

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.

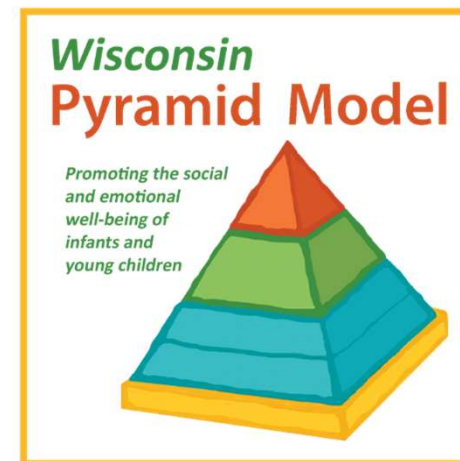
WISCONSIN PYRAMID MODEL MISSION

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.

Recrafted by Core Leadership Team, July 2021

October 18th, 2022

Wisconsin Pyramid Model State Leadership **Core** Team Meeting



Considering Decision Making Styles



Systemic

I make sure that I have all the facts before I make a decision.

I make decisions in a slow, logical way.

Making decisions requires careful thought.



Intuitive

When I make a decision, I do what feels right.

A decision doesn't need to make sense – it just needs to feel right.

I rely on my inner feelings when making decisions.



Dependent

I often ask other people to help me make important decisions.

I don't make big decisions without talking to other people first.

When I make a decision, I rely on other people's advice.



Avoidant

I don't like making decisions, so I try to avoid it.

I usually won't make an important decision until I'm forced to do so.

I usually make important decisions at the last minute.



Spontaneous

I make decisions quickly.

I don't think too much about the decisions that I make.

When I need to make an important decision, I just do what seems natural at the moment.

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
 1. collaboratively rate items marked RATE TODAY
 2. identify highlights for Annual Report and
 3. priorities for continued funding consideration
4. Next steps:
 - Confirm dates for 2023 meetings
 - Key connections to be made



- ★ Grounded in implementation science to measure high-fidelity implementation
- ★ Used to track progress and plan future work

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

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

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



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



Critical Elements (& sub-elements)	Benchmarks of Quality	Who (e.g., SLT, staff)	Element		
			Not in place 0	Emerging/ Needs Improvement 1	In Place (Evidence) 2
State Leadership Team (SLT)					
SLT Membership and Logistics	1. The SLT has written criteria for membership which ensures broad representation from a range of stakeholders, programs, and agencies (e.g., early childhood special education, early intervention, etc.)				

The "Critical Elements" listed in this column represent the core features and structures needed to implement and sustain the use of the Pyramid Model successfully.

The items under the "Benchmarks of Quality" column describe the functions to be performed in order to operationalize the core feature. The relevant implementation stage is aligned with each Benchmark function to help the SLT match activities to the stage of work.

In the "Who" column, indicate the person or structure (e.g., coordinator, staff, SLT) responsible for that item.

For each item marked as "In Place," provide evidence such as documents, data, descriptions, minutes of meetings etc.

Home	
ASQ:SE Screenings	3084
Other Social Emotional Screenings	0
Behavior Incident Reports	3541
Benchmarks Of Quality 2.0 Forms	63
Benchmarks Of Quality FCC Forms	0
Children	3521
Classrooms	451
Classroom Coaching Logs	52
Community Leadership Team	3
Employees	782
Leadership Coach Dashboard	
Master Cadre Dashboard	
State Leadership Team	1
TPOT Observations	94
Uploaded Files	179

+ Show News

Welcome to the Pyramid Model



Disable P



Wisconsin State

Pyramid Model Implementation Data System

Teach. Coach. Change.

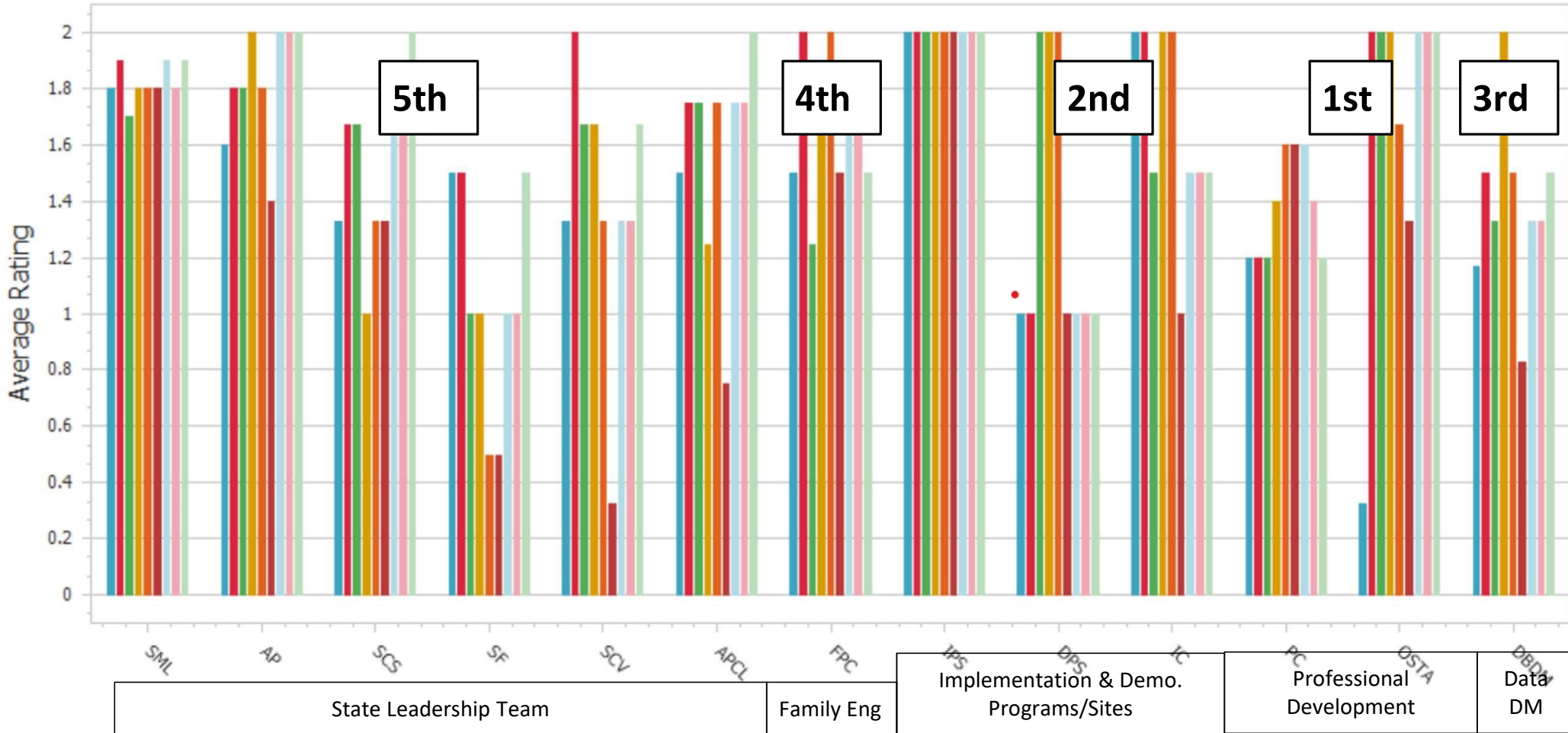
State Leadership Team BOQ Trend Report

State Leadership Team Benchmarks of Quality by Time Period



Details are on the following pages...

Average Rating by Critical Element



State BoQ alignment with federal *Joint Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings*

- Develop and Clearly Communicate Expulsion and Suspension Policies
- Set Goals and Analyze Data to Assess Progress
- Invest in Workforce Preparation and Development
- Establish and Implement Policies Regarding Program Quality



Pyramid Model Program 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



ChallengingBehavior.org

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Pub. 09/13/18

Professional Development

Program Coaches

36. The SLT establishes a statewide network of professional development (PD) experts to build and sustain high-fidelity implementation to serve as Program Coaches and to support Practitioner Coaches. [Implementation Stage]

37. The SLT develops an identification process, recruitment and acceptance criteria, and MOUs for Program Coaches. [Initial Implementation Stage]

38. The SLT develops statewide PM training sequence that includes providing ongoing training and support for Program Coaches who, in turn, train and support community and program staff and Leadership Teams. [Implementation Stage]

39. The SLT creates and puts in place a quality-assurance mechanism (e.g., certification, approval) to ensure that Program Coaches are able to provide training in the PM accurately and effectively; and that Practitioner Coaches are able to coach practitioners to implementation fidelity resulting in success for children, families and providers [Implementation Stage]"

40. The SLT implements a plan ensuring that programs and communities statewide have access to Program Coaches, including necessary resources and on-site coaching that result in high-fidelity implementation and sustainability of PM (Sustainability and Scale up stages)

Ongoing Support and Technical Assistance

41. The SLT employs a technical-assistance plan for ongoing support and resources for the Program Coaches, demonstration sites, implementation sites and communities to ensure high-fidelity implementation and sustainability. Such support includes planning for turn-over and succession of key individuals. [Sustainability planning and Scale-up Stage]

42. A Program Coach is available to meet at least twice a month with each emerging Program Leadership Team (emerging teams are teams that have not met the high-fidelity implementation criteria) face to face or by distance. [Implementation Stage]

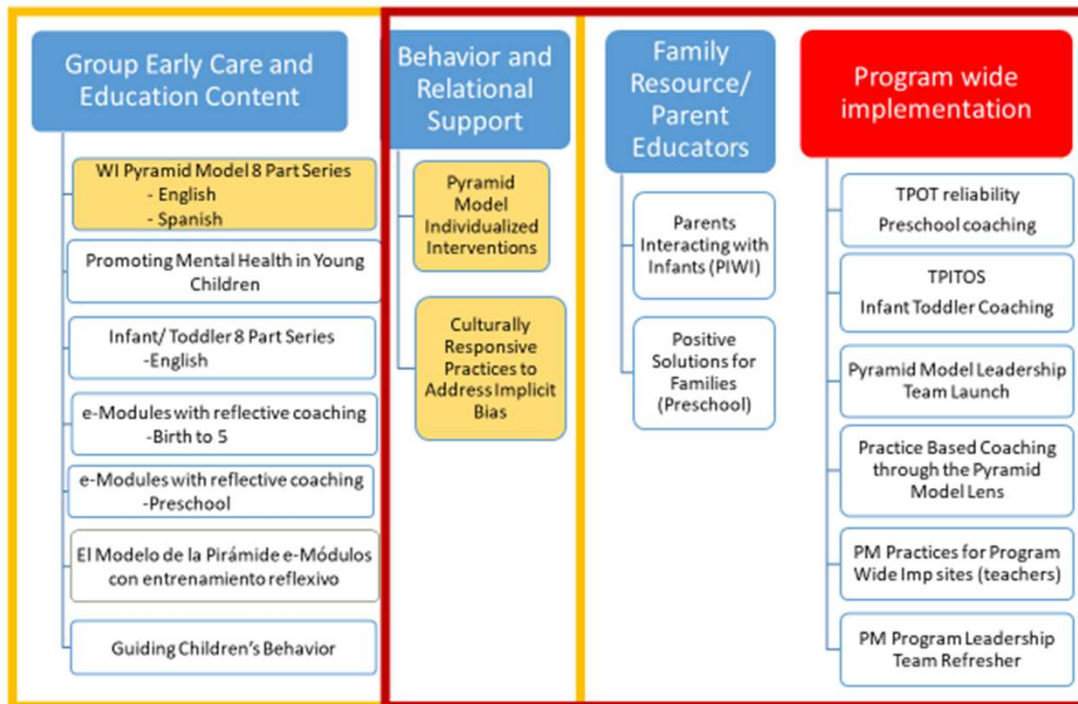
43. A Program Coach is available to meet at least monthly by distance and quarterly face to face with Program Leadership Teams who have been implementing the PM for at least one year with high fidelity. [Sustainability planning]

Evidence for professional development Training (items 36)

Wisconsin Pyramid Model Training Options

Gold is practitioner training

Red is Academy offerings

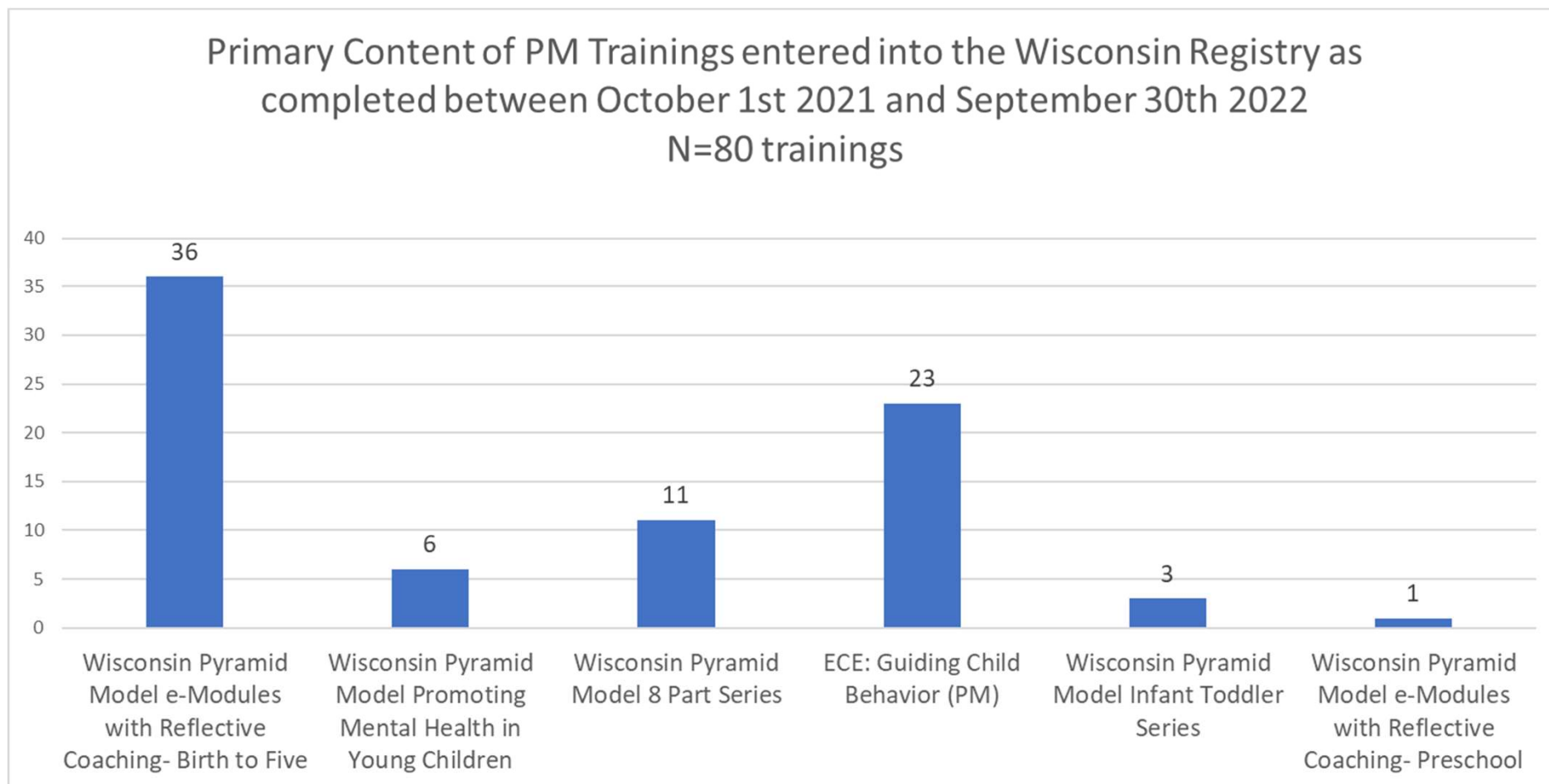


Professional Development

- Program Coaches
- Ongoing Support and Technical Assistance

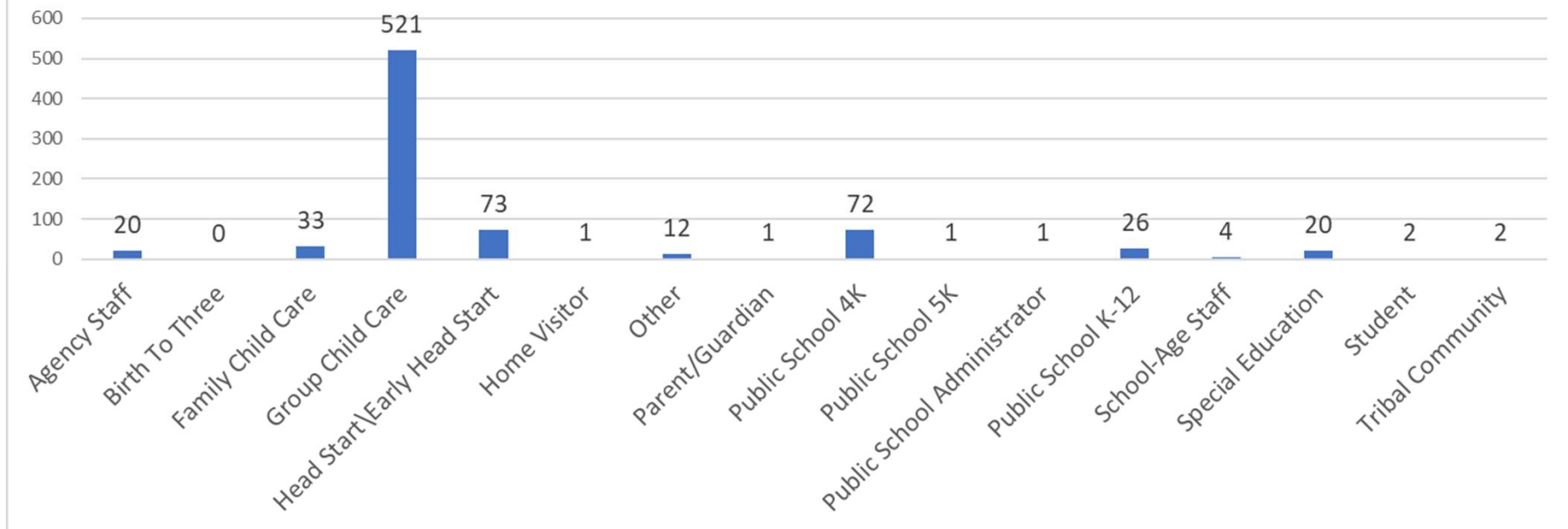
Training	Trainers listed	Current loss of trainers	Trainers reporting at least 1 training since 2017
8 Part Series	90	30	
e-Modules	34	8	
Nacimientos a Cinco	3	0	
Promoting Mental Health in Young Children	18	4	
Infant Toddler Series	35	5	

Evidence for professional development Training (items 36)



Evidence for professional development Training (items 36)

Wisconsin Pyramid Model training participants by role for trainings reported in the Registry as completed between October 1st 2021 and September 30th 2022
N=789



Evidence for professional development: Quality assurance of trainers (item #39)

1. Trainer candidate contacts WI Pyramid Model Regional Lead who connects them with the WI PM Training Coordinator. Training Coordinator sends the WI PM trainer approval process outline. WI Pyramid Model Lead or Training Coordinator completes these screening questions
 - a. Is there a need for trainers in the region?
 - b. Is there a need for trainers for the applicant's organization?
 - c. Is the trainer linked with a Training Sponsor Organization?
 - d. Has the Lead reviewed the trainer Memorandum of Understanding that includes the requirement to meet Tier 3 or Specialist 2 Wisconsin Registry approval? Yes No
 - e. Is the answer to all of the questions above yes?
 2. Regional Lead cyber introduces the trainer applicant to the WI PM Training Coordinator
 - a. Yes
 3. Trainer Applicant Screening Questions asked by the Training Coordinator
 - a. Can the trainer describe the Wisconsin Pyramid Model training they have already attended? Yes No
 - b. Does the trainer applicant know what training they wish to apply to train? Yes No
 - c. Is the trainer applicant an approved Tier 3 or Specialist 2 trainer with the Wisconsin Registry? Yes No
 - d. Is the trainer associated with a Training Sponsor Organization? Yes No
 - e. Can the applicant describe who is the intended audience of their trainings? Yes No
 - f. Is the answer yes to all of the questions above? Yes
 - g. Is the trainer candidate employed by an Early Care and Education program? Yes No
 5. Training coordinator sets up WI PM Application folder and sends trainer applicant directions to complete
 - a. Has trainer applicant submitted their application materials? Yes No
 4. Training coordinator sets up interview for the trainer applicant with training coordinator, PM Regional Lead and State Coordinator to generate next steps
 - a. Does the trainer applicant have a mentor in mind? Yes No
 - b. Does the trainer applicant have a training in mind to attend as an observer trainer? Yes No
 - c. Has the trainer applicant completed the observation training? Yes No
 - d. Does the trainer applicant been assigned a mentor? Yes No
 5. Provide the mentor with mentoring documents that include the mentor/mentee Reflection Form
 - a. Has the trainer applicant co-trained with a mentor? Yes No
 - b. Has the trainer applicant and mentor completed the mentor/mentee approval form? Yes No
 - c. Has the trainer candidate uploaded all documents to their trainer folder?
- WI Pyramid Model Trainer Approval Flow Chart DRAFT June 2022
- d. Has the trainer candidate emailed/contacted the training coordinator to indicate they've completed all steps in the mentoring process? Yes No
6. Final Approval of New Pyramid Model Trainer. Training coordinator creates the trainer approval letter (JULIE NEEDS TO UPLOAD TO FOLDER), the trainer approval certificate (JULIE NEEDS TO UPLOAD TO FOLDER) and writes the standard approval email that includes:
 - a. The new trainer
 - b. The new trainer's mentor
 - c. The new trainer's supervisor
 - d. Tina Hogle to post to the find a trainer website
 - e. The WI Registry contact to list new trainer as approved in the Registry system
 - f. The Regional Lead for the new trainers' region

Selection:

- Application
- Interview
- Mentoring
 - Protocol defined but not in use
- Reflection
- Action plan submitted



Communities 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

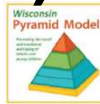
WHO

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.

Evidence for professional development Training (items 36)



Infant Mental Health Endorsement®
& Wisconsin Pyramid Model Toolkit



What is IMH Endorsement®? Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health® is an internationally recognized credential that supports and recognizes the development and proficiency of professionals who work with or on behalf of infants, toddlers, and their families. It is based on a set of Competencies designed to support and enhance culturally sensitive, relationship focused practice within a framework of infant mental health. An applicant demonstrates acquisition of these competencies through combination of their education, work, training and reflective supervision experiences.

What is the Wisconsin Pyramid Model?

The Wisconsin Pyramid Model is a conceptual framework of evidence-based practices for promoting social and emotional development by implementing a culturally responsive and equitable tiered system of supports designed to enhance social and emotional competence of young children, promote the development of program policies and practices that support wellness, and provide early care and education providers with practice-based coaching to ensure that evidence-based practices are integrated and used with fidelity. Wisconsin Pyramid Model training aligns with training requirements to earn Infant Mental Health Endorsement®.

this specialized population.

Good for the Field: Informs professional development and career planning within an organized framework; creates a competent, high quality workforce leading to desired child/family outcomes; and uplifts the professional credibility of the IMH field and the multiple disciplines within the field.

to support professionals to apply Pyramid Model skills and strategies that ensure equitable outcomes for infants, young children and their families.

Why pursue Endorsement® if I am a trained Pyramid Model provider?

Completion of Wisconsin Pyramid Model trainings represents a significant step in one's professional career equipping them with essential training for working with infants, toddlers, and their families. Endorsement® provides added professional credibility by validating the additional education, work and reflective experiences that make up the full range of specialized knowledge and experiences one needs for IMH informed practice leading to the best outcomes for children, families and communities.

Endorsement® is:

Good for You: Enhances professional credibility and confidence as a specialist in the infant and family field.

Good for Babies and Families: Supports infants, toddlers, families, and professionals in a culturally competent, reflective, and relationship-based way.

Good for Communities: Provides assurance to families, agencies, employers and the public at large that the Endorsed professional meets high standards of care.

Good for Employers: Verifies professionals have attained a specified level of functioning and understanding about the promotion of IMH and relationship-based approaches to working with



Adding Early Childhood Mental Health Endorsement for Wisconsin!

- Select a Leadership Cohort
- Purchase license
- Support Leadership Cohort to earn endorsement
- Launch endorsement



Infant and Early Childhood Mental Health Endorsement®
Training Record

Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant and Early Childhood Mental Health® are internationally valued credentials that support and recognize professionals who work with or on behalf of infants, toddlers, preschoolers and their families. It is the largest and most recognized IMH credentialing system in the United States and is available to you here in Wisconsin. Professionals working in early care and education, home visiting, health care, public health, child welfare, and mental health can work towards earning Endorsement®.

The Infant and Early Childhood Mental Health Endorsement Competencies® provide the framework from which I/ECMH-Endorsement® was developed. Endorsement applicants show how they've learned and applied the competencies through education, training, work and reflective experiences with infants/toddlers 0-36 months (IMH-Endorsement) and/or young children 3-6 years old (ECMH-Endorsement).

Use this form to keep training records of each training or other professional development you attend that address the needs and capacities of infants, young children and families. Later, when you apply for IMH-Endorsement® and/or ECMH-Endorsement®, these training records will help you in complete the training section of your Endorsement® application.

You will need a minimum of 30 training hours of training in your records to apply.

Presentation Title:	Date(s):
Presenter or Trainer(s):	Number of Hours:
Location:	Sponsor:
Brief Description:	

Please select the I/ECMH-E Competencies® you gained by attending this training
1 I/ECMH Competency for each hour of training, i.e. a 4-hour training would have no more than 4 competencies selected.

- | | |
|---|---|
| <input type="checkbox"/> Trauma/Separation Loss | <input type="checkbox"/> Psychopathologic and behavioral theories of change |
| <input type="checkbox"/> Attachment | <input type="checkbox"/> Observation, screening, assessment, diagnosis |
| <input type="checkbox"/> Cultural Competency | <input type="checkbox"/> Treatment planning/intervention |

Evidence for professional development Coaching (items #36 & #40)

Professional Development

- Program Coaches
- Ongoing Support and Technical Assistance

Who is providing External Coaching?	
4-5	WI-AIMH staff
4-6	Child Care Resource and Referral
1	CESA Consultant
3	Independent Contractor
5	Community linked coaches

There is currently EBPs training for Program Coaches that includes:

1. TPITOS Reliability
2. TPOT Reliability
3. Practice Based Coaching-*** Now "required" to attend at registration
4. Coaching Teams/External Coaches training- New external coaches are provided with an overview, and are supported for coaching their team during the Launch)
5. Team-Launch: training in the Critical Elements of program-wide implementation
6. Data Coordinators training
7. External Coaches Networking: Monthly networking opportunities for External/Program coaches
 - a. **External/Program Coaches attended the "Coaching for Equity" course in March 2022
8. Coaches Connections: Monthly professional development/networking for internal/practitioner coaches
9. Monthly Pyramid Model Institutes: Information and resources related to implementing Early Childhood Benchmarks of Quality critical elements
10. PM Individualized Interventions: ** Training for individuals who convene teams to create and implement Behavior Support Plans
11. Access to ongoing support and reflection with Pyramid Model Lead
12. Selected External Coaches will attend the Teaching and Guidance Policy Essential Checklist training to coach in policy development at the program level

Evidence for professional development: Coaching and resources (item #39 and #40)

External Coaches Network

External Coaches Network

WHO

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

Pyramid Model Institute

Pyramid Model Institute

WHO

Members of Wisconsin Pyramid Model



Social and Emotional Acknowledgement Approval Process

STEP 1: Consider your readiness to apply

- It may take some time to gather, review, self-assess and submit necessary for the Wisconsin Department of Children and Families' Social and Emotional read this document carefully before applying. Your Social and Emotional assistance provider trained in the Acknowledgement criteria) will assist Pyramid Model program wide implementation site.
- Use the [Social and Emotional Acknowledgement Rubric](#) and [Worksheet](#) and evidence (documents, photos, resources) for that rating in reading.

STEP 2: Complete Social and Emotional Acknowledgement Application

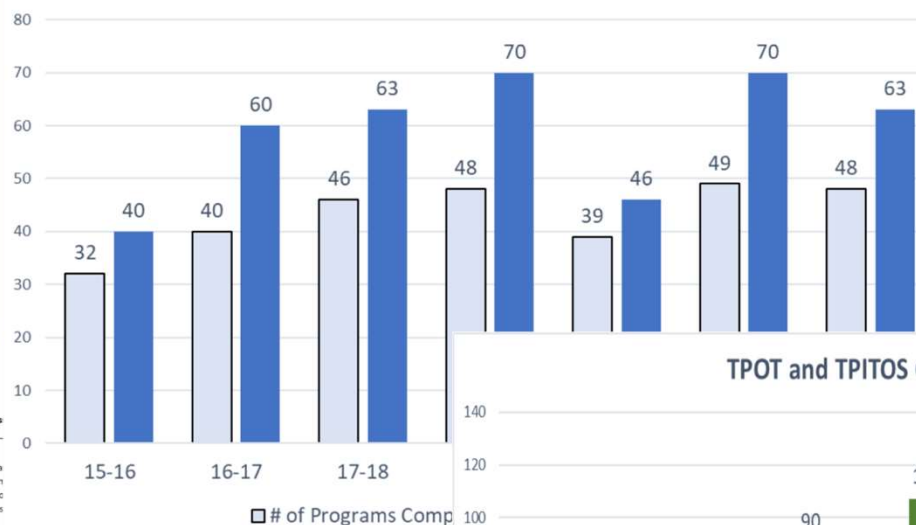
- If your readiness review indicates a total of 13 rubric points or more, complete the [Online Social and Emotional Acknowledgement Application](#), by providing program information, inputting the self-assessment ratings and uploading evidence. All programs must submit a copy of their staff handbook, family handbook and leadership/ all-staff team meeting notes for the past year.

Wisconsin Pyramid Model Programs	Non-Pyramid Model Programs
As noted in the rubric, some evidence documents will be pulled by WI-AIMH staff from the Pyramid Model Implementation Data System (PIDS) and do not need to be uploaded into the application. These include: <ul style="list-style-type: none"> BOQ Trend Report TPOT and/or TPITOS Trend Report Classroom Coaching Log Report Tracking Report WIPM Family Survey Results WIPM Staff Survey Results Programs should plan to submit data reports or other evidence if using a system other than PIDS to collect any of the following data: BOQ 2.0, ASQ:SE 2, BIR	Your technical assistance provider should assist you in gathering evidence, determining self-ratings and submitting the application

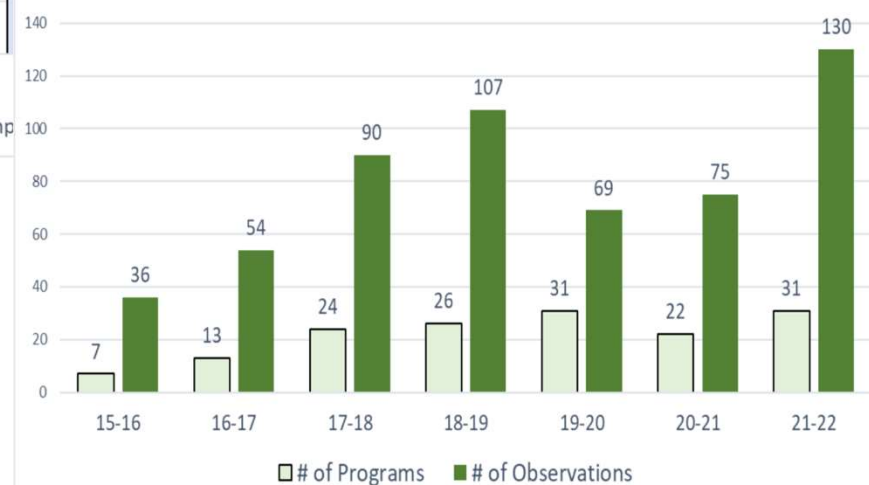
STEP 3: Application Review

Applications must have a total final score of 13 (as indicated in the application summary score) to move forward in the acknowledgement process. Programs that submit applications having a total score of less than 13 will be notified with suggestions for improvement.

Benchmarks of Quality



TPOT and TPITOS Observations



Evidence for professional development: Coaching (item #39)

TPOT Trend Report

First Form Date: 07/13/2021 Number of Forms Included: 89
 Last Form Date: 06/29/2022

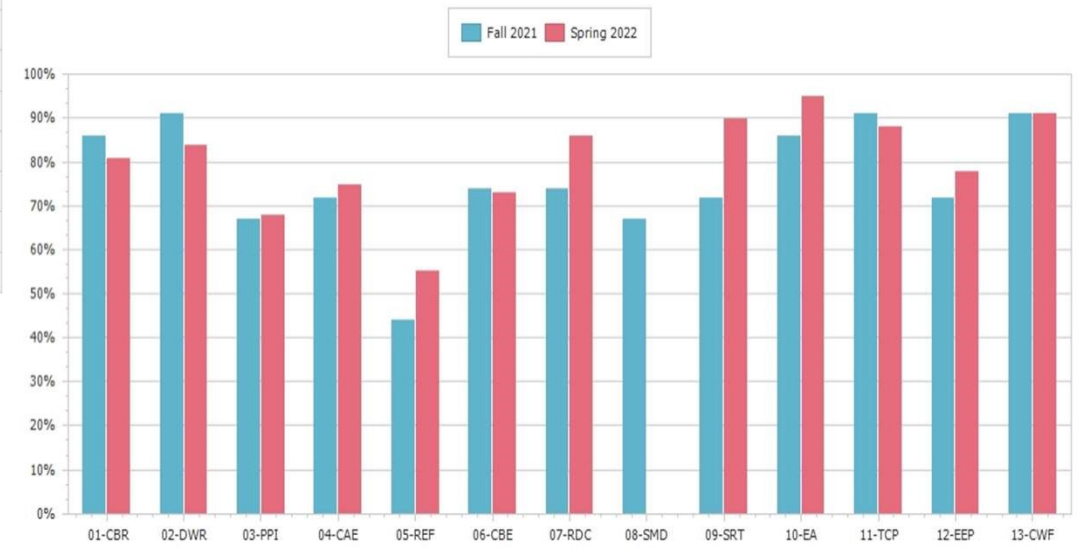
Percentage of Indicators Observed by Item



TPITOS Trend Report

First Form Date: 07/01/2021 Number of Forms Included: 40
 Last Form Date: 06/30/2022

Percentage of Indicators Observed by Item



Evidence for professional development: Resources (#40)

TPITOS scoring booklets

TPOT scoring booklets

Unpacking the Pyramid Model books

Prevent Teach Reinforce books

Tucker Turtle Resources

Emotional Cards

Problem Solving Resources

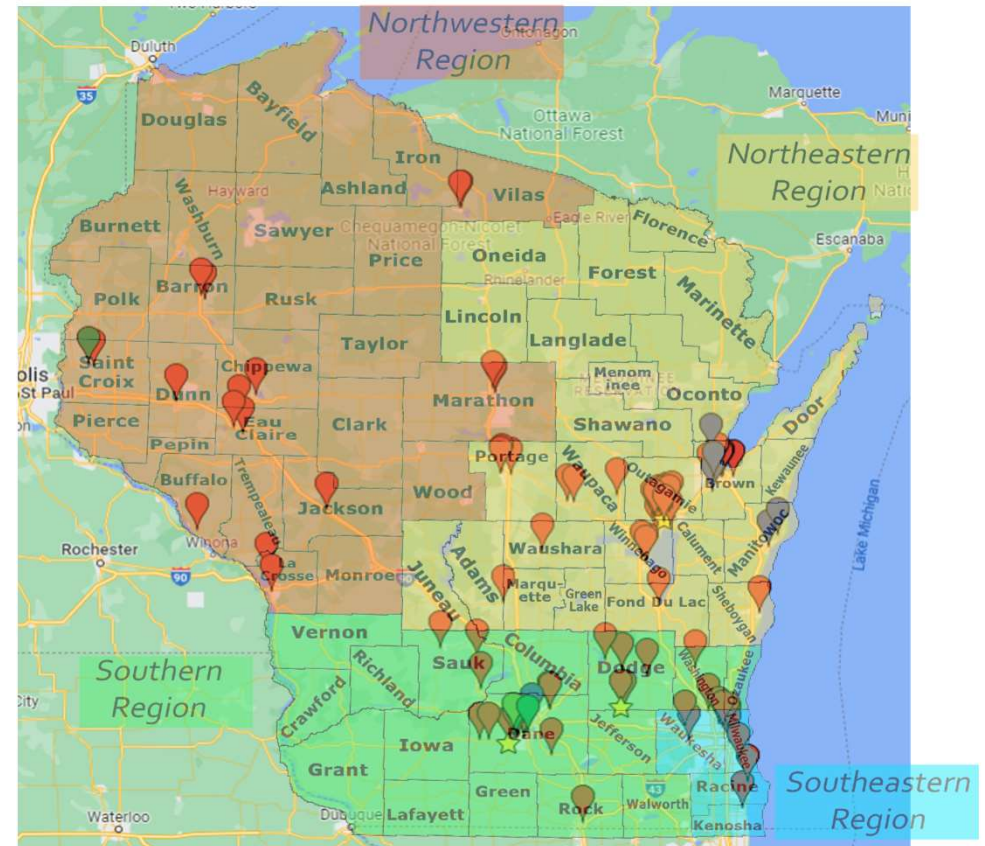
Infant Toddler Participant
handouts and door
prizes

PSF materials

Implementation and Demonstration Programs/Sites	
Implementation Programs/ Sites	32. The SLT develops readiness criteria, recruitment and selection procedures, and MOUs for programs participating in the initiative and Implementation Programs/Sites . Implementation Programs/Sites have a Program Leadership Team and at least one Practitioner coach [Initial Implementation Stage]
Demonstration Programs/Sites	33. The SLT has recruitment and selection process and MOUs for Demonstration Programs/Sites and partners with them to provide data that show the effectiveness of the EBPs. The sites provide tours and information for interested parties. Demonstration sites are selected from the Implementation programs/sites.
Implementation Communities	34. The SLT (where appropriate) develops readiness criteria, recruitment and acceptance procedures, and MOUs are developed for <i>community entities</i> to participate in the initiative. All participating communities agree to have a Community Leadership Team and Program Coaches to support Program Leadership Teams and Practitioner Coaches. [Scale-up Stage]
	35. The SLT develops statewide capacity (funding, staffing) for training and supporting new Program- and Community-wide Leadership Teams and Program Coaches in the high fidelity adoption/implementation process while continuing to support the high fidelity of the original implementation and demonstration programs. [Implementation & Scale-up Stage]

Evidence for Implementation and Demonstration Sites: Background

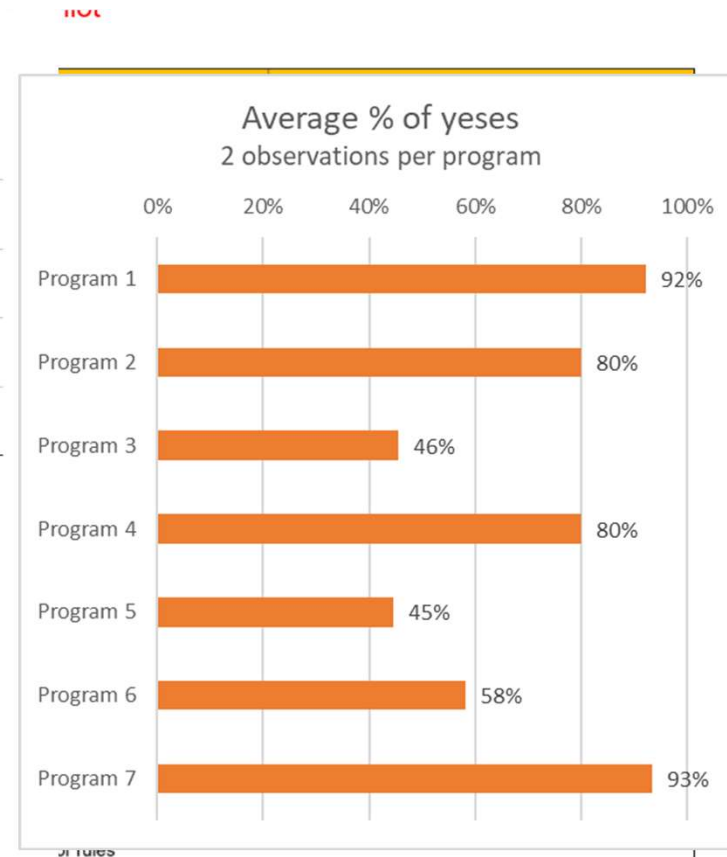
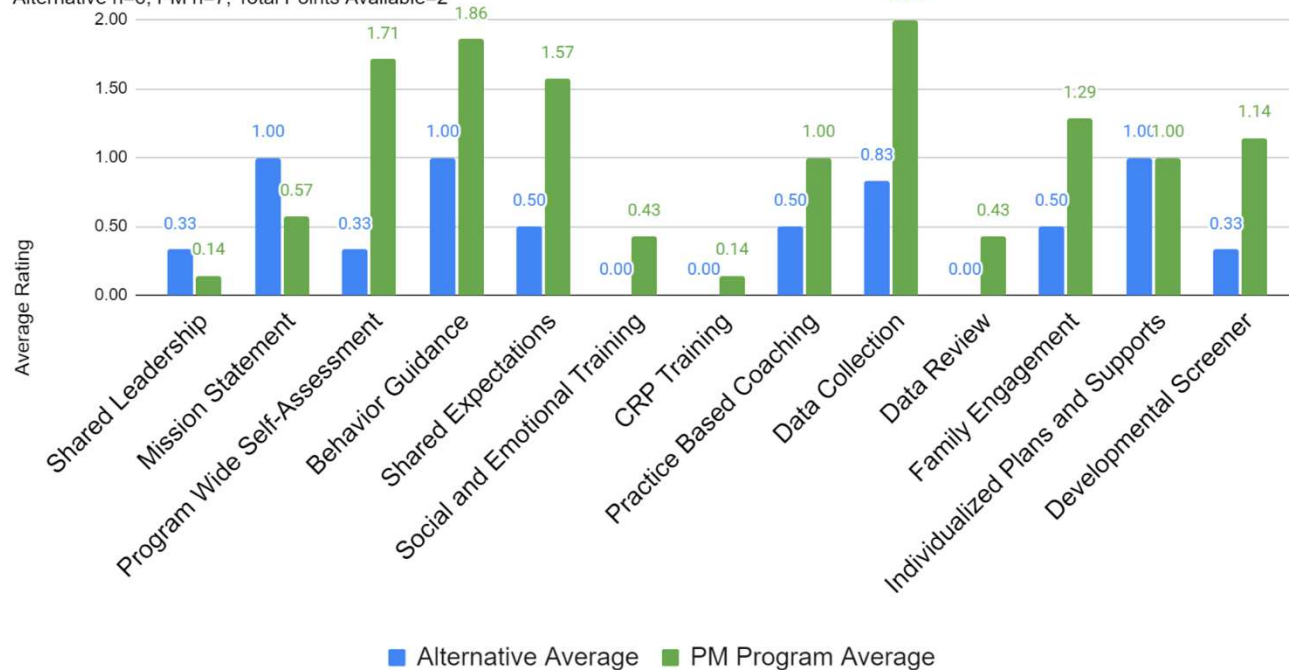
- 18 cohorts of program-wide implementation teams
 - 61 actively implementing programs
 - 157 sites
 - 514 classrooms
 - 3 Community Wide locations
 - 33 Child Care programs
 - 14 Head Start programs
 - 14 School District programs



Evidence for Implementation and Demonstration Sites: Demonstration Site Criteria? (Item # 33)

Social and Emotional Acknowledgement Rubric Scores Average Rating by Element

Alternative n=6, PM n=7, Total Points Available=2



Evidence for Implementation and Demonstration Sites: Implementation Communities (Item # 34)



Implementing the Pyramid Model Community-Wide: Benchmarks of Quality 2.0



Pyramid Model Community Benchmarks of Quality
Community Leadership Team Membership and Teaming (CLTMT)
Funding (FD)
Communication and Visibility (CV)
Implementation and Demonstration Sites (IDS)
Families (FM)
Behavior Support (BS)
Professional Development (PD)
Monitoring Implementation and Outcomes (MIO)

Evidence for Implementation and Demonstration Sites: Implementation Communities (Item # 34)

Wisconsin State
Pyramid Model Implementation Data System
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Dashboards ▾ News

Home

- ASQ:SE Screenings 2966
- Other Social Emotional Screenings 0
- Behavior Incident Reports 3693
- Benchmarks Of Quality 2.0 Forms 61
- Benchmarks Of Quality FCC Forms 0
- Children 3495
- Classrooms 453
- Community Leadership Team 3
- Leadership Coach Dashboard
- Master Cadre Dashboard
- State Leadership Team 0
- TPITOS Observations 40
- TPOT Observations 95
- Uploaded Files 179

Welcome to the Pyramid Model Implementation Data System!

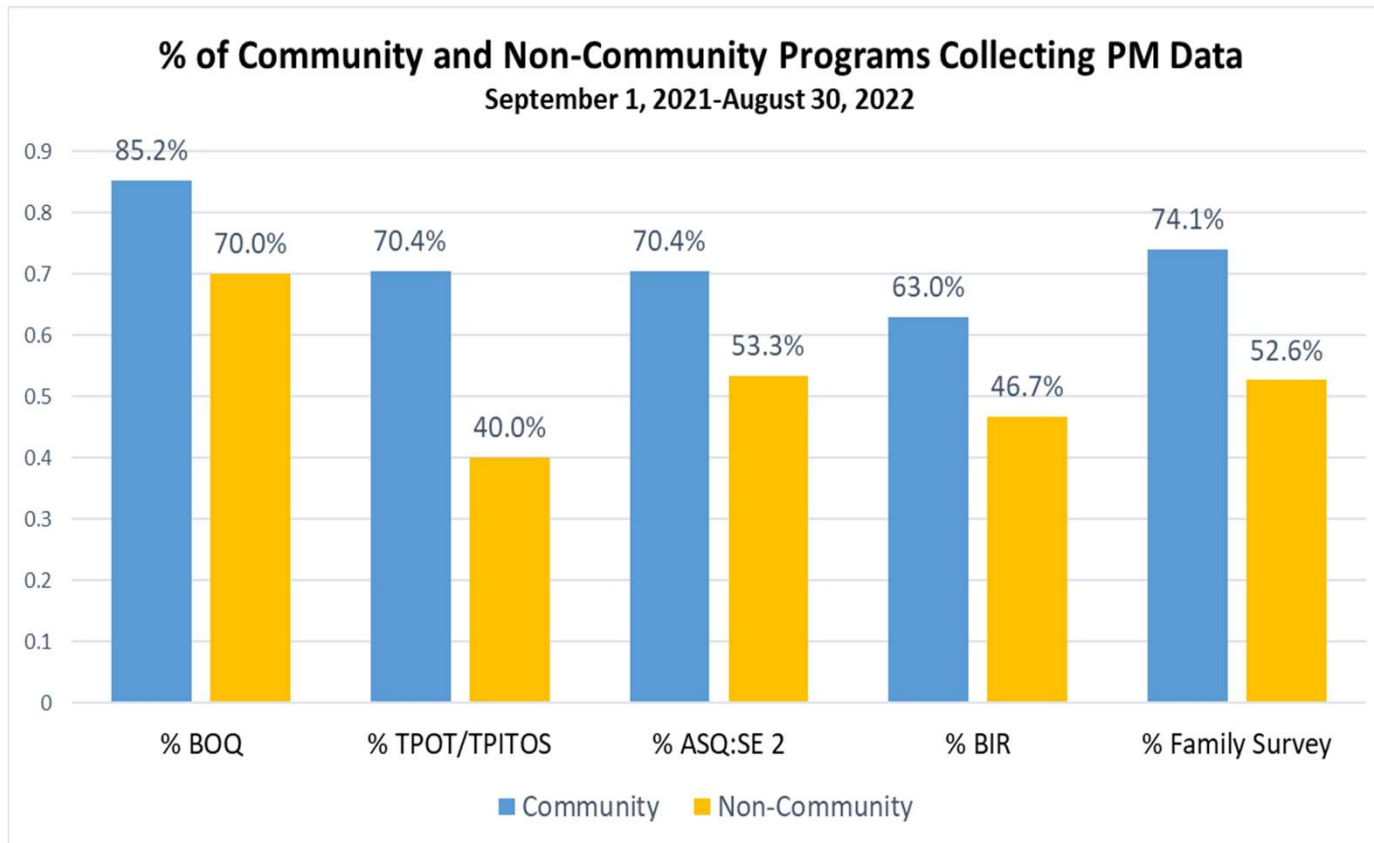
THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PMS

Wisconsin Pyramid Model
Teach. Coach. Change.

+ Show News

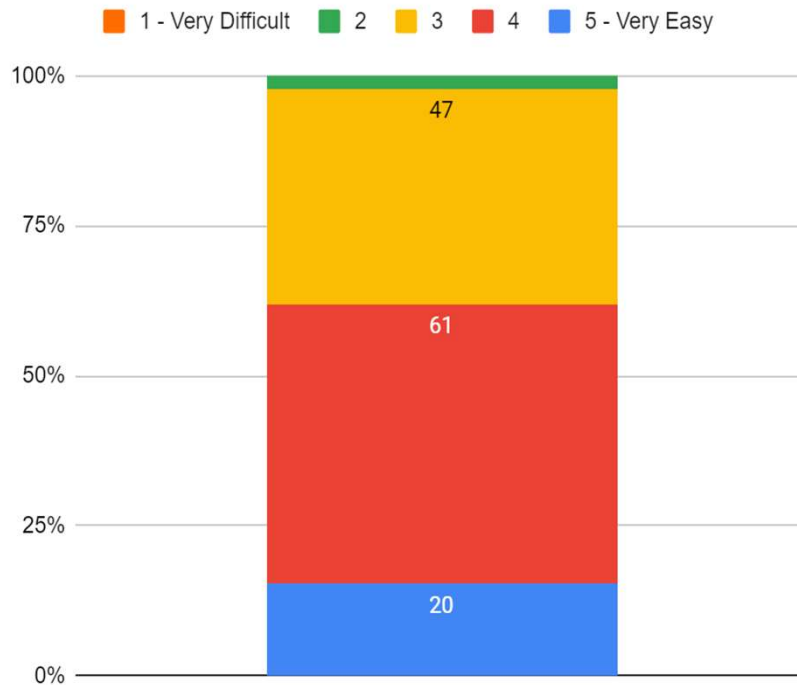
Disable Fireworks

Evidence for Implementation and Demonstration Sites: Implementation Communities (Item # 34)



Evidence for Implementation and Demonstration Sites: Implementation Communities (Item # 34 and #35)

In general, on a scale of 1 - 5, with 1 being very difficult and 5 being very easy, how easy was it to apply the Pyramid Model practices to your family child care program?



Information on FCC Focus Group Survey

For the past year, how concerned are you about the challenging behaviors of the children you have cared for in your program for the following reasons:

	Somewhat	Very	Somewhat and Very
Birth-3	19.70%	18.69%	38.38%
3-6	23.26%	23.72%	46.98%
7 or older	28.26%	19.57%	47.83%



Wisconsin State
Pyramid Model Implementation Dashboard
Teach. Coach. Change.

Home

- ASQ:SE Screenings 2966
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- Benchmarks Of Quality 2.0 Forms 61
- Benchmarks Of Quality FCC Forms 0**
- Children 3495
- Classrooms 453
- Classroom Coaching Logs 52
- Community Leadership Team 3
- Employees 804
- Leadership Coach Dashboard
- Master Cadre Dashboard
- State Leadership Team 0
- TPITOS Observations 40
- TPOT Observations 95
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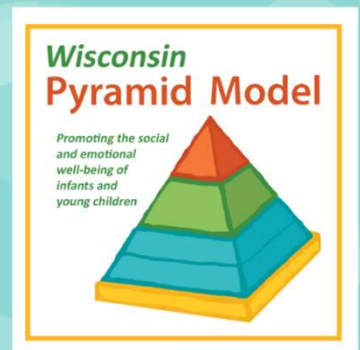
Evidence for Implementation and Demonstration Sites: Implementation Communities (Item # 35)

3 Communities to Pilot

- Working to connect Community Wide

Pyramid Model Community Implementation Team Launch

October 20, 2022
December ?



Data Based Decision Making

Data Based
Decision
Making

44. All programs, communities, and Program Coaches-submit the data agreed upon in their respective MOU. [Implementation Stage & Sustainability planning]

45. Training, materials and support is available to-Program Coaches, programs and communities on what data to collect, why, and how to use the data for making decisions for improving outcomes for children, providers, programs, and communities as well as how to submit the data. [Every Stage]

46. A process is in place for programs and communities to enter and summarize the data elements above as well training on how to use the data for program improvement. [Every Stage]

47. A process is in place for the State Leadership Team to access the data or summaries of the data described above. The SLT uses these data as part of their action plan regular evaluation as well as the annual evaluation report. [Every Stage]

48. The SLT annually prepares an evaluation report that describes: a) the extent to which program- and community-wide high fidelity adoption is being implemented, sustained and scaled-up, b) impact of program-wide adoption and/or community-wide adoption on child, provider and program outcomes, and c) impact of training and coaching. The evaluation report is used by the SLT for their progress monitoring and planning as well as providing a public report on outcomes [Every Stage]

49. The State Leadership Team provides a public celebration of outcomes & accomplishments annually [Every Stage]

Evidence for Data Based Decision Making submitting data (Item # 46)



- Home
- ASQ:SE Screenings 0
- Other Social Emotional Screenings 0
- Behavior Incident Reports 0
- Benchmarks Of Quality 2.0 Forms 1
- Children 0
- Classrooms 8
- Classroom Coaching Logs 0
- Employees 17
- TPITOS Observations 0
- TPOT Observations 1
- Uploaded Files 0

Wisconsin Alliance for Infant Mental Health

Early Relationships Matter

Wisconsin Pyramid Model
Teach. Coach. Change.

Enter the PIDS Data System

Questions about the Pyramid Model Implementation System (PIDS) should be sent to pmdata@wiaimh.org.
WI Pyramid Model Data Coordinator Office Hours are every Wednesday from 1-2pm. Email pmdata@wiaimh.org for zoom link.

Pyramid Information Data System (PIDS) Resource List

- Click on a heading in the gold bar to sort by that column in A-Z order.
- Click on Resource Name in the yellow box to open document/video/webpage
- Please note: click on the Resource Name to access the full document as the thumbnail is a "quick glance" image of only the first page.

Resource Name	Category	Type	Looks like
Add PIDS User	Maintenance	Website link	
ASQ:SE 2 entry and viewing instructions	ASQ:SE 2	Printable document	

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

43 documents or videos to support data entry and retrieval accuracy

March 15, 2022

Amping up Implementation: Resources for Sustaining the Work

GMT20220315 180422 Recording a... Purpose of the BOQ

Self assessment of the critical programmatic elements of program-wide Pyramid Model implementation. Data from this self-assessment is used to celebrate achievements by the leadership team and plan program actions aimed at adjusting and creating policies, procedures and resources that support systems, classroom and family use of...

Watch on YouTube

BOQ Infographic Resources
March Institute Resource List

February 15, 2022

The Wisconsin Pyramid Model Family Survey: Another Tool to Measure Implementation and Impact

The WI Pyramid Model Family Survey: Another Tool to Measure Implementation and Impact

February 2022

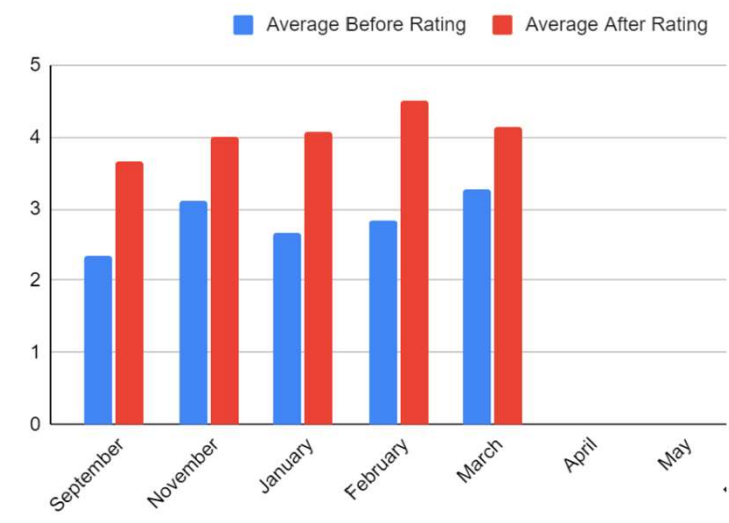
Watch on YouTube

January 18, 2022

January WIPM Institute: Focusing Y...

Monthly BIR Analysis Resources

Average Before and After Knowledge Rating



Evidence for Data Based Decision Making: Programs submitting data (Item # 44)

Pyramid Model Implementation Memorandum of Understanding- New programs



Parties: This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between the Wisconsin Alliance for Infant Mental Health (WI-AIMH) and **IMPLEMENTING PROGRAM.**

Purpose: The purpose of this MOU is to establish the terms and conditions under which the Pyramid Model Implementation will be supported and clarify expectations for participating programs.

Term: This MOU is effective upon the day and date executed through December 31st 2022. This MOU will be updated in January, 2023 to reflect commitments needed for the next year of implementation. This MOU may be terminated, without cause, by either party upon 30 days written notice.

Responsibilities of AGENCY:

- o The following data elements will be entered by the program into the Pyramid Model Implementation Data System (PIDS) at the frequency described:
 - BOQ at least 1x a year
 - TPOT and/or TPITOS observation data *at least* 1x a year per teacher being actively coached
- o The following data elements will be submitted at the following frequency by the program into the Pyramid Model Implementation Data System (PIDS) or directly to the WI Pyramid Model Data Coordinator
 - Child enrollment and discharge data at least 1x a year
 - Ages and Stages Questionnaire: Social Emotional 2 (ASQ:SE 2) or another type of valid social emotional developmental screener at least 1x a year
 - Behavior Incident Report (BIR) or another type of challenging behavior data at least quarterly

5. Ensure the data elements are entered into the PIDS system or submitted to the WI Pyramid Model Data Coordinator with accuracy and confidentially as described above. Training, coaching support and technical assistance will be provided to the program leadership team to learn and use these data elements.

Wisconsin Program User Agreement



Overview of the Pyramid Model Implementation Data System (PIDS)

The Pyramid Model Implementation Data System (PIDS) was developed by the Center for Human Services Research (CHSR) at the State University of New York at Albany (SUNY) in consultation with the New York State Council on Children and Families. PIDS is available nationally via a contract with the Pyramid Model Consortium and designed to support data-based decision making related to program-wide implementation of the Pyramid Model. The PIDS is a secure web application maintained by SUNY that allows data entry, reporting, and administrative functions to be used by all early childhood programs that are implementing the Pyramid Model to Support the Social and Emotional Competence of Infants and Young Children (Pyramid Model) in Wisconsin and other states. While access is provided to the system by Wisconsin Pyramid Model Coordination through the Wisconsin Alliance for Infant Mental Health, data storage, maintenance of the system and technical support related to use of the system is provided by SUNY. The data system allows for streamlined data entry and analysis on the child, classroom, program, community/regional and state levels.

Individual child data are regularly summarized to examine factors related to behavior incidents (child, teacher, activity, behavior type, behavior motivation and responses to the behavior) and social emotional screenings. In addition, these data provide summative information on the frequency of behavior incidents over time and an analysis of potential equity issues by calculating disproportionality related to race, ethnicity, existence of an Individualized Family Service Plan/Individualized Education Program, gender, and dual language learner status. Classroom data are collected with the Teaching Pyramid Observation Tool (TPOT) and the Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) and classroom coaching logs. Program data are collected through Benchmarks of Quality, the number of implementing classrooms and the employee profiles entered into PIDS.

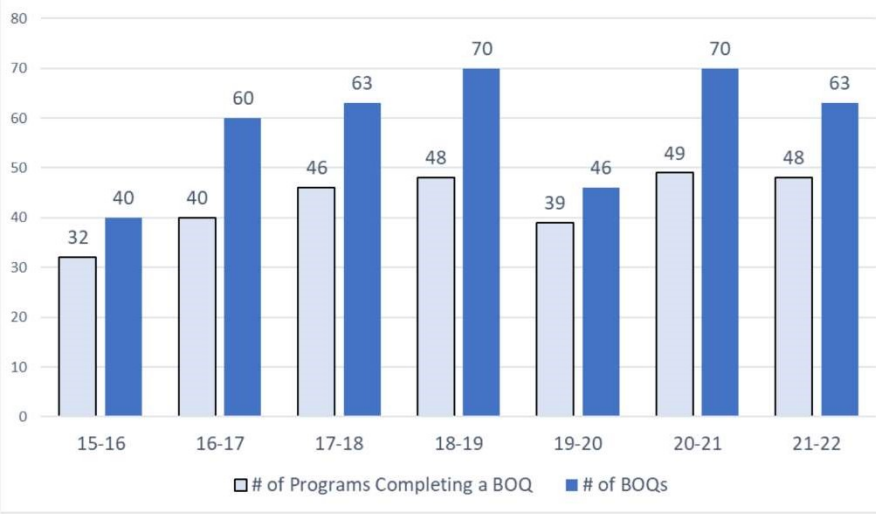
All data are collected and entered into PIDS by program staff, who are provided access through the Wisconsin Alliance for Infant Mental Health's (WI-AIMH) coordination of Pyramid Model efforts in Wisconsin. Wisconsin program-wide implementing sites are provided no or low-cost access to the PIDS system by the WI-AIMH via a contractual arrangement for access with the national Pyramid Model Consortium.

By agreeing to use the PIDS, you also agree to WI-AIMH Pyramid Model Coordination at the community, state and national level to view your program's Pyramid Model implementation data for the purposes of reporting effectiveness, identifying professional development gaps, and advising on the development of resources. The Wisconsin Pyramid Model coordination staff agree to not share identifiable program, classroom or child level data.

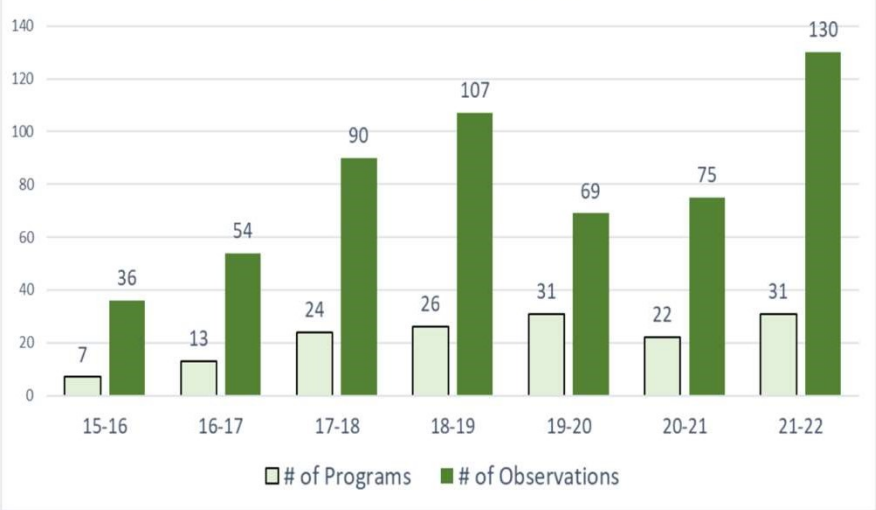
Stipends for data sharing

Raffle for classroom level data

Benchmarks of Quality

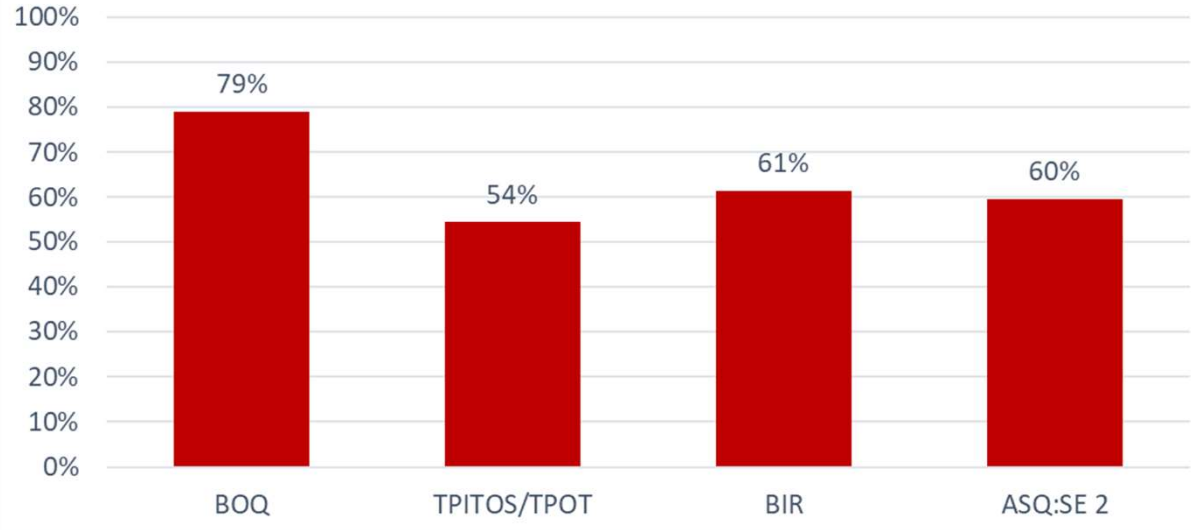


TPOT and TPITOS Observations



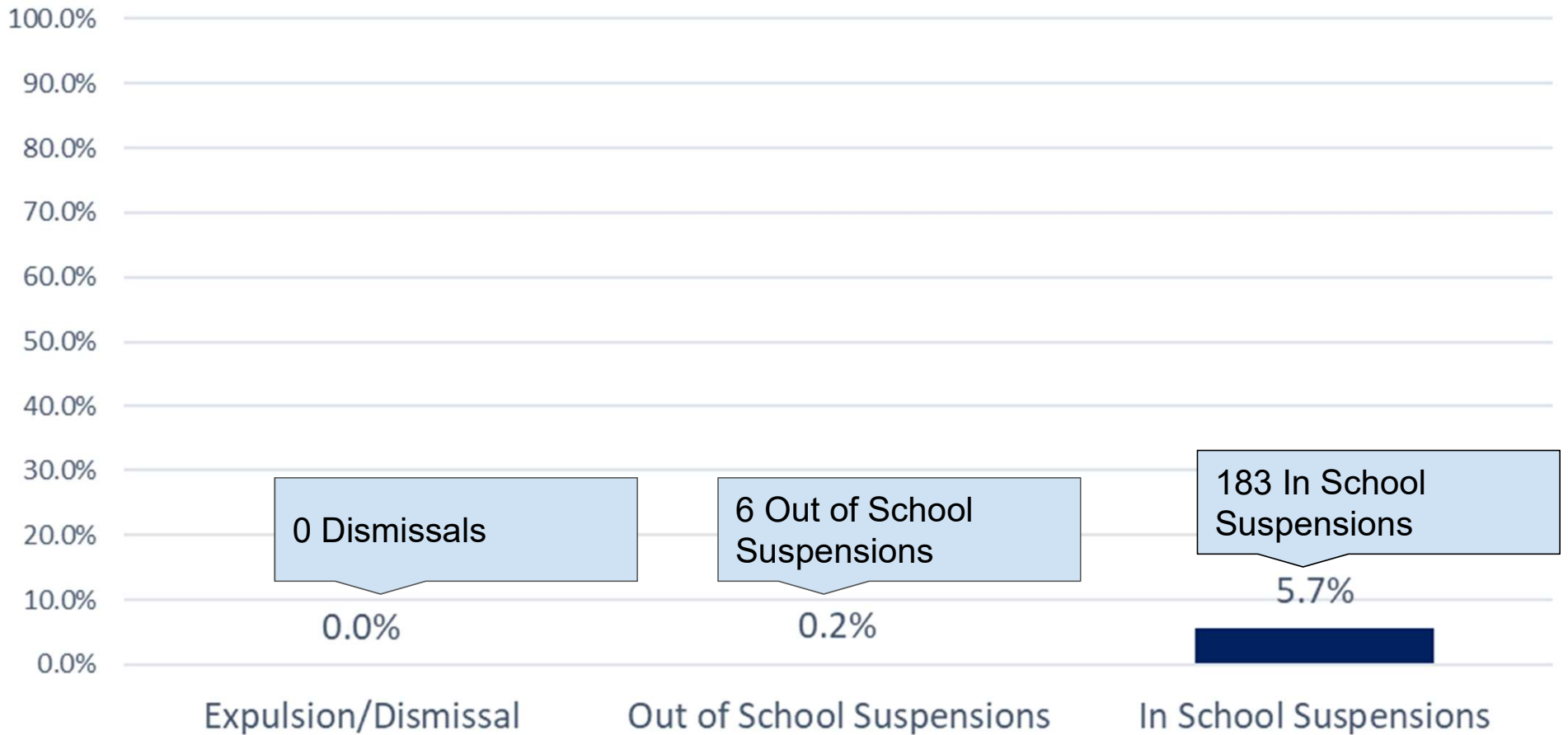
% of Programs that Collected Data Tools in 2021-2022

n=57



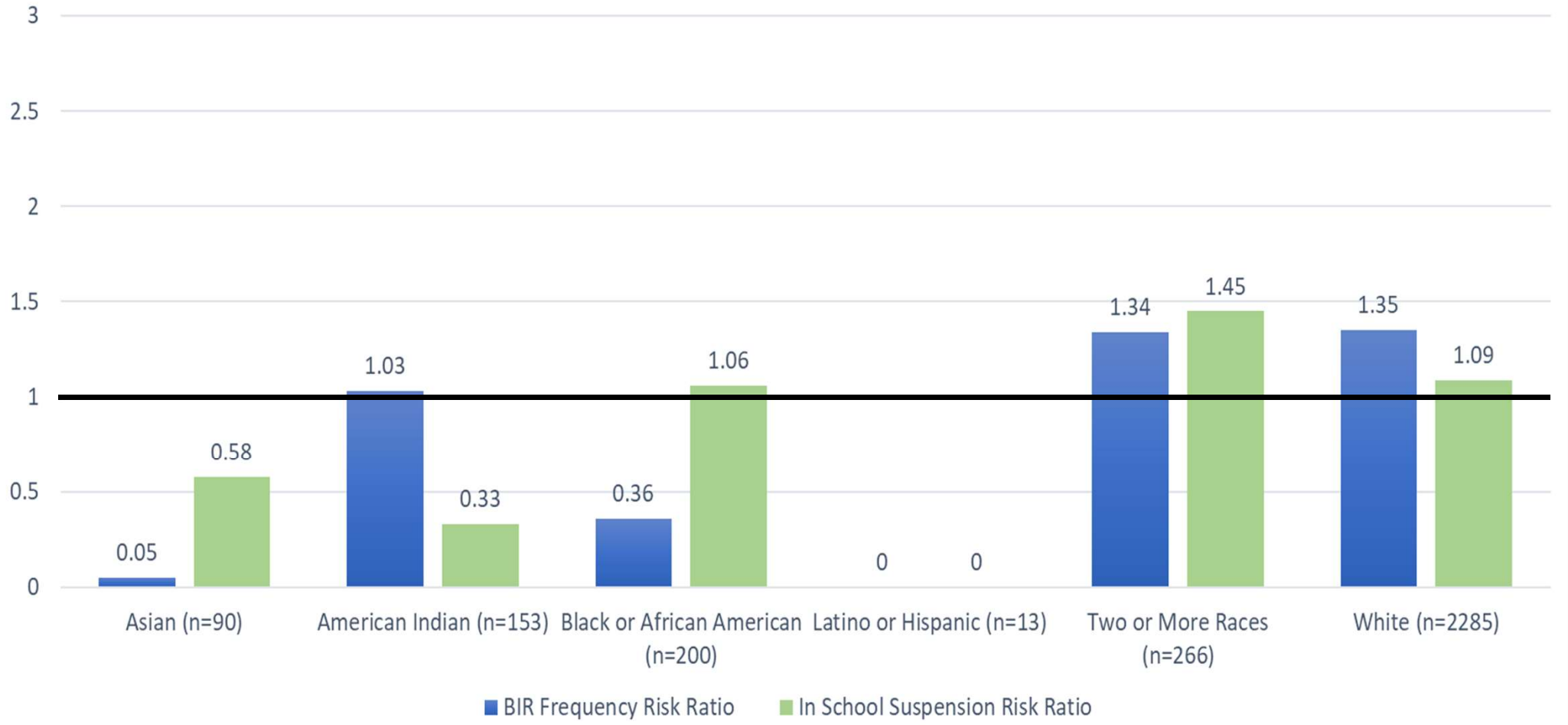
% of BIRs Resulting in Suspensions and Expulsions in PIDS

Total Number of BIRs=3226



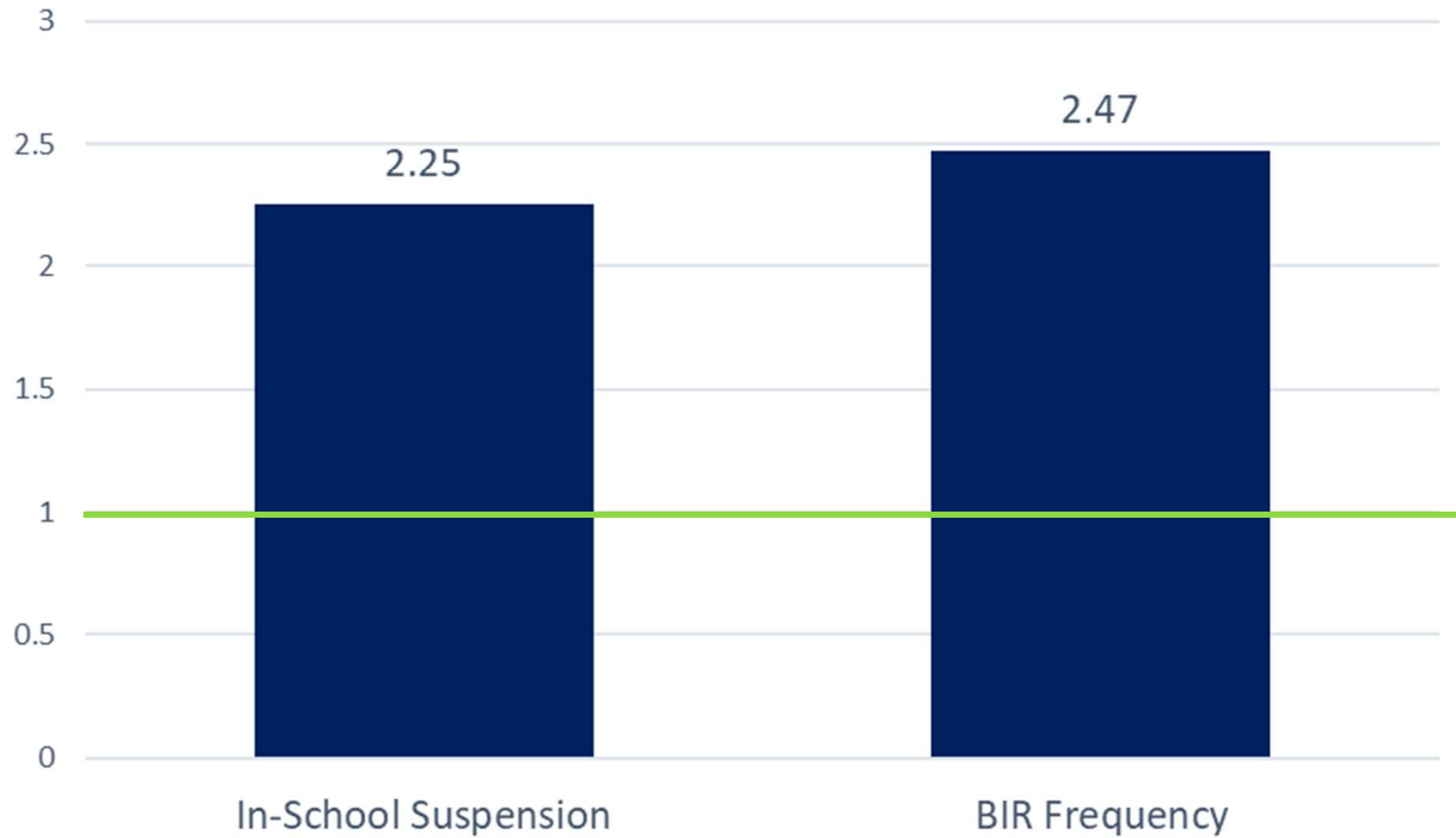
Risk Ratio for In School Suspension and BIR Frequency by Race

September 1, 2021-August 30, 2022



Male Risk Ratio

September 2021-August 2022



Family Engagement

28. The State Leadership Team has representation from family organizations. [Planning Stage]

29. The SLT makes training opportunities related to the Pyramid Model Practices available for families. [Every Stage]

30. The SLT develops and employs mechanisms for communicating with families about the initiative. [Every Stage]

31. The SLT develops mechanisms for family members to provide feedback at least annually on the quality of PM implementation experienced by their children. [Every Stage]

Family
Engagement

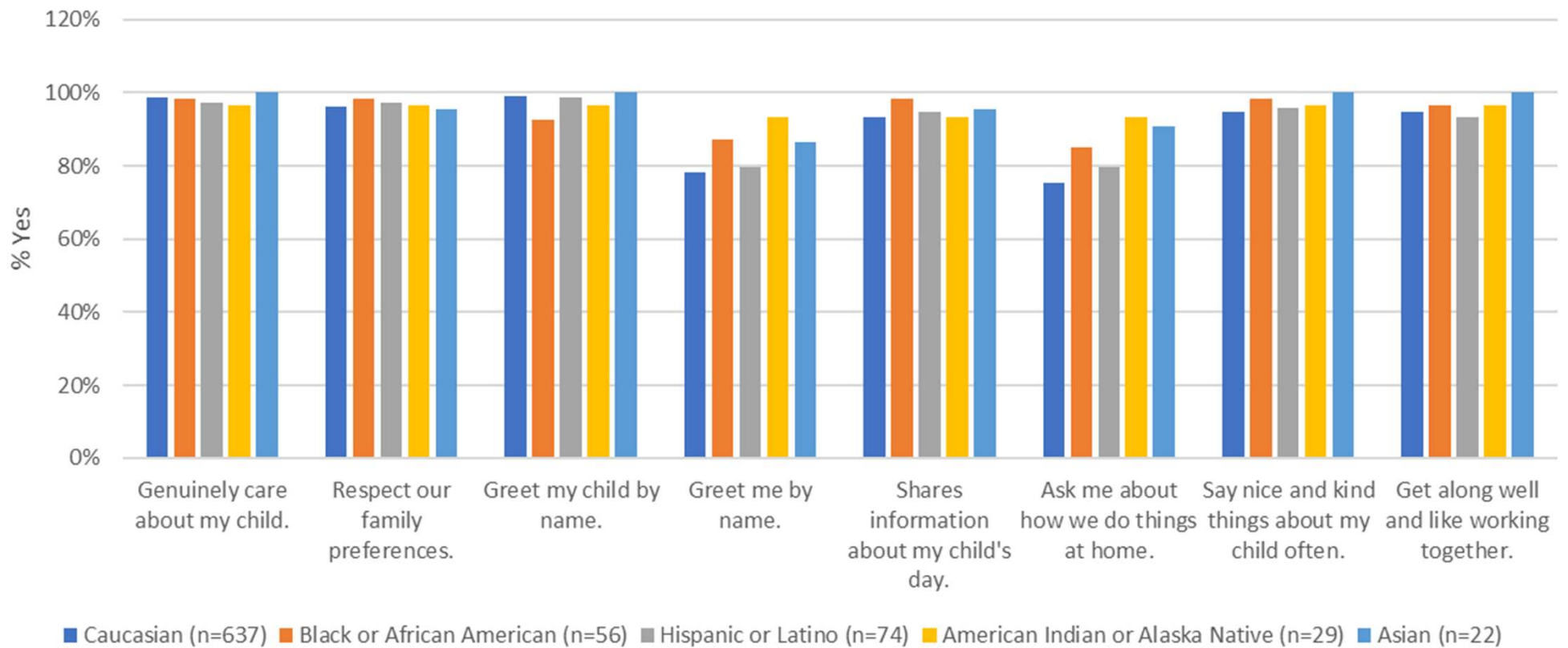
Evidence for Family Engagement Family Representation- (# 28)

City of MSN Office of Child care
DCF- Bureau of YoungStar
DCF- Bureau of YoungStar (Social Emotional)
DCF- Bureau of YoungSta (Inclusion)
DPI- Early Childhood 4K
DPI- Special Education
Head Start Collaboration
Positive Behavioral Interventions and Supports (PBIS)
Supporting Families Together Association
The Registry
Wisconsin Early Childhood Association
WI Early Childhood Collaborating Partners
WI-AIMH

Appleton Area School District
CESA 5 REsource/ Birth to 3
Child Abuse Prevention Board
DCF- Bureau of Regulation
Department of Children and Families- Administration
DPI- Early Childhood SPED
DPI-Student Services/ Prevention and Wellness
Future All Stars Child Care Program
Greater Watertown Community Health Foundation
Mental Health America of WI
MKE Coalition for Children's Mental Health
Office of Milwaukee Child Care
Reach Dane
UWM
Verona Area First Five Years
WI Council of Administrators of Special Services
WI Technical College system (ECE)
WI-AIMH
Wisconsin Afterschool Network
Wisconsin Association of School Boards
DPI- Early Learning Implementation and Coaching Coordinator
Wisconsin Early Childhood Collaborating Partners (WECCP)
Wisconsin Head Start Association

Evidence for Family Engagement Family Representation- (# 28)

My Child's Teacher and Other Staff Members...



Evidence for Family Engagement Training for Families(# 29)

Positive Solutions for Families:

- Released nationally July 2021 (English) / May 2022 (Spanish)
- Provided PSF Trainer of Facilitators
 - Two 2-day
 - Three 1-day “Update/ Reviews”

Participants can access low cost family handbooks when they collect and share data

- 7 training “registrations”

Data sample is currently too small to review



Thank you for your interest and dedication to increasing the supports families can provide to their preschool children. **Organizations that register their events by completing this form will be provided with discounted Family Handbooks* for each participant and a link to an electronic evaluation survey that will provide you with detailed results on the impact of your workshop.** Please register your event at least 2 weeks before the first gathering to allow enough time for mailing. All family handbooks requested will be shipped to one mailing address. Organizations holding virtual Positive Solutions for Families are responsible for delivering the Family Handbooks to enrolled families.

*These Family Handbooks are spiral bound with durable covers and include both the Positive Solutions for Families Handouts and the Family Routine Guide. Handbooks cost \$1.75 each to offset some of the printing and shipping costs for the Wisconsin Pyramid Model.



Evidence for Family Engagement Training for Families(# 29)

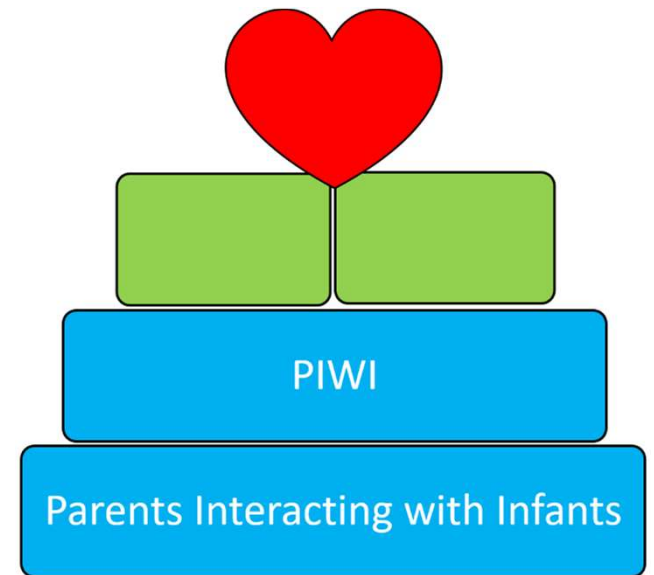
Parents Interacting with Infants

- Adapted training to include implementation planning time
- Very low registration

Forming PIWI Community Implementation

Workgroup to consider options:

- IHE
- Birth to Three
- Home Visiting
- IECMH Consultant
- Early Head Start/ Head Start



State Leadership Team

Combined

6. The SLT evaluates each meeting and uses the data to improve meetings (see SLT Meeting Planning and Evaluation Package). [Every Stage]

19. Funding sources to cover activities for at least three years are identified. [Sustainability planning & Scale-up Stage]

23. A written awareness and marketing plan is developed including a presentation to policy makers, current and potential funders and is used to recruit programs and individuals (e.g. presentation based on annual data and report). [Initial Implementation Stage]

27. The SLT develops written communication protocols for regular feedback from staff who are charged with implementing the PMPs as well as the Program Coaches, demonstration sites, implementation sites, and communities. The protocols focus on bringing to light any challenges that need to be attended to by the SLT and that cannot be resolved by individual programs or staff. [Initial Implementation Stage]

Evidence for State Leadership Team Awareness and Marketing (# 23)




THE POWER OF CONNECTION
Discover the Magic!



What is it?
"The Power of Connection Online Experience" is a new online resource that helps parents and caregivers in Wisconsin appreciate how important they are in the social and emotional development of the young children in their lives.

Who is it for?
Parents and caregivers of young children (age 0-5) in Wisconsin.

What does it do for parents?
With an exciting array of original videos, photos, and interactive graphics, The Power of Connection is a fun and engaging way to raise awareness of social and emotional skill development such as "Empathy" and "Identifying and Managing Feelings."

<https://the-power-of-connection.org/>

Wisconsin Alliance for
Infant Mental Health



SOUL SHINE
CREATIVESTUDIO

Wisconsin Pyramid Model Video Proposal

Soul Shine Creative Studio is pleased to present this proposal to the Wisconsin Alliance for Infant Mental Health for the purpose of creating video content that tells the story of Wisconsin Pyramid Model in engaging, positive, and colorful words and images.

Our target audience of parents, caregivers, and professionals will be excited and engaged as the videos raise awareness about Wisconsin Pyramid Model and help explain how and why the Pyramid Model works. Traveling to a variety of locations throughout Wisconsin, we'll hear from teachers, coaches, directors, and families about how the Pyramid Model has positively impacted the young children they care for. We'll see young children interacting with caregivers in childcare settings in the same intimate and nurturing style as our most recent production, the Emmy-nominated video series *The Power of Connection*.

Evidence for State Leadership Team

Collecting regular feedback (# 27)

The Pyramid Model Lead Team currently **collects** this feedback:

1. Family Survey
2. Staff Survey
3. “Implementation Academy” evaluation
4. Positive Solutions for Families parent feedback
5. * Program-wide implementation status and barriers survey
6. Community of Practice evaluation
7. Internal/Practitioner Coaches Connection evaluation
8. External Coaches networking evaluation
9. Pyramid Model Institutes evaluation

The Pyramid Model Lead Team currently **uses PIDS data** to consider needs and make adjustments:

1. Program BoQ trends
2. TPOT trends
3. TPITOS trends
4. Behavior Incident Report
Aggregate summary Reports

Pyramid Model Core Team meetings: 2023

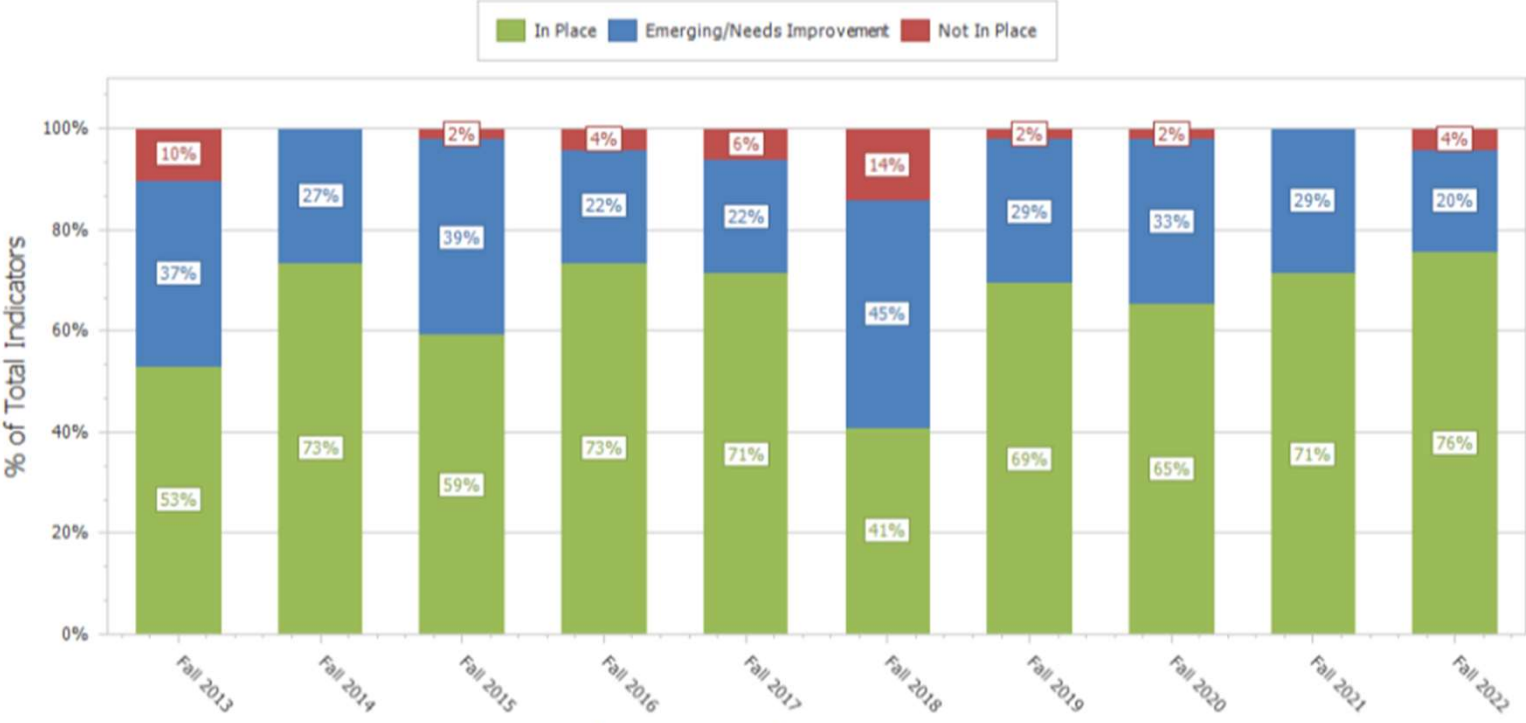
Dates for 2023 meetings:

- Jan 24th 2023 (10-12pm)
- April 18th 2023 Core and Advisory (10am-12pm) and (1:00pm-2:30pm)
- July 11th 2023 (10AM to 12PM)
- Oct 24th 2023 Core and Advisory (9:30am-12pm) and (1:00pm-2:30pm)

Our October 2022 Benchmarks of Quality results:

State Leadership Team BOQ Trend Report

State Leadership Team Benchmarks of Quality by Time Period



Details are on the following pages...