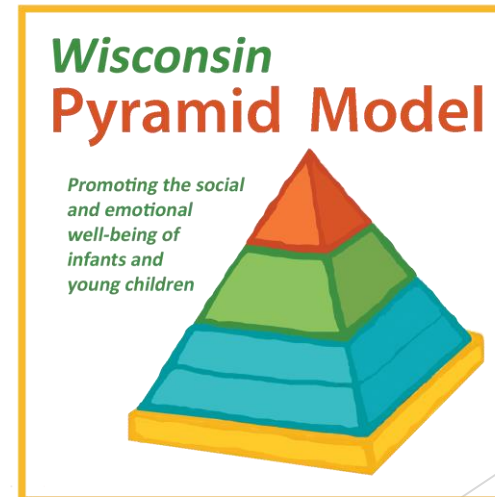


WI PM State Core Leadership Team

January 12, 2021

Meeting objectives:

1. Receive updates on current projects/activities from WI-AIMH Pyramid Model team and members of the Core Leadership Team.
2. Use Advisory team feedback to identify potential priorities for implementation of the WI Pyramid Model
3. Generate content themes/recommendations for the 2020 WI Pyramid Model annual report
4. Consider necessity and needs for advisement from April Advisory Team meeting



Welcome. Please “sign in” by typing your name and the agency you are representing today into the chat. Thank you.

Our agenda for today

1. Check in
 2. Coordinators update
 3. Summarizing key messages from Advisory feedback
 4. Break
 5. Annual report themes
 6. Team member updates
 7. Advisement topics?
- ▶ Next meeting date: April 13th 10 to 12; Advisory 1 to 3

We are working to transition to a new year

For some young children, moving from one activity to another (e.g., playing with toys to dinner time, playing outside to bath time, watching a movie to brushing teeth), results in confusion, frustration, or challenging behaviors. Adults can help children predict what is coming next which helps make transitions smoother.

Strategies to Support Transitions



Use a timer

(e.g., Show timer and say, "5 minutes of play and then dinner.").



Provide a verbal warning that one activity is going to end and another is going to begin (e.g., "We'll finish this book, then brush our teeth and go to bed.").



Ask your child if they would like to bring a transition object or toy with them (e.g., "How about truck comes in the car with us? I bet he would live to sit next to your car seat!").



Use first/then language (e.g., "First clean up your dishes, then we can play blocks together." or "First wash your hair, then play in the bath.").



Use visual supports.

- visual schedule
- first/then board
- cue cards



Download instructions and templates at:
https://challengingbehavior.cbcs.usf.edu/docs/Routine_cards_home.pdf



Make the transition fun!

(e.g., If you need to leave the park, try these: "We can skip to the car.", or "Ride on daddy's shoulders to the car.").



Sing a silly or familiar song; most children love music and songs. Use technology to help you get creative. Many personal devices and applications will play clean up songs (e.g., Alexa, Spotify, etc.) and YouTube has many transition songs and videos available for preschool children to help you!



Give your child a job to do during the transition. Children like to be helpers! Your child can:

- put napkins on the table while you get ready for dinner;
- put all the shoes away when you get home; or
- be the "checker" who makes sure everyone has their backpacks before going to school.

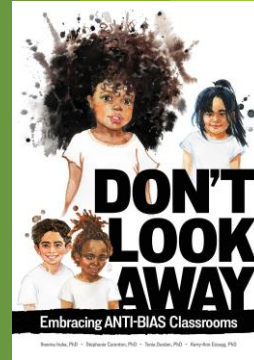
- ▶ Do you use any of these transition strategies in your ADULT world?
- ▶ How do you manage your work transitions as you work from home?

Coordinator Update

- ▶ The **Fall Academy** has been completed:
 - ▶ 5 courses over 13 separate training dates/times
 - ▶ 115 total participants from 55 unique programs
- ▶ Regional Communities of Practice
 - ▶ 67 access tokens for Implicit Bias e-Modules
 - ▶ 76 enrolled in **Don't Look Away** book study
- ▶ 12 programs receiving significant **technical assistance** via partnership with **SFTA**:
 - ▶ *e-Module training, with 6 hours of PBC for 4 teachers (48 total) and TAG-PEC policy review and feedback.*
 - ▶ *User ready copies of 10 national PM products*
- ▶ Added 5 new e-Modules trainers

Ongoing work:

- ▶ Social and Emotional Foundations **course draft** complete
- ▶ Plans developed for social and emotional **“traveling exhibit”** and representative imagery
- ▶ Final stages of editing the face to face **WI PM Infant Toddler training**
- ▶ Pyramid Model **Individualized Interventions** virtual **pilot** starting Jan 13th, 2021
- ▶ Monthly/Bi-Monthly supports:
 - ▶ PM Buzz Newsletter
 - ▶ PM Coaches Connections
- ▶ Member of **NCPMI**: Sustaining & Scaling up High Fidelity Pyramid Model Efforts in State Systems **Community of Practice**
- ▶ **Active coaching** for program wide sites



Home	
ASQ:SE Screenings	0
Other Social Emotional Screenings	0
Behavior Incident Reports	0
Benchmarks Of Quality 2.0 Forms	25
Benchmarks Of Quality FCC Forms	0
Children	98
Classrooms	98
Classroom Coaching Logs	0
Employees	177
TPITOS Observations	0
TPOT Observations	10
Uploaded Files	0

Welcome Marisa Kahler- PIDS data entry

- ▶ Step 1: Back enter data into PIDS
 - ▶ Phase 1: BoQ information
 - ▶ (84 programs have been trained to implement)
 - ▶ Phase 2: TPOT/TPITOS data entry
 - ▶ (23 programs have TPOT/TPITOS back-entered)
- ▶ Step 2: Support programs to enter ongoing data
 - ▶ Phase 1: Sharing information
 - ▶ Entering and pulling BoQ [data overview videos](#)
 - ▶ Overview for Coaches Connection: Jan 14th
 - ▶ Overview for Institute: Jan 28th
 - ▶ Phase 2: Program set up and individualized training for data users based on interest/readiness

Welcome to the Pyramid Model Implementation Data System!



AM

Page 1 of 14 (209 items) Prev **1** 2 3 4 5 6 7 ... 12 13 14 Next

TAG-PEC *preliminary results*

EF 1: Intentional Teaching Approach	
Item 1:	
Item 2:	
Item 3:	
Item 4:	
EF 2: Developmentally Appropriate Learning Environment	
Item 5:	
Item 6:	
Item 7:	
Item 8:	
Item 9:	
Item 10:	
EF 3: Setting Behavioral Expectations	
Item 11:	
Item 12:	
Item 13:	
Item 14:	
Item 15:	
Item 16:	
EF 4: Tiered Model of Intervention	
Item 17:	
Item 18:	
Item 19:	
Item 20:	
Item 21:	
EF 5: Working with Families	
Item 22:	
Item 23:	
Item 24:	
Item 25:	
EF 6: Staff Training and Professional Development	
Item 26:	
Item 27:	
Item 28:	
EF 7: Data Monitoring and Improvement	
Item 29:	
Item 30:	

- ▶ 6 Regional cross-sector training and technical assistance provider teams co-rated “Discipline/ Teaching and Guidance” policy documents from 20 programs **AS INDIVIDUALS**
- ▶ 7 Essential Features with descriptive items
 - ▶ Eg. EF1: Intentional Teaching Approach
 - ▶ Item 1: The policy clearly states that the goal of behavior guidance is to teach social and emotional skills to children.

- ▶ Scoring:
 - ▶ No=0
 - ▶ Emerging=1
 - ▶ Yes=2

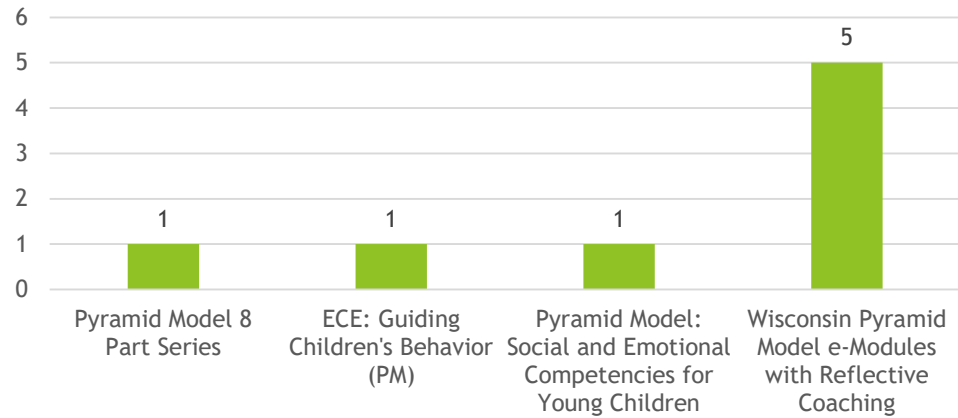


- ▶ All items a yes= 60 points

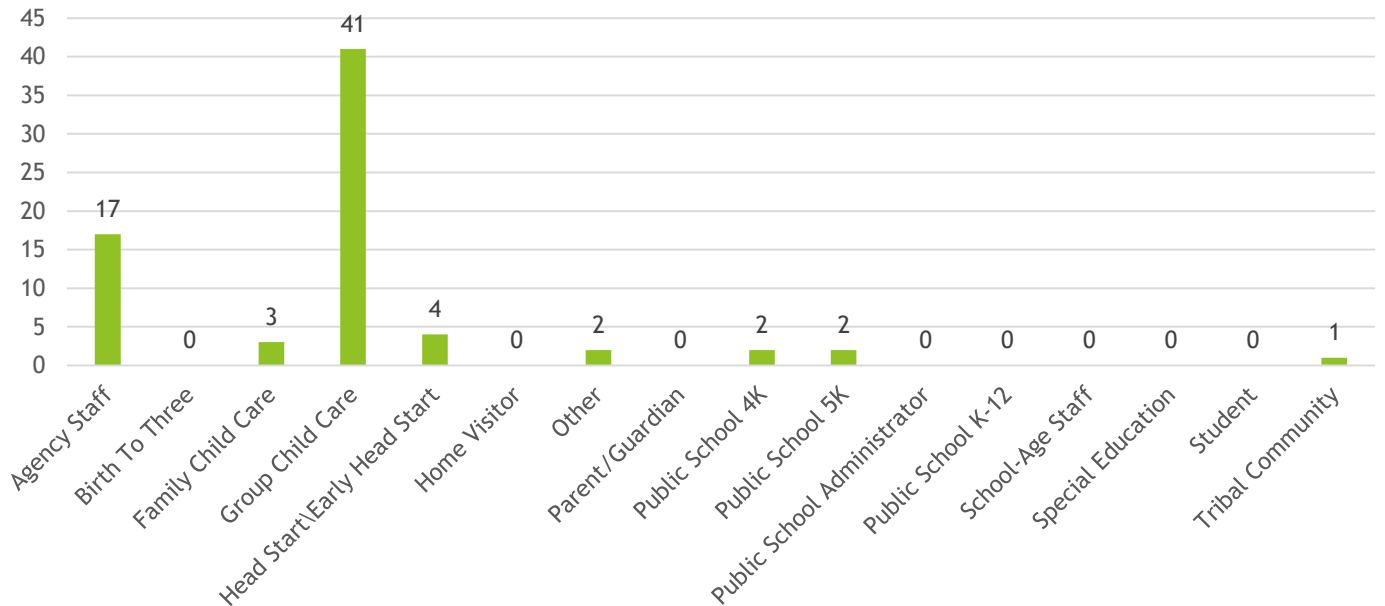
Rater:	1	2	3	4
Program 1	31%	25%	23%	22%
Program 2	32%	27%	26%	27%
Program 3	22%	22%	22%	
Program 4	77%	77%	77%	
Program 5	68%	67%		
Program 6	43%	38%	45%	
Program 7	75%	70%	70%	
Program 8	90%	80%	73%	
Program 9	90%	80%	73%	
Program 10	23%	20%	15%	17%
Program 12	21%	20%	30%	33%
Program 13	44%	40%	42%	45%
Program 14	32%	23%	63%	
Program 15	33%	25%	30%	
Program 16	15%	27%		
Program 17	60%	40%		
Program 18	62%	63%	67%	
Program 19	25%	40%		
Program 20	20%	20%		

Training report

Wisconsin Pyramid Model trainings reported as completed in the Registry between Oct 1st and Jan 1st 2020
n=8



Wisconsin Pyramid Model training participants by role for trainings reported in the Registry as complete between Oct 1st to Jan 1st 2020
n=72



Break

- Reflect
- Enjoy
- Slow down
- Tune in

A white rectangular card with a light green brushstroke background. The text "time for a break" is written in a black, cursive, handwritten font. The card is positioned on the right side of the slide, overlapping a green geometric background.

time
for
a
break

Considering advisement-

4 small groups:

- ▶ Group 1: Recommendation: Develop and Clearly Communicate Expulsion and Suspension Policies
- ▶ Group 2: Recommendation: Set Goals and Analyze Data to Assess Progress
- ▶ Group 3: Recommendation: Invest in Workforce Preparation and Development
- ▶ Group 4: Recommendation: Establish and Implement Policies Regarding Program Quality

Using 2 documents in shared folder:

1. Determine who will serve as the note taker and who will be the reporter.
2. Take 5-7 minutes to review your group's summary from the advisory group (review Summary of Advisory feedback October 2020)
3. Join as a group and review the considerations from the NCPMI document (record on Key Points Advisory feedback)
4. As a group, document your thoughts to summarize:
 1. Are strengths identified accurately?
 2. *What are gaps noted in this area?*
 3. ***What emerge as Pyramid Model priorities in this area?***



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION

POLICY STATEMENT ON EXPULSION AND SUSPENSION POLICIES IN EARLY CHILDHOOD SETTINGS

PURPOSE

The purpose of this policy statement is to support families, early childhood programs, and States by providing recommendations from the U.S. Departments of Health and Human Services (HHS) and Education (ED) for preventing and severely limiting expulsion and suspension practices in early childhood settings.¹ Recent data indicate that expulsions and suspensions occur at high rates in preschool settings.²⁻⁴ This is particularly troubling given that research suggests that school expulsion and suspension practices are associated with negative educational and life outcomes.^{5,6} In addition, stark racial and gender disparities exist in these practices, with young boys of color being suspended and expelled much more frequently than other children.^{3,4} These disturbing trends warrant immediate attention from the early childhood and education fields to prevent, severely limit, and work toward eventually eliminating the expulsion and suspension – and ensure the safety and well-being – of young children in early learning settings.⁷

This joint HHS and ED policy statement aims to:

- Raise awareness about expulsion, suspension, and other exclusionary discipline practices in early childhood settings, including issues of racial/ethnic and sex disparities and negative outcomes for children associated with expulsion and suspension in the early years;
- Provide recommendations to early childhood programs and States on establishing preventive, disciplinary, suspension, and expulsion policies and administering those policies free of bias and discrimination;
- Provide recommendations on setting goals and using data to monitor progress in preventing, severely limiting, and ultimately eliminating expulsion and suspension practices in early childhood settings;
- Highlight early childhood workforce competencies and evidence-based interventions and approaches that prevent expulsion, suspension, and other exclusionary discipline practices, including early childhood mental health consultation and positive behavior intervention and support strategies;
- Identify free resources to support States, programs, teachers, and providers in addressing children's social-emotional and behavioral health, strengthening family-program relationships,



NCPMI

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

ChallengingBehavior.org

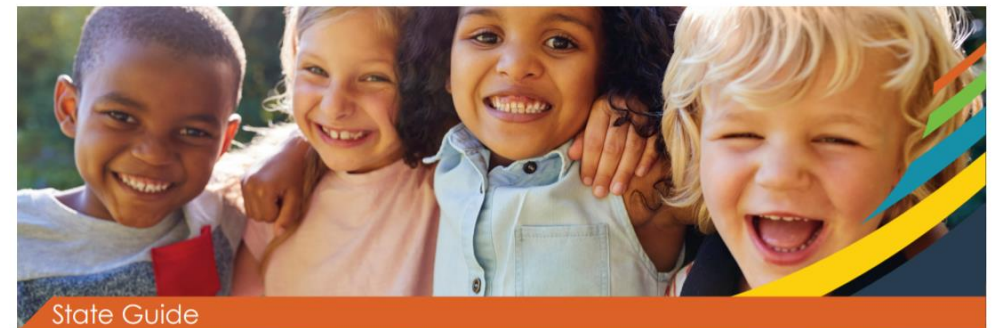


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Pyramid Model State Leadership Team Guidance for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice

Barbara J. Smith, Penny Dell, Lise Fox



State Guide

Pub. 09/13/18



ChallengingBehavior.org

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Share out- Priorities

Priorities

Highlights for annual report

Team updates- Connections and opportunities

- ▶ PEC conference sectional call for proposals are out: Virtual conference April 14th and 15th
- ▶ PBIS Leadership conference in August: Virtual format
 - ▶ 2020 conference materials are available:
<https://www.youtube.com/playlist?list=PL5i3GDyRBavaoE-ypuW4X9Cj9CSwe0nHj>
- ▶ Governor's Early Childhood Advisory Council recommendations have been released: <https://dcf.wisconsin.gov/ecac>
 - ▶ Includes recommendations related to reduction of suspension and expulsion efforts that include:
 - ▶ Increased Social and Emotional Learning supports
 - ▶ Infant Mental Health Consultation
- ▶ Wisconsin has been awarded a 3 year Preschool Development Grant:
<https://content.govdelivery.com/accounts/WIGOV/bulletins/2b59c9b>
 - ▶ Builds on implementation from Year 1: \$30 million total grant award



Advisory Team meeting: April 13th

- ▶ What topics needs advisement?

Set Dates for 2021

- ▶ January 12th 10AM to Noon
- ▶ **April 13th**- with Advisory Team input on priorities
- ▶ July 13th 10AM to Noon
- ▶ **October 5th**- with highlights for Advisory team

PLEASE COMPLETE THE EVALUATION:

Link removed