnering with Families as Valued Members in Pyramid Model Implementation</p>	<p>This resource collection offers information and materials for programs to use as they authentically partner with families to implement the Pyramid Model. These resources ensure that each family’s “voice and choice” is considered in the planning, development, and evaluation of Pyramid Model activities, programs, and systems.</p>	X	X	
 <p>Caregiving Planning Form</p>	<p>Early interventionists can use this document as they engage in joint planning with families to implement a care-giving practice with their child.</p>		X	X
 <p>Reflection Questions for Families on Social and Emotional Development</p>	<p>This resource provides tips and examples of reflective questions that practitioners can ask families to gain more specific information on social and emotional outcomes, and challenging behavior.</p>		X	X
 <p>Positive Feedback and Encouragement*</p>	<p>This fact sheet provides ideas for how families can deliver positive encouragement.</p>		X	X

* This resource is available in other languages in the NCPMI Resource Library.






Resource	Description	Program	Practitioner	Family
 <p>Caregiver Practices to Support Infant-Toddler Social-Emotional Development</p>	<p>This handout outlines caregiving practices that promote healthy social-emotional outcomes for infants and toddlers.</p>		X	X

Welcoming, Supportive Environments



Welcoming, supportive environments are inclusive and designed so that every child and family feels welcome, connected, valued, and able to participate meaningfully. Partnering with families helps ensure that environments reflect the children and families in the program.

Resource	Description	Program	Practitioner	Family
 <p>Caregiver Responsive Routines Planning Form</p>	<p>Practitioners can use this form to help families plan daily routines and embedded learning opportunities to promote their infant or toddler’s social and emotional development.</p>		X	X
 <p>Infant-Toddler Caregiver Reflection Tool</p>	<p>Early interventionists and caregivers can use this tool to build awareness and inform caregivers about the practices they can use to promote their child’s healthy social-emotional development.</p>			X
 <p>Help Us Have a Good Day! Positive Strategies for Families</p>	<p>This infographic is the first in a series of tips for families. Early care and education and family support programs are encouraged to download the infographic to use on their social media for families or repost on their website.</p>			X

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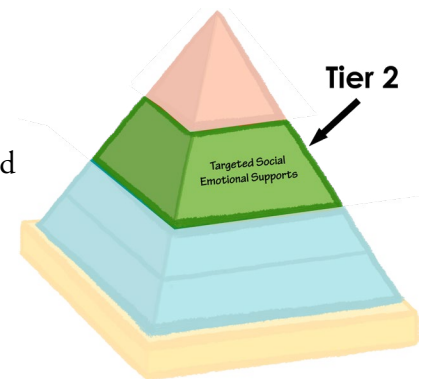
Resource	Description	Program	Practitioner	Family
 <p>Helping Children Transition Between Activities</p>	<p>This tip sheet provides families with strategies to help children predict what is coming next, making transitions smoother.</p>			X
 <p>Teaching Your Child to Become Independent with Daily Routines</p>	<p>The information in this handout will help families understand what to expect from their preschooler and provide tips to help children learn to become more independent in daily routines.</p>			X
 <p>Visual Supports for Routines, Schedules, and Transitions*</p>	<p>This resource provides families with instructions and resources for developing and using visual schedules, routine cards, and first/then boards.</p>		X	X
 <p>Families: Let's Talk Expectations*</p>	<p>Leadership teams can use this handout to get family input on the program expectations.</p>	X		X
 <p>Teaching Rules at Home*</p>	<p>This tipsheet includes suggestions for developing and teaching family rules. A template is included for families to create a rules poster with their child.</p>			X



* This resource is available in other languages in the NCPMI Resource Library.

Resource	Description	Program	Practitioner	Family
 <p>Our Rules! Sample Poster for Home*</p>	This sample poster shows how a family may use visuals to teach family rules.			X
 <p>I Can Follow the Family Rules! Sample Scripted Story for Home*</p>	This sample scripted story shows how families might teach a child about expectations and family rules.			X


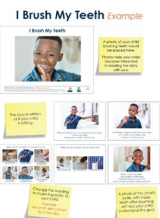




Tier 2: Secondary Prevention

The prevention level of the Pyramid Model relies on a strong Tier 1 foundation and includes targeted teaching and intervention strategies for children who require additional support or focused intervention beyond universal practices. Partnering with families while implementing Tier 2 practices supports collaboration and shared understanding and helps ensure the use of practices that build on a child’s experiences, strengths, and needs.








Resource	Description	Program	Practitioner	Family
 <p>Backpack Connection Series*</p>	The Backpack Connection Series provides information to help families stay informed about what their child is learning at school and specific ideas for using the strategy or skill at home.			X
 <p>Making a Scripted Story*</p>	This tip sheet contains suggestions for developing and using scripted stories at home.			X



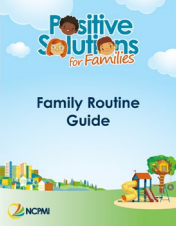

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Resource	Description	Program	Practitioner	Family
 <p>• Cleaning Up My Toys Example*</p>	<p>This tip sheet highlights key considerations for creating a scripted story about cleaning up toys.</p>			X
 <p>• I Brush My Teeth Example*</p>	<p>This tip sheet highlights key considerations for creating a scripted story about brushing teeth.</p>			X
 <p>• I Brush My Teeth*</p>	<p>This sample scripted story shows a child learning the steps to brushing their teeth.</p>			X
 <p>• Going to School!*</p>	<p>This scripted story teaches children about the expectations and rules associated with going to school.</p>			X
 <p>• Supporting Behavior Through Connection</p>	<p>This is a practical resource for families and early childhood practitioners that shifts the focus from compliance to connection. It describes three practices, including examples and prompts, that can be used in everyday routines to build trust and connection with children.</p>		X	X
 <p>• Supporting Your Child After Stressful Events</p>	<p>This resource offers guidance on supporting children after stressful events and includes strategies for families and caregivers to create safety and predictability through routines, clear communication, and emotional connection.</p>			X

* This resource is available in other languages in the NCPMI Resource Library.

Resource	Description	Program	Practitioner	Family
 <p>Help Us Stay Calm*</p>	<p>This infographic provides strategies to help the caregiver and child stay calm during challenging behavior.</p>		X	X
 <p>Help Us Calm Down: Strategies for Children*</p>	<p>This resource offers calming strategies for children to use and practice. View and share the Help Us Calm Down: Strategies for Children Promo Video!</p>		X	X
 <p>Things That Will Help Me Stay Calm – Infants*</p>	<p>This infographic provides caregivers and families with strategies to provide infants with predictability in their day, and safety in relationships—all to support healthy attachment.</p>			X
 <p>Things That Will Help Me Stay Calm – Toddlers*</p>	<p>This infographic provides caregivers and families with strategies to help toddlers feel more predictable in their day, feel safe in their relationships, find meaning in their experiences and emotions, and begin building their problem-solving skills.</p>			X
 <p>Taking a Break: Using a Calm Down Area at Home*</p>	<p>This resource includes instructions and tips for families on creating a calmdown area at home.</p>			X

* This resource is available in other languages in the NCPMI Resource Library.




Resource	Description	Program	Practitioner	Family
 <p>Reinforcer Inventory*</p>	<p>This resource is used to gather information about a child’s interests, preferred activities, and dislikes.</p>		X	X
 <p>Positive Solutions for Families: Sessions 1-7*</p>	<p>Positive Solutions for Families is an evidence-based, family-friendly workshop series of 7 sessions to help professionals working with families of children ages 2-5. The zip folder contains all the materials a facilitator needs to deliver the workshop series to participants.</p>	X		X
 <p>Positive Solutions for Families: Family Routine Guide*</p>	<p>The Positive Solutions Family Routine Guide is used by families of children ages 2-5 years in developing an intervention plan for children who exhibit challenging behavior. The routine guide gives suggestions for prevent, teach, and response strategies, organized by the function of the challenging behavior, within common family activities and routines. The guide is part of the Positive Solutions for Families workshop series.</p>	X		X
 <p>Making Life Easier Resources*</p>	<p>This handout collection contains useful tips and ideas for families to address their child’s behavior during everyday routines and family events.</p>			X

* This resource is available in other languages in the NCPMI Resource Library.

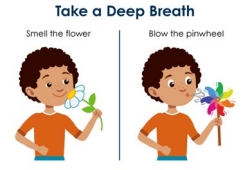
Helping Children Use Social, Emotional, and Behavioral Skills

At Tier 2, additional instruction, intervention, and support help children learn and use specific social, emotional, and behavioral skills, building on Tier 1 instruction already in place. These resources can be shared with families to give children more opportunities to learn and use particular skills. They can be used universally and are especially helpful within Tier 2.




Turtle Technique Resources

Resource	Description	Program	Practitioner	Family
 <p>Introducing the Turtle Technique!*</p>	This letter to families explains how the Turtle Technique is being used within the classroom.			X
 <p>The Turtle Technique*</p>	This visual support includes the Turtle Technique steps for families to use at home with their children.		X	X
 <p>Tucker Turtle Takes Time to Tuck and Think at Home*</p>	This scripted story helps young children calm down when they have strong feelings by tucking into their shell and taking deep breaths. The story also includes visuals to help children learn how to use the strategy at home.			X



Self-Regulation & Problem-Solving Skills

Resource	Description	Program	Practitioner	Family
 <p>Self-Regulation Skills: Breathing Strategies*</p>	This poster teaches children self-regulation through controlled breathing and belly breathing.		X	X



* This resource is available in other languages in the NCPMI Resource Library.

Resource	Description	Program	Practitioner	Family
 <p>Introducing the Solution Kit!*</p>	This letter is addressed to families announcing the use of the solution kit in the classroom.			X
 <p>We Can Be Problem Solvers at Home!*</p>	This scripted story helps children understand the steps to problem-solving. The story includes problem-scenario cards to help children practice finding solutions to common social problems at home.			X
 <p>Solution Kit Home Edition*</p>	The home edition of the solution kit can help families support their child in solving social problems at home.			X




Friendship Skills

Resource	Description	Program	Practitioner	Family
 <p>How to Help Your Child Learn to Share*</p>	This Backpack Connection focuses on helping families support the friendship skill of sharing.			X
 <p>How to Help Your Child Learn to Trade*</p>	This Backpack Connection focuses on helping families support the friendship skill of trading.			X

* This resource is available in other languages in the NCPMI Resource Library.

Resource	Description	Program	Practitioner	Family
 <p>How to Teach Your Child to Take Turns*</p>	This Backpack Connection focuses on helping families support the friendship skill of turn-taking.			X
 <p>I am a Super Friend*</p>	This scripted story can help families reinforce friendship skills being taught at school, including asking friends to play, using gentle hands, taking turns, and calming down with deep breaths.		X	X

Emotional Literacy

Resource	Description	Program	Practitioner	Family
 <p>How to Help Your Child Understand and Label Emotions*</p>	This Backpack Connection provides strategies for helping children understand and label emotions.			X
 <p>Teaching Emotions: Activity Ideas to Share with Families*</p>	This handout offers activity ideas to help families teach emotional literacy at home.			X
 <p>Feeling Faces: Cards*</p>	The feeling faces can be used in a variety of ways to help children learn social-emotional skills related to understanding and expressing their feelings.		X	X



* This resource is available in other languages in the NCPMI Resource Library.

Resource	Description	Program	Practitioner	Family
<p>Feeling Faces: This is how I feel today! Chart and Template*</p>	<p>This feeling face chart is a poster that families can use at home. Children can “check in” and express how they are feeling throughout the day, and learn vocabulary words for feelings.</p>		X	X

Partnering and Communicating with Families

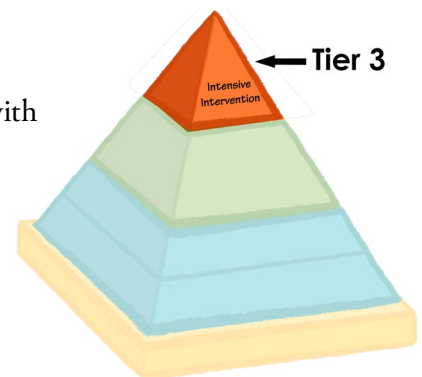
Resource	Description	Program	Practitioner	Family
<p>Talking with Families About Challenging Behavior: Dos and Don'ts</p>	<p>This handout provides guidance on discussing challenging behavior with families, including do’s and don’ts for conversations.</p>	X	X	
<p>Communicating with Families: 3 Key Steps</p>	<p>This resource provides three steps for practitioners to follow when they encounter a challenging situation with a family, to get things back on track and provide the best care for the child and the family.</p>	X	X	
<p>Response Strategies When Families Share Hard Things</p>	<p>This tip sheet provides “in the moment” and “after the visit” response strategies and reflection for early intervention providers to use when families share difficult or traumatic experiences.</p>	X	X	


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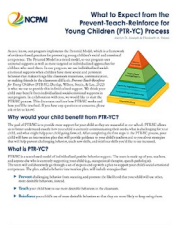

Resource	Description	Program	Practitioner	Family
 <p>Receiving News About Your Child's Day: Navigating Conversations Around Behavior</p>	<p>This family handout provides guidance on navigating conversations when receiving news about their child's behavior. Families can use this resource to find ideas and tips for collaborating with their child's program and practitioners, including specific questions to ask and prompts to start collaborative conversations.</p>			X
 <p>Strengthening Practitioner and Family Relationships Through Repair</p>	<p>This set of tips and strategies helps practitioners navigate sensitive or difficult conversations with families. Guidance includes ideas for strengthening relationships with families using the 4Rs: Recognize, Reflect, Regulate, and Repair.</p>	X	X	


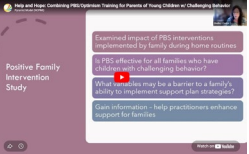
Tier 3: Tertiary Intervention

Tier 3 includes family-centered, comprehensive interventions to support children with persistent challenging behavior. Individualized interventions are family-centered, assessment-based, and focused on skill-building. Family members are key team members for their child's support team and should be included at every step of the individualized behavior support process. Resources at Tier 3 focus on helping family voice be heard and represented in the teaming process.



Resource	Description	Program	Practitioner	Family
 <p>ABC Observation Cards</p>	<p>This template serves as an organizer for families and practitioners to determine the antecedents and consequences of specific behaviors.</p>		X	X

Resource	Description	Program	Practitioner	Family
 <p>Family Voice and Choice in the Individualized Behavior Support Process</p>	<p>This set of tips and strategies helps families ensure their values, assets, perspectives, and preferences are included in individualized support for their children.</p>			X
 <p>How to Include Families at Every Step of the PTR-YC Process</p>	<p>This one-page handout includes strategies for involving families in the Prevent-Teach-Reinforce for Young Children approach to supporting children with challenging behavior.</p>	X	X	
 <p>What to Expect from the Prevent Teach Reinforce for Young Children (PTR-YC Process)</p>	<p>This handout provides families with information on what to expect when participating in the Prevent-Teach-Reinforce functional behavior assessment and behavior support planning process.</p>			X
 <p>Resource Collection: Providing Intensive Individualized Intervention</p>	<p>This resource provides teams and individuals with a wealth of resources and materials on Functional Behavioral Assessment (FBA) and the Individualized Positive Behavior Support (IPBS) process used for Intensive Individualized Interventions.</p>	X	X	

Resource	Description	Program	Practitioner	Family
 <p>What to Expect from the Prevent-Teach-Reinforce for Families</p>	<p>This handout can be provided to families to explain what will happen in the Prevent-Teach-Reinforce for Families process to develop a behavior support plan for use at home and in the community.</p>			X
 <p>Help and Hope: Combining PBS and Optimism Training for Parents of Young Children with Challenging Behavior Webinar</p>	<p>This webinar explores the ideas of hope and help, specifically focusing on how optimism training helps family members replace negative self-talk with more productive beliefs. By reducing pessimism, optimism training increases parent confidence and the effectiveness of behavior support strategies used at home.</p>	X	X	