



Teach. Coach. Change.



Wisconsin Pyramid Model For Social and Emotional Competence

2015 Annual Report

Wisconsin Early Childhood Collaborating Partners

Released Spring 2016

The Pyramid Model

The Pyramid Model is a multi-leveled system of support to enhance social and emotional competence in infants, toddlers and young children. It offers evidence based strategies for parents and professionals to support optimal development and prevent challenging behaviors.

The Pyramid Model is consistent with the public health/mental health model of promotion, prevention and intervention. The Pyramid Model framework is a Response to Intervention (RtI) for early childhood. Program-wide implementation of the Pyramid Model is the model of implementing Positive Behavioral Interventions and Supports (PBIS) in programs for young children.

Pyramid Model's Vision

The State of Wisconsin will have comprehensive, cross disciplinary professional development to support professionals working to ensure the social and emotional well-being of infants, young children, and their families.

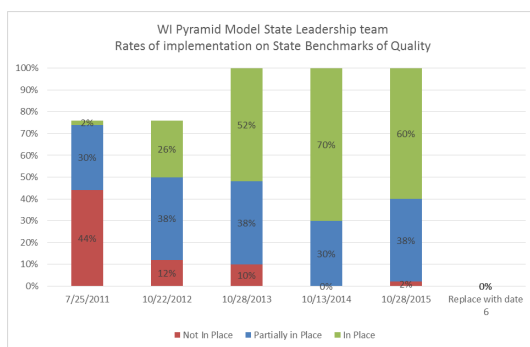
STATE LEADERSHIP TEAM

Statewide implementation of the Pyramid Model is coordinated by Lana Nenide (WI Alliance for Infant Mental Health) and Julie Betchkal (CESA 11). The two coordinators (1 FTE) are guided by a State Leadership Team that meets quarterly. The leadership team includes representatives from state departments and agencies charged with providing support and services for young children and their families.

State implementation efforts are guided through self-assessment on a State Benchmarks of Quality. Implementation rates of critical infrastructure elements have climbed from **26%** in place (Oct 2012) to **60%** in place (Oct 2015). The 2% “not in place” rating refers to the item #21 “Funding sources to cover activities for at least 3 years are identified,” as this is a transitional year for the Pyramid Model and funding sources have not been identified past December 2016.

State Leadership Team members are asked to provide feedback after each meeting. The table below displays cumulative meeting evaluation results for 2015.

SLT Evaluation Criteria	2013	2014	2015
<i>Evaluation is based on a 1-5 rating scale. 1=low; 5=high</i>			
Degree to which the meeting objectives were achieved	4.12	4.67	4.29
Facilitation of the meeting was	4.63	4.67	4.90
I would rate my own contributions to the meeting as	3.71	4.01	3.50
Degree to which I think this meeting contributed toward achieving our purpose	4.54	4.60	4.60



Wisconsin Pyramid Model

2015 State Leadership

Team Members

- Julie Betchkal, CESA 11; WI Pyramid Model Training & Coaching Coordinator
- Wendy Bowe, Head Start Training and Technical Assistance System, STG International
- Sandy Ellis, Pyramid Model External Coach, Wausau
- Terri Enters, Department of Health Services/Birth to 3
- Jill Haglund, Department of Public Instruction
- Jill Hoiting, Supporting Families Together Association
- Heather Jordan, Great Lakes Inter-Tribal Council
- Kim Kurklis, Kenosha Unified School District
- Jenny Giles, Department of Public Instruction
- Lilly Irvin-Vitela, WI Head Start Association
- Coral Manning, Department of Children and Families
- Kath McGurk, Department of Children and Families
- Jeanette Paulson, WI Early Childhood Association
- Rebecca Murray, Children's Trust Fund
- Lana Nenide, WI Alliance for Infant Mental Health; WI Pyramid Model State Coordinator
- Justyn Poulos, WI PBIS Network Coordinator
- Mary Peters, Waisman Center
- Teressa Pellet, Regional Coach
- Ann Ramminger, Waisman Center
- Staci Sontoski, Milwaukee Child Welfare Partnership
- Gaye Tylka, CESA 4/DPI Office of Early Learning



Wisconsin's Pyramid Model: Key Messages

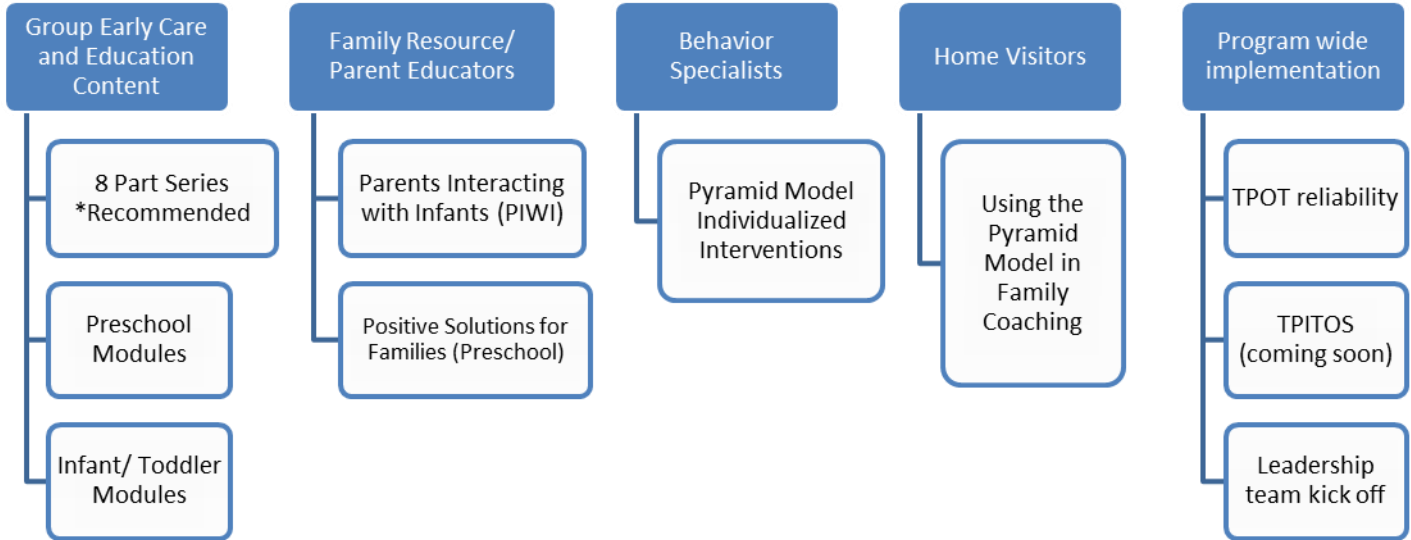
- The Pyramid Model is a framework for implementing a multi-leveled system of support across diverse settings that support children birth to age 6 and their families. The Pyramid Model framework is consistent with the public health/mental health model of promotion, prevention and intervention. The Pyramid Model framework is a Response to Intervention (RtI) model for early childhood. Program-wide implementation of the Pyramid Model is a model for implementing Positive Behavioral Interventions and Supports (PBIS) in programs for young children.
- In early childhood, relationship is a key change agent. Program-wide implementation of the Pyramid Model is a relationship based professional development framework that is child and family centered. Program-wide implementation intentionally addresses the implementation drivers outlined in implementation science research. These drivers are: competency, leadership and organization.
- The Pyramid Model training is an essential element of program-wide implementation. Wisconsin's Pyramid Model training focuses on the evidence-based practices promoted in the Pyramid Model framework. These practices address relationship, environment, intentional teaching and individualized intervention. The evidence based practices support programs in addressing the Social Emotional and other domains, program standards and guiding principles of the Wisconsin Model Early Learning Standards.
- Evidence based practices are effective only when implemented with fidelity. For program-wide implementation sites, we measure the extent to which evidence based practices are being implemented in a classroom using the Teaching Pyramid Observation Tool (TPOT) and Teaching Pyramid for Infants/Toddlers Observation Scale (TPITOS).
- Research on the TPOT indicates that the degree of fidelity of evidence based practices used by teachers is directly correlated with increased positive outcomes for the children in the classroom. At baseline, teachers in Wisconsin's sample data who attended Pyramid Model training are using evidence based practices, but are doing so with low rates of fidelity. On average, it takes one year for teachers to reach fidelity when provided with practice based coaching and program supports.
- Researchers who examined key factors in the pre-K Quality Rating and Improvement Systems (QRIS) of nine states isolated the factors that are the "best predictors of child outcomes." They determined strongest predictor of child outcome is the quality of teacher-child interaction. The quality rating improvement scale in Wisconsin is called YoungStar.
- Research demonstrates that children who enter school with social and emotional competence have better academic achievement and school success. Program-wide implementation assists programs in being responsive to the individual needs of children and their families.
- National research indicates that preschool children are three times more likely to be removed from programs than children in K through grade 12 combined. This trend can be reversed by providing programs with consultation/support in addressing the behavioral needs of children. Children with disabilities who also have challenging behavior are more likely to be placed more restrictive environments with less access to the general education curriculum.



Adopted by the Pyramid Model State Leadership Team: July 2015

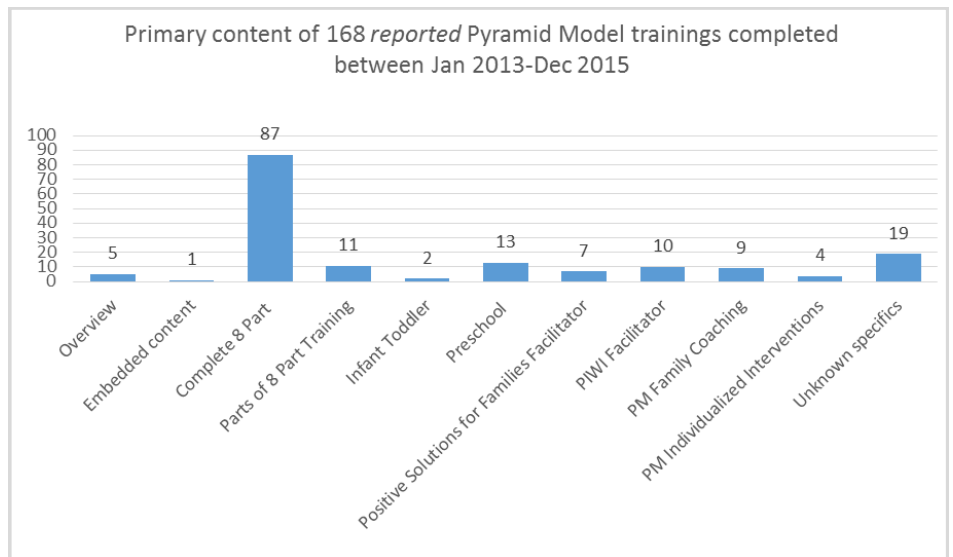
TRAINING

Young children and their families are supported by many sectors of Wisconsin’s early care and education system, therefore there is a cross sector cadre of trainers who provide context-relevant content on the evidence based practices promoted by the Pyramid Model. The graphic below outlines various training options available to professionals across systems and disciplines.

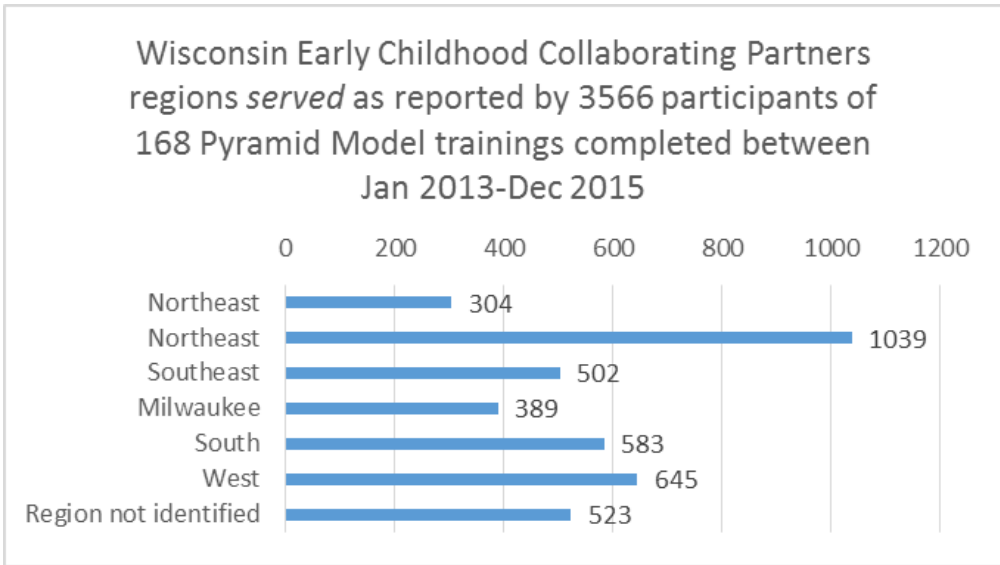
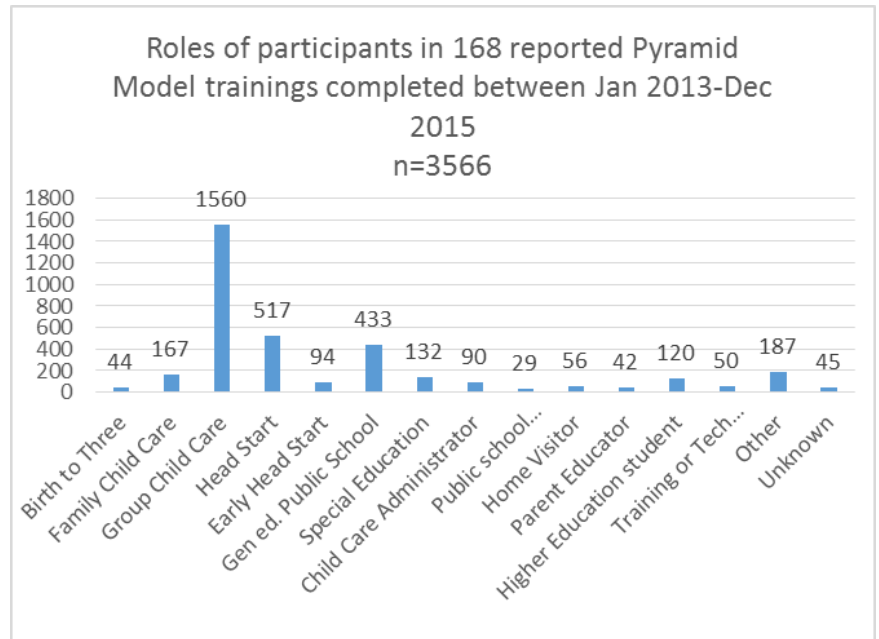


In 2014-2015, the Wisconsin Pyramid Model 8 Part series was edited based on feedback and data. Updated content was shared with 81 currently approved Pyramid Model trainers as part of 5 regional Pyramid Model Community of Practice meetings. Participation in the Pyramid Model 8 Part series is incentivized for early care and education providers in programs who participate in the YoungStar quality improvement program.

Three thousand five hundred sixty-six individuals (**3566**) in cross sector roles participated in one hundred sixty-eight (**168**) Pyramid Model trainings completed (and reported) between January 2013-December 2015. Pyramid Model coordination, training and implementation was supported, in large part, with funding from Wisconsin's Race to the Top Early Learning Challenge Grant beginning in January 2013. The graphs below (pages 4 and 5) represent training data between January 2015 through December 2015.



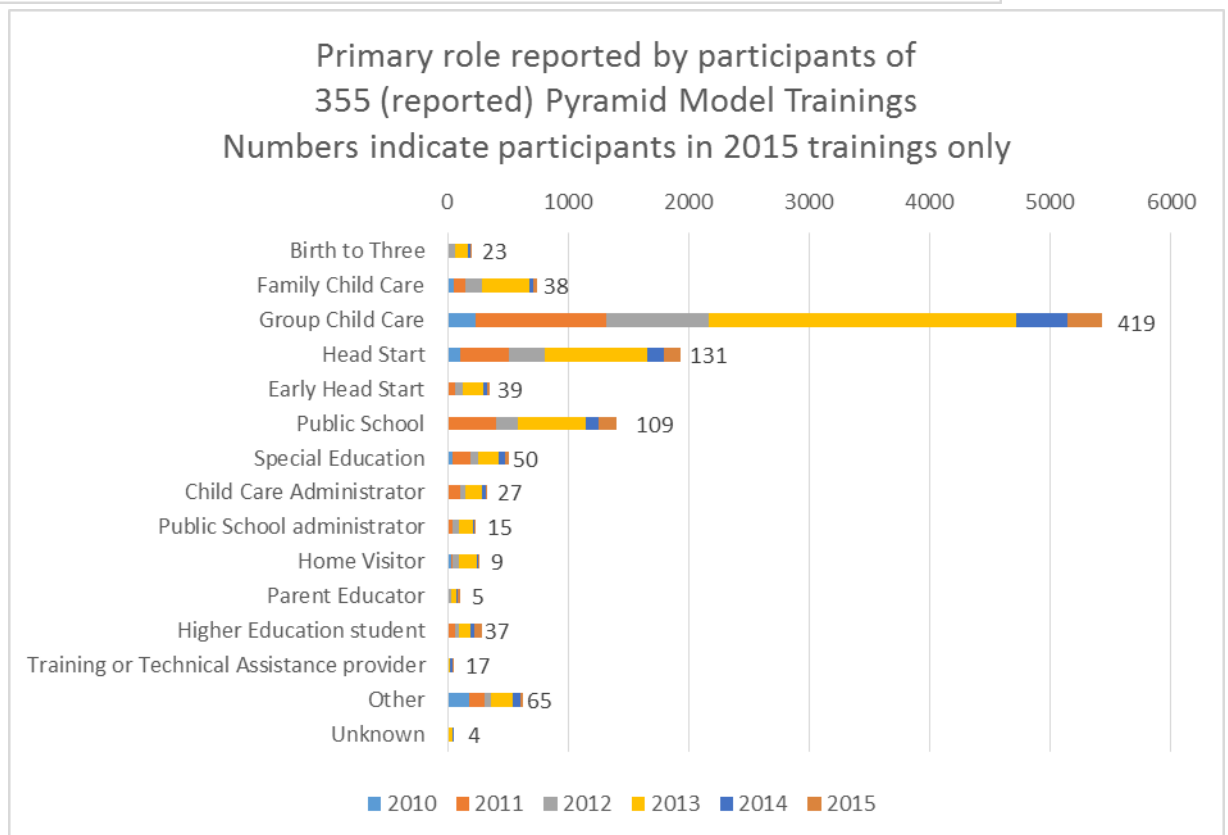
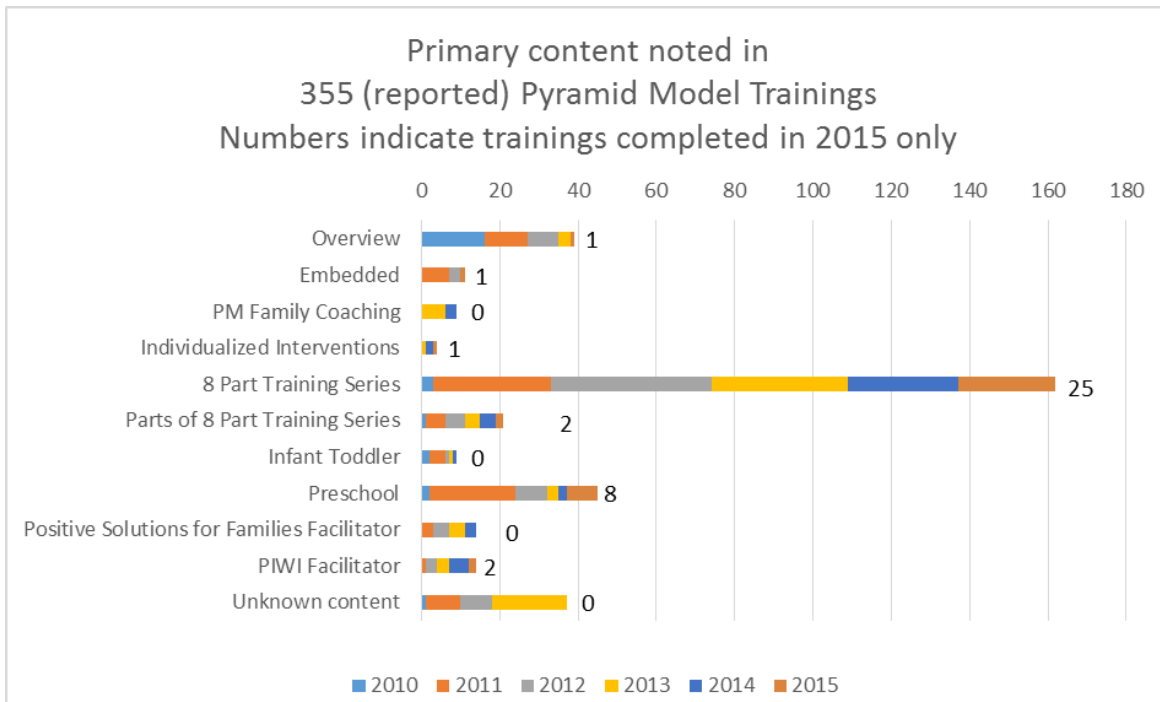
Participants in these 168 trainings included members of most of Wisconsin’s early care and education field. Participation in a provider level training is considered an element of “exploration” of Pyramid Model implementation. Program-wide implementation, which addresses key “implementation drivers,” is the level of implementation necessary to yield improved outcomes for young children and their families.



Wisconsin’s Early Childhood Collaboration Coaches assist in coordinating regional Communities of Practice for trainers who support providers within Wisconsin’s six regions. The graph on the left, shows the regions reported “served” by participants of the 168 Pyramid Model trainings completed between January 2013 through December 2015.



Approved Pyramid Model trainers reported 355 trainings in 2015. The graphs below summarize the primary content as well as the primary role of the training participants since Pyramid Model training reporting began in Wisconsin (2010).



Pre-service training opportunities:

Eleven (11) out of sixteen technical colleges that are part of the WI technical college system, offered multiple sections of the “Guiding Children’s Behavior” course in 2015.



PROGRAM-WIDE IMPLEMENTATION

The number of Pyramid Model Implementation Academies doubled in 2015. This was possible because of the Wisconsin's Race to the Top Early Learning Challenge Grant. The Implementation Academies were held in Spring and Fall in different geographic locations.

The goal of the Implementation Academy is to support and prepare program leadership teams for planful implementation of the Pyramid Model practices in their programs.

In Spring of 2015, seven (7) programs joined Cohort Six (6) of the Pyramid Model Program-Wide Implementation Sites, bringing the total number of WI program-wide sites to thirty three:

- Appleton Area School District
 - UW Oshkosh Head Start
 - Bridges
 - Faith
 - McKinley
- Sauk Prairie School District, Sauk City, Sauk County
- School District of Holmen, Holmen, La Crosse County
- Kenosha Unified School District

Spring Pyramid Model Implementation Academy was held in Wausau (May 2015). The Academy included the brand new TPOT reliability training, Implementation Refresher, Team Implementation Meeting, as well as two sections on Parent Module Content open to general audience.

In Fall 2015, five (5) programs joined Cohort Seven (7) of the Pyramid Model Program-Wide Implementation Sites:

- Verona Area School District
 - La Petite Academy
 - St. James Preschool
- Sun Prairie School District
 - Teddy's Place
 - Bright Horizons
- School District of Beloit

Fall Pyramid Model Implementation Academy was held in Oconomowoc (November 2015). The Academy included TPOT reliability training, Team implementation meeting as well as Parents Interacting with Infants session that was open to general public.

New programs are supported by 5 external coaches. External coaches are linked to Wisconsin's cross sector early care and education training and technical assistance cadre. They support the programs leadership teams and internal coaches in the "initial implementation" stages of program-wide implementation. Early Wisconsin implementation data suggested this external coaching support in initial implementation was vital for a program to continue implementing.

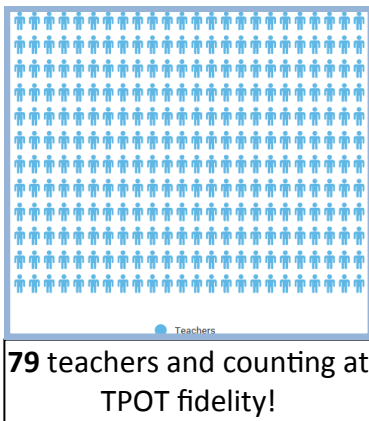
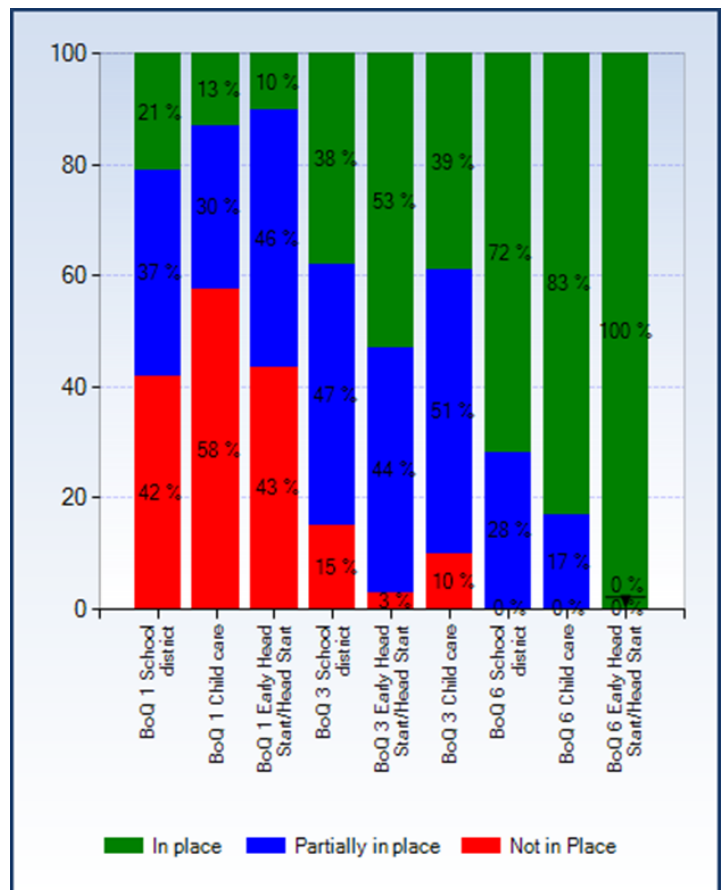


Cohort 6 (top) and Cohort 7 (bottom) Program-Wide Implementation Sites

Program-level data:

Fidelity of program level practices of implementation sites is measured by the program Benchmarks of Quality. The Early Childhood Benchmarks of Quality is a self-assessment completed by the program leadership team every 6 months until reaching fidelity. Fidelity is considered to be 80% of indicators in place. On average, all program types (Head Starts, Child Care, School districts) reach Pyramid Model implementation fidelity in 3 years. The graph (right), retrieved from the WI Pyramid Model web-based BoQ system, represents average number of Pyramid Model *program* practices for WI programs that have been implementing Pyramid Model over three years at three data points:

- baseline
- at the beginning of year 2
- at the end of year 3



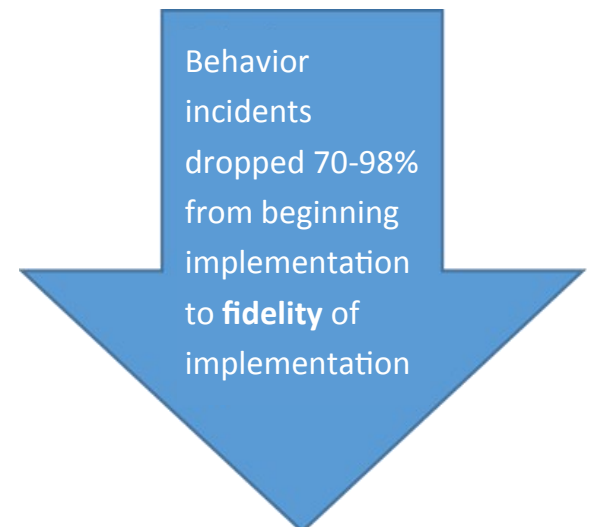
Teacher-level data:

A key element of program-wide implementation is coaching individual teachers to use evidence-based practices promoted by the Pyramid Model with fidelity. In preschool classrooms, the TPOF (Teaching Pyramid Observation Tool) is a research validated coaching tool used to measure the number of practices observed in a 2 hour observation. Teacher implementation fidelity is positively correlated with increased social and emotional outcomes for children. A comparative study of social and emotional and early literacy outcomes between a Wisconsin sample of classrooms at fidelity and not yet at fidelity is currently underway. Results are expected by December 2016.

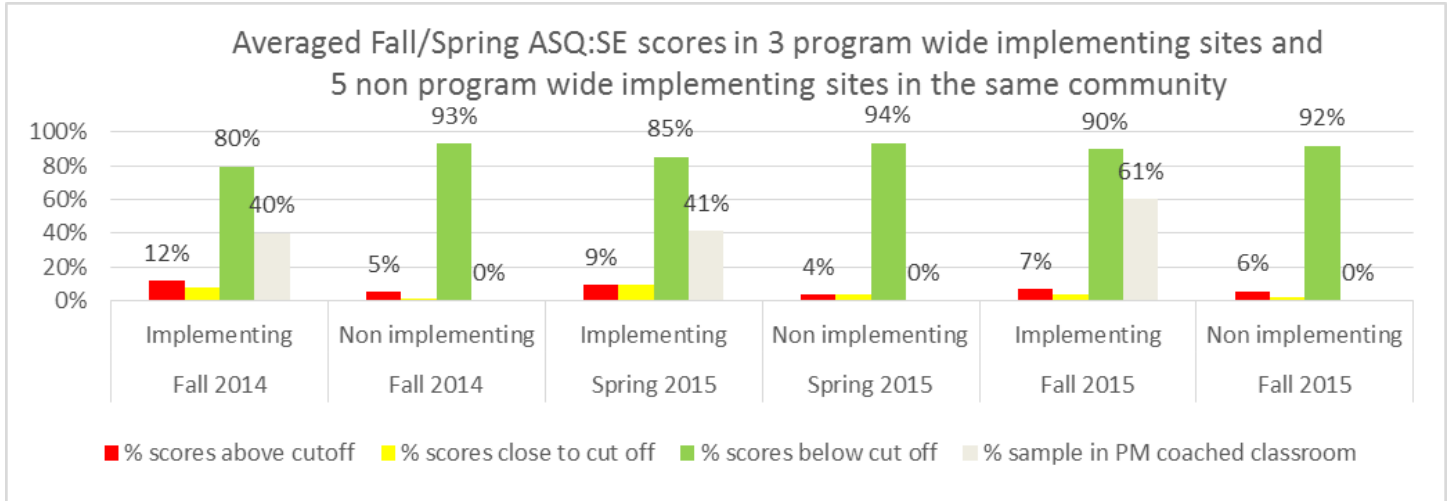
Child-level data:

Program-wide implementation sites collect and use data on behavior incidents to improve program practices. A recent sample of this data indicated in programs at fidelity, **behavior incidents drop 70-98% from beginning implementation to fidelity of implementation.**

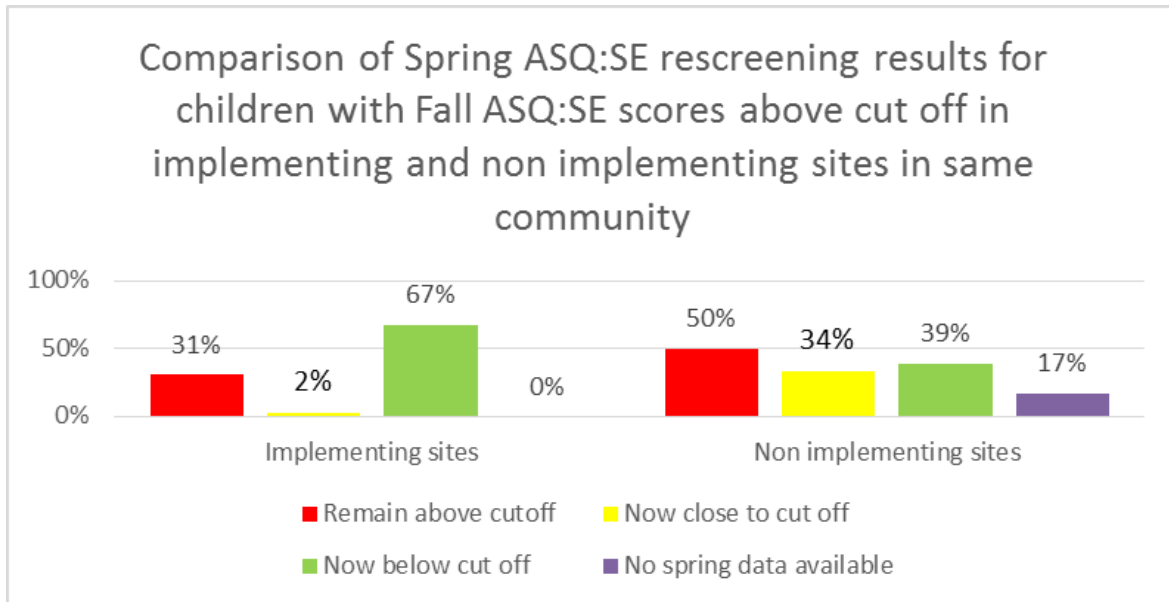
- Baseline Behavior Incident Report (BIR) range: 552-588 behavior incidents/year
- Implementation BIR range: 11-168 behavior/year.
- Numbers of children referred for intervention by administration or problem solving teams has dramatically decreased because teachers have many more strategies and intervention options within their classroom.



When comparing Ages and Stages: Social-Emotional questionnaire (ASQ:SE) Fall and Spring screening data in a community with 3 implementing sites and 5 non-implementation sites, data indicate that children in implementation sites had higher percentages of scores above cut off (concerning screens).



Spring rescreening data from these same children indicate that **67%** of children in implementing sites were now at age expected levels versus only **39%** of children in non-implementing sites. *These results suggest a “closing gap” for children in Pyramid Model implementing sites.*



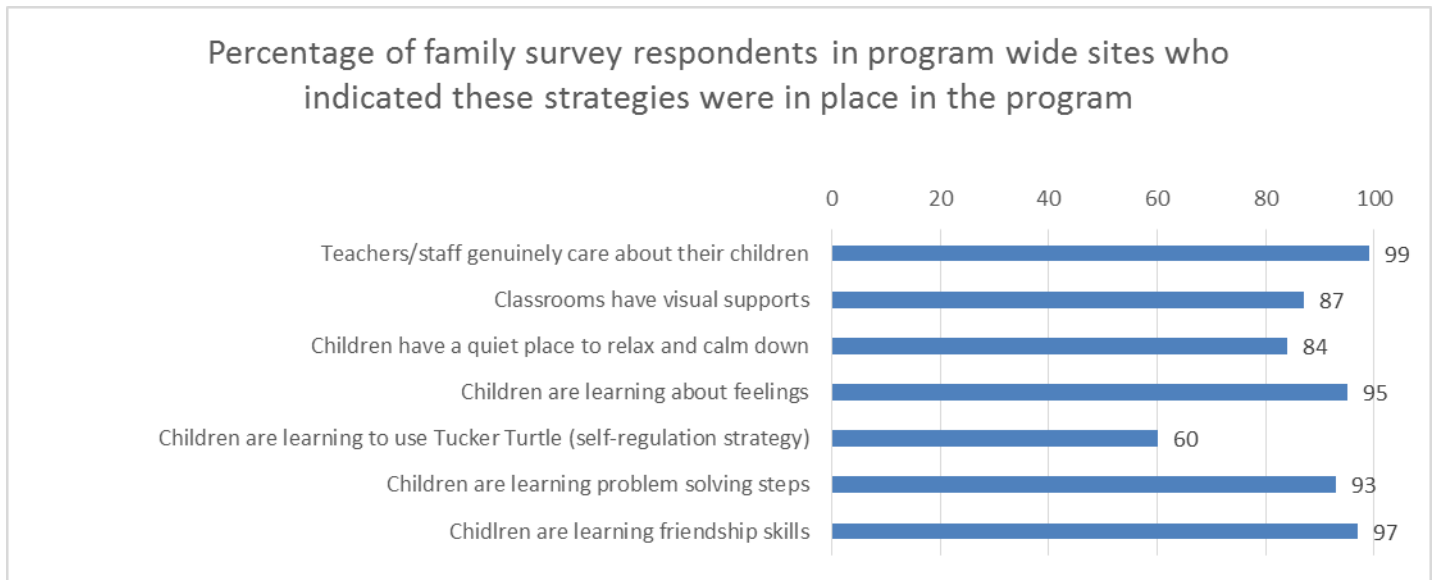
“He is learning so much about classroom routine, peer interaction, responding to teacher's directions. He genuinely loves going to school each day, and we have been so happy with his school year!”

-Sheboygan Early Learning Center parent



Parent Support/Family Involvement

463 families in program-wide implementation sites were surveyed in February 2015 to assess parents' awareness of Pyramid Model implementation. 80% of responding families have children between the ages of 4-5 years. Results indicate that **84%-97%** of families are aware of, or experience, specific evidence based practices promoted by the Pyramid Model.



Eight (8) communities or organizations received a total of \$30,429 to support implementation of practices promoted by the Pyramid Model. Impact data will be summarized upon completion of these projects.







Another eight (8) communities have been selected to receive financial support and mentorship to implement and sustain Parents Interacting with Infants (PIWI) parent/child play groups. Impact data will be summarized upon completion of these projects.

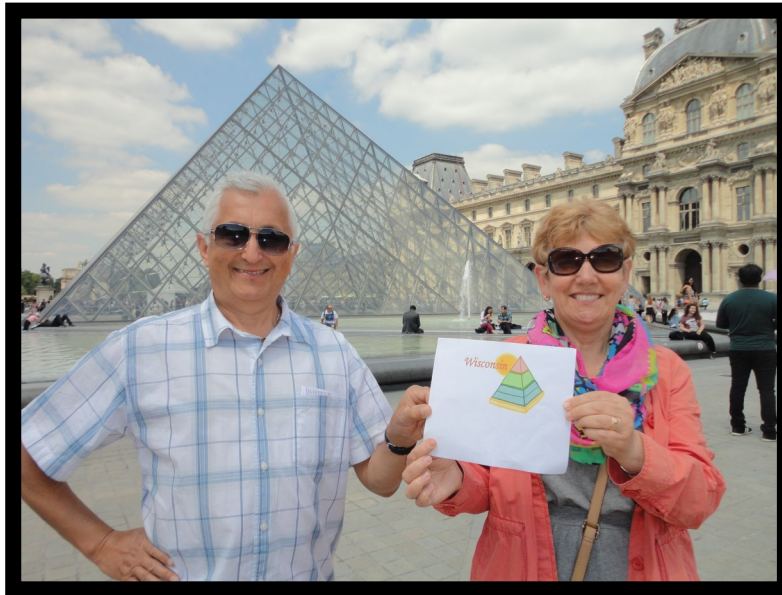


The staff are so genuinely happy to work with the children. They really seem to enjoy what they do and that reflects on how much the children enjoy being there. I have no concerns, my son is always so happy from the moment we get there until the end of the day!

- ThedaCare Child Learning Center parent

Goals and Hopes for 2016

-  *Secure funding for Pyramid Model implementation.*
-  *Continue playful expansion of Pyramid Model program-wide implementation.*
-  *Finalize data analysis tools.*
-  *Create Infant/Toddler training series.*
-  *Offer continued support to external and internal coaches.*
-  *Finalize editing of the Positive Solutions for Families (preschool PBIS for parents classes) and release the materials in April 2016.*



We are deeply grateful to our families –
Thank you for your patience, passion, understanding, and support.



Created by the WI Alliance for Infant Mental Health and CESA 11.
Made possible with Race to the Top Funds.

