

For State Leaders, By State Leaders:
Free Resources and Lessons Learned for Implementing,
Scaling and Sustaining the Pyramid Model Statewide with
Fidelity

Barbara Smith, Ben Riepe: NCPMI
Lana Shkylar Nenide, Julie Betchkal: WI
Dawn Meskil, Catasha Williams, Sherri Britt Williams:
NC
Hope Beissel, Sally Hansen: MN

November 30, 2021 3:00 PM Eastern Time

National Center for
**Pyramid Model
INNOVATIONS**
ChallengingBehavior.org

Objectives

- Review with state Pyramid Model leaders the implementation, scale-up and sustainability approach and associated free web-based resources
- Provide reassurance, validation and lessons learned for approaches and state efforts to sustain and scale the Pyramid Model
- Provide considerations for equity in implementation, sustainability and scale up

Panelist Introductions Wisconsin



Lana Shkylar Nenide



Julie Betchkal



NCPMI



Panelist Introductions North Carolina



Catasha Williams



Dawn Meskil



Sherri Britt Williams



NCPMI



Panelist Introductions Minnesota



Hope Beissel



Sally Hansen



NCPMI Presenters



Barbara Smith



Ben Riepe



Our Implementation and Scale-up Approach: Statewide Implementation Guide (SIG)

ecta Early Childhood Technical Assistance Center

Part C | Section 619 | Contacts | Topics A-Z | Events | Research & Reference | eNotes | For Families/Para Families

System Framework | DEC Recommended Practices | Implement & Scale Up EEP | DEEP | Outcomes Measurement

Statewide Implementation Guide

The **Statewide Implementation Guide** is a process for implementing evidence-based practices statewide. The guide is based on results and evidence from the multi-year Pyramid Model implementation initiative in 25 states. The guide includes tools, materials, and examples derived from the Pyramid Model and ECTA's DEC Recommended Practices implementation technical assistance.

The guide is a collaboration between ECTA Center and National Center for Pyramid Model Innovations.

Components of the Guide

- Introduction
- Essential Support Structures
- Stages of Implementation
- Key Resources & Tools

Suggested citation: Smith, B.J., Fox, L., Strain, P., Binder, D.P., Bovey, T., Jones, A., McCullough, K., Verguilla, M., Dunlap, G., Blase, K., Trivette, C.M., Shapland, D., & Danaher, J. (2018). *Statewide Implementation Guide*. Retrieved from <http://ectacenter.org/sig>

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<http://ectacenter.org/sig/> <https://challengingbehavior.cbcs.usf.edu/Implementation/State/index.html>

NCPMI

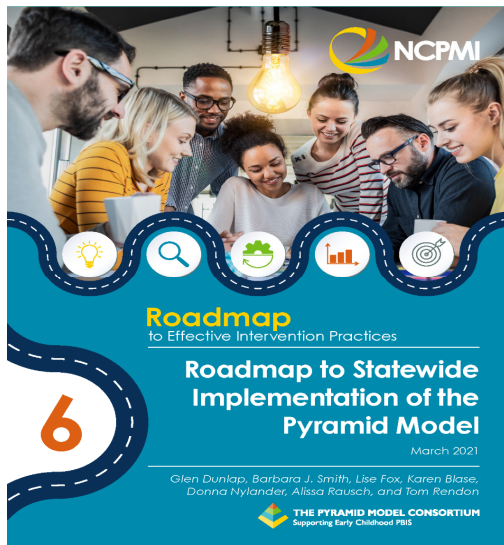
- A process for implementing evidence-based practices statewide
- Includes tools, materials, and examples

4 Essential Structures

- State Leadership Team
- Program Implementation Coaches
- Implementation and Demonstration Sites
- Data Decision Making

NCPMI

Roadmap for Statewide Implementation



The 4 Essential Structures
by
Implementation
Stages

<https://challengingbehavior.cbcs.usf.edu/Implementation/State/index.html>

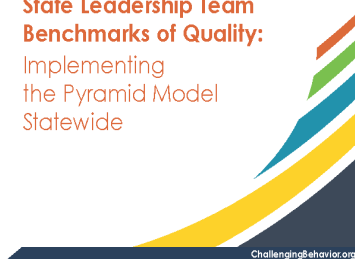


Benchmarks of Quality

<https://challengingbehavior.cbcs.usf.edu/Implementation/State/index.html>



**State Leadership Team
Benchmarks of Quality:**
Implementing
the Pyramid Model
Statewide



THE PYRAMID MODEL CONSORTIUM
The Pyramid Model Consortium is a national network of researchers, practitioners, and policymakers who are working together to advance the science and practice of early childhood education and care. The Consortium is a partnership of the University of Florida, the University of North Carolina, and the University of Texas at Austin. For more information, visit www.pyramidmodel.org.
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**Implementing the
Pyramid Model
Community-Wide:**
Benchmarks of Quality 2.0



THE PYRAMID MODEL CONSORTIUM
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State Leadership Team Sustainability Features

<https://challengingbehavior.cbcs.usf.edu/Implementation/State/index.html>



State Leadership Team (SLT) Checklist of Sustainability Features

This document can help assess the SLT's ability to work well as a team, make progress, and to ensure members are engaged and committed to the statewide implementation and scale-up work over time. The quality of teaming and decision-making is predictive of the productivity, commitment, and sustainability of the SLT itself as well as making progress on the State Leadership Team Benchmarks of Quality (SBQ). While some of the items are similar to items on the SBQ, this compilation is comprised of features or characteristics of the SLT that contribute to sustainability.

For more information, visit: <https://ectacenter.org/lig>

Resources and templates for adopting checklist strategies:

- ▶ State Leadership Team Benchmarks of Quality (SBQ)
- ▶ State Leadership Team Benchmarks of Quality: Implementing the Pyramid Model Statewide
- ▶ Statewide Implementation Guide (SIG)
- ▶ Road Map to Statewide Implementation of the Pyramid Model
- ▶ Effective Teaming Strategies

Instructions

- ▶ All SLT members complete the checklist individually. It is preferred that each member identify themselves so that the coordinator and member can discuss areas of need.
- ▶ The results are compiled (e.g., totals, averages, and all individual comments) and shared with SLT members.
- ▶ The results are discussed as a group and a plan is developed to address any areas of need.
- ▶ The checklist is completed annually.



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State Leadership Team Equity Inventory: Considerations for the Essential Structures of Statewide Implementation of the Pyramid Model



The inventory is designed principally for the State Leadership Team (SLT) to foster awareness, discussion, and ongoing action to maximize equity during Pyramid Model statewide implementation using the four essential structures of: 1) state leadership team, 2) professional development network of program implementation coaches, 3) demonstration and implementation sites, and 4) data and evaluation systems.

The inventory is not designed as an evaluative tool to score, judge, or validate equity. But rather, its purpose is to assist in ensuring the Pyramid Model structures and services are serving all populations equitably—such as equity in how programs are selected and funded, diverse SLT membership, strategies for supporting more diversity in all essential structures; eliminating harsh and disproportionate discipline practices, (e.g. suspension and expulsion); as well as supporting inclusionary and high quality learning for children identified with disabilities, and/or dual language learners (DLLs). State Leadership Teams are encouraged to use this inventory at any stage in the implementation process: exploration, installation, implementation, scale-up and sustainability.

We highly recommend the use of the summary tables at the end of each section to develop action steps based on intentional investigation and review of evidence. These summary tables will bring a focus on areas to create or redesign policies and procedures to promote equity.


It is recommended the SLT review the inventory, at a minimum, annually as a companion to the State Benchmarks of Quality. Some items on the inventory will have readily available answers. Others may require the SLT to collect data in order to have the necessary data for decision-making. SLTs may find that the inventory sections specific to each essential structure are best addressed initially by separate subcommittees or work groups that bring their review back to the entire SLT for study and decision-making. Where data suggest an equity concern, it is suggested the SLT establish an ad hoc subcommittee or work group to draft and execute an action plan with quarterly progress reports to the full SLT. Some equity action plans and objectives can be completed quickly, other equity actions may well represent multi-year initiatives such as: recruitment of SLT members, Program Implementation Coaches and implementation sites; fiscal matters; and policy. It is also important to consider equity experts in your own state to provide ongoing consultation and support to the SLT as necessary.

Exploring and action planning for equity by each of the 4 essential structures

<https://challengingbehavior.cbcs.usf.edu/Implementation/State/index.html>



Pyramid Nation: Pyramid States Page



About - Pyramid Model - Implementation - Training & Technical Assistance - Pyramid Nation -

Pyramid Model States







State Work [Share Your Work](#) [Submission Guidelines](#)

Pyramid Model State Work


Let's start sharing! We need your submissions. [Share your work](#)

Filters: State: All | BiQ Categories: All | Resource Type: All

Show: 12 entries

State	Date	Resource	Type	BiQ Categories	Source
	2021-11-03	2020 Evaluation Report	Annual Report	Implementation and Demonstration Program Sites (BiQ #22-30); Family Engagement (BiQ #22-31); State Leadership Team (BiQ #1-27); Evaluation, State-Based Decision-Making (BiQ #44-45); Professional Development (BiQ #22-42)	Nebraska Pyramid State Leadership Team
	2021-11-03	Executive Summary for 2020 Evaluation Report	Annual Report	Implementation and Demonstration Program Sites (BiQ #22-30); Family Engagement (BiQ #22-31); State Leadership Team (BiQ #1-27); Evaluation, State-Based Decision-Making (BiQ #44-45); Professional Development (BiQ #22-42)	Nebraska Pyramid State Leadership Team
	2021-11-03	Idaho Pyramid Collaborative Annual Report	Annual Report	State Leadership Team (BiQ #1-27)	Idaho Pyramid Collaborative
	2021-11-03	Idaho's Pyramid Module Collaborative website	Website	Implementation and Demonstration Program Sites (BiQ #22-30); State Leadership Team (BiQ #1-27); Evaluation, State-Based Decision-Making (BiQ #44-45); Professional Development (BiQ #22-42)	Idaho Pyramid Module Collaborative
	2021-11-03	The Pyramid Model Preschool Classroom Kit	Program Guidance Document	Implementation and Demonstration Program Sites (BiQ #22-30); Professional Development (BiQ #22-42)	New Hampshire Pyramid Model State Leadership Team
	2021-08-24	New York Pyramid Model State 2020 Progress Report	Annual Report	Evaluation, State-Based Decision-Making (BiQ #44-45)	New York State Pyramid Model Leadership Team


Pyramid Model Implementation Outcomes



Pyramid Model Implementation

A Snapshot of Outcomes

What do teachers, administrators, and coaches identify as critical outcomes of using the Pyramid Model?*




91%	Improvements in children's social-emotional outcomes
83%	Increases in staff satisfaction and enjoyment
86%	Increases in teacher's feelings of competence
89%	Improvements in overall classroom quality
92%	Improvements in quality of classroom instruction
82%	Reductions in challenging behavior
87%	Improvements in relationships with families
92%	Increases in staff skills supporting social-emotional development
78%	Reductions in removal of children from the classroom
83%	Increases in efforts to identify inequities and better partner with families

In their words...

“Our providers have a better understanding of proactive behavior support strategies to use with children as well as how to teach social skills”

“Over the last couple years the severe behaviors within our building have diminished significantly”


“Staff seem to overall experience a lot less stress”



* A survey was sent to programs in 8 states engaged in statewide implementation using the Pyramid Model (Ile implementation and state-up operation) (Ile, lead implementation team, coaches of Program Implementation, Coach, Demonstration Sites, and data-based decision-making). (Implementation, Evaluation, and Data-based Decision-making) Ninety-one (91) staff responded including teachers, assistant teachers, behavior specialists, center coordinators/administrators/program leaders/coaches, ECEs/CAs, early interventionists, family advocates, regional service providers, and support staff.

ChallengingBehavior.org 11/16/20/2021








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THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

<https://www.pyramidmodel.org>

Our Services

 <p>Implementation Training and technical assistance is provided to a program, community or state to establish high-fidelity implementation sites of the Pyramid Model. ... Learn More</p>	 <p>Foundational Trainings The Pyramid Model builds upon a based public health approach to providing universal supports to all children to promote wellness, targeted services to those who... Learn More</p>
 <p>Practice-Based Coaching (PBC) Practice-based coaching is a critical process for gaining practitioners' use of evidence-based practices for promoting positive child outcomes. ... Learn More</p>	 <p>Family Engagement Facilitators establish supportive relationships with parents and children by providing meaningful, accessible opportunities for parent-child play and for enhancing parent-child conversations. ... Learn More</p>
 <p>Fidelity + Data Tools Programs use data decision-making to examine their implementation of the Pyramid Model, practice implementation of Pyramid Model practices, and outcomes for families and children. ... Learn More</p>	 <p>Targeted Trainings We offer a variety of targeted professional development opportunities for teachers, home visitors, coaches, behavior specialists, mental health consultants, and program leaders. ... Learn More</p>
 <p>Trauma-Informed Care Infant Early Childhood Mental Health Consultation (IECMHC) is prevention-based service that pairs a mental health consultant with families and adults who work with infants and... Learn More</p>	



Lessons learned in Wisconsin



WISCONSIN ALLIANCE FOR INFANT MENTAL HEALTH
— Early Relationships Matter —

Julie Betchkal, Wisconsin Pyramid Model Coordinator;
jbetchkal@wiaimh.org

Lana Shkylar Nenide, Executive Director- WI-AIMH;
lnenide@wiaimh.org



Wisconsin Pyramid Model Partnership
Promoting Social-Emotional Competence in Wisconsin's Young Children



Pyramid Model
Promoting the social and emotional well-being of young children



Wisconsin Pyramid Model
Teeth-Growth-Change



Wisconsin Pyramid Model
Promotes the social and emotional well-being of young children



Wisconsin Modelo de la Piramide
Promote social and emotional well-being of young children



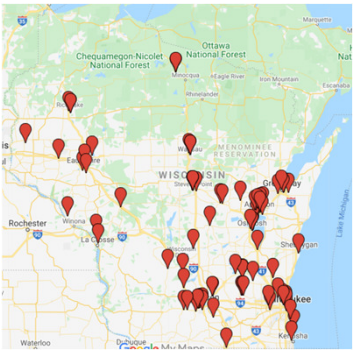

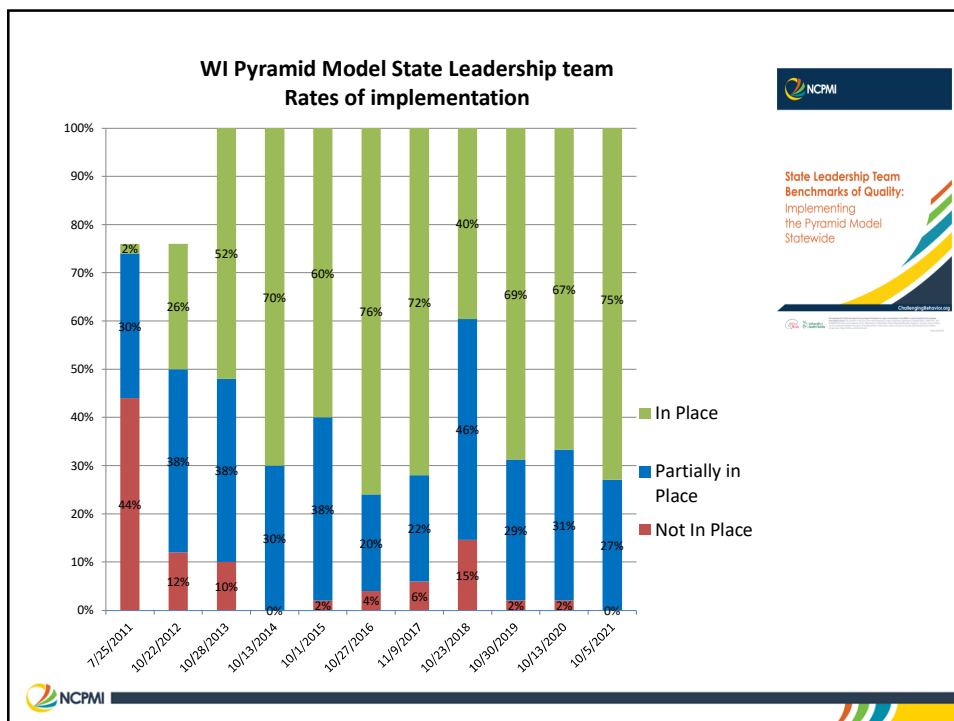
In 11 years

Over 12,000 individuals have engaged in Pyramid Model training



- Group and Family Child Care
- Early Head Start
- Head Start
- Universal Public PreK
- Birth to 3
- Early Childhood Special Education

Coordination FTE: from .28 to 7.8

- 66 programs with 142 sites supported by
- ~14 External Coaches

Core AND Advisory Teams







Core Team-Quarterly

- Attend and actively participate in quarterly meetings of the group
- Inform procedures for bringing on approved trainers/coaches/sites/communities
- Develop an action plan by prioritizing activities based on the annual BoQ rating and monitor progress of the plan
- Develop processes and systems for data based decision making about fidelity of implementation
- Advocate for and determine appropriate funding to cover activities and staffing
- Advise and support state coordinators in making key decisions
- Inform Pyramid Model advisory group of accomplishments and outcomes

Advisory Team- Bi-annually


- Attend an annual State Leadership Advisory meeting, review updates from the quarterly Core Team minutes and inquire and participate in Pyramid Model updates at state wide meetings
- Develop and sustain infrastructure to support program wide implementation;
- Disseminate information about the Pyramid Model priorities, actions, and accomplishments, including messaging to families;
- Provide capacity for professional development to cross systems professionals in evidence based practices;
- Share resources that support the work of the Pyramid Model action plan;
- Understand and integrate practices promoted by the Pyramid Model into state infrastructure



Gold= Cross agency approved trainer content

Red= Wisconsin Pyramid Model Coordination



Group Early Care and Education Content

- Wisconsin Pyramid Model 8 Part Series
- English
- Spanish
- Promoting Mental Health in Young Children
- Infant/ Toddler 8 Part Series
-English
-Spanish
- e-Modules with reflective coaching
-Birth to 5
- e-Modules with reflective coaching
-Preschool
- Guiding Children's Behavior

Health and Wellness

Providers can earn points in this category by demonstrating that program curriculum supports the physical, nutrition and health needs of young children; equips providers with protective factors and tools to prevent and detect early signs of child abuse and neglect; and takes into account the social and emotional needs of all children in care, particularly of children with special needs.

Specific ways providers can accumulate points will include:

- o Training on the Center for the Social Emotional Foundations of Early Learning (CSEFEL) pyramid model modules and/or strategies;

audience:
Blended
Infant/Toddler and
Preschool content

Preschool/ School-
Based



Infant/Toddler- Infant
Mental Health

PMC modules with
WI-Based Reflection

PMC modules with
WI-Based Reflection

Technical College
Course

97 Trainers
employed by
45 agencies
training in
6 training
options

Pyramid Model Mentor/Mentee Reflection for Approval
 To be completed after reflection following your co-training together

Approval Recommendation

Each participant of the approval process should indicate their Approval Recommendation in the corresponding box. Once completed, the Wisconsin Pyramid Model Regional Lead should upload this agreement to the trainer candidate's file.

Trainer candidate self-endorsement: *Enter date here*

I confirm that I have the competence and confidence to serve as a lead trainer for the Pyramid Model Series. Both my employer and I have signed and understand the memorandum of understanding and agree the training requirements.

Signed: _____

Mentor trainer endorsement: *Enter date here*

I confirm that the trainer candidate demonstrates the competencies and confidence to be approved as a lead trainer for the Pyramid Model 8 Part Series trainer.

I confirm that the trainer candidate demonstrates the competencies and confidence to be approved as a trainer for the Pyramid Model 8 Part series with this/these caveat(s) and/or recommendation(s): _____

Signed: _____

WHO

Wisconsin Pyramid Model trainers and technical assistance providers, members of program wide implementation leadership teams, community-based providers of Infant and Early Childhood Mental Health Consultation, PIWI and Positive Solutions for Families facilitators, WECCP Regional Outreach Specialists.

Regional Leads

JENNY DURAND
SOUTHERN REGION

DELECHIA JOHNSON
SOUTHEASTERN REGION

TINA RUCKDASHEL
NORTHEASTERN REGION

BECKY BUCK
NORTHWESTERN REGION

NCPMI

Teach. Coach. Change Early Childhood Program-Wide PBS Benchmarks of Quality

LOOK THINK ACT

Wisconsin State Pyramid Model Implementation Data System

Benchmarks of Quality Trend Report

Average Rating by Critical Element

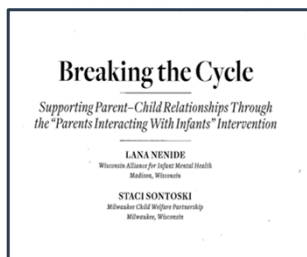
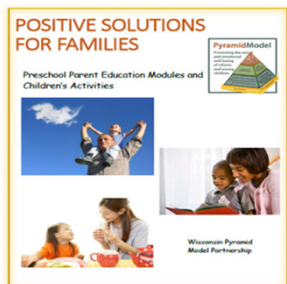
Critical Element	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
1	1.5	1.5	1.5	1.5	1.5
2	1.5	1.5	1.5	1.5	1.5
3	1.0	1.0	1.0	1.0	1.0
4	1.5	1.5	1.5	1.5	1.5
5	1.5	1.5	1.5	1.5	1.5
6	1.5	1.5	1.5	1.5	1.5

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Tell the story- Promotion of family content



Section 1 of 3

Pyramid Model Parent Survey

Dear Families

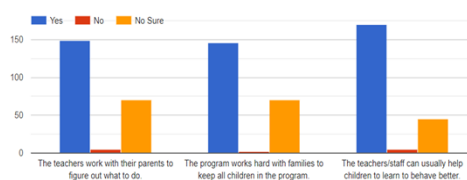
You might know that your child (children) attend a program working on using Pyramid Model practices that promote social and emotional well-being. We are very interested in your opinion about your and your child's experience in the program. Please, consider responding to this quick survey. Your responses are confidential and will help us better understand your experiences in the program. We will use the information to provide encouragement and support to our teachers so that they can continue to meet the needs of all children and families we serve. If you have more than one child in the program, think of your overall experience when answering the questions.

Thank you very much!

1. Please list the program your child (children) is attending.

1. Community site 1


9. When other children in my program have problems with behavior:




THE WISCONSIN PYRAMID MODEL
Enhancing Social-Emotional Competence to Reduce Challenging Behaviors

Introduction

More than 100 young children attending the 4th Wisconsin Legislative Children's Caucus in Madison, Wisconsin, were asked to share their thoughts on the importance of social-emotional learning (SEL) in schools. The children's responses were collected and analyzed to identify key themes and challenges. The findings of this study are presented in this report. Research has shown that children who are able to regulate their emotions and solve problems effectively are more likely to succeed in school, work, and life. SEL is a critical component of a child's development, and it is essential for children to learn how to manage their emotions and solve problems effectively. The Wisconsin Pyramid Model is a research-based framework for promoting SEL in early childhood settings. It is designed to help educators and families create a supportive environment for children to learn and grow. The model is based on the science of child development and is designed to be flexible and adaptable to different settings and populations. It is a comprehensive framework that includes a variety of strategies and practices that can be used to promote SEL in children. The model is designed to be used by a wide range of professionals, including educators, family members, and community members. It is a valuable resource for anyone who is interested in promoting SEL in children.



Greater Watertown Community Health Foundation

Appleton Community 4K

Wisconsin Area First Five Years Initiative

Figure 2.
Students' Problem Behaviors Rated by Teachers in Winter and Spring

Group	Winter	Spring
Comparison Group	127.6	119.62
Pyramid Group	125.23	103.1

Figure 3.
Students' Social Skills Rated by Teachers in Winter and Spring

Group	Winter	Spring
Comparison Group	85.39	85.62
Pyramid Group	78.1	97.3

Mental Health Begins at Birth.
Invest in Wisconsin Babies and Families.

During the next biennium, 122,000 babies will be born in Wisconsin. They are the state's future work force—the next generation of state leaders, thinkers, builders, and innovators.

A healthy Wisconsin starts with healthy children, which includes mental health.

92% of brain development happens within the first three years of life, with over one million new neural connections being formed every second.

Research shows that sound mental health provides a foundation on which children can begin building the skills they need to become contributing members of a successful community and a thriving Wisconsin. However, some of our youngest children are struggling.

Preschool expulsion rates are more than three times the rate of K-12 students.

10-14% of children ages 0-5 experience social or emotional problems.

Wisconsin ranked 44th in the nation for youth mental health, demonstrating both high rates of mental illness and low access to care.

Invest Today for a Healthy Tomorrow

The decisions made by our state legislators now will directly influence Wisconsin babies' growth and development and, in turn, their ultimate readiness to take on the state's future challenges.

"...high-quality birth-to-five programs for disadvantaged children can deliver a 13% per child, per year return on investment through better outcomes in education, health, social behaviors and employment, making taxpayer costs down the line and preparing the country's workforce for a competitive future." —James J. Heckman, Nobel Laureate Economist, Early Childhood Education Research Summary

The future prosperity of Wisconsin depends on a continuing investment in the healthy development of the next generation.

Wisconsin babies cannot wait. It's time to begin an investment strategy that will result in amazing benefits for our state's families and communities for decades to come.

1315 S. Butler St., Ste. 140, Madison, WI 53710 | 608.442.0200 | www.wisconsin.org

Embed, Be Visible, Tell the Story- Be a champion

THE WI-AIMH VISION:

- All Wisconsin infants and young children will reach their fullest potential through nurturing and consistent relationships within the context of family, community, and culture.



Wisconsin Legislative Children's Caucus presentation

- Governor's Early Childhood Advisory Council
 - Suspension and Expulsion Workgroup,
- Dept of Children and Families Early Childhood Expulsion Policy Advisory Committee,
- Infant Toddler Policy Workgroup/ Office of Children's Mental Health Collective Impact
- Wisconsin Infant Toddler Policy Project State Leadership Team,
- Behavior Help Wisconsin,
- Infant Toddler Spanish Speaking Workforce,
- FAN Framework Facilitator with Milwaukee Child Welfare Partnership
- UW-Madison Infant, Early Childhood, and Family Mental Health Capstone Program
 - Wisconsin RtI Center Advisory
 - Wisconsin Registry Advisory
 - Wisconsin Model Early Learning Standards Advisory
 - Wisconsin Technical Colleges ECE Networking
 - Department of Public Instruction Social and Emotional Competencies Workgroup

Governor's Early Childhood Advisory Council (ECAC)

Three Investments to Improve Early Care and Education in Wisconsin Early Childhood Advisory Council 2020 Report



Investing in Early Childhood Educators

Wisconsin's early education providers struggle to recruit and retain qualified staff, which significantly impacts the availability and quality of early education. We recommend the governor dedicate funds in the state budget to support recruitment and retention of early childhood educators.

Expanding Access to Family Support Services through Family Resource Centers

To ensure families have access to supports and resources, we recommend the governor advocate for the essential role of FRCs and increase investments to make the services of FRCs available to more families.

Reducing Early Childhood Suspension and Expulsion

Preschool expulsion rates are more than three times the expulsion rate of students in kindergarten through 12th grade. To address the challenge of early suspension and expulsion, including the disproportionate impact on Black boys, Wisconsin must invest in training and coaching for caregivers and the creation of a statewide infant and early childhood mental health consultation system to support the social and emotional learning for children.

For more information on the Governor's Early Childhood Advisory Council and the detailed budget papers that support these recommendations visit <https://dcf.wisconsin.gov/ecac>

Implementation and Budget Details 2020 ECAC Recommendation to Governor Evers

Recommendation Name:
Reducing Early Childhood Suspension and Expulsion

Recommendation:
We recommend investing in a package of supports that includes greater access to early social and emotional learning for children and coaching for caregivers, as well as the creation of an infant and early childhood mental health consultation system. We also recommend continuing to speak out about the importance of social and emotional learning and the negative impact of suspension and expulsion on children's future development.

Implementation Details:
The package of supports includes three main initiatives:

- Funding for early social and emotional development training and coaching:**

increase the use of the Wisconsin Pyramid Model. The Wisconsin Pyramid Model is a framework for implementing a culturally responsive and equitable multi-levelled system of supports designed to enhance social and emotional competence of young children, promote the development of program policies and practices, and provide early care and education with practice-based coaching to ensure that evidence-based practices are integrated and used with fidelity.

- Creation of an infant and early childhood mental health consultation system:**
This system is an evidence-based collaborative intervention provided by a professional with mental health expertise that improves outcomes for all children. It builds adults' capacity to strengthen and support children's social and emotional health and development.

- Expansion of Behavior Help Wisconsin:** This program is a tiered model of support for children, families, and early educators aimed at addressing the key factors of early expulsion, including challenging behaviors, traumatic experiences, and implicit bias. This program is being piloted in western Wisconsin counties (Chippewa, St. Croix, Dunn) and in historically underserved Milwaukee communities (zip codes 53204, 53206, 53210, 53215, 53218).



Improving Social and Emotional Competence: The Pyramid Model is a tiered intervention framework that enhances social and emotional competence in infants, toddlers, and young children. The model is rooted in principles of trauma informed care and manifested by the ability to play well with others, listen and follow directions, identify and express emotions, and to problem solve. Funding

WHAT'S HAPPENING IN WISCONSIN?*

Wisconsin has social and emotional learning standards and competencies designed to guide curriculum decisions and ensure developmentally appropriate instruction in building social and emotional skills.

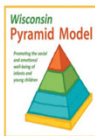
Some examples of the various curriculums that Wisconsin schools use:

- Second Step
- Conscious Discipline

- Sources of Strength
- Zones of Regulation
- Too Good for Violence

Many early childhood programs in Wisconsin use an evidence-based framework called The

Pyramid Model which enhances the capacity of teachers, programs, and communities to responsively and intentionally address the needs



of infants, young children and adults who care for them.

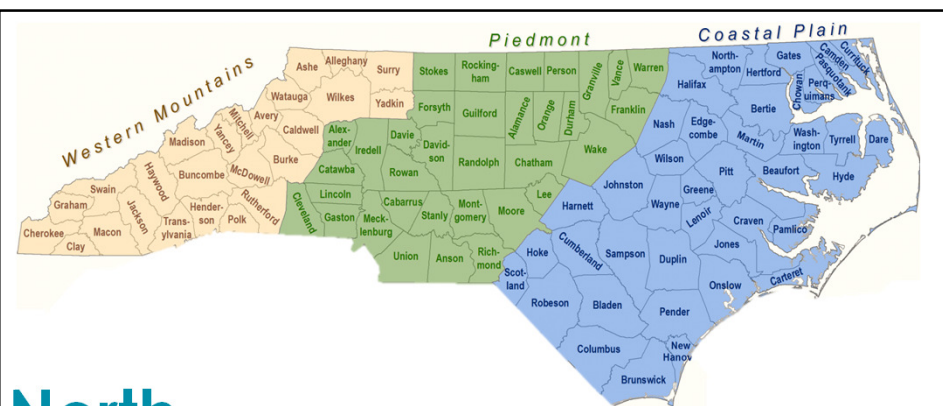
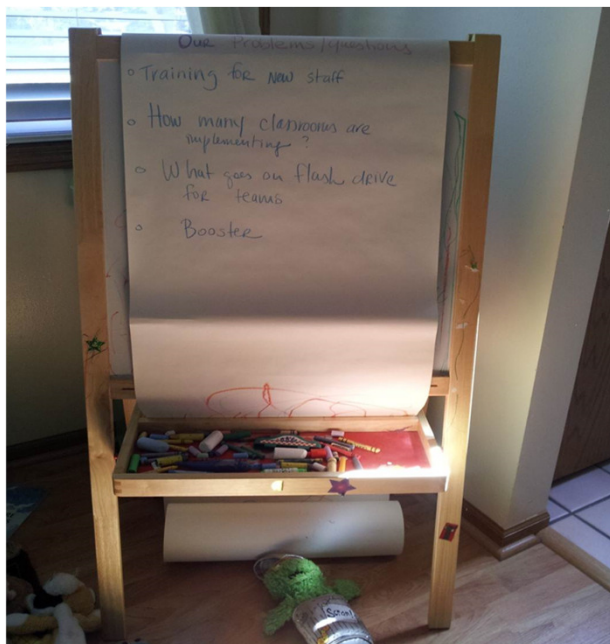
A recent research study conducted in Wisconsin classrooms on the effectiveness of

the Pyramid Model framework found significant evidence in decreasing challenging behaviors and increasing social skills in young children.

*OCMH would like to acknowledge the Wisconsin Alliance for Infant Mental Health and the Department of Public Instruction for their contributions to this section.



Hang on!




North Carolina

- Sherri Britt Williams
- Catasha Williams
- Dawn Meskil




Strategic Funding and Cross-Sector State-Level Leadership




North Carolina Department of
PUBLIC INSTRUCTION




FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE




NCDHHS
Division of Public Health



NCDHHS
Division of Child Development
and Early Education




PROJECT ACTIVATE
SAMHSA AWARE 9811
NC




**THE UNIVERSITY OF
NORTH CAROLINA SYSTEM**



smart start



ecac
exceptional children's
assistance center




Engaging Professional Development Support to Improve and Change Practices

THE EPIC-P CYCLE

Developed by Sherri Britt Williams and Catasha Williams August 2021

1 Needs Analysis

Using Evaluation and Information from Stakeholders to Determine Needs

2 Design

Addressing Needs by Establishing Purpose, Methods, Content, and Ongoing Support Experiences, Using Adult Learning Principles



4 Evaluation

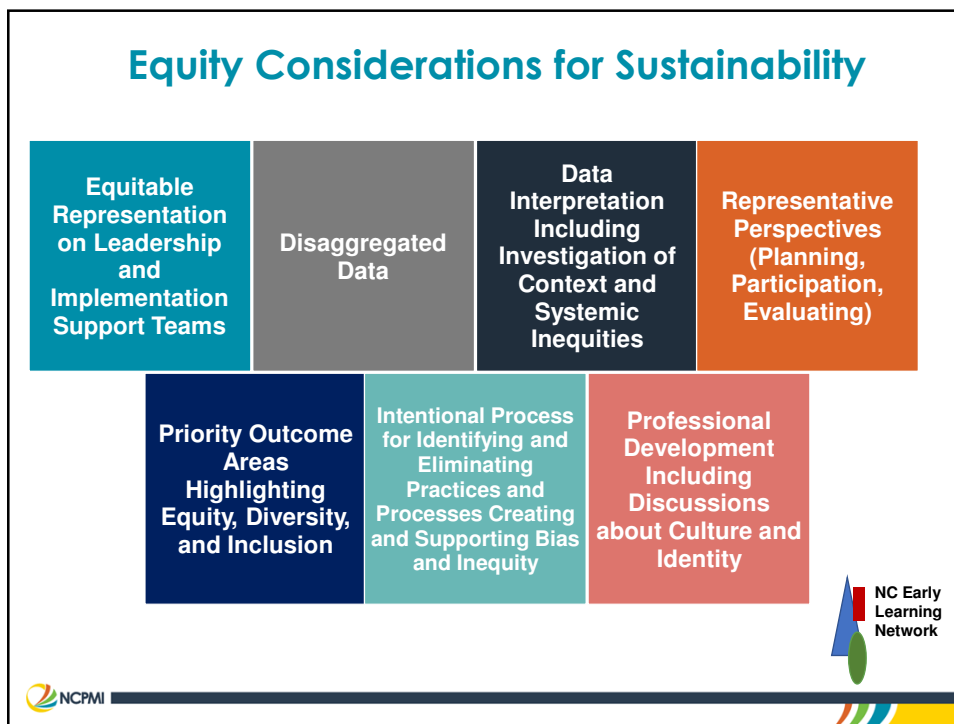
Reviewing Data and Stakeholder Feedback from Experiences to Evaluate Effectiveness and Impact and Inform Ongoing Needs


3 Experiences

Operationalizing the Design by Providing an Array of PD Experiences to Build Capacity to Implement Practices








MINNESOTA CENTERS OF EXCELLENCE
For Young Children With Disabilities



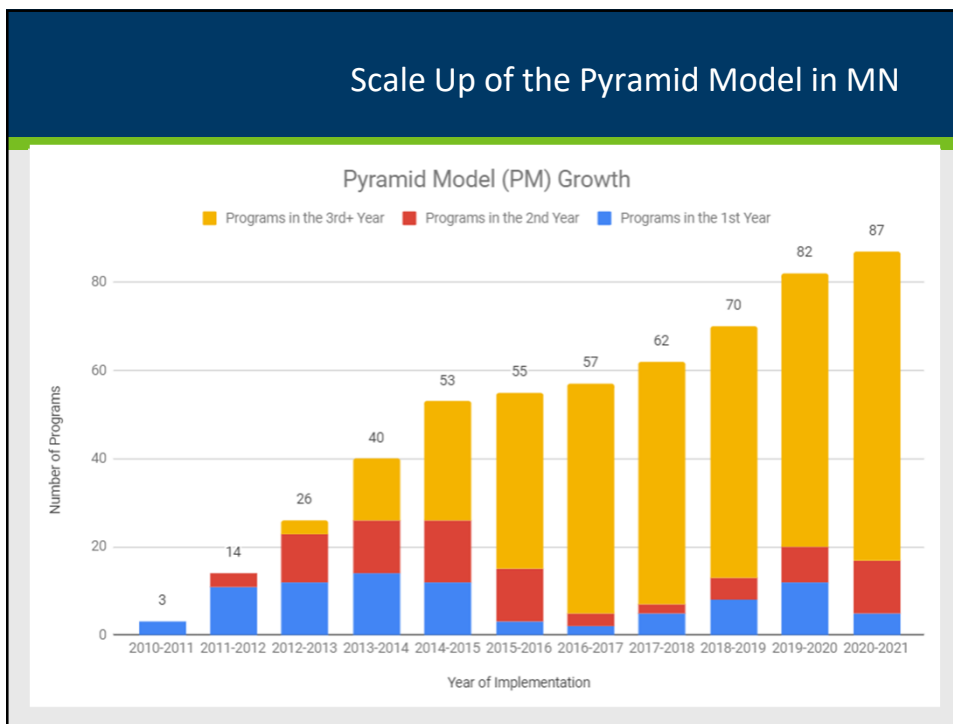
DEPARTMENT OF EDUCATION

Scale Up and Sustainability of the Pyramid Model in MN

Hope Beissel, ECSE Professional Development Facilitator/Pyramid Model Content Lead

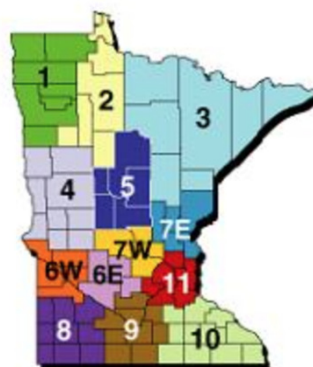
Sally Hansen, ECSE Professional Development Facilitator/Classroom Engagement Model Content Lead

Scale Up of the Pyramid Model in MN



Regional External Coaches

- ★ Thoroughly explore the Pyramid Model before installing
- ★ Attend Implementation Team meetings to provide guidance, coaching, and support
- ★ Connect with Internal Coaches, Administrators, Data Managers, Behavior Coaches each individually
 - Support coaching structure development and review
 - Assist team to develop site-specific data collection and analysis system
 - Guide team to create written implementation and sustainability plans



Exploring the Pyramid Model




Innovation Application Timeline & Checklist

Action	Time Needed	Notes	Done
1 Leader views Introduction Module, alone or with PDF support. Introduction Module (https://mncoe.org/mncoe/innov/)	30-60 minutes. PDF support optional.		<input type="checkbox"/>
2 PDF discusses Give and Get, Roles and Responsibilities and Stages of Implementation documents with leaders. Documents (https://mncoe.org/mncoe/innov/)	Approx. 60 minutes. PDF support needed.		<input type="checkbox"/>
3 PDF presents Digging Deeper Module with a team, including leader(s), from the program.	Approx. 60 minutes. PDF support needed.		<input type="checkbox"/>
4 PDF works through Hexagon Tool with team, including leader(s), from the program. Hexagon Tool (https://nirn.fpg.unc.edu/resources/hexagon-exploration-tool)	Approx. 1.5-2 hours. PDF support needed.		<input type="checkbox"/>
5 Leader(s) and/or team determine whether or not to apply.	Depending on team. PDF optional.		<input type="checkbox"/>
6 Leader completes Innovation Application using the FAQ Guide by February 1, 2022. (PDF cannot assist in completing application.) School Board Approval is required for the JPA if selected, but is not required for the application.	Depending on team.		<input type="checkbox"/>

Planning for Sustainability from the Beginning

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6+
Full training	All 3-5 classrooms School-based childcare	Any new 3-5 staff or school-based childcare	All birth-3 classrooms Any new 3-5 staff	Any new B-5 staff	Any new B-5 Staff	Any new B-5 staff
Additional trainings	*5-10 minute review for all at monthly CFC meetings *Brief (3-5 hr.) training for B-3 teachers & parent educators	*5-10 minute review for all at monthly CFC meetings *Review trainings for all during workshop week &/or PD days	*5-10 minute review for all at monthly CFC meetings *Review trainings for all during workshop week &/or PD days	*5-10 minute review for all at monthly CFC meetings *Review trainings for all during workshop week &/or PD days	*5-10 minute review for all at monthly CFC meetings *Review trainings for all during workshop week &/or PD days	*5-10 minute review for all at monthly CFC meetings *Review trainings for all during workshop week &/or PD days
Internal Coach	Katie Jyoti	Katie Jyoti	Katie Jyoti Jen	Katie Jyoti Jen	Katie Jyoti Jen	Katie Jyoti Jen
Behavior Coach	Cortney	Cortney	Julie - B-3 Cortney - 3-5	Julie - B-3 Cortney - 3-5	Julie - B-3 Cortney - 3-5	Julie - B-3 Cortney - 3-5
Pyramid Model classrooms	Four year old classrooms (3)	Four year old classrooms (1) Three year old classrooms (2-3)	Three year old classrooms (1-2) Childcare (1) 1-2 year old classrooms (2)	1-2 year old classrooms (1) Any added classrooms due to growth	Any added classrooms due to growth	Any added classrooms due to growth
External funding	Grant (100%)	Grant (80%)	Grant (60%)	Grant (40%)	Grant (20%)	N/A
District and Building Funds and Systems to Sustain Efforts	*Coaching as alternative to formal admin observation *Trainings on PD days *Implementation team meets on half-day BLT *Sped paras: district pays for 30 min/month training	*Coaching as alternative to formal admin observation *Trainings on PD days *Site PD funds *Implementation team meets on half-day BLT *Sped paras: district pays for 30 min/month training	*Coaching as alternative to formal admin observation *Site PD funds *Internal trainings (3-5) for new staff *Trainings on PD days to reduce sub costs *Implementation team meets on half-day BLT *Sped paras: district pays for 30 min/month training	*Coaching as alternative to formal admin observation *Site PD funds *Internal trainings (3-5) for new staff *Trainings on PD days to reduce sub costs *Implementation team meets on half-day BLT *Sped paras: district pays for 30 min/month training	*Coaching as alternative to formal admin observation *Site PD funds *Internal trainings (B-2, 3-6) for new staff *Trainings on PD days to reduce sub costs *Implementation team meets on half-day BLT *Sped paras: district pays for 30 min/month training	*Coaching as alternative to formal admin observation *Site PD funds *Internal trainings (B-2, 3-6) for new staff *Trainings on PD days to reduce sub costs *Implementation team meets on half-day BLT *Sped paras: district pays for 30 min/month training

Sustaining a Training System



Pyramid Model Year 1 Training Overview

Program Wide Adoption training, 7 hours - April, May or June

- Learn how to get started implementing the Pyramid Model
- This training will take place at your local site with your external coach. NOTE: All other trainings will take place according to the MNCoe Statewide Training Calendar

Data Manager training, 6 hours - September

- Learn how to enter and analyze data using the MNCoe data spreadsheets.

Practice Based Coaching Training, 7 hours - September

- Internal coaches learn the components of the Practice Based Coaching cycle

TPOT Reliability Training, 13.5 hours (1.5 days) - September/October

- Internal coaches learn how to complete and score the TPOT.

Behavior Incident Report (BIR's) Training, 6 hours - December

- Select members of the Implementation Team learn the purpose of the BIR's, how to complete a BIR's, and how to use the data to engage in data-based decision making

Preschool Tier 1: Nurturing & Responsive Relationships and Supportive Environments, 6 hours - August

- Overview of Pyramid Model, DEC RP and program wide implementation process
- Review and learn strategies for building relationships with children, families, and colleagues
- Discuss strategies to build engaging environments in preschool classrooms

Preschool Tier 2: Targeted Social Emotional Supports, 7.5 hours - October

- Identify the importance of teaching social emotional skills: developing friendship skills, enhancing emotional literacy skills, controlling anger and impulse, problem solving, and providing individualized instruction.

Preschool Tier 3: Intensive Interventions 7.5 hours - January

- Discuss the following as it relates to Pyramid Model implementation: case study illustrations and understanding of form & function of challenging behavior in preparation for developing behavior support plans.

Prevent Teach Reinforce for Young Children (PTR-YC): 7.5 hours - February

- Learn how to walk through each step of the PTR-YC process in order to support children and families experiencing challenging behavior through the development of a behavior support plan. ****Only Implementation Team members attend in Spring Year 1 or Fall Year 2.**

Pyramid Model, Revised 08/24/2021

- ★ Statewide Trainers
 - Consistent training materials
 - New trainers paired with veteran trainers
 - Ongoing support from Content Lead
 - Post training event feedback
- ★ Regional trainings
- ★ Virtual/Face to Face Hybrid Model moving forward

Sustaining a Coaching System



Practice-Based Coaching Cycle

MNCoe Pyramid Model Fidelity and Coaching Plan

Beginning	Expanding	Maintaining
<p>Objective: Working towards 80% average score across all key practice areas and a minimum of 60% in each key practice area and no red flags on the TPOT for the first time</p>	<p>Objective: Working towards 80% average score across all key practice areas and a minimum of 60% in each key practice area and no red flags for the second time and in a new setting</p>	<p>Objective: Maintaining fidelity at 80% average score with a minimum of 60% in each key practice area and no red flags</p>
<p>Fidelity Measure Frequency: Fall (October or November) Spring (April)</p>	<p>Fidelity Measure Frequency: Fall (October or November) Spring (April)</p>	<p>Fidelity Measure Frequency: At fidelity: Every 2 years in January If below fidelity: remeasure areas below fidelity by end of the school year, continue every 2 years</p>
<p>Coaching Frequency: Minimum of 2 PBC Cycles/month; either individual or group coaching</p>	<p>Coaching Frequency: Minimum of 1 PBC Cycle/month; either individual or group coaching</p>	<p>Coaching Frequency: At fidelity: Coach as needed If below fidelity: Coach & coachee decide to either use individual burst coaching or group coaching</p>

Sustaining Data Collection



Pyramid Model Data Submission Plan

All completed data forms should be sent to Sara Meyer at: sara.meyer@metroccsu.org

Data Tool	Purpose	By Whom	When	Submitted to State
Site ID Form	Create a roster of Coaches and Coachees	ECSE Leader/ Data Manager	Fall (completed annually and updated as needed)	NOT Submitted to State
Benchmarks of Quality (BOQ)	Monitor progress of program wide adoption and guide the implementation team's action plan.	Implementation team	Fall Spring	December 31 May 31
PM TPOT/TPITOS	Determine practitioner's use of the Pyramid Model practices and set goals for coaching-only use in rooms being coached.	Internal Coach	Fall (Sept-Oct) Spring (April -May) OR January for coachees in maintenance phase based on 'Coaching to Fidelity Plan'	December 31 May 31
Coaching Log	Determine amount of time spent in coaching as well as the strategies being used.	Internal Coach	Following each Practice Based Coaching observation and meeting	December 31 May 31
Behavior Coaching Log	Determine amount of time spent in behavior coaching as well as the strategies used.	Behavior Coach	Following each observation or Behavior Coach meeting with coachee(s) and/or families.	December 31 May 31
Behavior Incident Reports (BIRs)	Monitor challenging behavior of individual children and assist in the Behavior Support Planning process.	Classroom Staff	Each time a "Challenging Behavior" takes place -or- according to your Implementation Team's guidance on frequency.	NOT Submitted to State
MN Common Course Catalog (MCCC)	Create links between classroom practices (fidelity phase) and child outcomes in the MCCC for the "Classroom Engagement Model"	Data manager & Admin provide data to MCCC data entry staff member	SPRING ONLY	May 31 - entered directly into MCCC

Sustainability Planning

Getting Ready for Sustainability Planning Day

What Do I Need to Have Available?

- Laptop with Zoom Link (sent to registered participants in advance)
- Links/access to virtual activity materials (see "Preparing for Sustainability" box below for details)
- Notepad/paper, markers, crayons, etc.
- Implementation Team Manual
- Implementation Team Action Plan(s)
- Data that will be useful as you plan for next school year (for example):
 - Latest SSQ
 - Fidelity Tool data (TPOT, CBH Checklist, PP-E)
 - Coaching Log summaries
- Any information from last year's Sustainability Planning (if applicable)
- District's School Calendar (for upcoming school year)

Preparing for Sustainability Planning Day

- We have prepared materials to encourage active participation virtually. Your PDF will add these to your Team Drive and share the links with you.
- Before Sustainability Day, be sure you have access to:
 - Virtual Sustainability Participant Activity Slides (google slides)
 - Innovation Implementation and Sustainability Plan (google sheet)
 - Zoom link to connect virtually
 (Open each document prior to connecting to zoom on Sustainability Day.)

Tentative Agenda

8:30-10:00

- Unpacking Sustainability Topics:
 - Coaching
 - Data Collection and Use
 - Ongoing Staff Buy-in
 - Training System
 - Funding and Budget Planning

10:00-10:30

- Lunch on your own

10:30-1:30

- Guided process for creating a vision, goals, and action plan

This event is a 'TEAMING DAY'! Come ready to actively participate with your team!

This content is made available through agreements with the Minnesota Department of Education using funds from the 2019-2021 and 2020-2022 Special Education. Links are provided to ensure the most relevant information is available to all. This content is provided for informational purposes only. The Minnesota Department of Education is not responsible for any errors or omissions in this content.

Pyramid Implementation & Sustainability Workbook

FILE EDIT VIEW INSERT FORMAT DATA TOOLS ADDRESS HELP Last edited was made on May 11 by jodi.ahanson

100% | 18 | TABLE OF CONTENTS

IMPLEMENTATION TEAM	WHERE are we now?	Where do we want to go?
QUESTIONS TO CONSIDER		
1 What does staff buy-in look like for us?		
2 How do we know the current level of staff buy-in? What methods do we use to determine this?		
3 What is our plan to check in regularly on staff buy-in?		
4 How and when are new staff oriented to this work?		
5 How are staff supported and acknowledged for their efforts and successes?		
6 What is the culture in our program? What is motivating? How do staff like to be acknowledged?		
7 What can we do that will be most helpful to creating long-term buy-in and sustainability?		

Interested in Hearing More?

- ★ 3 hour intensive session
- ★ Dig deeper into lessons learned around scale up and sustainability through each stage of Implementation Science
- ★ More resources, templates, ideas



Thank you!

Hope Beissel

hope.beissel@metroecu.org

Sally Hansen

sally.hansen@metroecu.org



National Training Institute on Effective Practices
Addressing Challenging Behavior

April 19-22
Tampa Marriott Waterstreet
Tampa, FL

- International conference
- In-depth sessions
- Renowned speakers
- Networking

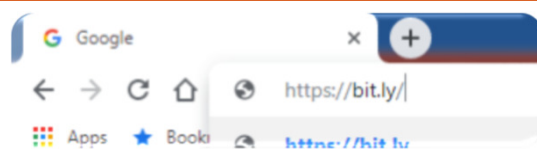
Registration opening in the Fall
AddressingChallengingBehavior.org



Survey and Certificate

Recording Viewers

- Type URL in the recording into a web browser window
- *URL is case sensitive*



Visit us online at
ChallengingBehavior.org

The National Center for Pyramid Model Innovations

The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (PMI) within early intervention and early education programs with a focus on providing the social, emotional, and behavioral outcomes of young children birth to five, including the use of evidence-based practices, promoting family engagement, using data for decision-making, and engaging early childhood and infant mental health consultation and coaching practices.

New to the Pyramid Model?

Get the basics on the Pyramid Model.

Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.
Project officer, Sunyoung Ahn.

