

Wisconsin Pyramid Model Core State Leadership Team

July 11, 2023



Wisconsin Pyramid Model Leadership Teams Purpose and Responsibilities

<p>Core Team: Smaller group more closely connected to procedural decision making</p>	<p>State Leadership Advisory: Larger group of people/organizations invested in the vision of the Pyramid Model Initiative</p>
<ul style="list-style-type: none"> • 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 Benchmarks of Quality 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 	<ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • Meets quarterly for 2 ½ hours, typically in morning in Jan, April, July, October • Joins the Advisory meeting in the afternoon in April and October 	<ul style="list-style-type: none"> • Meets annually in April and October in a joint Core and Advisory Team meeting
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WISCONSIN PYRAMID MODEL VISION:

Each and every Wisconsin infant and young child will experience nurturing and authentic relationships within engaging, culturally responsive environments that honor diversity in all its forms in order to ensure healthy social and emotional development.

WISCONSIN PYRAMID MODEL MISSION

We advocate, train and coach to elevate awareness, honor relationships and support adults to apply skills and strategies that ensure equitable outcomes for infants, young children and their families through intentional implementation of the Wisconsin Pyramid Model in programs and communities.

September 2021- updated July 2021 Mission and Vision



Our agenda

10:00-10:15 Check in: Summertime Would You Rather?

10:15-10:25 Showing the story of the Pyramid Model Video Premier: Coaching

10:25-10:55 Key activities and linkages for 2023-2024

10:55-11:05 Trainer approval process update

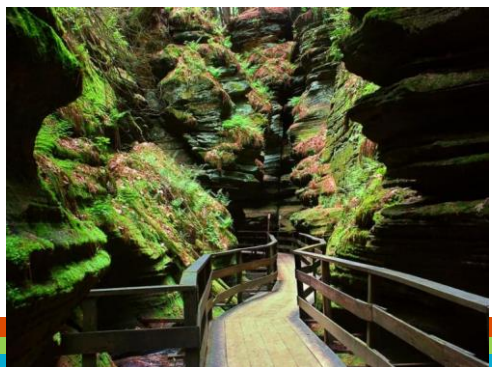
11:05-11:10 Video Premier: A family's perspective

11:10-11:30 Pyramid Model Data highlight: Positive Solutions for Families

11:30-11:50 Video Premier: Pyramid Model Overview How might we share the story?

11:50-12:00 Setting 2024 meeting dates and next steps

State Leadership Team	Implementation and Demonstration Programs/Sites	Family Engagement	Professional Development	Evaluation/Data-Based Decision Making
Priorities	Priorities	Priorities	Priorities	Priorities
<ul style="list-style-type: none"> Meeting evaluations for SLT post meeting; feedback from all levels of implementation (trainers, external coaches, community teams) Securing funding for next budget cycle Marketing plan - video stories and messaging tools 	<ul style="list-style-type: none"> Using S/E rubric to determine demonstration site status Supporting Community level implementation 	<ul style="list-style-type: none"> Survey for families to collect data around impact related to PSF Exploring PIWI implementation with UW-O collaboration to early intervention 	<ul style="list-style-type: none"> Implementation support needed more now - support past training Addressing low numbers of attendance for individuals caring for infants/toddlers 	<ul style="list-style-type: none"> Promoting proactive data collection aimed at supporting programs who are using suspension / expulsion practices Comparing other state data on suspension/expulsion to data available in PIDS



~~ALL~~
NONE
OF THE
ABOVE

Pyramid Model Video Project

VIDEO #1: “TEACHERS & COACHES TESTIMONIAL”

Video Intention: Create a video that upholds the voices of teachers and coaches to inform target audiences of the power and gift of Pyramid Model internal and external coaching.

VIDEO #2 “DIRECTOR'S TESTIMONIAL”

Video Intention: Create a video that upholds the voices of Pyramid Model program-wide implementation site directors to inform target audiences of how directors'/teams' **personal experiences of positive outcomes** for children, teachers and families balance and outweigh the initial investment of time, training and support in the early years of program-wide implementation.

VIDEO #3: “FAMILIES TESTIMONIAL”

Video Intention: Create a 3-5-minute video that upholds the voices of family members who have seen positive changes in their children as a result of child care in a Pyramid Model program-wide implementation site to inform target audiences of how **Pyramid Model has positively impacted parents/guardians/caregivers** through programs engaging with families and children being intentional taught and guided to learn important social and emotional skills.

VIDEO #4: “THE PYRAMID MODEL DESCRIPTION”

Video Intention: Create a video that describes the Pyramid Model with a blend of the directors, coaches and families.

Video Summary: So now that the viewer has been persuaded by videos 1-3, it's time to inform them of exactly **WHAT** this amazing Pyramid Model is and **HOW** it works. We'll dive into some of the specific strategies and tools that the Pyramid Model offers to achieve those great results.



SOUL SHINE
CREATIVESTUDIO



What are your first thoughts?

QR and link included in notes



What felt most powerful in this video?



What felt like a disconnect for you in this video?

**Must
see!**

Who may be the "must see" audience for this video?

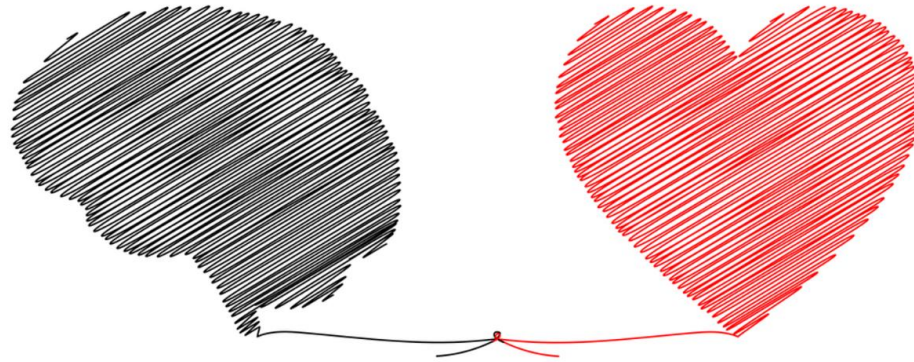
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Connecting and Collaborating

Key Wisconsin Pyramid Model Activities for 2023-2025



23-25 Wisconsin Pyramid Model Base and Extension Workplan

WI-AIMH Wisconsin Pyramid Model Base Contract [workplan_24-25](#);

WI-AIMH Wisconsin Pyramid Model Extension Contract workplan

<p>Provide leadership and advisement on social and emotional policy at the state and regional level</p>	<p>Facilitate 4 quarterly Core Team meetings-</p> <ul style="list-style-type: none"> • Complete annual State Benchmarks of Quality team rating and use ratings to maintain, build or enhance state infrastructure for implementation of Pyramid Model practices at the classroom, program, community and state level. • Collect, analyze and use data to adjust, enhance and celebrate implementation the critical elements measured by the State Benchmarks of Quality • Facilitate agenda driven meetings that focus on infrastructure to address benchmarks, defining necessary actions based on equity review, creating celebrations and adjustments based on data. <ul style="list-style-type: none"> • Post notes to State Leadership Updates page • Ensure and support necessary representation on statewide Pyramid Model Leadership Teams and workgroups <p>Facilitate at least two Advisory Team meeting:</p> <ul style="list-style-type: none"> • Provide key collaborative stakeholders with updates on actions and outcomes and to solicit input and recommendations on needs, activities and opportunities. <p>Maintain coordinated Pyramid Model outreach, integration, implementation support at the State and Regional Level</p> <ul style="list-style-type: none"> • Maintain connections between Wisconsin Pyramid Model, Infant Mental Health Consultation, Infant and Early Childhood Mental Health Endorsement [®] and Reflective Supervision at state, regional and community levels • Contribute and engage as active members of statewide Infant and Early Childhood advisory groups (e.g., Governor's Council on Early Childhood, Registry Advisory, WI Model Early Learning Standards advisory, Suspension and Expulsion workgroup, Infant and Toddler Policy workgroup) • Regional Leads (NE, W, S, SE, Milwaukee) and Coordinators will serve as a point of contact for questions regarding resources or practices that reduce the use of harsh discipline practices (e.g., suspension, expulsion) • Communicate as needed with key agencies and organizations (e.g., Child Care Resource and Referral Agencies, Supporting Families Together Association, Shine Early Learning, School Based Mental Health, WI Early Childhood Collaborating Partners Outreach Specialists, WELSS coaches)
<p>ii. Access support, maintain relationship and bi-directional communication with National Pyramid Model Consortium and National Center on Pyramid Model Innovations</p>	<p>Assist as necessary with national Pyramid Model efforts:</p> <ul style="list-style-type: none"> • Maintain national certification for TPITOS, TPOT, Positive Solutions for Families, Team Launch, Community Team Launch, PIWI and Pyramid Model Individualized Interventions trainers for the state of Wisconsin. • Maintain access to the national Pyramid Model Implementation Data System (PIDIS) for currently implementing Pyramid Model programs. • Provide data and narratives as necessary to national leaders that showcase Wisconsin's statewide implementation including presenting at national conferences • Participate in national workgroups to showcase, enhance and improve national Pyramid Model implementation

WI-AIMH Wisconsin Pyramid Model Base Contract [workplan_24-25](#);

WI-AIMH Wisconsin Pyramid Model Extension Contract workplan

<p>iii. Communicate goals, efforts, and outcomes to state, regional and national stakeholders.</p>	<p>Create and implement a Pyramid Model communication plan</p> <ul style="list-style-type: none"> • Maintain Pyramid Model webpages to share relevant digital documents and resources describing the need, nature and effect of Pyramid Model training, coaching and implementation with statewide stakeholders • Create an annual report in both digital and print format and disseminate via communication plan • Submit proposals and deliver audience-specific content at 5 relevant workshops/conference each year • Coordinate with DCF, DPI, YS, BECR to inform a plan to collect and/or summarize data related to social and emotional outcomes, use of suspension and expulsion, family perception and staff well being • Use Social and Emotional Acknowledgement criteria to highlight PM programs meeting criteria
<p>iv. Build culturally responsive practices at all levels of Pyramid Model work to ensure equity in access and outcomes</p>	<p>Ensure that equity in access and outcomes are prioritized in state level action planning</p> <ul style="list-style-type: none"> • Collaborate with statewide partners to gather and analyze data/information to identify and address gaps in access and outcomes of Pyramid Model supports and services and propose a plan to address these gaps • In collaboration with Young Star contractor and DCF, assess public facing documents for reading level, representation, and translation needs to make edits and adjustments that increase equity in access • Expand pilot of Culturally Responsive Practices course to at least 2 Pyramid Model implementation programs annually
<p>Ensure access to high quality professional development related to the development of social and emotional competence</p>	<p>Provide professional development for Early Care and Education training, technical assistance, supervision and regulatory staff:</p> <ul style="list-style-type: none"> • Convene a virtual statewide Pyramid Model Community of Practice with invitations to all agencies that support infant and early childhood mental health within each region (including YoungStar, DPI funded S/E technical assistance, Regional Licensing, Mental Health Consultants, Pyramid Model coaches and administrators) <ul style="list-style-type: none"> o Maintain an accurate list of all approved Pyramid Model trainers via a public facing website • Collaborate and coordinate with state and regional efforts to utilize Teaching and Guidance Policy Essentials Checklist processes to enhance program policy to reduce and limit use of harsh discipline practices <ul style="list-style-type: none"> o Outline and Facilitate training support o Provide TA to program wide sites o Coordinate with other agencies to support using the policy revision process with their clientele • Provide Pyramid Model trainer approval, resources and professional development that supports new, returning and current trainers to present the content with expertise (Infant Toddler Series, 8 Part Series, Promoting Mental Health in Young Children, e-Modules with Reflective Coaching) <ul style="list-style-type: none"> o Assist programs, as needed, to access Pyramid Model practitioner training

WI-AIMH Wisconsin Pyramid Model Base Contract [workplan_24-25](#);

WI-AIMH Wisconsin Pyramid Model Extension Contract workplan

	<ul style="list-style-type: none"> o Provide "mentor training" opportunities in regions with identified trainer needs o Offer 2 annual professional development opportunities for Pyramid Model trainers o Ensure Parents Interacting with Infants (PIWI) and Positive Solutions for Families play groups are able to be offered in areas where program wide implementation efforts are underway • Collaboratively provide 1 annual Pyramid Model training series- with intentional reflective opportunities for regulatory staff- that builds capacity of regulatory staff to support Pyramid Model training as a proactive response <ul style="list-style-type: none"> o Meet with each region's regulatory team to present and discuss resources • Create every other month Pyramid Model Institutes that showcase implementation of program and practitioner evidence-based practices based on fidelity measures (Pyramid Model Institutes) • Convene External Coaches to network, problem solve, collaborate and reflect at least 6 times a year • Host statewide monthly professional development opportunities for individuals who coach practitioners in evidenced based practices that promote social and emotional competence (Coaches Connections)
	<p>Coordinate delivery of Pyramid Model training content:</p> <ul style="list-style-type: none"> • Maintain digital access to all training content for download and use by approved trainers • Create supplementary digital professional development "mini" sessions for use by trainers, coaches, practitioners and regulatory staff that align with fidelity measurement tools <ul style="list-style-type: none"> o Provide access to digital information regarding alternatives to expulsion and suspension. • Coordinate the Pyramid Model trainer approval process and maintain a list of currently approved trainers with up to date contact information • Facilitate one annual Program Wide Implementation Academy with new & existing sites, including TPOT & TPITOS training <ul style="list-style-type: none"> o Recruit and support at least new DCF-regulated program-wide implementation sites per year while also continuing support for current program-wide implementation sites with focused effort to recruit at least one new program from the Northern region and/or one from the 53206 zip code or surrounding area.
<p>Maintain support for program-wide implementation sites and their collaborative partners</p>	<ul style="list-style-type: none"> • Provide virtual and crisis support for program-wide implementation sites that launched prior to Summer 2023
<p>Reporting</p>	<p>Provide timely quarterly reporting and invoicing:</p> <ul style="list-style-type: none"> • Submit reports that include all information requested in the contract (training data, support provided statewide and to target populations)

Key Collaborative Activities- Relationship

- Maintain connections between Wisconsin **Pyramid Model**, Infant Mental Health **Consultation**, Infant and Early Childhood Mental Health **Endorsement**® and **Reflective Supervision** at state, regional and community levels
- Contribute and engage as active members of statewide **Infant and Early Childhood advisory groups** (e.g., Governor's Council on Early Childhood, Registry Advisory, WI Model Early Learning Standards advisory, Suspension and Expulsion workgroup, Infant and Toddler Policy workgroup)
- Regional Leads (NE, W, S, SE, Milwaukee) and Coordinators will serve as a point of contact for **questions regarding resources or practices that reduce the use of harsh discipline practices** (e.g., suspension, expulsion)
- Communicate as needed with **key agencies and organizations** (e.g., Child Care Resource and Referral Agencies, Supporting Families Together Association, Shine Early Learning, School Based Mental Health, WI Early Childhood Collaborating Partners Outreach Specialists, WEESN coaches)

Key Collaborative Activities- Communication

Access to Pyramid Model resources

- Collaborate with statewide partners to gather and analyze data/information to identify and **address gaps in access and outcomes of Pyramid Model** supports and services and propose a plan to address these gaps
- In collaboration with Young Star contractor and DCF, **assess public facing documents** for reading level, representation, and translation needs to make edits and adjustments that increase equity in access

Pyramid Model as a comparative solution for suspension/expulsion

- Coordinate with DCF, DPI, YS, BECR to inform a **plan to collect and/or summarize data** related to social and emotional outcomes, use of suspension and expulsion, family perception and staff well-being
- Use Social and Emotional Acknowledgement criteria to **highlight PM programs meeting criteria**

Key Collaborative Activities- Provide professional development to agency staff

- Convene a **virtual statewide Pyramid Model Community of Practice** with invitations to all agencies that **support infant and early childhood mental health** within each region (including YoungStar, DPI funded S/E technical assistance, Regional Licensing, Mental Health Consultants, Pyramid Model coaches and administrators)
- Provide Pyramid Model trainer approval, resources and professional development that **supports new, returning and current trainers** to present the content with expertise (Infant Toddler Series, 8 Part Series, Promoting Mental Health in Young Children, e-Modules with Reflective Coaching)
 - Assist programs, as needed, to access Pyramid Model practitioner training
 - Provide “**mentor training**” opportunities in regions with identified trainer needs
 - Offer 2 annual **professional development opportunities for Pyramid Model trainers**

Key Collaborative Activities- Capacity and Consistency for Clientele

- Create supplementary **digital professional development “mini” sessions** for use by trainers, coaches, practitioners and regulatory staff that align with fidelity measurement tools
 - Provide access to digital information regarding alternatives to expulsion and suspension.
- Ensure Parents Interacting with Infants **(PIWI) and Positive Solutions for Families** play groups are able to be **offered in areas where program-wide implementation** efforts are underway
- Collaborate and coordinate with state and regional efforts to **utilize Teaching and Guidance Policy Essentials Checklist processes** to enhance program policy to reduce and limit use of harsh discipline practices
 - Outline and Facilitate training support
 - Provide TA to program wide sites
 - **Coordinate with other agencies** to support using the policy revision process **with their clientele**

Spring 2023 Updates- Automated but relational trainer approval process



WISCONSIN PYRAMID MODEL TRAINER APPROVAL PROCESS GUIDE

WISCONSIN PYRAMID MODEL TRAINING CONTEXT

The Wisconsin Pyramid Model State Leadership Team, Coordinators and Training Content Workgroup(s), in collaboration with the National Pyramid Model Centers, have developed comprehensive professional development to support implementation of evidence-based practices within an equitable multi-levelled systems of support framework.

Wisconsin Pyramid Model Training Content is one component of professional development for Early Care and Education staff to begin exploring Pyramid Model practices.

Wisconsin currently offers several training "series" designed to address the specific needs of various ECE providers in Wisconsin. These series are listed to the right. Wisconsin Pyramid Model training is embedded into statewide pre-service and in-service quality requirements. As such, trainers must complete a rigorous approval process. Learn more about Wisconsin's Pyramid Model Training offerings at this webpage: <https://waimh.org/pm-resources-trainers>

While each of the Pyramid Model training series promotes a common set of evidence-based practices, the content and activities are organized and delivered differently for each series. As such, a trainer must mentor for each series separately. **Trainer candidates must complete approval for one training series at a time.**

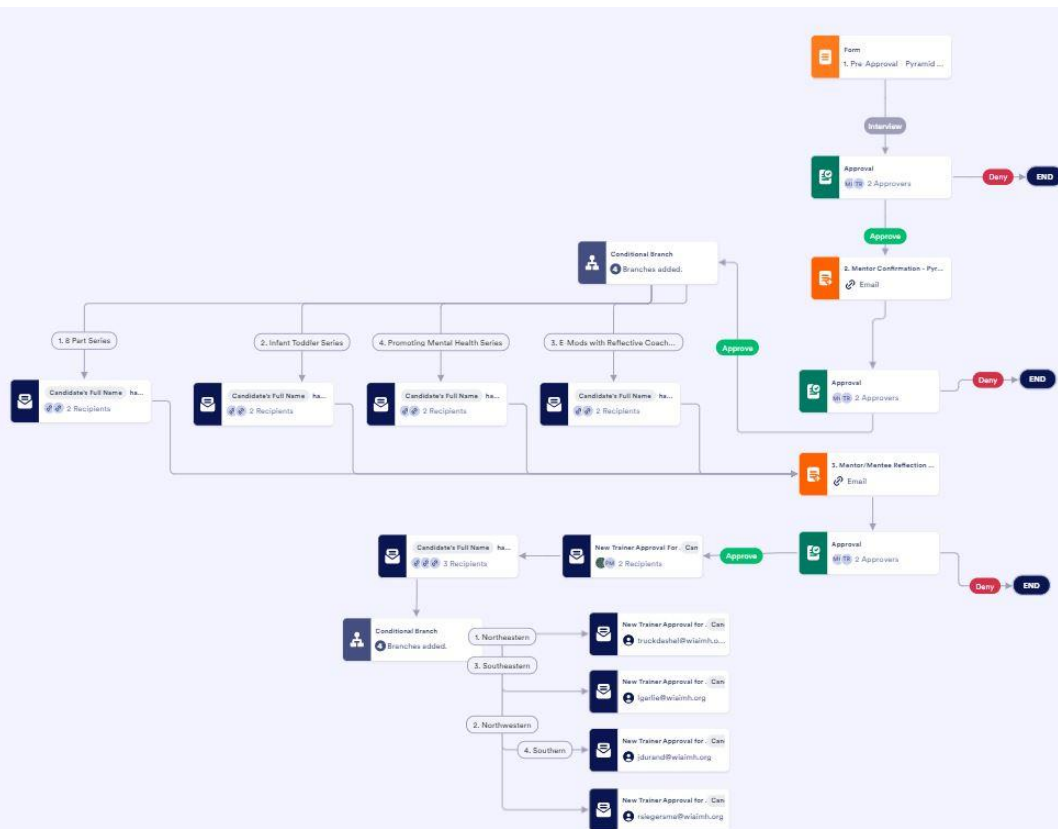
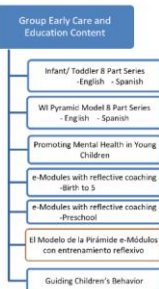
This information is for trainers interested in becoming an approved trainer of any of the Wisconsin Pyramid Model Group Early Care and Education Content. Training preparation, delivery and follow up represents a significant amount of trainer time and interested trainers should have dedicated job responsibility to provide Wisconsin Pyramid Model training.

The trainer approval process involves commitment from the Pyramid Model Regional Lead, regional Wisconsin Pyramid Model Community of Practice members, a Wisconsin Pyramid Model Trainer Mentor and the Trainer Candidate. The entire approval process can take 6 to 8 months or longer.

For more information, please connect with your Wisconsin Pyramid Model Regional Contact: <https://waimh.org/connect-with-your-regional-lead>

To connect with the New Trainer Coordinator, please learn more at: <https://waimh.org/pm-resources-trainers>

** Based on statewide need, and on rare occasions, there may be "Trainer of Trainer" or "Training Roll Out Events". These events will be organizational/individual invitation only events. The approval process following such an event will be explained in full prior to registration.



Fall 2023 Academy Dates

- August 10th and 11th – Team Launch Madison Area
- September 26-27 – TPOT and TPITOS (virtual)
- October 3-4 – Practice Based Coaching (hybrid)
- October 17-18 Team Launch in Milwaukee/SE Area
- TBD - Team Launch Waupaca Area

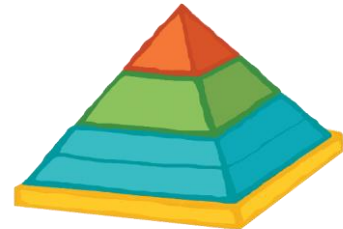
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PSF Data Review

Wisconsin
Pyramid Model

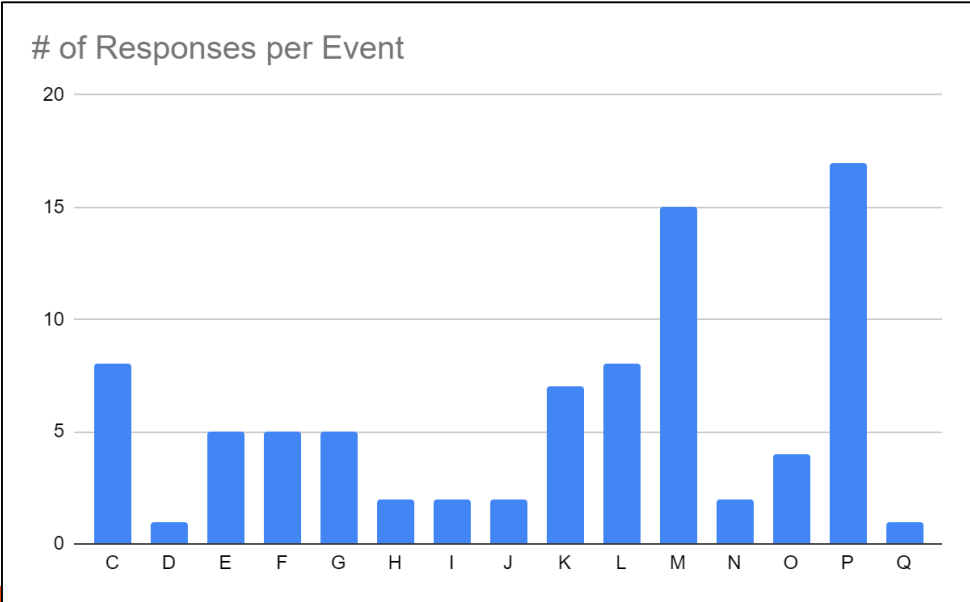


WISCONSIN ALLIANCE FOR
INFANT MENTAL HEALTH
— Early Relationships Matter —

Context

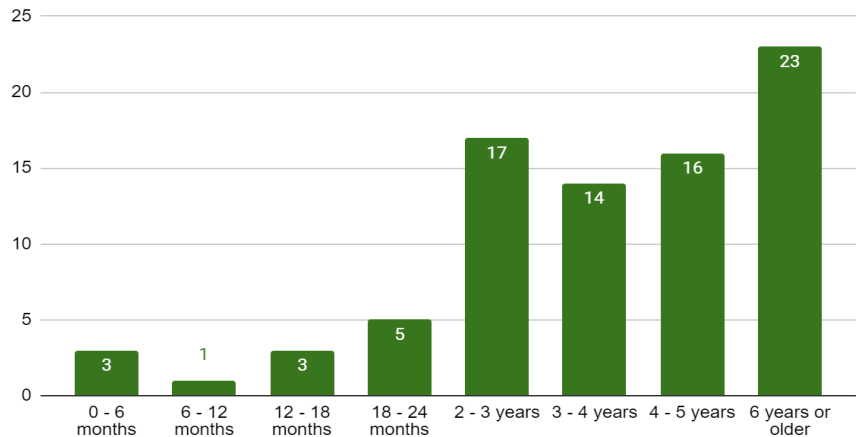
84 Responses from 15 different events from November 2022 through May of 2023

15 of 18 events received responses

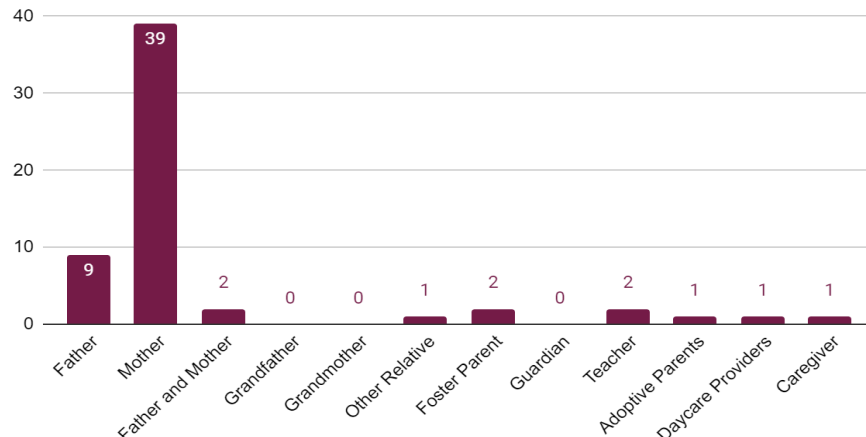


Average number of anticipated attendees	23.06
Average number of Responses	5.6

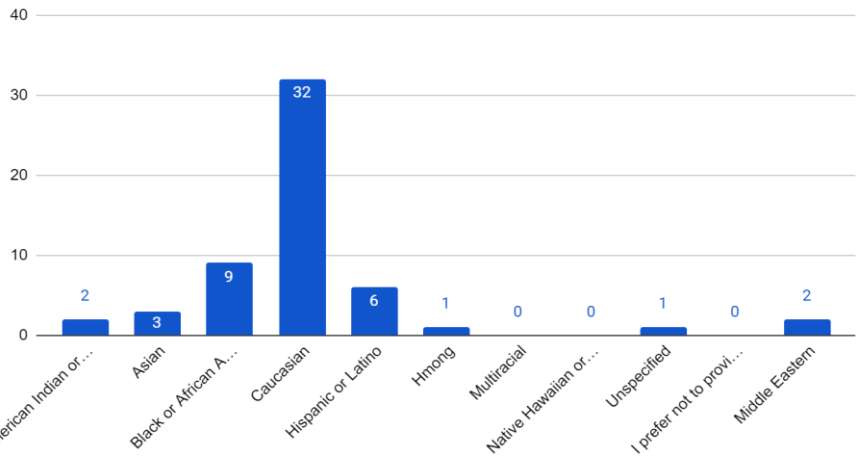
Ages of Children



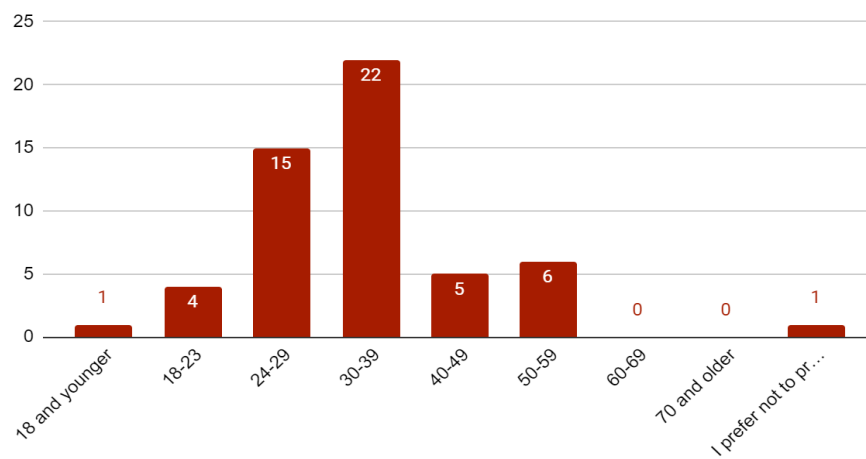
Relationships



Race/Ethnicity

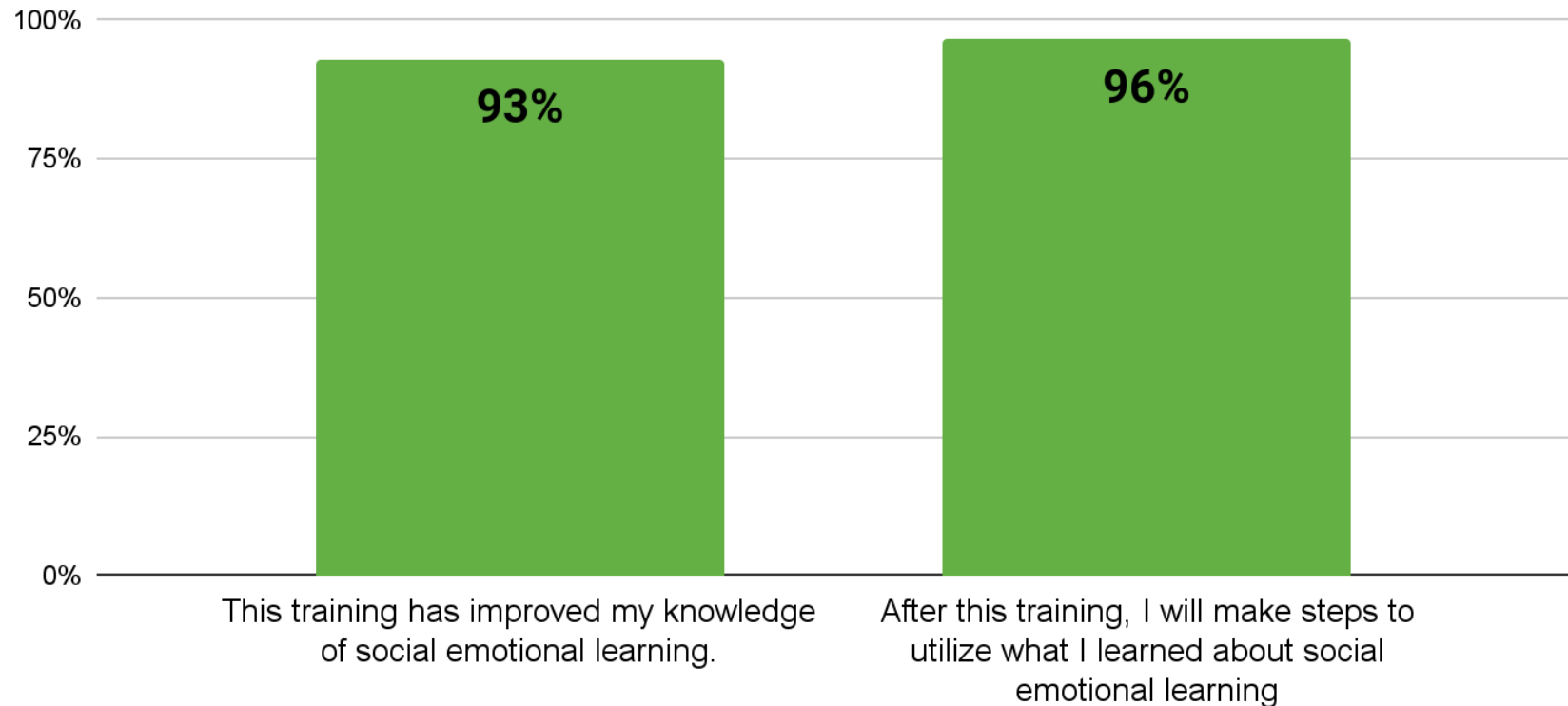


Age of Respondent



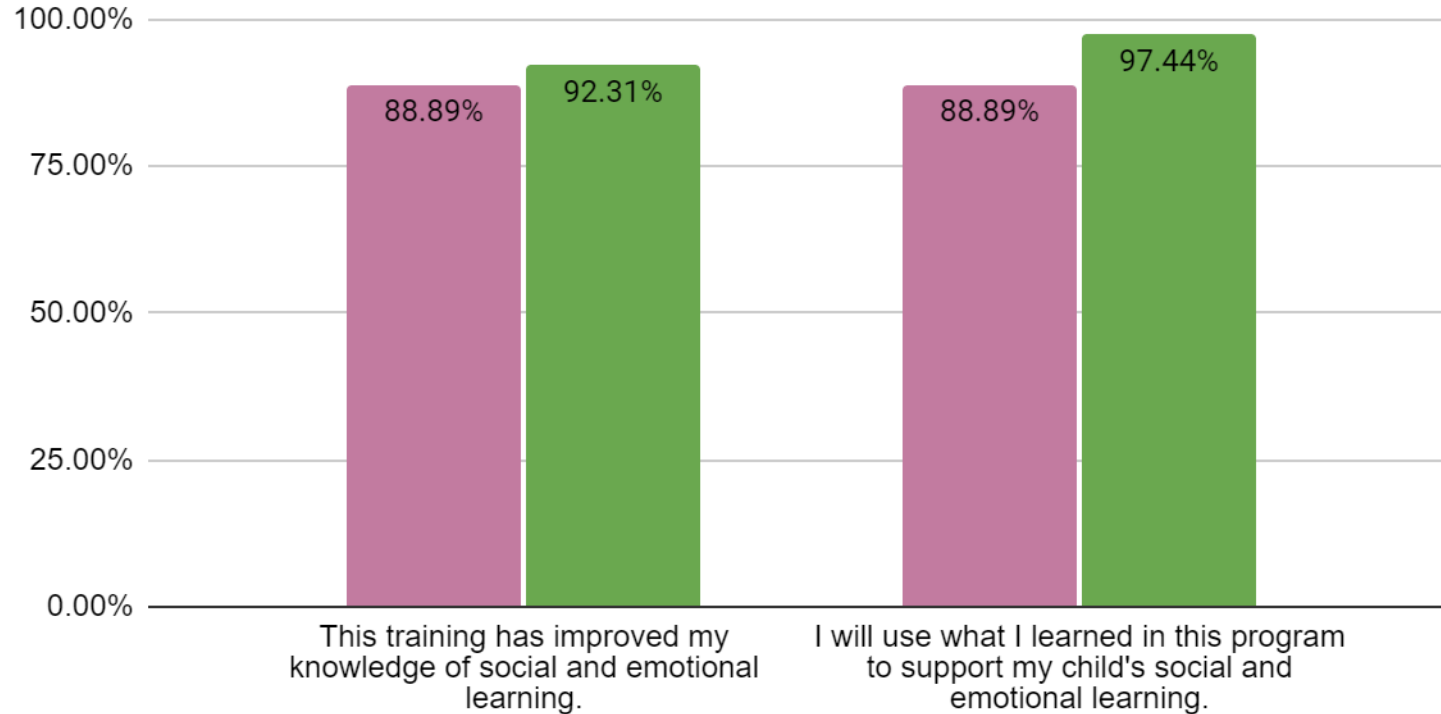
Percent of Positive Solutions for Families Participants that Agreed with Statement

November 2022-May 2023; 84 responses from 15 events



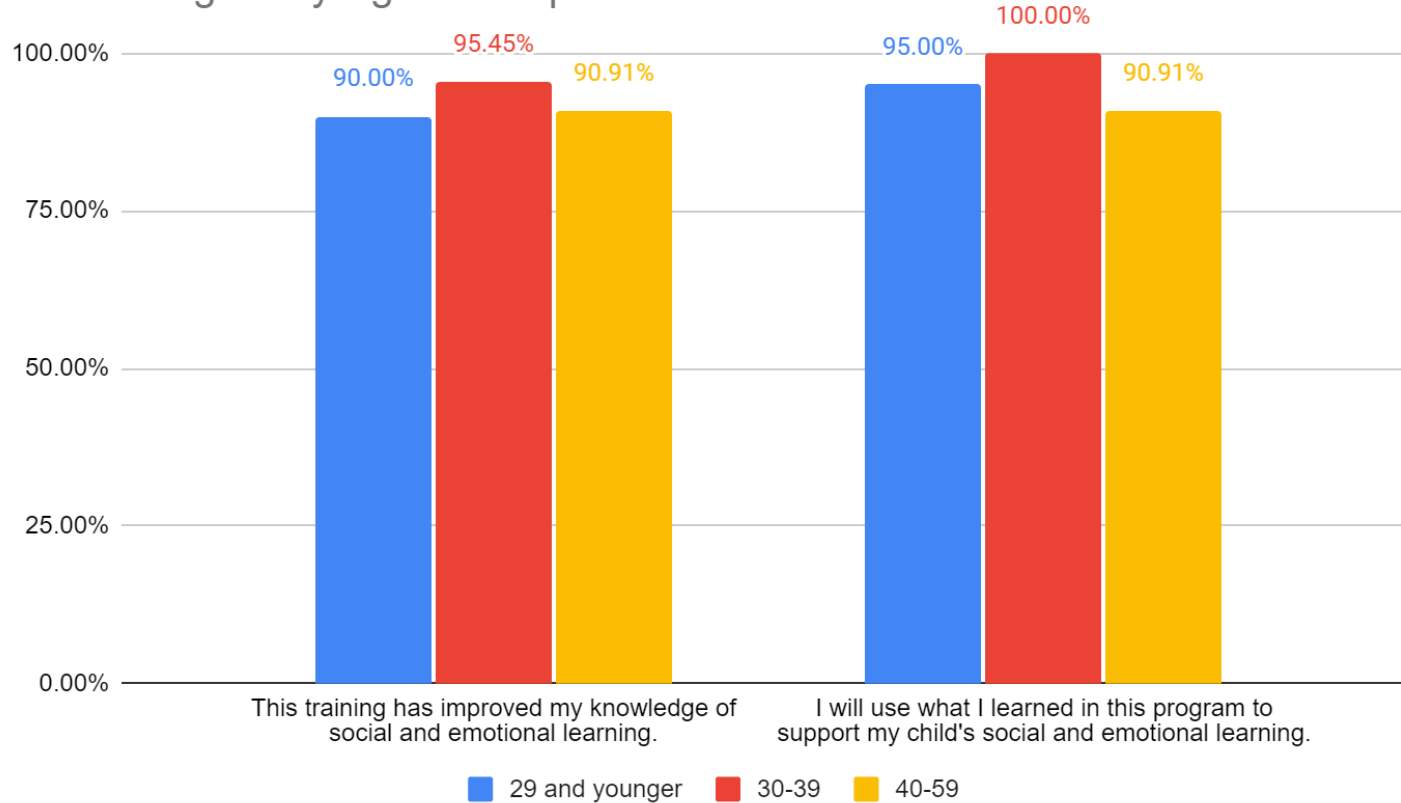
% Agree By Relationship

Father Mother



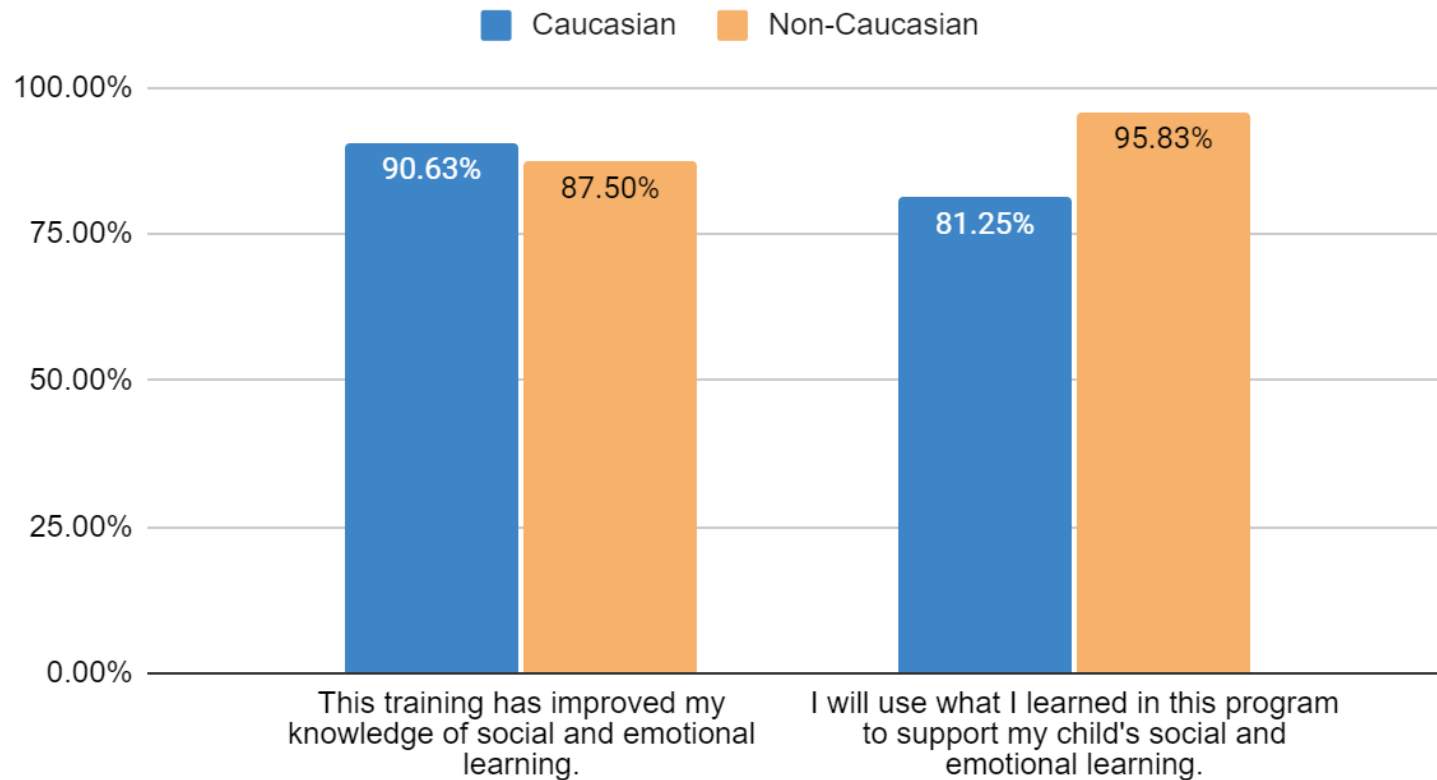
	n
Father	9
Mother	39

Percent Agree by Age of Respondent



	n
29 and younger	20
30-39	22
40-59	11

% Agree By Race/Ethnicity



	n
Caucasian	32
Non-Caucasian	24

Building Positive Relationships

A. I understand the importance of building positive relationships with my child (filling my child's bucket with positive comments and quality time).

B. I understand how play can be a powerful tool to encourage my child's positive behavior.

Teaching Social and Emotional Skills

C. I know ways to help my child develop friendship skills.

D. I set clear expectations for my child.

E. I develop and teach my child household rules.

F. I know ways to help my child cope with strong feelings such as anger, disappointment and frustration.

G. I know how to teach my child problem solving skills.

Responding to Behaviors that Challenge Adults

H. I know that my child's behavior has meaning.

I. I try to figure out the meaning of my child's behavior from his/her point of view.

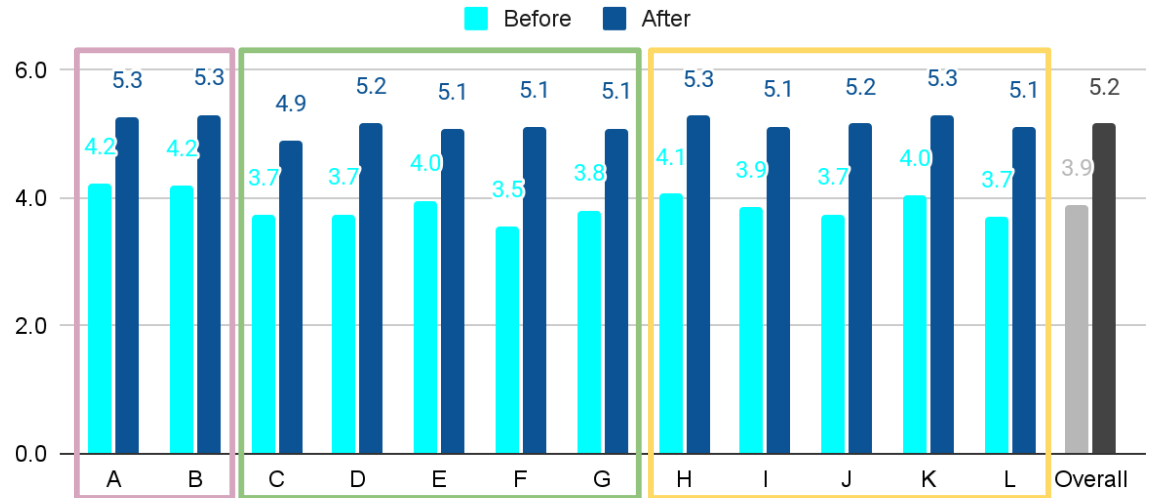
J. When I'm with my child I can think of various ways to manage or prevent his/her challenging behavior. (Examples are: using logical consequences, stating expectations in advance, limited choices, first/then, redirection, knowing what is reasonable, and time-out.)

K. I understand the importance of staying calm when my child misbehaves.

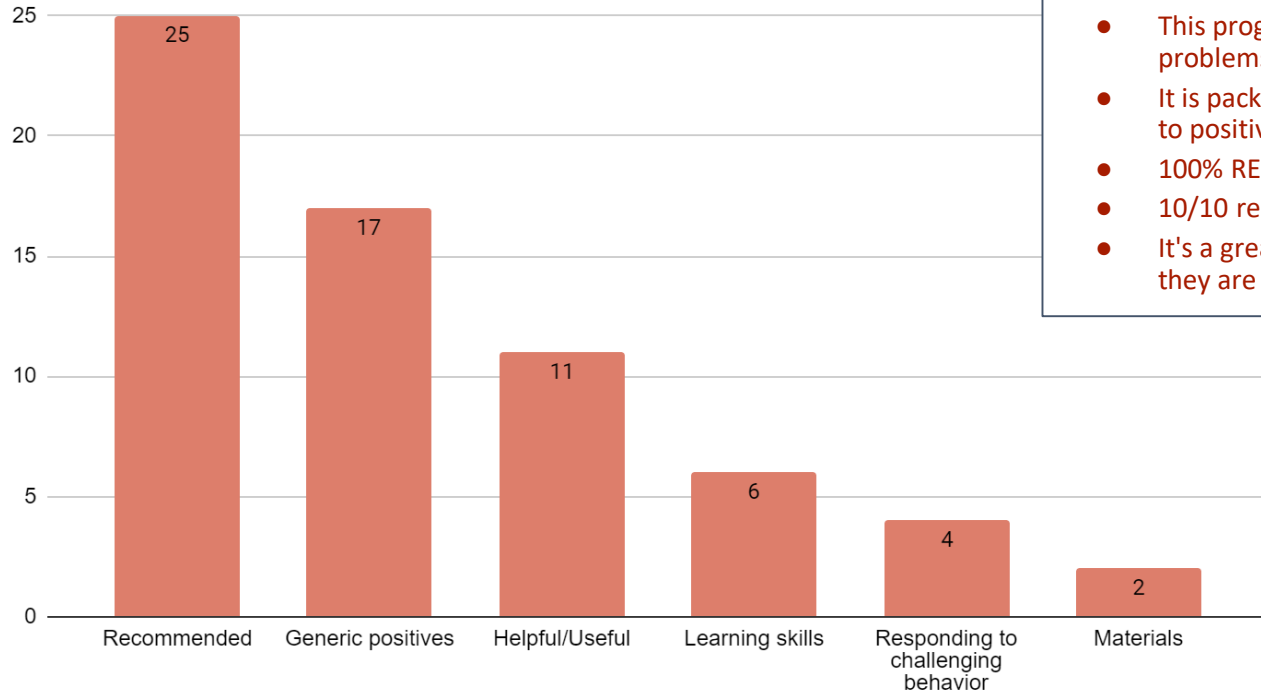
L. I understand how to plan ahead to prevent challenging behaviors (create a behavior plan).

Average Ratings of Agreement Before and After Attending Training Per Item

November 2022-May 2023; 84 responses from 15 events

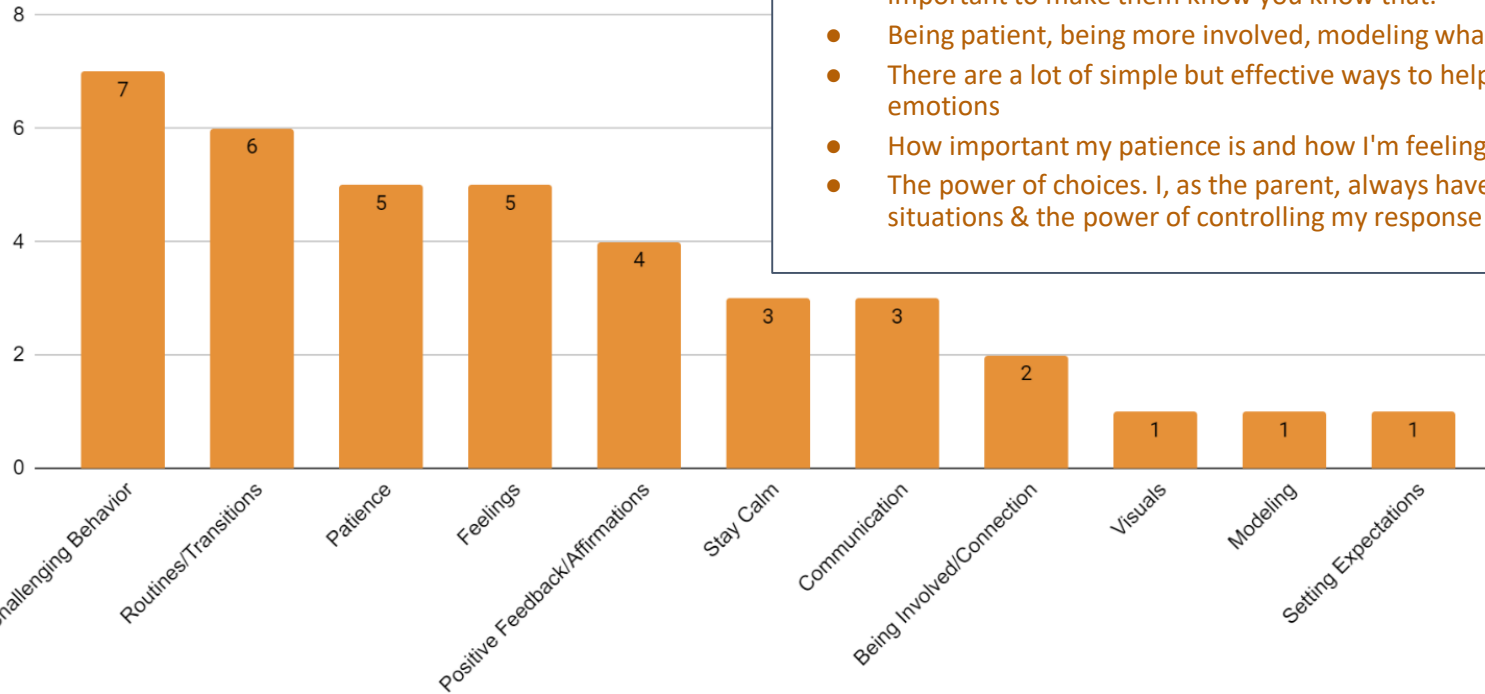


What would you tell other families about this program?



- It helps build a more positive relationship with your child and can help change their behaviors.
- It provides useful skills you can incorporate into your daily life.
- Very, very helpful. Given very good information and how to use it with what works for us.
- A great opportunity to learn ways to parent better, smarter and more efficiently
- This program is excellent and offers great ideas to solve problems.
- It is packed with insight into child behavior and tactics to positively impact their behavior
- 100% RECOMMEND
- 10/10 recommend
- It's a great resource for any parent or teacher whether they are struggling or not.

List anything else you learned from this program.



- I'm not the only one struggling with challenging behavior and I've learned a more positive way to deal with it.
- HOW my children think and WHY they act out. Understanding that there is meaning behind everything they say/do has pushed me to dig a little deeper instead of dismissing things as poor behavior and in turn using punishments to try to "fix" the behavior.
- I have learned that your child really has feelings and things do hurt and it's important to make them know you know that.
- Being patient, being more involved, modeling what should be done
- There are a lot of simple but effective ways to help your child deal with their emotions
- How important my patience is and how I'm feeling
- The power of choices. I, as the parent, always have a choice in how I handle situations & the power of controlling my response to his behaviors

List at least one thing you are already doing differently as a result of this program.



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Next meeting dates

MEETING DATES for 2023:

Oct 24th

- Core (9:30am-12pm) WI-AIMH office, Middleton
- and Advisory (1:00pm-2:30pm)

QR and link included in notes

MEETING DATES for 2024:

Core Team meets quarterly from 10AM-12PM ** **except Oct 9AM to 12PM**

- January 2024
- *April 2024*
- July 2024
- ***October 2024***

Advisory meets bi-annually in April and October from 1PM-2PM

Meeting evaluation

QR and link included in notes