Wisconsin Pyramid Model State Leadership Core Team Meeting

October 5th, 2021

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.
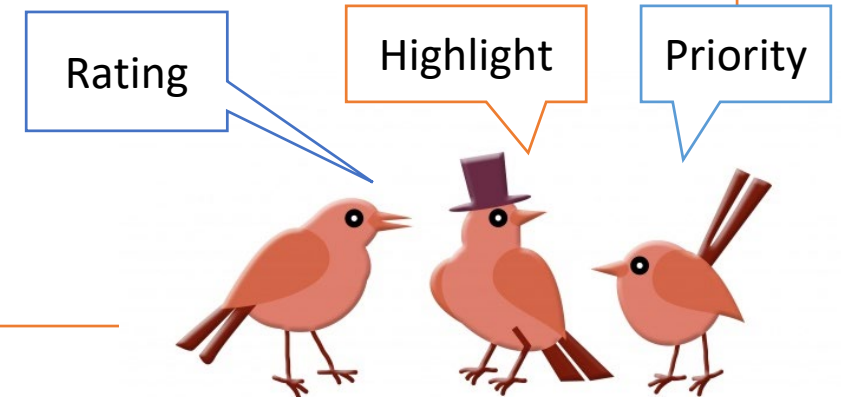
What critical element of the State BoQ feels most interesting or relevant to you?

Critical Elements
State Leadership Team
Family Engagement
Implementation and Demonstration Programs/Sites
Professional Development
Evaluation/Data-Based Decision Making

State Leadership Team (SLT)
- Membership and Logistics
- Action Planning
- Coordination and Staffing
- Funding
- Communication and Visibility
- Authority, Priority, and Communication Linkages

Family Engagement
- Family Participation
- Communication

Implementation and Demonstration Programs/Sites
- Implementation/Programs/Sites
- Demonstration Programs/Sites
- Implementation Communities

Professional Development
- Program Coaches
- Ongoing Support and Technical Assistance

Evaluation/Data-Based Decision Making
- Data-Based Decision Making

Our agenda for today

1. Check in

2. Review the State Leadership Team Benchmarks of Quality process

3. BoQ rating:
   - Review evidence for each Benchmark of Quality
   - collaboratively rate items marked RATE TODAY
   - identify highlights for Annual Report and
   - priorities for continued funding consideration

4. Next steps:
   - Confirm dates for 2022 meetings
   - Workgroup structure
   - Key connections to be made

Rating

Highlight

Priority

Evidence for Evaluation and Data-based Decision making

https://wiaimh.org/data-systems-resources

Checking the logic

Utilizing PIDS has been strategic, following this sequence:

- Back entering data (done)

- Supporting new programs to enter data (done)

- Supporting programs to ensure data accuracy (emerging)

- Supporting programs to pull data from PIDS (emerging)

- Supporting program to use data to guide decision making (emerging)

- Pulling community and state level aggregate data

- Utilizing community and state level data to guide decision making

Wisconsin State
Pyramid Model Implementation Data System
Teach. Coach. Change.

Benchmarks of Quality Trend Report

Average Rating by Critical Element

Legend: Spring 2019 · Fall 2019 · Spring 2020 · Fall 2020 · Spring 2021

Average Rating (y-axis: 0 to 2)

x-axis categories: ELT, FE, MIO, PDSSP, PRCB, PWE, SBI

Details are on the following pages...

Wisconsin State
Pyramid Model Implementation Data System
Teach. Coach. Change.

TPITOS Trend Report

First Form Date: 04/18/2019   Number of Forms Included: 35
Last Form Date: 06/10/2021

Percentage of Indicators Observed by Item

Legend: Spring 2019 · Fall 2019 · Spring 2020 · Fall 2020 · Spring 2021

y-axis: 0% to 100%

x-axis categories: 01-POC, 02-DWR, 03-PPPI, 04-PCAE, 05-RCEE, 06-CPF, 07-RCD, 08-USS, 09-CP, 10-EAFSD, 11-CPSC, 12-ESEP, 13-ESCF

am r

ng 2021

y-axis: 0% to 50%

x-axis categories: 01-SRA, 02-TBA, 03-TESC, 04-PCE, 05-PD, 06-CT, 07-TBE, 08-TSSEC, 09-TFS, 10-TCEE, 11-TPS, 12-ICPCB, 13-CF, 14-SFUPMP
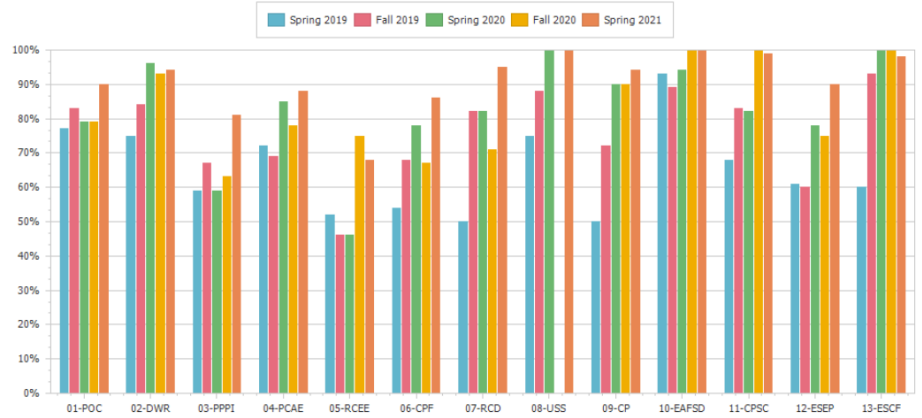
Children — 1388
Classrooms — 297
Classroom Coaching Logs — 1
Employees — 516
TPITOS Observations — 25
TPOT Observations — 42
Uploaded Files — 2
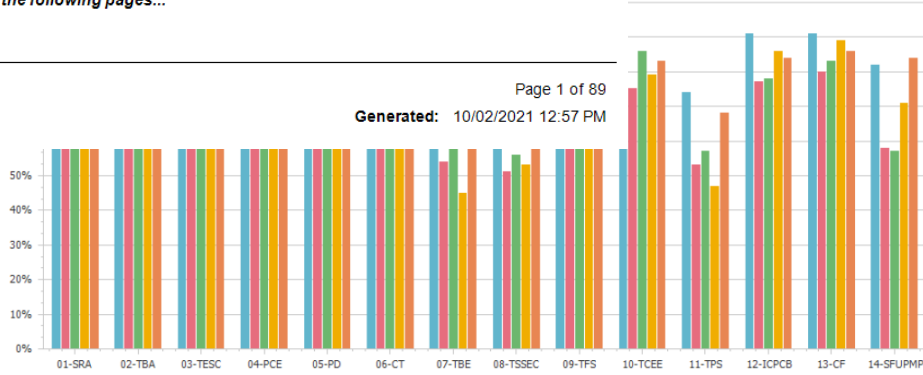
Evaluation/Data-based decision making item discussion

Review evidence for Items and submit your rating

Highlights:

Priorities:

44.

45.

46

47.

48.

49.

Evidence for professional development

Pyramid

Del nacimiento a los 5 años - Paquete de Módulos ePirámide

Tiene acceso a este módulo durante 365 días después de la compra. Si tiene algún prob
compra, póngase en contacto con support@trifoia.com

Opportunity: Pyramid Model External Coach

Wisconsin Alliance for Infant Mental Health (WI-AIMH) is a statewide nonprofit which promotes infant and early childhood mental health and healthy social and emotional development through raising public awareness, developing professional capacity and advocating for policies which are in the best interest of infants, young children and their families. We aim for all Wisconsin infants and young children to reach their fullest potential through nurturing and consistent relationships within the context of family, community and culture.

Wisconsin Pyramid Model Training Options

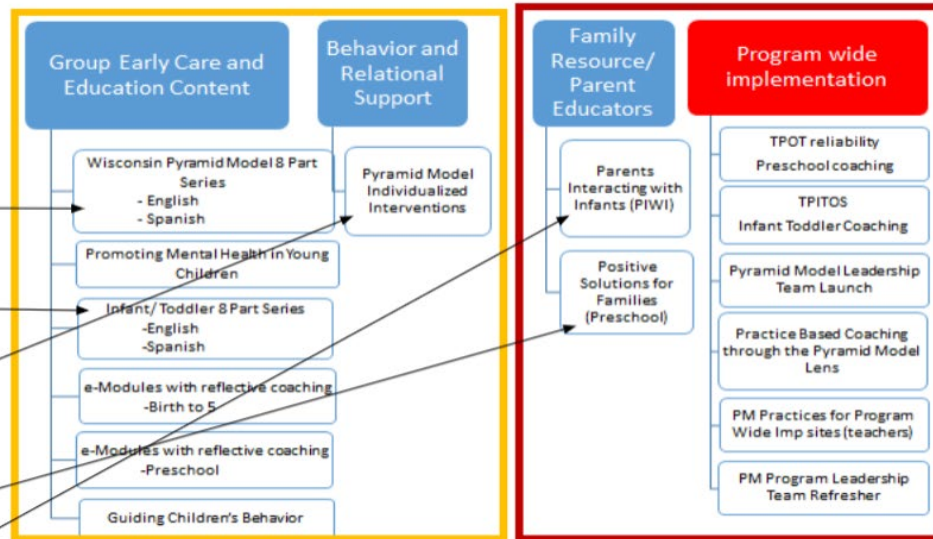Small Work group editing content fall 2021

Ongoing pilots Roll out in early 2022

Cadre of IMH and ECE folks - stay tuned

Updated by NCPMI Being piloted in WI

Building cadre of trainers

Group Early Care and Education Content	Behavior and Relational Support	Family Resource/ Parent Educators	Program wide implementation
Wisconsin Pyramid Model 8 Part Series - English - Spanish	Pyramid Model Individualized Interventions	Parents Interacting with Infants (PIWI)	TPOT reliability Preschool coaching
Promoting Mental Health in Young Children		Positive Solutions for Families (Preschool)	TPITOS Infant Toddler Coaching
Infant/ Toddler 8 Part Series -English -Spanish			Pyramid Model Leadership Team Launch
e-Modules with reflective coaching -Birth to 5			Practice Based Coaching through the Pyramid Model Lens
e-Modules with reflective coaching -Preschool			PM Practices for Program Wide Imp sites (teachers)
Guiding Children's Behavior			PM Program Leadership Team Refresher

Gold= practitioner training   Red= academy offerings

7 new external coaches:
- 3 Child Care Resource and Referral agency
-2 CESAs
- 2 Private Contractors

Stay Connected

Community of Practice

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

Pyramid Model Institute

WHO
Members of Wisconsin Pyramid Model program wide leadership teams, external coaches of Wisconsin Pyramid Model teams, Wisconsin Pyramid Model training and technical assistance providers interested in learning more about program-wide implementation of the Pyramid Model.

WHEN

Coaches Connection

WHO
Wisconsin-based internal coaches who provide practice based coaching as part of program wide implementation of the Pyramid Model; External Pyramid Model coaches who support practice-based coaching.

WHEN

1-2:00 pm
2nd Thursday of the month

External Coaches Network

WHO
Wisconsin Pyramid Model external coaches who provide services in connection with the Wisconsin Alliance for Infant Mental Health.

WHEN

1-2:00 pm
3rd Thursday of the month

WHY

The Pyramid Model Buzz

Coming soon- mentoring checklist

Infant Mental Health Endorsement

for culturally sensitive, relationship-focused practice promoting infant mental health

What does this mean for you......
- IMH-Endorsement® Competencies are crosswalked with Pyramid Model Training
- Earn your own Endorsement:
  - Office Hours with Endorsement Coordinator
  - Work alongside other Pyramid Model promoters to complete your application
  - Learn more about Endorsement to support others in earning their own Endorsement
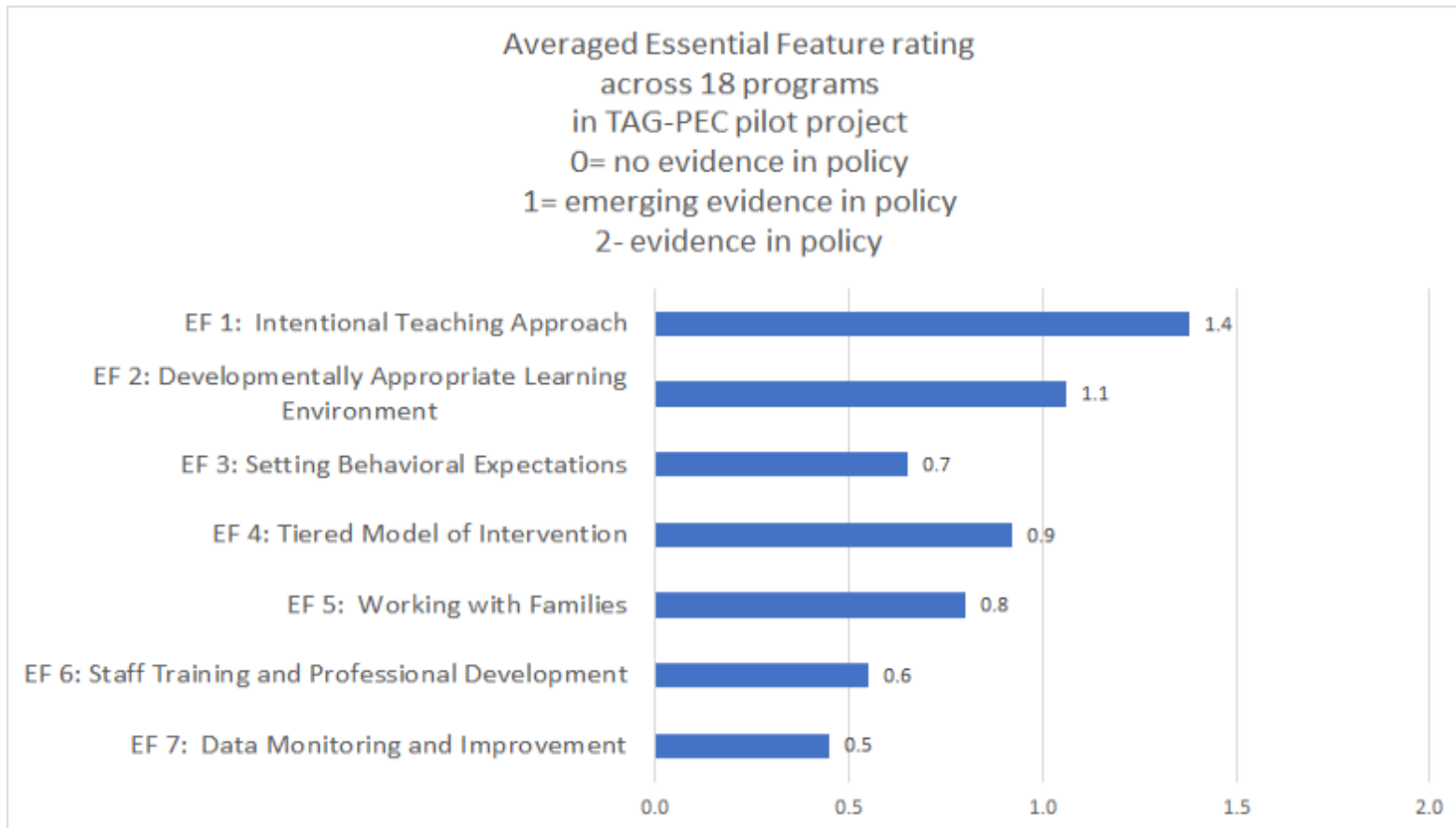
Early Childhood Mental Health Endorsement®

Program-wide implementation of the Pyramid Model is a highly individualized process. This document outlines key considerations for Program Leadership Team's in the first year of implementation. Your external coach will assist your team in determining the steps and pace for your program.

By the end of the Team Launch of Program-Wide Implementation of the Pyramid Model framework

With your external coach:

☐ Complete the program's first Benchmarks of Quality rating

☐ Identify implementation priorities for the next 6 months.

☐ Administrator co enrollment form

☐ Set the date for y

In the first 6 months of Program-Wide Implementation of the Pyramid Model framework

☐ Establish roles of members of the leadership team to include:
- o Meeting Facilitator
- o Data coordinator
- o Recorder/Minute taker
- o Active members (including back up for roles above)
- o Administrator

☐ Set dates and times f coach will join you.

☐ Based on action plan represented on the t

☐ Create meeting norm

☐ Determine how agen sharing with all team at the Team Launch.

☐ Determine how minu

In months 7-12 of Program-Wide Implementation of the Pyramid Model framework

☐ Begin to review Behavior Incident Report data to determine key behavioral concerns and recommendations for a few strategies all staff should work to enhance over the next month. Share the data and the recommended strategies with staff. Monitor the effect and celebrate or adjust.

☐ Leadership team continues to meet monthly with external coach as guided by the agenda. Decision and procedures continue to be documented on the minutes. These notes will help your program make any necessary policy adjustments.

☐ Using your program data from PIDS (e.g., TPITOS/TPOT) and decisions and procedures that have been documented during the last 6 months, complete the second Benchmarks of Quality rating as a team. Using data from PIDS, celebrate accomplishments and plan key actions for the next 6 months. Communicate the results of the BoQ and celebrate accomplishments with staff, families and your Board/funders.

☐ Continue Practice Based Coaching based on TPITOS/TPOT and complete second observations. Consider as a team which classroom(s) may be ready for coaching in the next 6 months. Consider 1) the capacity of the coach to add additional classroom(s) and 2) understanding and readiness of additional classroom teachers to experience the benefit of coaching.

☐ Plan for and/or adjust social and emotional screening (Ages and Stages Questionnaire-2/ ASQ:SE-2)

Teaching and Guidance program policy exemplars

Averaged Essential Feature rating
across 18 programs
in TAG-PEC pilot project
0= no evidence in policy
1= emerging evidence in policy
2- evidence in policy

EF 1: Intentional Teaching Approach — 1.4
EF 2: Developmentally Appropriate Learning Environment — 1.1
EF 3: Setting Behavioral Expectations — 0.7
EF 4: Tiered Model of Intervention — 0.9
EF 5: Working with Families — 0.8
EF 6: Staff Training and Professional Development — 0.6
EF 7: Data Monitoring and Improvement — 0.5

TAGPEC

☐ Teaching
☐ And
☐ Guidance
☐ Policy
☐ Essentials
☑ Checklist

Professional development item discussion

-Program Coaches
-Ongoing Support and Technical Assistance

Review evidence   Highlights: Priorities:
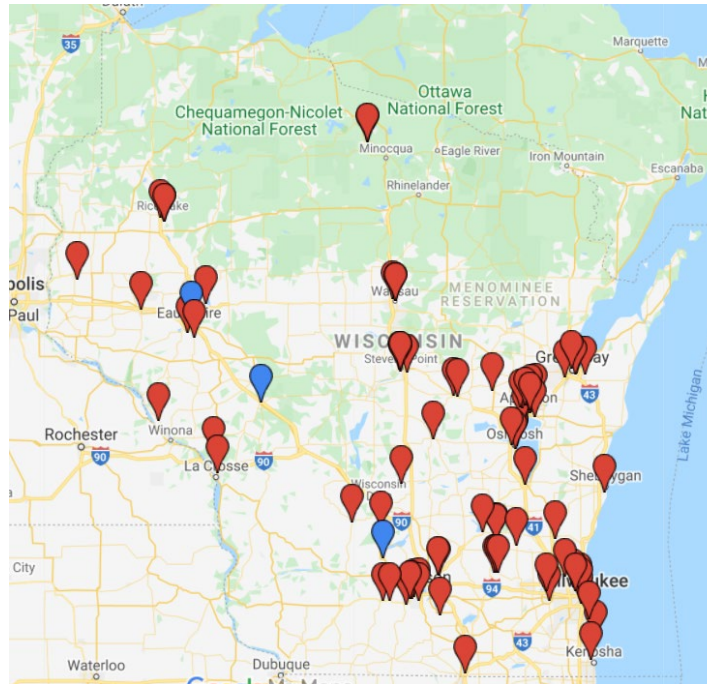for Items and
submit your rating

36.

39.

41.

Evidence for **Implementation and Demonstration Programs/Sites**

- **15.5 cohorts of program-wide implementation sites**
  - **67 implementing programs**
    - **143 individual sites**
      - **35 of those individual sites are involved with the 3 communities doing community-wide implementation of the Pyramid Model.**

Two expansion projects:

- Using TPITOS or TPOT to provide Practice Based Coaching in Family Child Care

- Creating training and data support for Community BoQ guided Implementation

Selection of demonstration programs- Social and emotional badge linkages

Elements of Draft Criteria proposed for program rated 3, 4 and 5 Stars... Pyramid Model Pathway and Alternative Pathway Programs
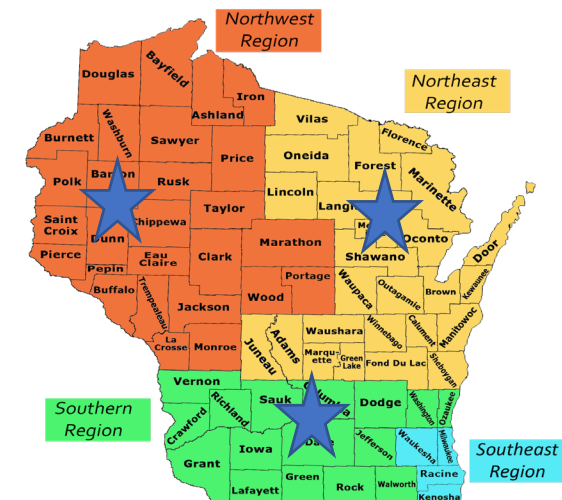
Verification (Document Review)

- Mission statement
- Essential policy elements: teaching and guidance, family engagement, professional development
  - Social and emotional training attendance or training plan in place
- Leadership Team
  - Action planning based on programmatic self-assessment
  - Data based decision making
- Social and emotional universal screening
- Practice based coaching

Formal Observation ★

- Climate of Healthy Interactions for Learning and Development (CHILD) (**Alternative Programs**)

OR

- Data verification from Pyramid Model Implementation Data System (PIDS) (**PM Programs**)
  - TPITOS report (s)
  - TPOT report (s)

		quality coach for 3 or more years	quality coach for less than 3 years and/or holds a position other than quality coach but has familiarity with YoungStar rating criteria	YoungStar rating process
	rating Experience			
2.	Child care licensing understanding	Has an understanding of licensing rules and regulations and has supported programs to comply with them	Has an understanding of licensing rules and regulations but does not have experience supporting programs around them	Is unfamiliar with child care licensing rules and regulations
3.	Experience with supporting children's social and emotional development	Provides many specific examples of practices and strategies and describes supporting others to use them	Provides many specific examples of practices and strategies that they have used	Provides some or minimal examples of specific practices and strategies
4.	Understanding of Pyramid Model	Demonstrates understanding of the	Demonstrates some understanding of the	Demonstrates understanding of the

Northwest Region

Northeast Region

Southern Region

Southeast Region

Category	Element	0 points	1 point	2 points	Possible verfication evidence PM	Possible verfication evidence Alternative Pathway
Active Program Leadership Team	Shared Leadership	Leadership team has not been formed OR the leadership team exists, but does not meet monthly with consistent members present.	Leadership team has been formed and meets monthly with at least 75% of members in regular attendance.	Leadership team consists of at least a teacher representative, an administrator, and an internal coach and meets monthly with at least 75% of members in regular attendance. Meetings are agenda-driven and notes are taken and shared.	Meeting agendas with attendance and notes, action plans	Meeting agendas with attendance and notes, action plans
Active Program Leadership Team	Mission Statement	Program mission statement does not indicate committment to social and emotional development.	Program has a written mission statement that indicates committment to social and emotional development.	Program has a written mission statement that indicates committment to social and emotional development. The leadership team has a written mission statement that describes the purpose and/or work of the team.	Meeting Agendas, policy documents that include mission statement	Meeting Agendas, policy documents that include mission statement
Active Program Leadership Team	Program Wide Self-Assessment	Leadership team does not use a program wide self-assessment to assess their program wide implementation efforts aimed at enhancing social and emotional development OR has not completed one in the past year.	Leadership team completes a program wide self-assessment to assess their program wide implementation efforts aimed at enhancing social and emotional development at least one time per year.	Leadership team completes a program wide self-assessment to assess their program wide implementation efforts aimed at enhancing social and emotional development at least one time per year. The team uses results from that program wide self-assessment to develop an implementation plan that includes all critical elements and guides the work of the team.	BoQ trend report from PIDS; Implementation plan	visual display of results of program self-assessment that includes elements related to social and emotional development, series of action plans, meeting notes
Active Program Leadership Team	Behavior Guidance	Program policy does not emphasize the importance of social and emotional competence in supporting behaviors AND/OR policy mentions use of suspension and/or expulsion without mention of emphasis on other prevention based strategies the program will use (e.g., adjusting instruction, developing a plan).	Policy highlights the importance of supporting social and emotional competence AND/OR mentions preventative strategies the program will use prior to discussion of suspension or expulsion.	Policy highlights the importance of supporting social and emotional competence, including universal practices and family engagement, AND/OR mentions preventative strategies the program will use prior to discussion of suspension or expulsion.	Policy documents, family handbook, staff handbook, behavior guidance flow chart, steps/description of process, community collaboration agreements	Policy documents, family handbook, staff handbook, behavior guidance flow chart, steps/description of process, community collaboration agreements
Active Program Leadership Team	Shared Expectations	Program does not have expectations developed and/or does not have them posted visually.	Positively stated shared expectations for staff to use and teach are developed and posted.	Positively stated shared expectations are posted visually in each classroom and shared spaces in the program. Expectations are shared with families.	Expectation posters, rules posters, staff handbook, family handbook, classroom posters, matrixes	Expectation posters, rules posters, staff handbook, family handbook, classroom posters, matrixes
				Policy indicates the need to complete YoungStar approved, evidenced based social		Registry, Staff Handbook, Policy book, Onboarding

Implementation/Demonstration programs/ sites item discussion

Review evidence for Items and submit your rating

Highlights:

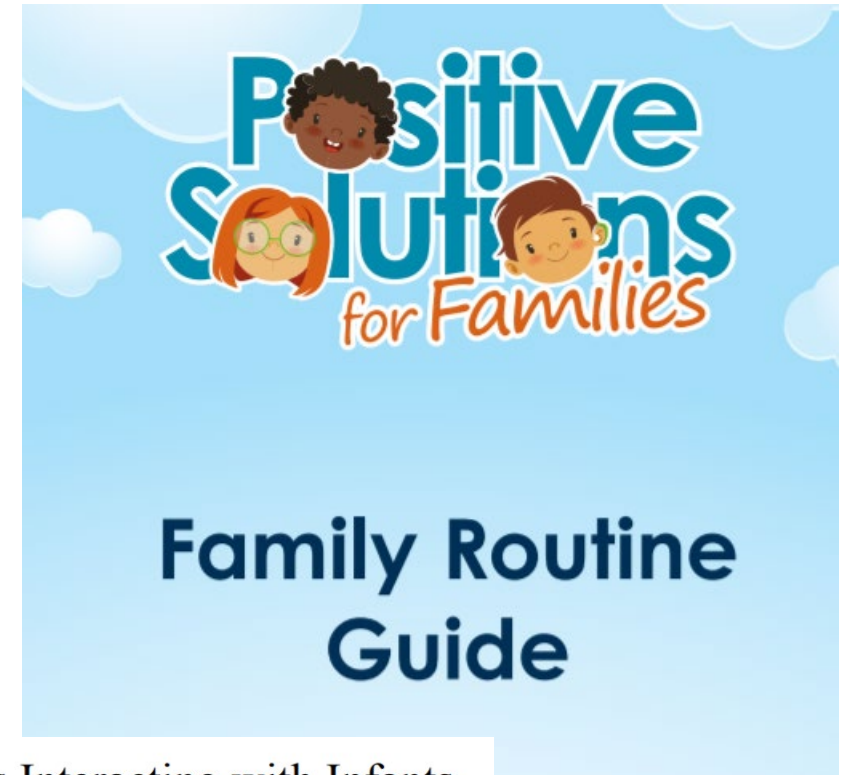Priorities:

33.

35.

Family Engagement Evidence

Positive Solutions for Families

Family Routine Guide

PIWI: Parents Interacting with Infants

WI Pyramid Model Family Survey

Developed by Tweety Yates and Jeanette McCollum

Family Engagement Item discussion

Review evidence for Items and submit your rating

Highlights:

Priorities:

State Leadership Team Evidence

WISCONSIN PYRAMID MODEL VISION

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Recrafted by Core Leadership Team, July 2021

Currently there are 19 deliverables that guide the work of the Wisconsin Pyramid Model:
- Enhance resources and capacity to use the Community Benchmarks of Quality 2.0
- Expand capacity to provide external coaching for program wide implementation
- Pilot use of the TPOT and TPITOS to provide Practice Based Coaching in Family Child Care
- Create and provide support for Pyramid Model CoP members to pursue Category 1 and 2 INFANT Mental Health Endorsement
- Expand the cadre of PIWI and PSF trainers and plan for implementation support
- Coordination of social and emotional badge pilot
- Enhance and update Wisconsin Pyramid Model training content
- Teaching and Guidance Policy Planning and Resource development
- Coordinate and facilitate quarterly Pyramid Model State Leadership Teams
- Access support, maintain relationship and bi-directional communication with National Pyramid Model Consortium and National Center on Pyramid Model Innovations
- Communicate goals, efforts, and outcomes to state, regional and national stakeholders.
- Complete an equity inventory of key essential structures for Pyramid Model in Wisconsin
- Support Pyramid Model trainers and coaches
- Provide support for current and new program-wide implementation site and their collaborative partners
- Ensure access to high quality professional development related to the development of social and emotional competence
- Provide professional development and resources for regulatory staff
- Invite, participate and extend collaboration with key agencies and organizations for continuity, reliability, consistency and involvement of child care in community approaches to service delivery
- Project management
- Data reporting

Implementation Examples

Statewide Implementation in Wisconsin

Wisconsin has been building the capacity of early childhood programs and practitioners to implement the Pyramid Model since 2009. A cross-sector state leadership team works to build and guide this effort to provide Pyramid Model training and support to practitioners and leaders in child care, public preschool, early childhood special education, family resource centers, and Head Start programs.

In 2016, an evaluation of the Pyramid Model work in two Wisconsin communities found that children in Pyramid Model programs had better social and emotional skills and less problematic behavior than children in non-Pyramid Model programs. The positive outcomes achieved through the implementation of the Pyramid Model resulted in a substantial funding allocation for the work from the State Department of Children and Families.

The Wisconsin Alliance for Infant Mental Health coordinates the Wisconsin Pyramid Model Initiative (https://wiaimh.org/pyramid-model-home). The services include state and regional coordination of training for early childhood practitioners and infant and early childhood mental health consultants in Pyramid Practices, guiding regional Pyramid Model communities of practice, providing training and coaching support for program-wide implementation within communities, and promoting intentional integration of infant mental health consultation and Pyramid Model coaching. By 2019, the Wisconsin Pyramid Model effort provided training and implementation support to 112 implementation sites, 120 trainers, 305 classroom coaches, and 10 implementation coaches to support programs in their program-wide implementation.

The Children's Academy Fishhawk (CAFH, https://childrensacademyfishhawk.com/) in Florida is a community child care program that enrolls about 125 children from birth to 5 years old. After successfully implementing the Pyramid Model in their first location, Children's Academy Fishhawk sought to start their new location using the Pyramid Model framework to support children's social-emotional learning. In 2018, they received training to become a program-wide implementation site.

The program identified a leadership team to plan for implementation and has met monthly in an ongoing process to ensure that all classes were receiving training and coaching on the use of Pyramid Model practices. The leadership team includes the director, assistant director, and two teachers, one representative of the infant/toddler classrooms and one representative of preschool classrooms. The assistant director received additional training and support to build the needed skills to serve as a practitioner coach. The practitioner coach supports teachers in their use of Pyramid Model practices in their classrooms. The practitioner coach and the leadership team use TPOT and TPITOS to assess teacher strengths and needs and to see growth in their practices over time.

CAFH has also successfully teamed with teachers and families to support children needing more intensive supports in the classrooms. Teachers involved in teaming to develop behavior plans have reported great success with decreasing individual children's challenging behavior.

Marisa Kahler, WI PM data coordinator, provided an overview for CO PM team

Policy

Plan

Practice Informs Policy

Feedback

Study - Act

Policy Enables Practices

Do

Practice
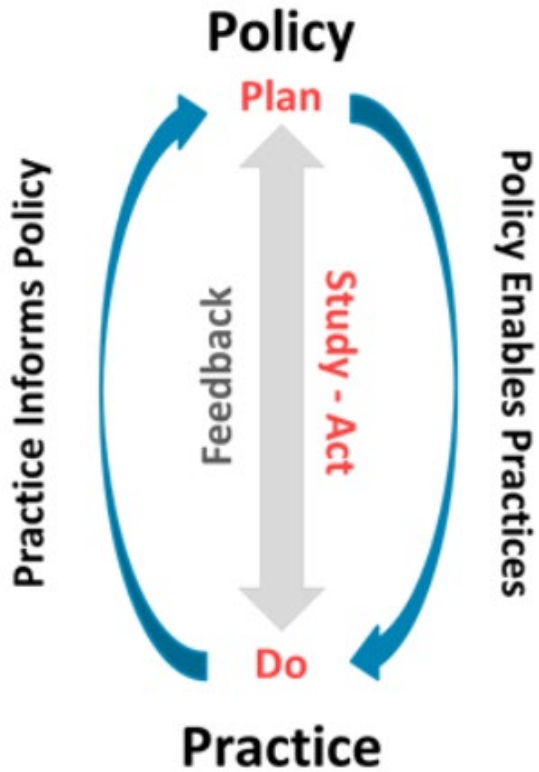
Average attendance from October 2020 through July of 2021 was 65%. The meeting evaluations indicated meetings were of a high quality (4 questions on the meeting evaluation was given, on average, at least a 4 out of 5).

TEAMWORK

Consistent evaluation of all PM Program wide/ community wide implementation trainings and events

Let's consider: Find your room TAB at the bottom

What do you see as the purpose for our Community of Practice?

WHY

Provide state updates and ongoing learning opportunities related to practices promoted by the Pyramid Model and the regional infrastructure necessary to support their use. *(live)*

What do you need from our time together as a CoP?

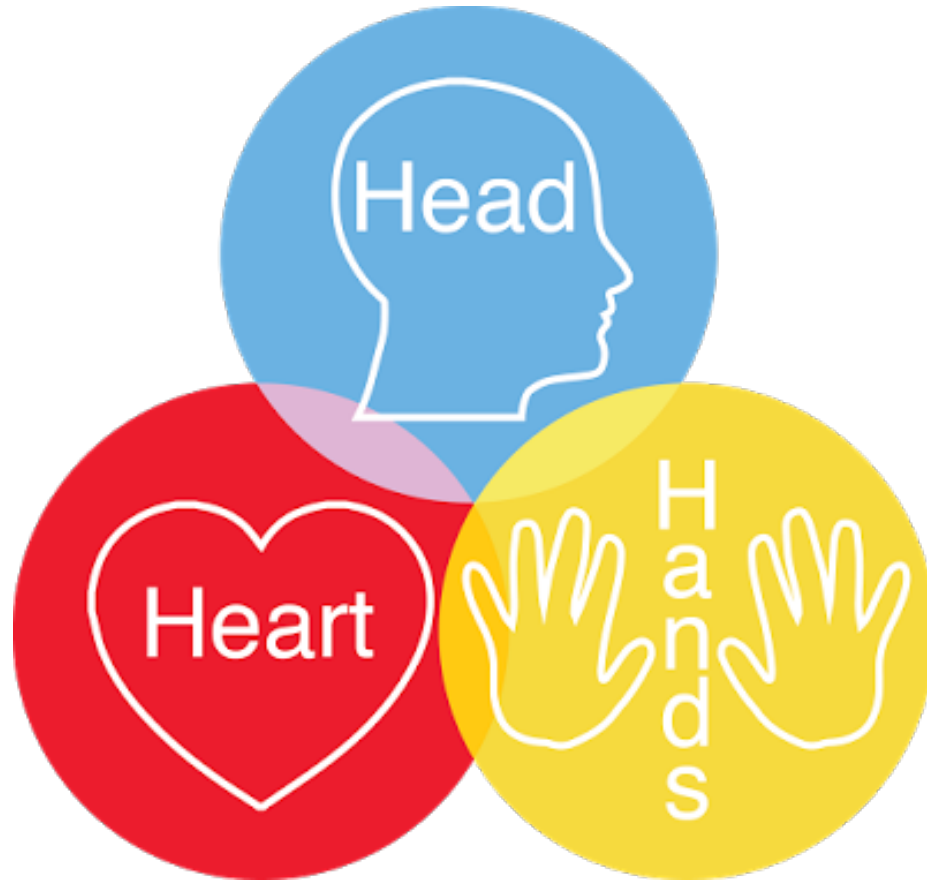What does the WI State Leadership Team need to to know about supporting programs *right* now...during this time?

SLT and staffing discussion

Review evidence
for Items and
submit your rating

Highlights:

Priorities:

Review the highlights and priorities

- Core Team Membership
- Advisory Team Membership
- Workgroups
  - Social and Emotional Badge:
    - Chris; Abbe; Tiffany
  - TAG-PEC policy
    - Abbe; Jess; Amy; Eva
  - Training editing
  - Supporting families
    - Staci, Connie
  - Equity inventory and recommendations:
    - Yulianna, Jeannette

Meeting dates for 2022

Please complete the meeting evaluation:

https://forms.gle/DUmsyCBQVuVRnXAu6