

New York
Pyramid Model
State



Promoting Social & Emotional Competence in New York's Young Children

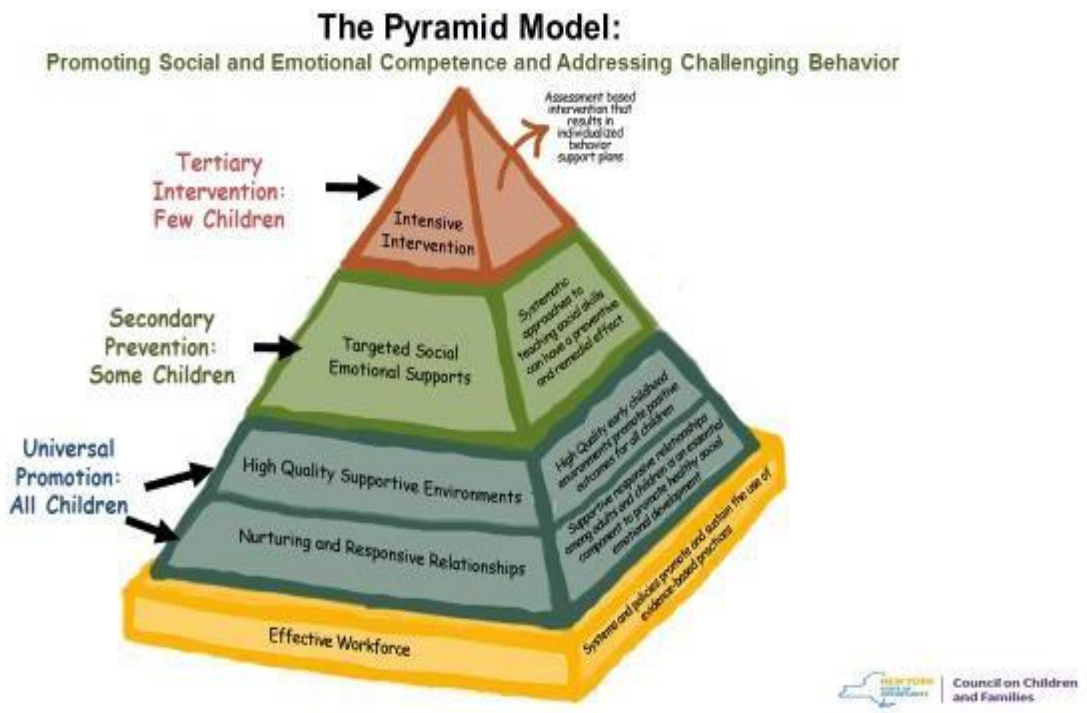
TEACH. COACH. CHANGE.

2020 Progress Report

New York State Pyramid Model Leadership Team



**Council on Children
and Families**



Vision

All New York State infants, toddlers, young children and their families will be supported in their social-emotional development to promote their success in school and life.

Overview

Social and emotional well-being sets the foundation for the development and learning of infants, toddlers and young children. Experts in child care, education, health care, family support and mental health have collectively identified the critical need to support and teach families with young children social and emotional skills. In response, in 2015, the New York State Council on Children and Families collaborated with public and private agencies to provide additional early childhood professional development opportunities. The **New York State Pyramid Model State Leadership Team (SLT)** was formed to promote the statewide use of the Pyramid Model, an evidence-based framework proven to be an effective approach to building social and emotional competence in early care and education programs.

The Pyramid Model is a framework for implementing a multi-level system of support for children from birth to age 6 and their families in diverse settings. The Pyramid Model framework is consistent with the public health, and mental health models of promotion, prevention and intervention.

In early childhood, relationships are key change agents. Program-wide implementation of the Pyramid Model is a relationship-based professional development framework that is child-and family-centered. The Pyramid Model addresses the implementation drivers outlined in implementation science research: competency, leadership, and organization. For more information on the implementation process please see [Appendix A](#).

To meet the social and emotional development of young children in early childhood care and educational settings, the SLT works collaboratively to:

- ▲ Increase the number of early childhood trainers and coaches;
- ▲ Provide professional development to the early childhood workforce;
- ▲ Support partnerships between practitioners and parents;
- ▲ Support the implementation and sustainability of the Pyramid Model;
- ▲ Evaluate the effectiveness of the Pyramid Model in New York State; and
- ▲ Eliminate the suspension and expulsion of children under 5-years-old in New York State.

The Pyramid Model aligns with many other New York State early childhood initiatives. For more information about these initiatives, see [Appendix B](#).

STATE LEADERSHIP TEAM

Statewide implementation of the Pyramid Model is led by the New York State Council on Children and Families (CCF), with support from many agencies, see [Appendix C](#). The State Leadership Team (SLT), which held its kickoff meeting in April 2015, works collectively to advance and sustain the implementation of the Pyramid Model. SLT members have committed staff that participate in training events, coaching initiatives and modified policies and practices to better support the social-emotional development of young children in early care and education settings.



NY Pyramid Model State Leadership Team, 2019

MASTER CADRE TRAINERS SELECTED AND TRAINED

With the assistance of the New York Association for the Education of Young Children (NYAEYC) and support from SLT members, there now are 32 Master Cadre trainers who consistently provide Pyramid Module trainings. The Master Cadre trainers are a mix of early childhood professionals working in Child Care Resource and Referral agencies, private consultants, Quality Improvement specialists or Infant Toddler Specialists. All Master Cadre trainers are registered in the New York Works for Children professional development system, commonly referred to as the Aspire Registry, and recognized as Verified Trainers in the Registry as well.



Master Cadre Updates:

November 13-14, 2019, Master Cadre trainers met for advanced training and professional development in Latham, NY. During the two-day training, Master Cadre trainers received additional training from their peers on techniques for training child care providers on the elements of the Pyramid Model modules, technical assistance on how to support Leadership teams and how to create supports in the classrooms.

Included as part of the two-day training were presentations on how to use data (Teaching Pyramid Observation Tool/Teaching Pyramid Infant Toddler Observation Scale & Behavior Incident Report) to support classroom coaching needs. Most importantly, 11 Master Cadre trainers were recognized for providing more than 90 hours of training per year for the last 3 years to child care providers, and Master Cadre trainers had an opportunity to connect. **Appendix D** includes the comments and reactions from the Master Cadre trainers after the event.

Master Cadre 2020

Master Cadre 2020 adds 20 additional Master Cadre trainers. They were selected out of 53 applicants and will support statewide implementation expansion. The selection process was administered by NYAEYC and the CCF Pyramid Model team, and interviews were conducted by SLT Professional Development work group members. The Master Cadre Manual and Orientation guide was updated, and the new Master Cadre trainers received a copy. Due to COVID-19 pandemic the Train-the-Trainer modules for the new Master Cadres were postponed until 2021. **Appendix E** provides a list of the new Master Cadre trainers and the regions of the state they cover.

A Master Cadre Manual, written in October 2016 and updated in November 2019, details the expectations for Master Cadre trainers. This booklet can be found at:

http://www.nysecac.org/application/files/2315/8076/1378/Implementation_Guide_2018.printversion_3.pdf

ACCOMPLISHMENTS in Building a Trainer Core for the Pyramid Model 2015-2020!

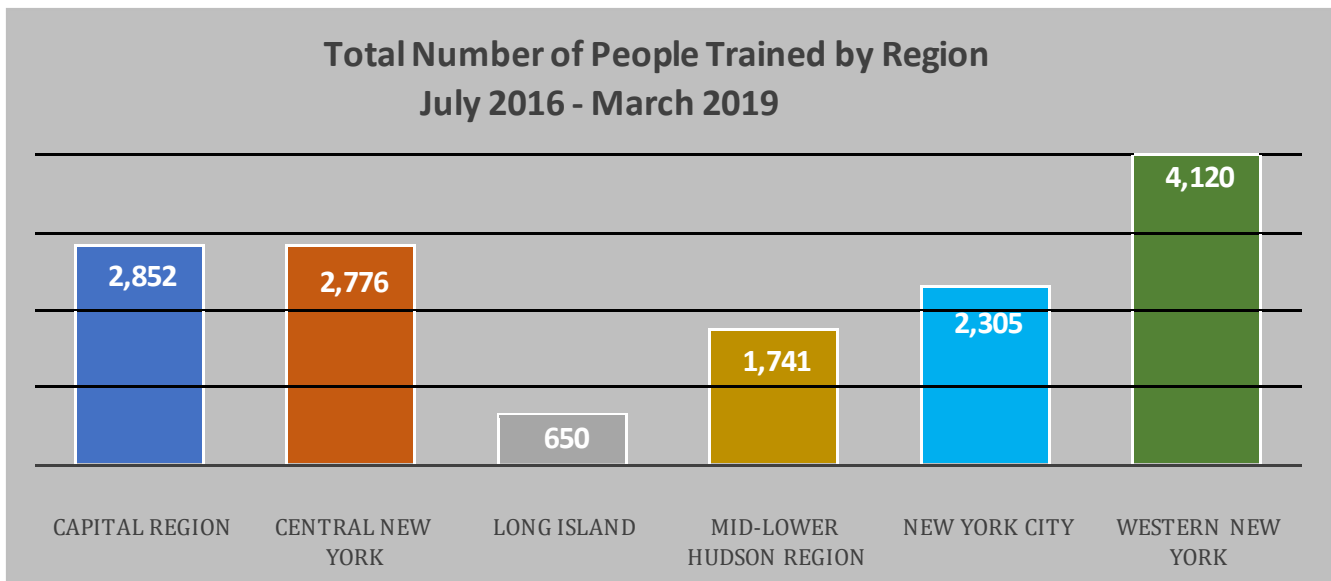
In five years of implementation:

- ▲ 32 Master Cadre verified trainers on 8 Pyramid Model training modules.
- ▲ 48,290 hours of training are completed.

As of March 2020, a total of 835 trainings have been completed. This increases the number of trainings by 121.



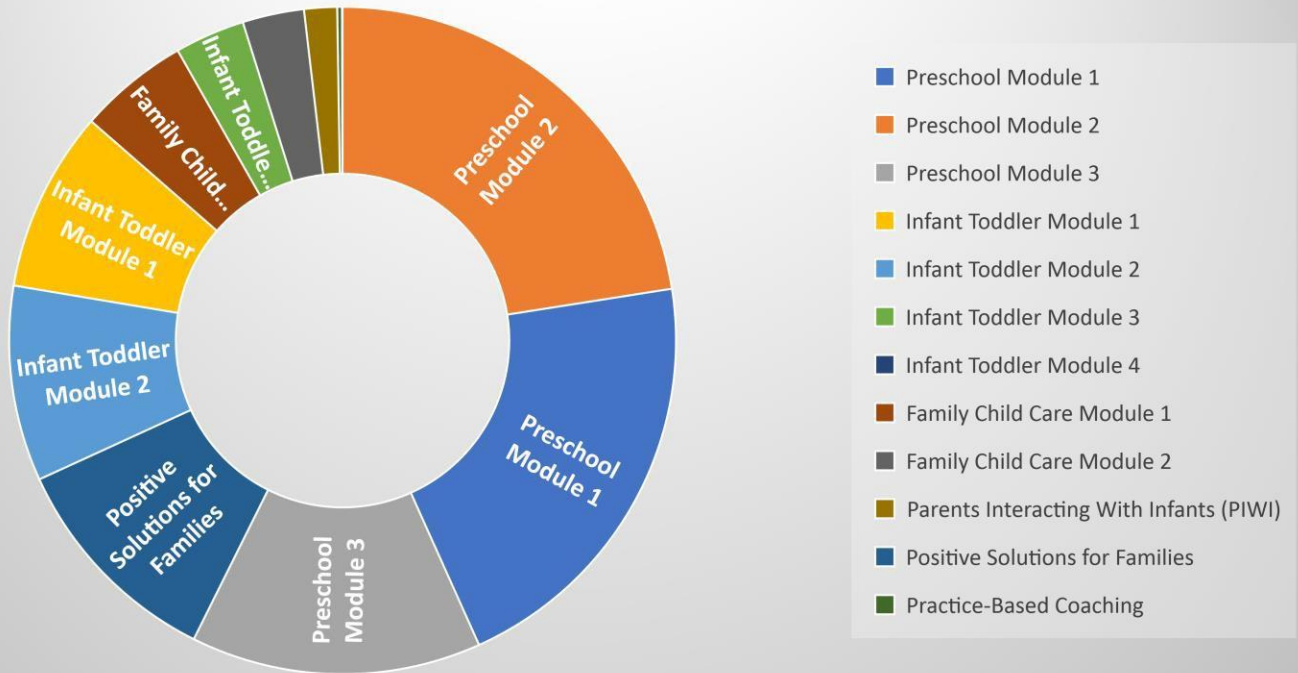
Below is a graph that identifies the 14,400 people trained broken down by region. This equates to an additional 1,717 people trained between 2016-2019.



As in previous years, child care providers continue to receive Preschool and Infant Toddler training. From 2019 to 2020, there was an increase in the number of Family Child Care Module trainings. The number of Family Child Care Module I increased by 49 trainings and Module 2 by 103 trainings.



Pyramid Module Trainings Delivered July 2016 - March 31, 2020



New York State's Program-Wide Implementation

Currently, in 2020, there are 64 programs implementing the Pyramid Model to fidelity, and nine Family Child Care providers were added to Cohort 4.

Leadership Coach Funding 2019	Cohort 1 (12/2016)	Cohort 2 (3/2018)	Cohort 3 (12/2018)	Cohort 4 (6/2019)
Self-Funded	1	2	0	0
Child Care Development Block Grant (OCFS)	14	13	12	2
Preschool Development Grant Birth through Five (CCF)	-	-	-	16*
Preschool Development Grant (SED)	0	4	0	0
Total	15	19	12	18

*9 Family Child Care providers working with FCC Coaches from Pyramid Model Hubs

Implementation that occurred in 2019 with the support of state funded Leadership Coaches and Program Leadership Teams, equating to 167 meetings for a total of 334 hours for the cohorts.

Program Leadership Teams		
Cohorts	# of Meetings	# of Hours
Cohort 1	29	58
Cohort 2	55	110
Cohort 3	39	78
Cohort 4	44	88

Of the 64 programs implementing the Pyramid Model, there are 323 classrooms within Head Starts, 4410s, school districts and child care programs.

Classroom Implementation	
	# of classrooms
School Districts	37
Infant/Toddler	83
Preschool	203
Total	323

In addition to the 323 classrooms that are implementing the Pyramid Model with state and federal funds for their Leadership Team coaches, it's important to note that there are a few programs who have decided to continue implementation without a state-funded Leadership Team coach for the past two years. Consequently, there are approximately 20 additional classrooms that are implementing to fidelity, however these additional classrooms are not submitting all the TPOT/TPITOS data. In addition, Niagara County has 60 classrooms that are being led by teachers/staff who have attended Pyramid Model trainings, but they haven't started submitting TPOT/TPITOS data.

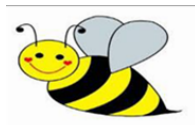
Pyramid Model Implementation Program Highlights



“As part of WestCOP’s Culture of Safety, we have been part of a program-wide implementation of the Pyramid Model. The Pyramid Model is a framework for promoting young children’s social and emotional competence. Now we are excited to launch our program-wide “Expectations”.

Be Caring - Be Safe - Be Kind

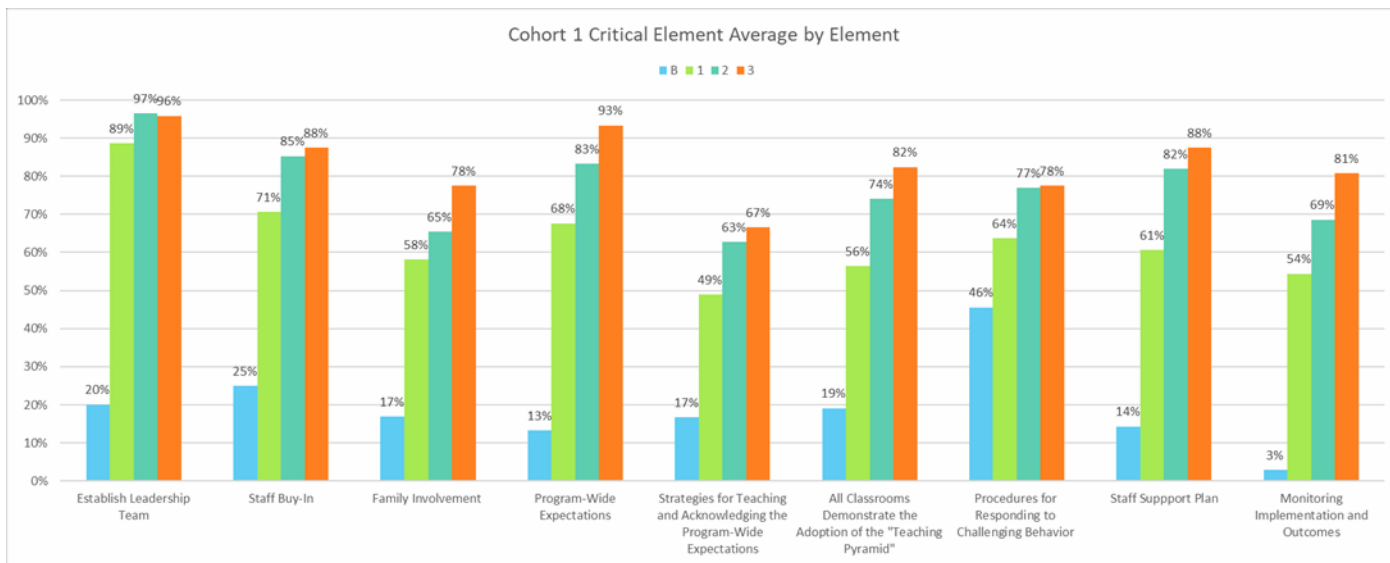
WestCOP, part of Cohort 3, developed a program expectation memo that they provided to families as part of their implementation. For more information go to **Appendix F**.



Cohort Program Benchmarks of Quality

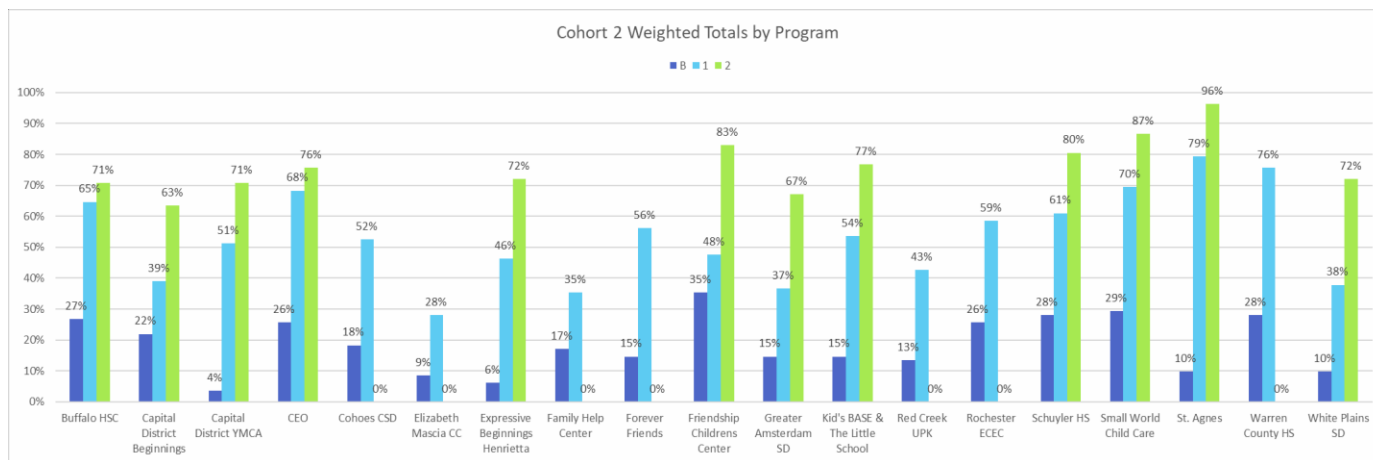
All 64 programs have established a Program Leadership Team and shown progress implementing the Pyramid Model to fidelity. Programs use a standard tool, the Benchmarks of Quality (BOQ), to document their achievements and plan the next focus of work.

Cohort 1



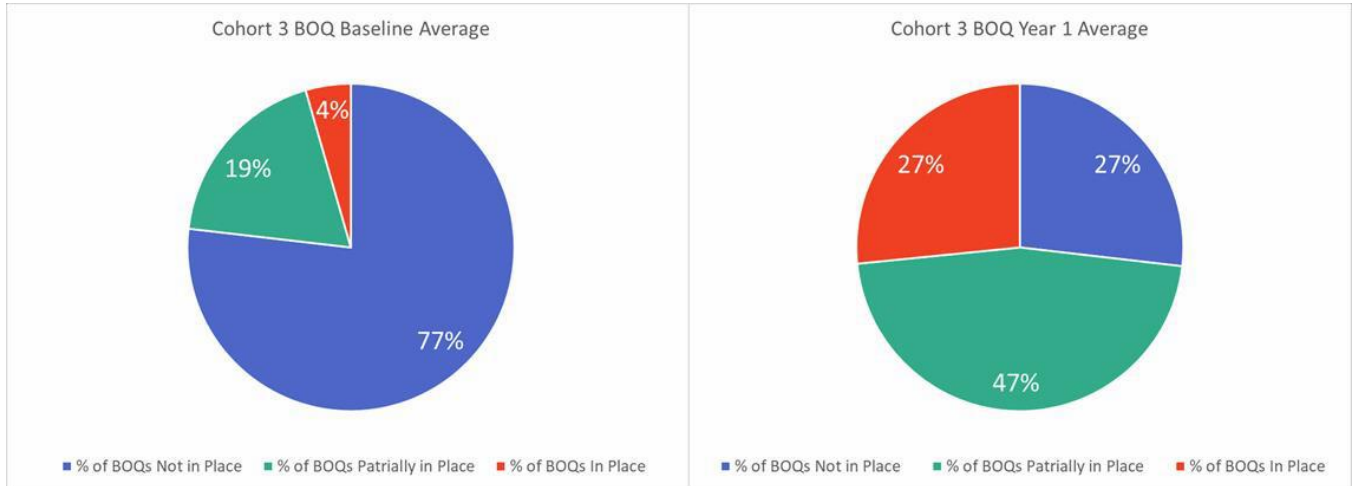
The graph above shows the BOQ Critical Element (CE) averages for Cohort 1. The values represent the average percent that the Leadership Team answered "In Place" for each CE across every program. The variables (B,1,2,3) represent the averages from every year starting at Cohort 1's Baseline "B" in December 2016. The Baseline was conducted at the Cohort Kick-Off Meeting before Pyramid Model practices were implemented in the program. For almost all cases, the increase in CE average from B to 1 was dramatic and subsequent years show minor increases. The annual BOQ shows the small increases for the programs and validates the implementation by the programs.

Cohort 2



The graph on the previous page shows the CE weighted averages for Cohort 2 by program. The averages are weighted to account for an unequal number of benchmarks in each CE. The variables (B,1,2) represent the averages from every year starting at Cohort 2's Baseline "B" in March 2018. One program to highlight is St. Agnes, their BOQ went from 79% of benchmarks being "In Place" in Fall 2018 to 96% as of Spring 2019.

Cohort 3

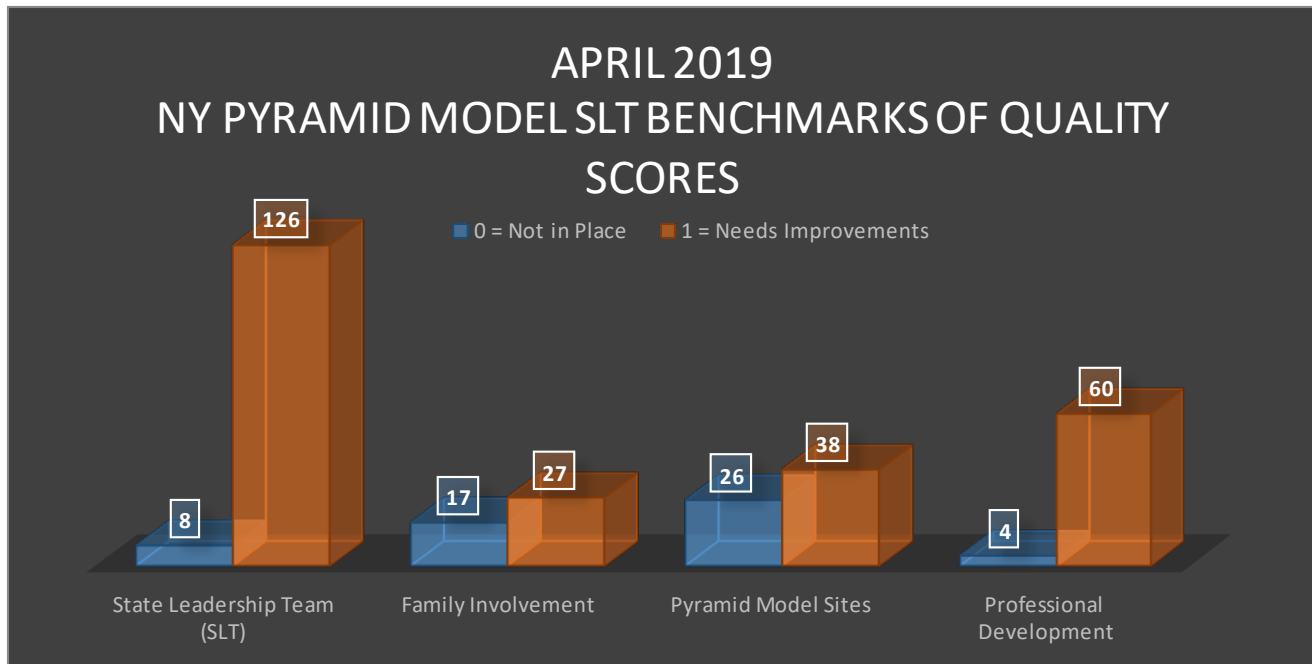


The pie charts above show the (Not in Place, Partially in Place, and In Place) averages for all of Cohort 3's BOQs. The variables (B,1) represent the averages from every year starting at the Baseline "B" in December 2018. Looking at the from Baseline to Year 1 the averages for "Partially in Place" and "In Place" increased significantly from 19 to 47% and 4 to 27%, respectively. Similar increases from Baseline to Year 1 in Cohorts 1 and 2 are evident, but like the other Cohorts the rate of implementation will begin to slow down because of staff turnover and changes in administration. As well, reductions in funding can make it hard to continue at the same rate from B to Year 1.

In summary, program BOQ data shows from all three Cohorts the gains that can be made when the Pyramid Model is implemented in programs, demonstrating the importance of future support and funding for programs to continue to implement (train and coach) on the Pyramid Model.

State Leadership Team Benchmarks of Quality

SLT Benchmarks of Quality is used to assess progress and determine future actions to support implementation across New York. As the bar graph illustrates, there were improvements in implementing the Pyramid Model; elements that were at “Not in Place” have moved to “Needs Improvement.”



Shared Financial Support for The Pyramid Model

From 2015 through 2019, a total of \$4 million (not including \$1 million in in-kind support from SLT members) has been dedicated to Pyramid Model implementation in New York.

Combined Funding, April 2015 - March 2020

Funding Year	Amount
Year 1 (2015)	\$1,226,355
Year 2 (2016)	\$318,064
Year 3 (2017)	\$664,981
Year 4 (2018)	\$606,650
Year 5 (2019)	\$1,245,540
Grand Total	\$4,061,590

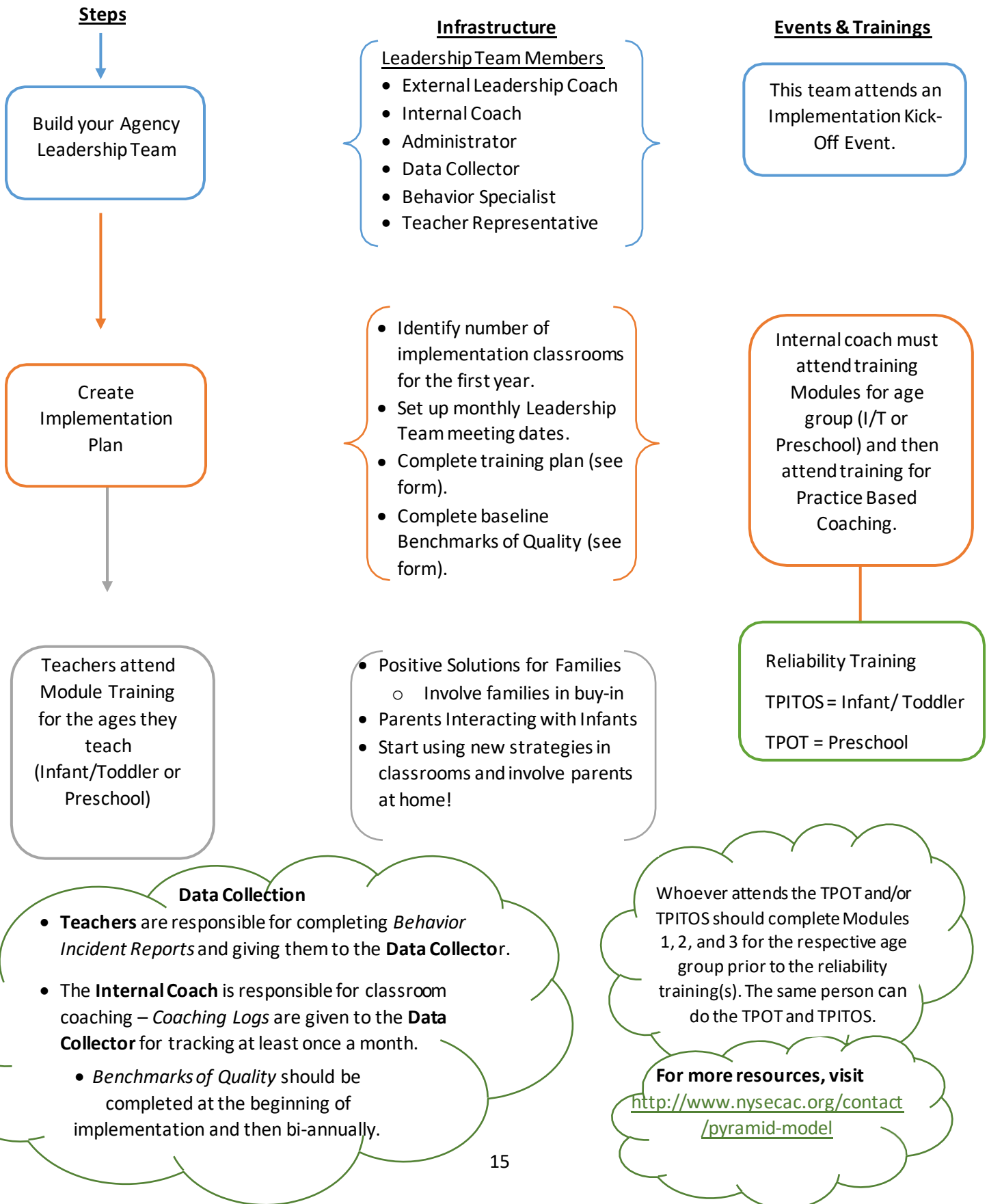
In 2015, initial funding for the implementation of the Pyramid Model was provided by the New York State Council on Children and Families, the New York State Head Start Collaboration Project, and New York State Project LAUNCH (Linking Actions for Unmet Needs in Children’s Health). Since then, the New York State Education Department, the New York State Office of Children and Family Services, the New York State Office of Mental Health, New York State United Teachers, and the federal Early Childhood Comprehensive Systems Impact project have helped fund the Pyramid Model. Additionally, local agencies around the state have provided tremendous in-kind support.

In 2019, additional funding from the Child Care Development Block Grant allowed for Infant Toddler training, the unions supported Family Child Care Module training for Family Child Care providers, and the Preschool Development Grant Birth through Five funded: 1) the development of the Pyramid Model Implementation Data System (PIDS); 2) Pyramid Model training modules; and 3) regional Pyramid Model Hubs.

The new Pyramid Model data system, PIDS, will help early childhood programs that are implementing the Pyramid Model, in state-funded Cohorts, to submit data required from the Pyramid Model data tools. Using PIDS, the programs' Data Collectors can enter their implementing data (Benchmarks of Quality, the Behavior Incident Reports, the TPOT and TPITOS scores, coaching logs, and Ages and Stages Questionnaire: Social Emotional-2) directly into the system, which allows the programs a much easier way of recording, receiving and analyzing their data. This new system supports the Program-Wide Leadership team decision-making process. In addition, CCF staff will be able to generate and analyze data from the implementing programs. For both the implementing programs and CCF, the system will provide a more effective and efficient method to measure the implementation of the Pyramid Model. The system includes YouTube training videos and a FAQ page for users to receive help right away, as well as a ticketing system if there are more specific questions or technical support needed. A presentation of PIDS was on the agenda for the 2020 National Center for Pyramid Model Innovations and the Pyramid Model Consortium's National Training Institute on Effective Practices (NTI) conference, however as with other large gatherings this event was cancelled due to COVID-19. Currently, CCF is working with the Pyramid Model Consortium on plans to replicate the PIDS system in other states. For more information on Pyramid Model activities for 2020, please see [Appendix G](#).

Appendices

Pyramid Model Implementation



Other State Efforts Aligned with the New York State Pyramid Model

	Effort and Website
NYS Early Childhood Advisory Council (ECAC)	The ECAC strategic plan includes an intention to advance the statewide Pyramid Model training on social-emotional development: www.nysecac.org .
NYS Office of Children and Family Services (OCFS)	Child Care and Development Fund (CCDF) Plan recognizes the Pyramid Model as the approach to address children's social-emotional development and includes funding to support the Pyramid Model rollout: http://ocfs.ny.gov/main/childcare/stateplan/ .
NYS Education Department	Promotes positive school climates by implementing Positive Behavioral Interventions and Supports (PBIS): www.nyspbis.org and http://www.p12.nysed.gov/specialed/publications/2015-memos/preschool-suspensions-expulsions-memo-july-2015.pdf .
New York City Department of Education	Issued jointly with the NYC Administration for Children's Services, the Statement on Positive Behavior Guidance in Pre-K for All and EarlyLearn NYC Programs. http://schools.nyc.gov/NR/ronlyres/0C9C8A8A-3FE4-4F7D-A880-DD3D86B3C94D/0/StatementonPositiveBehaviorGuidance.pdf . http://schools.nyc.gov/NR/ronlyres/0C9C8A8A-3FE4-4F7D-A880-DD3D86B3C94D/0/StatementonPositiveBehaviorGuidance.pdf
New York Association for the Education of Young Children	Pyramid Model Training Coordinator through the NYS B5 grant. Will provide logistical support for the additional Master Cadre in 2020. SED PDG work in 2018 – 2019.
New York Works for Children	The home of the state's integrated professional development system for the early childhood and school age workforce, including the Aspire Registry, the early childhood workforce registry and statewide training calendar, and state resources for the field. The Aspire Registry is a resource to keep track of early childhood professional career information (i.e., coursework, continuing training, coaching and work experience). http://nyworksforchildren.org/Home.aspx .
The Office of Head Start	The updated Head Start Performance Standards (effective as of November 2016) reflect the latest research on early education and help ensure that all Head Start programs produce the best possible outcomes for the children and families they serve. https://eclkc.ohs.acf.hhs.gov/policy
NYS Association of Infant Mental Health	The formation of a mental health endorsement/credential for professionals working with infants: http://www.nysaimh.org/ .
NYS Department of Health	The provision of evidence-based services for children with social-emotional development and mental health issues through the redesign of New York's Medicaid Program and the First 1,000 Days of Medicaid: https://www.health.ny.gov/health_care/medicaid/redesign/first_1000.htm .
NYS Board of Regents Early Childhood Workgroup Blue Ribbon Committee	Recommendations to transform New York's early care and education system, improve outcomes for the State's youngest learners and ensure they are ready for kindergarten and beyond: http://www.p12.nysed.gov/earlylearning/documents/ECBRCFinalReport2018.pdf

New York State Pyramid Model Leadership Team Organizational Members 2020

Achievements PLLC
Brightside Up, formerly known as Capital District Child Care Coordinating Council
Docs for Tots
Early Care & Learning Council
Head Start Region II Technical Assistance Network
New York Association for the Education of Young Children (NYAEYC)
New York Center for Child Development
New York Early Childhood Professional Development Institute, CUNY
NYC Administration for Children's Services, Division of Early Care and Education
NYC Department of Education, Division of Early Childhood Education
NYC Department of Health and Mental Hygiene, Bureau of Children, Youth and Families
NYS Association for Infant Mental Health (NYSAIMH)
NYS Council on Children and Families
NYS Department of Health, Bureau of Early Intervention
NYS Department of Health, Bureau of Maternal and Child Health
NYS Department of Health, Division of Family Health
NYS Early Childhood Advisory Council
NYS Education Department, Office of Early Learning
NYS Education Department, Office of Special Education
NYS Head Start Collaboration Office
NYS Office of Children and Family Services, Child Protective Services
NYS Office of Children and Family Services, Division of Child Care Services
NYS Office of Mental Health, Division of Children and Family Services
NYS Parenting Education Partnership (NYSPEP)
NYS United Teachers (NYSUT)
Prevent Child Abuse New York
Professional Development Program, State University of New York at Albany
Pyramid Model Consortium

Master Cadre Advanced Training & Professional Development Forum Comments and Reactions

Appendix D

It was a very motivating two days. Packed full of information. Now to try and follow up on everything will be the challenge. Thank you again for the opportunity. And sorry this is so late...haven't stopped moving since I got back :)

The other members are amazing and the support from Vicki and Patty is great. Would like to have more realistic funding levels. Also I don't like competing against other group members.

I loved the way the agenda was set up. It was very well organized and allowed the presenters to share their varied and unique experiences with everyone. Giving us access to their presentations was also a PLUS. After looking at Resilience I was able to reflect on my own experiences as a child and appreciated Tami's presentation more ..

It's great to be in a place with people who "get it" and it put the spark back in me!

Excellent event. I learned a lot of useful information. Thank you

I so appreciate you all and that you found a way to make this happen. We all can feel isolated in our practices and several mentioned how renewed/re-energized they felt. I certainly had my batteries recharged.

Great 2 days! I do hope that at some point the mini sessions that were presented could be shared with our cohort leadership teams! Nice job ladies!

VICKI... AWESOME addition to the team. Well planned & well executed. Thank you.

I think we needed this to reenergize and see our collective progress

Thank you, thank you, thank you

THANK YOU for all the support from the leadership team and fellow MCs

Thank you for organizing this!!!

THANK YOU! THANK YOU! THANK YOU!! I am so glad I came.

Fantastic. I love the span activities

Thank you so much!!

It felt like the majority of info was for "leadership". I appreciated the updates and info

Great to keep connected with the group

Thank you for all that you all do. Your great!

Master Cadre 2020 – 2021 Candidates

Region	Master Cadre Trainers
Greater Capital District/ North Country	Jackie Farmer-Gurbey Breanna Grant *Ligia Hendrie Jess Orellana *Raquel Saddlemire
Central NY	Catherine Turco Rachel Zielinski
Long Island	Bonnie Spencer *Emily Torres Jacqueline Zaita
Mid-Lower Hudson Valley	*Aniberca Rosario
New York City	**Channing Edson Jennifer Edwards-Saul Nadine Maher Wanda Nedderman **Taylor Passmore
Western New York	Kathleen Coffman Kathleen Kiblin Kim LoDico Mary Ellen Bardsley

*Spanish-Speaking Master Cadre Trainer

**NYC Department of Education

CENTER LETTERHEAD HERE

November 1, 2019

Dear WestCOP Staff, Parent(s) and or Guardian(s),

We are excited to announce the Launch of our new “Expectations” campaign! As part of our implementation of the Pyramid Model in our programs, we will all:

**Be Caring****Be Safe****Be Kind**

Children, staff, and families all can participate in our campaign! We will use the “Teddy Bear” and “Bumble Bee” as symbols to represent our campaign. These simple, easily-understood expectations will be posted in the hallway, and spoken about in classrooms. These expectations are used by teachers as the basis of praise and guidance. By talking about these expectations (Be Caring, Be Safe, and Be Kind!) every day:

- ✚ Children are more likely to behave in ways that meet these expectations.
- ✚ They will be safer
- ✚ They will be engaged in positive peer interactions
- ✚ They will respect others as well as the center space
- ✚ Children will be quicker to correct when a teacher, parent, or another student provides gentle reminders of what is expected.

To Be Caring means to	To Be Safe means to	To Be Kind means to
<ul style="list-style-type: none"> ✓ Recognize others feelings, learn about feelings words like “Happy” or “Angry” and recognize and talk about them ✓ Show empathy and understanding of others 	<ul style="list-style-type: none"> ✓ Make Sure we are safe in the classroom, and that all children are visible to teachers and other staff at all times ✓ Make sure we walk, and don’t run, in the classroom ✓ Make sure our hands and feet do not hurt others 	<ul style="list-style-type: none"> ✓ Make room for friends ✓ Use words which are positive and friendly ✓ When a child behaves in a way that is inappropriate, we provide age-appropriate guidance and reminders on what we can do instead

By following this approach, and celebrating our “Expectations” children, families, and teachers will share a common language. The goal is to build a culture that promotes a nurturing, respectful and safe learning environment for all!

Yours sincerely,

Director Name, Director
Center Name

Estimado Personal de WestCOP, padre (s) y / o tutor (es),

¡Nos complace anunciar el lanzamiento de nuestra nueva campaña "Expectativas"! Como parte de nuestra implementación del Modelo Pirámide en nuestros programas, todos lo seremos:

Ser Cariñoso

Estar Seguro

Ser Amable



¡Los niños, el personal y las familias pueden participar en nuestra campaña! Utilizaremos el "oso de peluche" y el "abejorro" como símbolos para representar nuestra campaña. Estas expectativas simples y fáciles de entender se publicarán en el pasillo y se hablarán en las aulas. Los maestros utilizan estas expectativas como base de elogios y orientación. Al hablar acerca de estas expectativas (¡Ser cariñoso, sé seguro y sé amable!) todos los días:

- ✚ Es más probable que los niños se comporten de manera que cumplan con estas expectativas.
- ✚ Estarán más seguros
- ✚ Participarán en interacciones positivas entre pares
- ✚ Respetarán a los demás y al espacio central.
- ✚ Los niños serán más rápidos de corregir cuando un maestro, padre u otro estudiante brinde recordatorios amables de lo que se espera.

Ser Cariñoso significa	Estar Seguro significa	Ser Amable significa
<ul style="list-style-type: none"> ✓ Reconocer los sentimientos de los demás, aprender sobre los sentimientos palabras como "feliz" o "enojado" y reconocer y hablar sobre ellos ✓ Mostrar empatía y comprensión a los demás. 	<ul style="list-style-type: none"> ✓ Asegúrese de que estemos seguros en el aula y que todos los niños sean visibles para los maestros y el resto del personal en todo momento ✓ Asegúrese de caminar y no correr en el aula ✓ Asegurarnos de que nuestras manos y pies no lastimen a otros 	<ul style="list-style-type: none"> ✓ Haz espacio para amigos ✓ Use palabras que sean positivas y amigables. ✓ Cuando un niño se comporta de manera inapropiada, brindamos orientación y recordatorios apropiados para la edad sobre lo que podemos hacer

Al seguir este enfoque y celebrar nuestras "Expectativas", los niños, las familias y los maestros compartirán un lenguaje común. ¡El objetivo es construir una cultura que promueva un entorno de aprendizaje enriquecedor, respetuoso y seguro para todos!

Tuyo sinceramente,

Nombre del Director, Director
Nombre del centro

2019-2020 Preschool Development Birth to Five Renewal (NYSB5-R)

The vision of the New York State Preschool Development Grant Birth through Five project is for every child in New York to be supported by a mixed-delivery system that is informed by parent voice and provides access to high quality, equitable and comprehensive early care and learning environments and services essential for successful development and lifelong success. The 2019-2020 NYB5-R grant will allow the support:

▲ PIDS for the next three years to:

- ✓ Provide program adjustments to data entry functions;
- ✓ Create new reports and functionality,
- ✓ Respond to helpline calls, maintain online ticketing system, and allow for desktop control, when needed; and
- ✓ Update data entry and report functions

It is anticipated by the end of the three years PIDS will be connected to Aspire Registry to track and verify Pyramid Model module training.

In addition, the NYB5-R funds supported the following:

- ▲ Child Care Resource and Referral Pyramid Model Hubs: There are three Pyramid Model Hubs that were piloted in three areas of the state in 2019 by the following CCR&Rs:
- ✓ Capital District Child Care Coordinating Council
 - ✓ Child Care Council, Inc. (Rochester)
 - ✓ Child Care Resources (Rockland)

These Hubs served vulnerable communities and supported early childhood care and education programs (child care, Head Start, Early Head Start, schools with PreK, 4410s, Family Child Care providers) within their region who were interested in implementing the Pyramid Model. These Hubs created Community-Wide Leadership Teams to implement the Pyramid Model, with the intent being to increase local coordination of services that support the early childhood community as well as support best practices.

- ▲ Pyramid Model Community-Wide Implementation Technical Assistance: Community-Wide Leadership Teams (CWLT) were formed in two identified communities and receive Technical Assistance:
- ✓ Child Care Resource Network (Buffalo)
 - ✓ Child Care Council of Nassau (Long Island)

The two CCR&Rs received Technical Assistance to learn how to become a Pyramid Model Hub. The CWLTs were coached by two qualified Master Cadre coaches who have been specially trained in Pyramid Model Implementation.

- ▲ Positive Solutions for Families Parent Workshops (30-session series): Supporting families is an essential part of the Pyramid Model. A series of six workshops, called Positive Solutions for Families, has been developed to help parents to promote positive and effective parenting behaviors. Positive Solutions for Families promote children's social and emotional development and address the challenging behavior and mental health needs of children. The series of Parent Workshops are broken up into six sessions using the Parent Workbook for Positive Solutions for Families. In-between sessions, parents will do the homework and practice the skills at home. These sessions are direct to parents at implementing programs.
- ▲ Parents Interacting with Infants (PIWI): PIWI focuses on practices for supporting infant and toddler development by expanding on and strengthening parent-child interactions and relationships. This module emphasizes parent-child interaction as both the focus and context for understanding and promoting children's development. PIWI can support professionals who work with home visiting, parent- child groups and socializations in a variety of settings including Early Intervention and Early Head Start. This one-day workshop provides an overview of PIWI. During the second day, participants will learn about, discuss and practice all components of PIWI, including the philosophy, dyadic interactions and strategies, triadic strategies, and Developmental Observation Topics (DOT). Videos, strategies and resources will be shared to demonstrate PIWI in action in a variety of settings.
- ▲ Behavior Specialist: For five implementing programs who could not pay to have a Behavior Specialist will have one. The Behavior Specialist is important for a program. They provide support to children with persistent challenging behavior. The Behavior Specialist is responsible for guiding the team's problem solving and intervention support for children who need individualized interventions. The Specialist has experience in function-based problem solving and assists in supporting the Leadership Team to gather and synthesize information to determine antecedents, behaviors and maintain consequences. The Specialist facilitates the team planning process to determine individualized prevention, intervention and response strategies to address challenging behavior. Additionally, the Behavior Specialist assists the team in analyzing data that measures a child's progress and this person may also serve as the Data Collector.
- ▲ Pyramid Model Consortium TA: In Year 6 the SLT will continue to receive technical assistance from the Pyramid Model Consortium to continue statewide implementation.