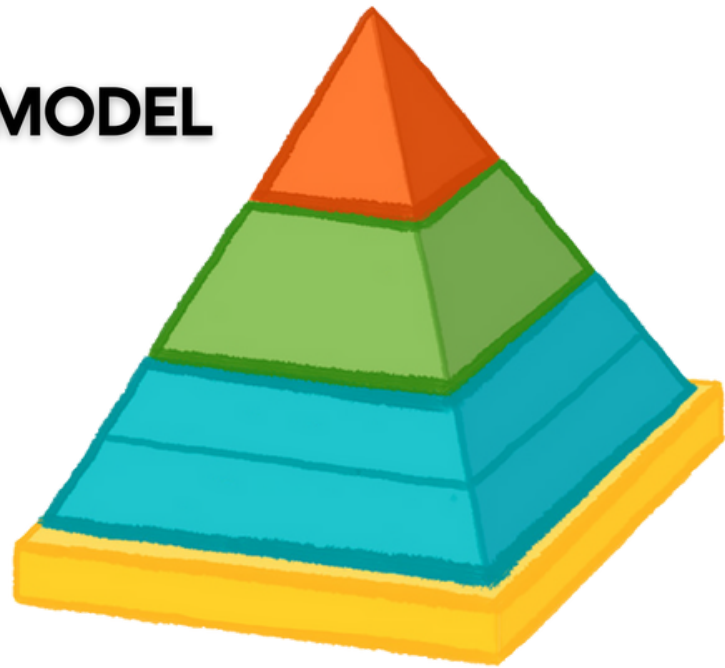


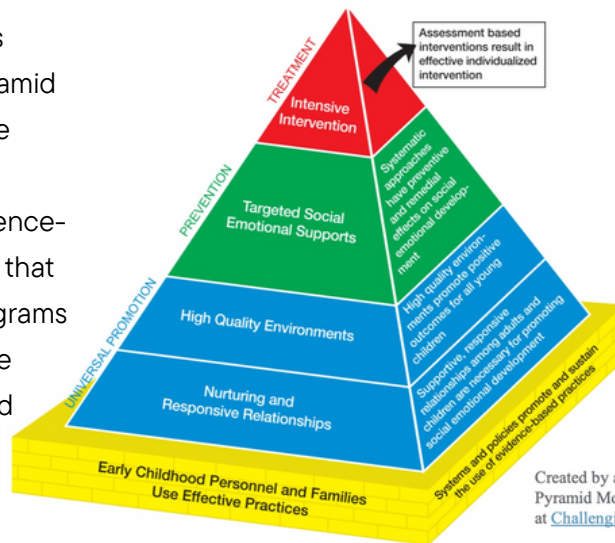
WISCONSIN PYRAMID MODEL

2023 IMPACT REPORT



PYRAMID MODEL OVERVIEW

The Pyramid Model is a framework of evidence-based practices for promoting young children’s healthy social and emotional development. Pyramid Model implementation aims to prevent negative outcomes of challenging behavior by teaching social and emotional skills, building use of evidence-based practices, and creating program policies that keep children with challenging behavior in programs long enough for any needed interventions to be successful. Implementation is highly flexible and works in conjunction with various social and emotional curricula, meaning that the Pyramid Model framework works for any program that teaches infants, toddlers or young children.

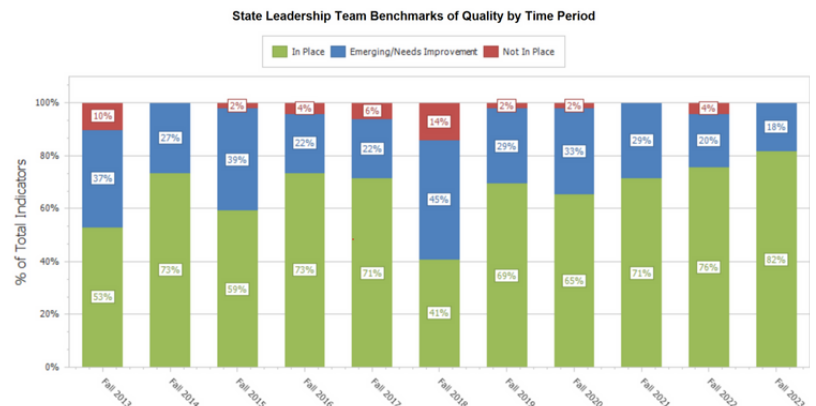


Created by and available from the National Center for Pyramid Model Innovations (NCPMI) at ChallengingBehavior.org

Critical Elements measured by the Pyramid Model State Benchmarks of Quality
State Leadership Team
Family Engagement
Implementation and Demonstration Programs/Sites
Professional Development
Evaluation/Data-Based Decision Making

This work is guided by an annual self-assessment of 49 indicators that describe five critical elements of building, implementing and maintaining a professional development structure like the Pyramid Model. **This year, Wisconsin’s Core Leadership’s rating indicated that Wisconsin has 82% of the State Benchmarks of Quality in place!**

The Wisconsin Alliance for Infant Mental Health holds a contract to coordinate Wisconsin’s statewide Pyramid Model implementation. This work is currently funded by the Department of Children and Families and fee for service contracts. Over the last 13 years, Wisconsin has been working to build state infrastructure that elevates awareness of early social and emotional development, and promotes guidance and support for adults to apply skills and strategies that ensure equitable outcomes for all infants, young children and their families.



APPLYING AN ECOLOGICAL SYSTEMS MODEL: HOLDING REGIONS AND COMMUNITIES IN CHANGE



The well-being of babies, toddlers, young children and their families is shared and shaped by the communities in which they live. This means Pyramid Model implementation must be shared across systems at the regional and community level.

A Pyramid Model program leadership team crafts policies and procedures that create context for coaching and practices.

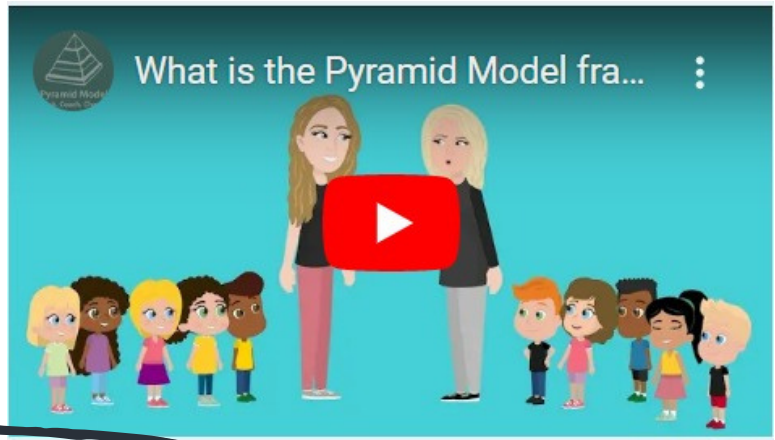
In 2023, we expanded to five Pyramid Model Regional Leads, responsible for:

- **creating** awareness for the need to intentionally address the social and emotional well-being of babies, toddlers and young children
- **convening** individuals to collectively consider social and emotional needs of babies, toddlers and young children, and build and connect resources at the regional and community level
- **coaching** program teams and guiding teacher coaching in practices that ensure the best social and emotional outcomes
- **connecting** important social and emotional training, technical assistance and consultation to program and community-wide implementation



In 2023, we expanded to five Pyramid Model Regional Leads!

FIVE NEW VIDEOS WERE RELEASED IN 2023 TO TELL THE STORY OF THE *WHAT* AND *WHY* OF PYRAMID MODEL IMPLEMENTATION.



Visit our website at www.wiaimh.org/pyramid-model-home for the first two videos above, and visit us at www.wiaimh.org/learn-about-the-pyramid-model for the three videos below.



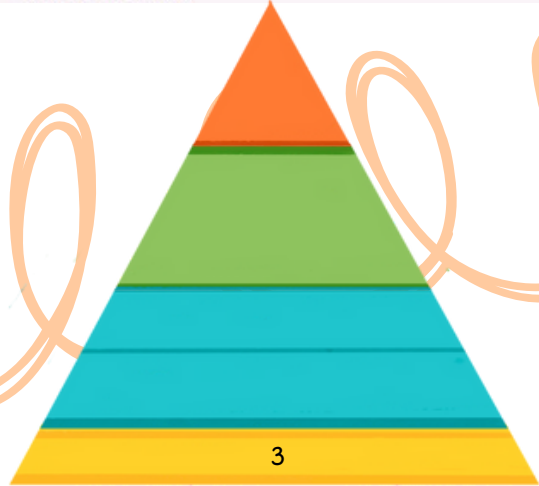
Why implement the Pyramid Model? Directors perspective



Why implement the Pyramid Model? Teacher and coach perspective



Why implement the Pyramid Model? Parent Perspective



LEARNING TOGETHER: WISCONSIN'S SHARED PYRAMID MODEL TRAINING CONTENT

Implementation of the framework often begins with a practitioner attending one of the Wisconsin Pyramid Model practitioner trainings offered throughout the state.

There are four reasons Pyramid Model training is an essential component of professional development for our early care and education practitioners:

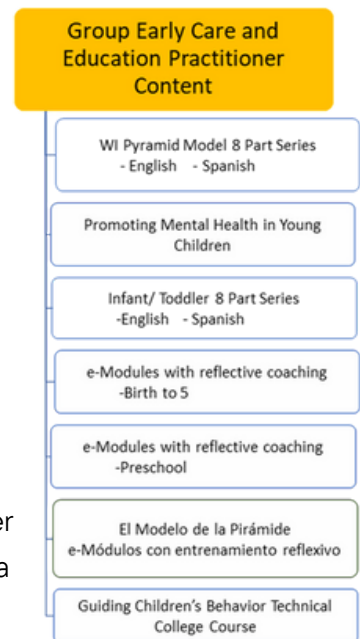
1. Wisconsin experts adapted national content to meet the specific needs of Wisconsin providers. We continue to adjust and adapt the content to showcase examples from our Wisconsin sites, and using feedback from participants. **Our Pyramid Model training is uniquely Wisconsin.**

2. Our content was designed to address the unique needs of our early care and education practitioners. Infant/toddler teachers see their work in the “Infant/Toddler Series.” School-based providers find “Promoting Mental Health in Young Children” a match for their work. Content in “Guiding Child Behavior” addresses the needs of Technical College students. **Our Pyramid Model training isn’t a one-size-fits-all training.**

3. Approved trainers, who work for one of Wisconsin’s key early care and education training and technical assistance organizations and have been mentored to become a Pyramid Model trainer, provide training for Child Care, Head Start and School-Based early care and education providers. State funding allows us to share trainer materials with approved trainers at no cost to them. **Our Pyramid Model training is shared across our state Early Childhood professional development system.**

4. For over a decade, our Wisconsin practitioner content has aligned with best practice in adult learning. Each training includes short, example-driven content delivered across several sessions to allow a practitioner to plan for and practice using strategies. Each subsequent session offers reflection on use of strategies with the trainer, and networking with other practitioners. **Our Pyramid Model training is designed to be effective.**

* 2023 feedback from Pyramid Model in-person training participants show **92% of participants strongly agreed/agreed the “training content will improve my ability to do my job.”**



ENSURING THAT EVIDENCE-BASED PRACTICES CAN BE USED EFFECTIVELY: PROGRAM-WIDE IMPLEMENTATION OF THE PYRAMID MODEL FRAMEWORK



Often, teachers attend training content individually, and then work to implement what they have learned on their own. When balancing the fast pace of organizing and teaching groups of young children against planning for and trying new strategies learned in training, it is not unusual for few practices to “transfer” from training into daily practice. (Joyce, B. R., & Showers, B. (2002))

To ensure that practices are used throughout the day enhance social and emotional learning for infants, toddlers and young children, some programs opt for program-wide implementation of the Pyramid Model framework.

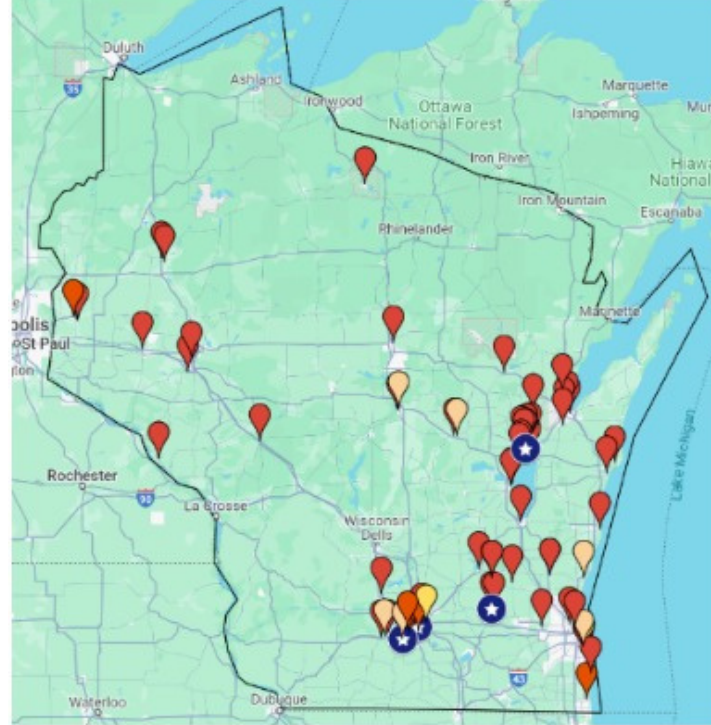
Program-wide programs leadership teams work with a Wisconsin Pyramid Model Regional Lead to:

1. Convene a team that, guided by the program Benchmarks of Quality, works to **build, define or expand program practices** that ensure that children, families and teachers have the support they need to promote optimal development in young children.
2. Collect and **use data to plan** for instruction and to celebrate learning.
3. **Secure a coach who guides teachers** to apply practices learned in training. These practitioner coaches receive mentoring to use one of two observation tools to focus their attention, provide feedback and assist with action planning as part of practice-based coaching cycles. Those tools are the Teaching Pyramid Infant Toddler Observation Scale (TPITOS- for birth to three ages) and the Teaching Pyramid Observation Tool (TPOT- for ages three to six).



Program-wide implementation is big, strategic work, and programs often take time to be sure they have capacity before applying. **In 2023, Wisconsin welcomed nine new programs to program-wide implementation of the Pyramid Model framework. These new programs joined 67 other dedicated and hardworking Wisconsin program-wide sites.**

The Madison B.E. H.E.A.R.T. collective joined as Wisconsin's newest community-wide implementation effort. They join the Appleton Community 4K, Greater Watertown Community Health Foundation, and the Verona Area First Five Years in using the Pyramid Model framework to support children and families in the community.



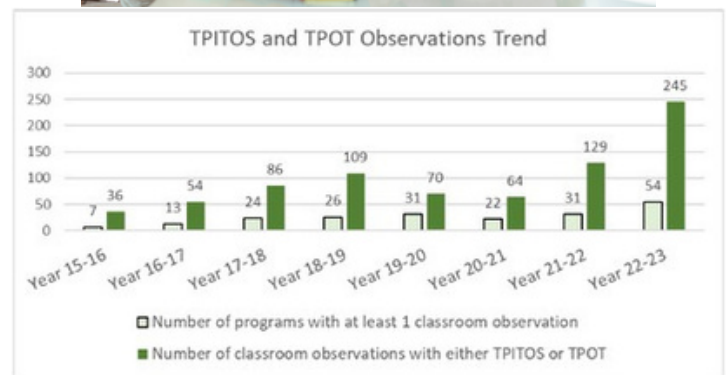
New program sites are indicated in gold with our currently implementing sites in red.

Program-wide implementing sites attend an Implementation Academy where coaches are trained and program leadership teams are launched. **This year, 133 individuals working in new or currently implementing programs attended Implementation Academy events, including 33 new practitioner coaches.**

What is the impact of program-wide implementation?

Program wide implementation requires time, focus and effort that yields significant impact. Here are some of the 2023 impact highlights.

- Providing practitioner coaching requires intentional planning and time, and formal classroom observation is completed in a fall to spring cycle. **In 2023, the number of programs providing coaching increased by 74% and the number of classroom observations increased by 90%!**
- **Practitioners receiving coaching are more likely** to hold favorable views of program leadership, feel they have resources needed to implement Pyramid Model practices and report improved outcomes.



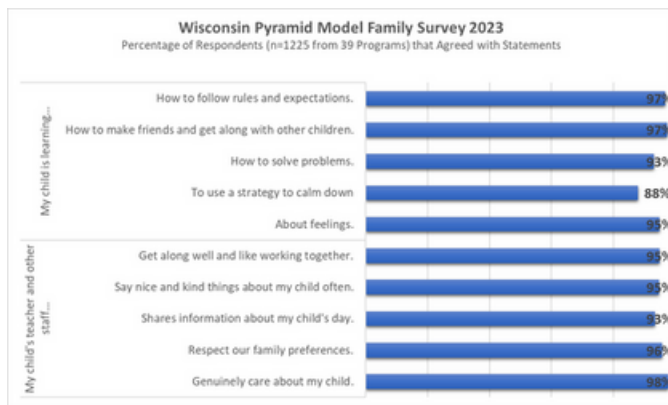
What are families experiencing in Pyramid Model programs?

Here are some comments from families surveyed by Pyramid Model program-wide sites in the 2023:

“The understanding that each child needs something unique and the willingness to work with us and help us (parents) figure out the best way to help our kiddo. They TRULY care about EACH child and their families.”

“My child has learned how to cope with feelings and instead of throwing tantrums he uses his words to describe his feelings.”

“I love that I have the help needed when I feel stressed and don’t know what to do, and my child is learning because I see the improvement at home.”



In addition to the support families experience when their children attend a Pyramid Model implementing program, Positive Solutions for Families workshops are offered throughout the state.

Families who have participated in this seven-week learning experience report that they are better able to:

- Set clear expectations for their child.
- Know ways to help their children cope with strong feelings, such as, anger, disappointment and frustration.
- Teach their child problem solving skills.
- Think of various ways to manage or prevent challenging behavior.
- Create a plan to address challenging behavior.



Conclusion



For over a decade, Wisconsin Pyramid Model implementation has demonstrated positive outcomes for programs, classrooms, teachers, families and children highlighted in this impact report. These outcomes are realized because of the committed funding by the Department of Children and Families, dedicated advocacy and guidance of our Core and Advisory State Leadership Teams, the striving for improvement by Program Leadership Team members, the tender reflection by Pyramid Model Program and Practitioner Coaches, the work to adjust and celebrate by classroom practitioners, and partnership with families and those who serve them. **It is the strength of our collective and collaborative togetherness, under the Pyramid Model framework, that is making a difference for Wisconsin’s youngest and those who love them.**

Thank you for all you do to expand our impact.



Wisconsin Pyramid Model is a project of the Wisconsin Alliance for Infant Mental Health



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