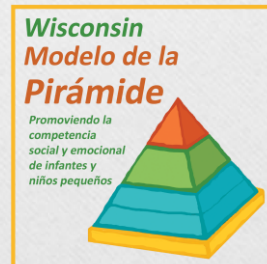




Wisconsin Pyramid Model State Advisory Team Meeting

October 13, 2020




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

Orienting to our task for today: Advise us on connecting the dots




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

Barbara J. Smith, Penny Dell, Lise Fox



State Guide

Pub. 09/13/18

 **ChallengingBehavior.org**
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This product was developed by the Pyramid Equity Project of the Technical Assistance Center on Positive Behavioral Interventions and Supports and the National Center for Pyramid Model Innovations (NCPMI).
NCPMI is funded by the U.S. Department of Education, Office of Special Education Programs through Cooperative Agreement #H324B150023. Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

- As you listen, please consider:
 - How guidance areas in the national document are being addressed through Wisconsin's Pyramid Model efforts?
 - Which guidance areas/actions should become a priority for Wisconsin's Pyramid Model effort?
 - What questions remain for you?



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

POLICY STATEMENT ON EXPULSION AND SUSPENSION POLICIES IN EARLY CHILDHOOD SETTINGS

PURPOSE

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

APPENDIX 2: Positive Behavior Intervention and Support (PBIS)

Program-wide positive behavior intervention and support (PBIS), traditionally practiced in school-based settings, is increasingly being implemented in early childhood settings, with promising results. Program-wide PBIS is a systems approach to children in a school or early childhood setting; rather it is a program of implementation supports. PBIS strategies with specific interventions being expanded and facilitated by a knowledgeable behavior specialist to the capacity of school personnel to

Supporting Social Emotional Competency framework for supporting social-emotional

to promote nurturing and responsive environments. The second tier includes children who require more systematic challenging behaviors that are not responsive to plan of intensive, individualized interventions in early childhood settings requires programmatic behavior, perform functional assessments, individualized behavior support plans to provide a sustained commitment in mental health and behavior, the development of policies and procedures

Early Childhood Mental Health Consultation (ECMHC) is a multi-level preventive intervention that teams mental health professionals with people who work with young children and their families to improve their social-emotional and behavioral health and development. ECMHC builds the capacity of providers and families to understand the powerful influence of their relationships and interactions on young children's development. Children's well-being is improved and mental health problems are prevented and/or reduced as a result of the mental health consultant's partnership with adults in children's lives. ECMHC includes skilled observations, individualized strategies, and early identification of children with and at risk for mental health challenges. The model also includes strengthening of the teacher-family relationship and connecting young children, teachers, and families to additional mental or behavioral health services, as needed. The amount of time a consultant spends with a program/teacher varies depending on need, but most programs range between three and six months, with visits once or twice a week. "Booster" or "follow up" sessions after primary consultation has occurred is common and recommended. Empirical evidence has found that ECMHC is effective in increasing children's social skills, reducing children's challenging behavior, preventing preschool suspensions and expulsions, improving child-adult relationships, and identifying child concerns early, so that children get the supports they need as soon as possible. In addition, the model has been found effective in reducing teacher stress, burnout, and turnover. Preschool teacher stress and burnout have been previously associated with increased risk of expelling and suspending young children.¹⁹ The resources below provide information and resources to implement ECMHC:

- [Center for Early Childhood Mental Health Consultation](http://www.ecmhc.org/)
<http://www.ecmhc.org/>
- [Early Childhood Mental Health Consultation: Research Synthesis](http://cesfel.vanderbilt.edu/documents/rs_ecmhc.pdf)
http://cesfel.vanderbilt.edu/documents/rs_ecmhc.pdf
- [Georgetown University Center for Child and Human Development: Early Childhood Mental Health Consultation](http://gucchd.georgetown.edu/67637.html)
<http://gucchd.georgetown.edu/67637.html>
- [Issue Brief: Integrating Early Childhood Mental Health Consultation with the Pyramid Model](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/brief_integrating.pdf)
http://challengingbehavior.fmhi.usf.edu/do/resources/documents/brief_integrating.pdf
- [Resource Compendium: What Works? A Study of Effective Early Childhood Mental Health Consultation](#)

Orienting to the State Guide

Column 1:

- 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



Orienting to the State Guide

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, social education, early intervention).				

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.

Column 2: 23 of the 49 State Benchmarks of Quality Items that are organized by 5 key elements:

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

Submit your advice via this link

<https://www.surveymonkey.com/r/Oct2020PMadvisory>



October 2020 Wisconsin Pyramid Model ADVISORY Team: Connecting the Dots

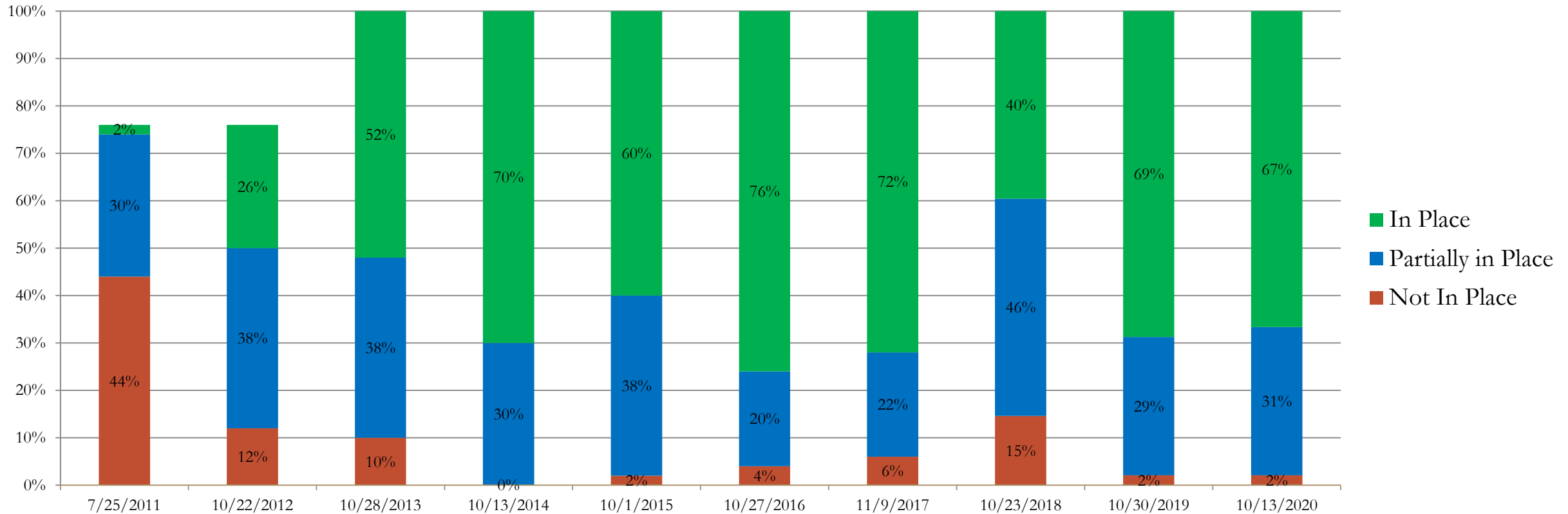
Thank you for providing us with your descriptive feedback and reflective guidance. We'll present updates and then offer time for you to fill out each individual section of this form. We are happy to address questions as we go along.

OK

Wisconsin's Benchmarks of Quality

Today's results

WI Pyramid Model State Leadership team
Rates of implementation

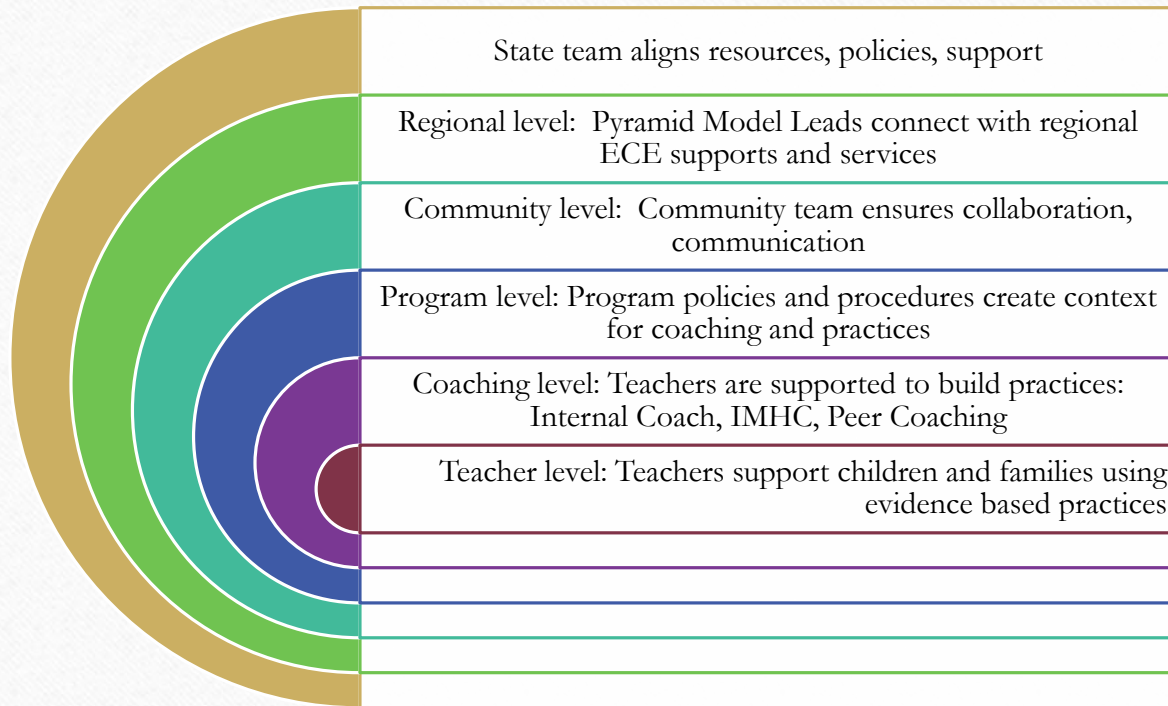




Develop and clearly communicate expulsion and suspension policies (con)

- Governor's Early Childhood Advisory Council
- Early Childhood Advisory Council Suspension and Expulsion Workgroup
- Early Childhood Expulsion Policy Advisory Committee
- Wisconsin Infant Toddler Policy Project State Leadership Team
- Supporting Families Together Association
- Behavior Help Wisconsin
- Infant Toddler Spanish Speaking Workforce,
- FAN Framework Facilitator for Milwaukee Child Welfare Partnership
- UW-Madison Infant, Early Childhood, and Family Mental Health Capstone Program
- Wisconsin RtI Center Advisory
- Pyramid Model Consortium
- NCPMI State Workgroup
- Wisconsin Early Childhood Collaborating Partners (WECCP)
- MKE Coalition for Children's Mental Health
- Mental Health America of WI
- United Way GMWC & Milwaukee Succeeds
- Wisconsin Association of School Boards
- Department of Children and Families
- Wisconsin HeadStart Association
- Greater Watertown Community Health Foundation
- Verona Area First Five Years
- Department of Public Instruction
- Office of Early Childhood Initiatives
- Dept. of Children and Families
- ReachDane
- WI Head Start Training and Technical Assistance
- Higher Ed connection
- Appleton Area School District
- Child Abuse Prevention Fund
- UW Oshkosh Head Start
- WCCAA – Child Care Administration Association
- Wisconsin Council of Administrators of Special Services (WCASS)
- Birth to 3/Early Intervention
- WI FACETS
- WFCCA – Family Child Care Administration Association
- WITCCA – Wisconsin Intertribal Child Care Association

Develop and clearly communicate expulsion and suspension policies



The State of Wisconsin will have comprehensive, cross disciplinary professional development to support professionals working to ensure the social and emotional well-being of infants, young children, and their families

Our Pyramid Model Team at WI-AIMH



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Develop and clearly communicate expulsion and suspension policies (continued)



Early Childhood Program-Wide PBS
Benchmarks of Quality

Lise Fox, Mary Louise Hemmeter, Susan Jack, and Denise Perez-Binder

5. Program has a **child discipline policy statement** that includes the promotion of social and emotional skills, use of positive guidance and prevention approaches and eliminates the use of suspension and expulsion.

28. Teachers have received training related to potential bias when responding to behavior challenges and have strategies to reflect on their responses to individual children.

38. The program collects data on behavior incidents and program actions in response to behavior and uses those data to address child and teacher support needs.

39. Behavior incident and monthly program action data are analyzed on a regular basis to identify potential issues related to disciplinary action bias.

Teaching and Guidance Policy Essential Checklist (TAG-PEC)



The Teaching and Guidance Policy Essential Checklist (TAGPEC)

Program's name: _____ Date filled out: _____

Completed by: _____ Role in program: _____

Instructions: This Checklist is designed to identify different aspects of quality in early care and education guidance policies. This Checklist can be completed by a trained program staff member or a specialist in early care and education. For each question below, please check the response that best describes your program's guidance policy: check "no" if the policy does not show evidence of addressing the item, check "emerging" if your policy shows some evidence of addressing the item, and check "yes" if the policy shows clear evidence of addressing the item.

EF1: Intentional Focus on Teaching Social Emotional Skills

Early childhood behavior guidance policies should reflect an instructional, proactive approach to behavior guidance that supports the learning and practice of appropriate pro-social behavior of all children, regardless of individual differences and/or cultural and linguistic background.

Item 1: The policy clearly states that the goal of behavior guidance is to teach social emotional skills to all children.

_____ Yes _____ Emerging _____ No

Item 2: The policy clearly describes the role of the teacher in proactively teaching all children social-emotional skills.

_____ Yes _____ Emerging _____ No

Item 3: The policy clearly describes the role of positive and consistent interactions among

Please share your reflections to help us connect the dots

<https://www.surveymonkey.com/r/Oct2020PMadvisory>

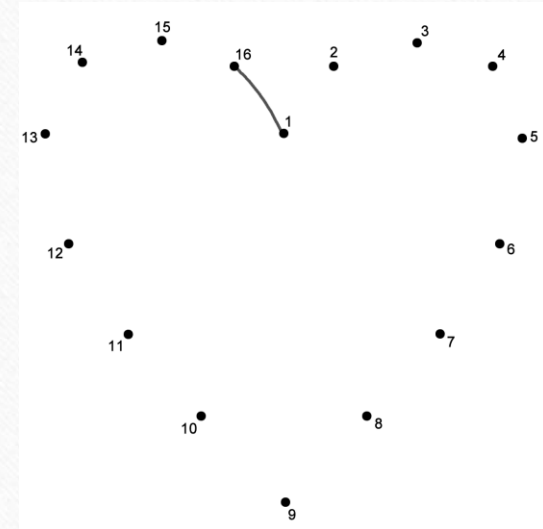
1. Recommendation: Develop and Clearly Communicate Expulsion and Suspension Policies

My evidence that the Wisconsin Pyramid Model is addressing this recommendation:

The Wisconsin Pyramid Model should prioritize this activity to address a gap in this recommendation:

Questions for consideration by the Core State Leadership Team

Other thoughts and feedback I have related to information shared during this section:



Set Goals and Analyze Data to Assess Progress

Currently there are 27 *deliverables* that guide the work of the Wisconsin Pyramid Model:

- Align/organize current training, resources, approval/fidelity
- Develop and pilot new training or add trainers
- Enhance data capacity
- Expand program wide sites and capacity to support them
- Infrastructure/ Sharing information/ planning for expansion
- Provide professional development for training and technical assistance and Community of Practice Opportunities
- Provide training and support

State Leadership Team Updates

ANNUAL REPORTS

[2019 Annual Report](#) (pdf) released Spring 2020

[2018 Annual Report](#) (pdf) released Spring 2019

[2016-17 Annual Report](#) (pdf) released Winter 2018

[2015 Annual Report](#) (pdf) released Spring 2016

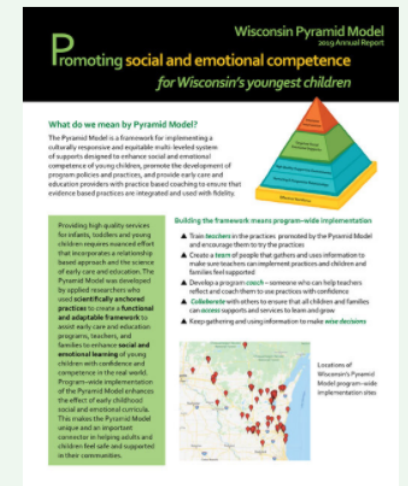
[2014 Annual Report](#) (pdf) released Spring 2015

[2012-13 Annual Report](#) (pdf) released Winter 2014

STATE LEADERSHIP TEAM - UPDATES

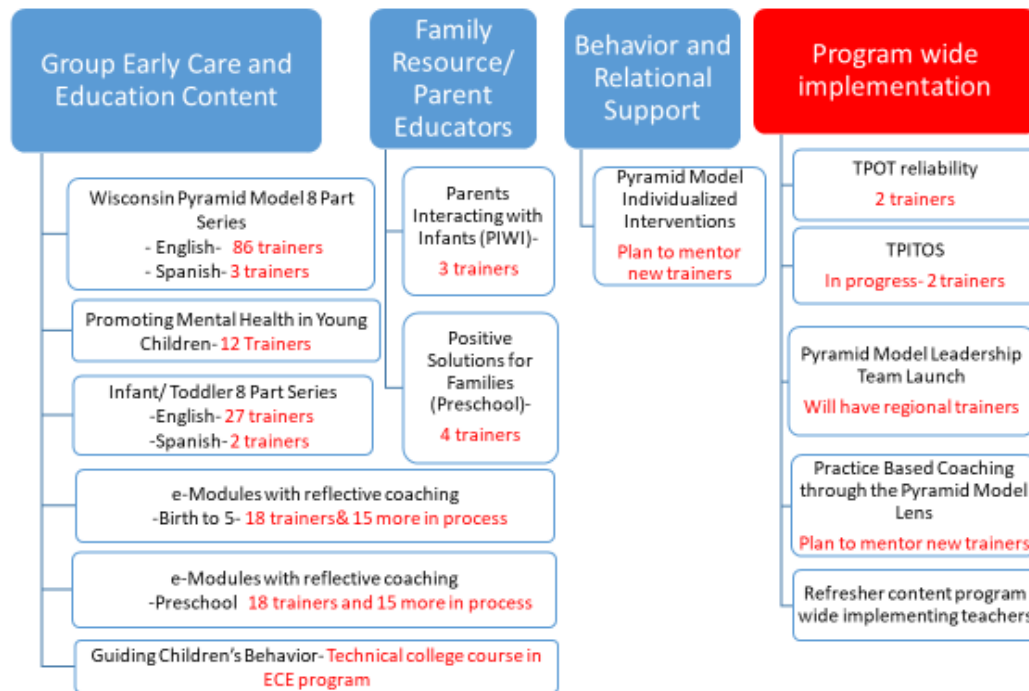
[01-14-20 CORE Leadership Team Update](#) (pdf)

[10-30-19 CORE State Pyramid Model Leadership Team](#)

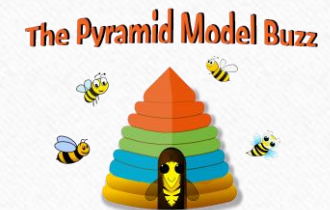


Set Goals and Analyze Data to Assess Progress

Training options and current trainers status- Fall 2020



Regular and consistent professional development for training and technical assistance:



Set Goals and Analyze Data to Assess Progress

Report Name	Category	Description
ASQ:SE Score Type Percentage Report	ASQ:SE	This report displays the percentage of the total number of ASQ:SE screenings for each score type by month.
ASQ:SE Trend Report	ASQ:SE	This report is designed to track changes to the ASQ:SE score types for active children. This is accomplished by displaying a line chart with the score type for each ASQ:SE that has been recorded for each child.
Behavior Incident Report Item Detail Report	BIR	This report allows analysis of the items on the Behavior Incident Reports by showing the count of the forms that fall between the selected start and end dates.
Benchmarks of Quality Change Report	BOQ	This report displays the changes in indicator status for the most recent 5 Benchmarks of Quality 2.0 forms across time.
Benchmarks of Quality FCC Change Report	BOQ	This report displays the changes in indicator status for the most recent 5 Benchmarks of Quality FCC forms across time.
Benchmarks of Quality FCC Trend Report	BOQ	This report displays details about critical elements for each Benchmarks of Quality FCC form in the reporting window. A graph of average ratings for each critical element over time is also displayed.
Benchmarks of Quality Trend Report	BOQ	This report counts of ratings of critical elements for each Benchmark of Quality in the reporting window for the selected programs. A graph of average ratings for each critical element over time is also displayed.
CCL Counts Report	Coaching Log	This report calculates the total number of "Yes" responses for each item in the coaching log for all coaching logs entered within the specified dates for the specified programs.
CCL Duration Report	Coaching Log	This report calculates the total count and duration of coaching logs for a given period of time for the selected Programs, Coaches, or Teachers.
CCL Trend Report	Coaching Log	This report displays changes in Coaching Log items over time via a chart and details section.
Child Demographic Report	Analysis	This report displays demographic information for children that have not been discharged and that have an active classroom assignment.
Child Inactivity Report	Analysis	This report shows inactive children that haven't been updated in over a year as of the point in time selected.
Completed Trainings Report	Training	This report displays counts of the trainings completed between the selected start and end dates. It also shows the employees that completed the trainings.
Employee Training Report	Training	This report is designed to help track the number of active employees that have done each training module.
Invalid Forms Report	Analysis	This report displays invalid forms for programs and the reason that the forms are invalid.

Report Name	Category	Description
Login History Report	Analysis	Login History for all users
TPITOS Change Report	TPITOS	This report calculates the year-to-year differences of the frequency of 'Yes' responses for all TPITOS indicators.
TPITOS Indicator Counts Report	TPITOS	This report calculates the percentage of 'Yes' counts for each indicator on the valid TPITOS forms completed within the dates specified for the programs or classrooms specified.
TPITOS Red Flag Counts Report	TPITOS	This report displays the number of times that each TPITOS red flag was observed between the selected start and end dates.
TPITOS Red Flag Trend Report	TPITOS	This report shows changes in TPITOS red flags over time by displaying the percentage of red flags observed in a chart and displaying the number of times each red flag was observed during a time period in a details section.
TPITOS Trend Report	TPITOS	This report displays changes in the TPITOS items over time via a chart and details section.
TPOT Change Report	TPOT	This report calculates the year-to-year differences of the frequency of 'Yes' responses for all TPOT indicators.
TPOT Indicator Counts Report	TPOT	This report calculates the percentage of 'Yes' counts for each indicator on valid TPOT forms completed within the dates specified for the programs or classrooms specified.
TPOT Red Flag Counts Report	TPOT	This report displays the number of times that each TPOT red flag was observed between the selected start and end dates.
TPOT Red Flag Trend Report	TPOT	This report shows trends in TPOT red flags over time by displaying the percentage of red flags observed in a chart and displaying the number of times each red flag was observed during a time period in a details section.
TPOT Trend Report	TPOT	This report displays changes in the TPOT items over time via a chart and details section.
Tracking Report	Analysis	A tracking report for programs that displays the types of forms submitted into PIDS, the number of forms submitted, and when the forms were submitted.

Please share your reflections to help us connect the dots

<https://www.surveymonkey.com/r/Oct2020PMadvisory>

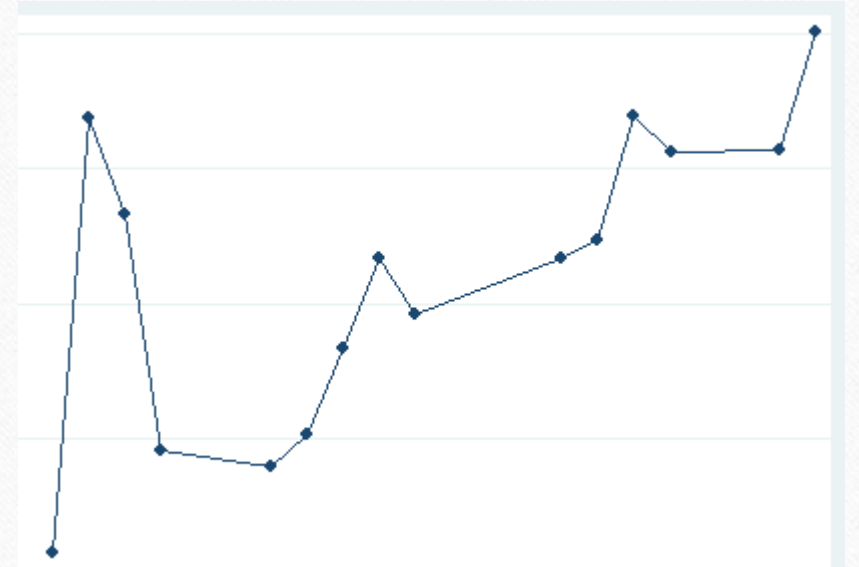
2. Recommendation: Set Goals and Analyze Data to Assess Progress

My evidence that the Wisconsin Pyramid Model is addressing this recommendation

The Wisconsin Pyramid Model should prioritize this activity to address a gap in this recommendation

Questions for consideration by the Core State Leadership Team

Other thoughts and feedback I have related to information shared during this section:



Invest in workforce preparation and development



Application and Readiness Checklist to Relaunch as a Wisconsin Pyramid Model Program-Wide Implementation Site: Cohort 14
(July 2020)

Application due date: August 15th, 2020

Program Wide Implementation-November 2020 Implementation

Academy Overview

Program-wide adoption of the Pyramid Model refers to intentional and planned implementation of the Pyramid Model framework using three essential elements:

1. a shared leadership team that guides building supports, systems, policies and practices at the program level;
2. practice-based coaching to ensure that program staff are supported to use evidence-based with fidelity;
3. using program, classroom and child level data to guide implementation and celebrate success.

This level of implementation takes commitment, time, effort and resources. Programs should consider program-wide implementation as a multi-year ongoing improvement process. The Wisconsin Pyramid Model Team supports your implementation process by providing training, digital resources, and access to external coaching for your leadership team members. A description of leadership team members and commitment for each position is found below.

If you are interested in “relaunching” your Leadership Team, you are invited to review this document together as a team and then attend the upcoming Team Launch.

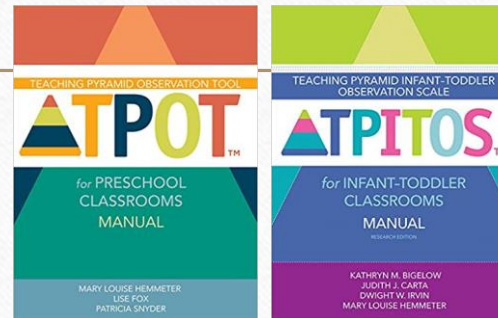
Given the COVID-19 situation, holding in-person training for the Team Academy will be based on the current health and safety guidelines and restrictions. Registration information will have more details on COVID-19 related requirements for trainers/participants and outline possible adjustments and/or cancellation guidelines. We appreciate your understanding and promise to keep health and safety in mind. We ask each Wisconsin Pyramid Model Implementation site to complete a signed Memorandum of Understanding with the Wisconsin Alliance for Infant Mental Health (WI-AIMH) to ensure participation in key trainings collaboration, and data collection.

The Memorandum of Understanding includes these training, collaboration and data collection agreements:

Collectively, items 1 through 3 are called the “Implementation Academy”.

1. The current plan is for the Internal Coach to attend in-person training for either the *TPOT* or the *TPITOS* Reliability training on **November 9th and 10th, 2020** in Wausau, Wisconsin. *Alternate plan due to COVID-19 pandemic: New internal coaches will be supported to learn the coaching tool in short on-line overviews. These overviews will not “certify” the coach as reliable on either tool, but will serve to support adapted coaching in a COVID environment.*

2. The Internal Coach will be trained in *Practice Based Coaching*. This is a Pyramid Model-specific *Practice Based Coaching* training. It is typically held in person, but due to Covid a series of shorter virtual sessions



Program Leadership Team Guide: Implementing Practice-Based Coaching within the Pyramid Model

Developed by: Meghan van der Embse, Ashley Nemeck, Elizabeth Vorhaus, Lise Fox, Jalene Ferro, Mary Louise Hemmeter, and Denise Binder



ChallengingBehavior.org



Teacher-Coach Agreement Implementing the Pyramid Model for Social-Emotional Competence in Young Children

Coaches Responsibilities:

As I coach you to implement the Pyramid Model with fidelity, I commit to:

- Maintain your confidentiality.
- Observe you during your different daily routines.
- Watch, listen, and learn from you about your educational beliefs and values.
- Focus on your strengths, your emerging skills, and your individual professional goals for implementing the Pyramid Model.
- Use a variety of tools to assess your strengths.
- Offer guidance and support that will address emerging skills identified on the TPOT and the Inventory of Practices.
- Understanding your unique learning style, so that I can adapt my coaching to your individual needs.
- Support you in creating your professional development plans in areas that you prioritize for your growth.
- Follow through to encourage systematic teaching practice changes.
- Be organized and prepared for our monthly teacher-coach meetings to review progress and revise goals.
- Be approachable and trustworthy.

I commit to being respectful, non-judgmental, and supportive in all our coaching interactions in order to contribute to a positive collaborative relationship.

Teacher's Responsibilities:

As I work with you to implement the Pyramid Model with fidelity, I commit to:

- Build positive relationships with my children, families, peers and the coach.
- Design supportive environments that will encourage children's positive behavior.
- Learn to implement the variety of social-emotional strategies imbedded into the Pyramid Model.
- Recognize when a child's behavior indicates the need for individualized intensive interventions.
- Collaborate as a team with every adult who is influential in the child's life when creating a functional behavior plan.
- Provide the coach with a self-assessment on the Inventory of Practices when requested.
- Take charge of prioritizing my own goals identified as emerging skills on the TPOT and the Inventory of Practices.
- Work to successfully implement changes in my teaching practices.
- Be organized and prepared for our monthly teacher-coach meetings.
- Be approachable and trustworthy.

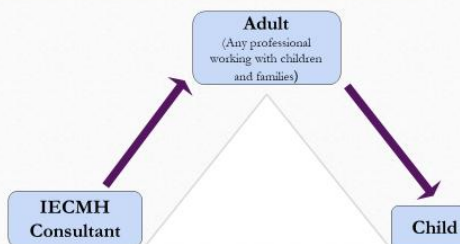
I commit to being open to suggestions, ready to ask for what I need, and willing to change my teaching practices when skills have been identified in order to contribute to a positive collaborative relationship.

Invest in workforce preparation and development



Infant Mental Health Consultation

The goal of Infant Early Childhood Mental Health Consultation (IECMHC) is to build adults' capacity to strengthen and support the healthy social and emotional development of young children - infant and early childhood mental health.



Viewing the modules

Pyramid - Reducing Implicit Bias - Module 1: Introduction (21:19)

Pyramid - Reducing Implicit Bias - Module 2: What is Implicit Bias? (24:33)

10 Minute Break

Pyramid - Reducing Implicit Bias - Module 3: Hot Buttons (11:53)

Pyramid - Reducing Implicit Bias - Module 4: What is Culture? (13:19)

Pyramid - Reducing Implicit Bias - Module 5: Culturally Responsive Practices (27:23)



Continuing our learning together:

Striving toward Anti-Racism in Early Childhood- A Pyramid Model Community of Practice



1. On your own, view the National Center for Pyramid Model Innovations **webinar AND the question and answer** follow up to this webinar.

https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2020/06-12/2020-06-12_creating-anti-racist-ec-spaces.html

2. Reconnect in follow up with your small group to continue reflection. Your Infant Mental Health Consultant will arrange this date with your group.

3. Join our Trainers and Technical Assistance Book Study:

Don't Look Away: Embracing Anti-bias Classrooms: by Iheoma Iruka, Stephanie Curenton, Tonia Durden

Watch for an invitation soon:

- Will receive your book around Dec 15th
- Will have the first check in at the end of January



Invest in workforce preparation and development

COVID-19 Resources



Racial
Equity
Resources

Wisconsin Alliance for
Infant Mental Health



About IMH Endorsement Conference Programs Pyramid Model Calendar Membership Resources Donate Contact

Early Relationships Matter



A Treasure Trove of Feelings!

From the moment our children enter the world they are emotional beings! Unfortunately, they are not born with the ability to understand, label and work through their feelings in a healthy way. Those are skills they learn from us! Healthy social and emotional development starts with attachment. Infants need to attach to a loving adult to feel safe and secure. It is one of their most basic needs! An infant can then begin to learn about emotions from the interactions they have with their loving caregivers. Understanding emotions helps babies and young children to begin to learn self-regulation. Self regulation is the ability to monitor your own feelings and behaviors so that they are acceptable and produce positive results such as mental health, loving relationships and the ability to learn. Finally, when young children feel safe and regulated they are able to explore the world, learn, grow and develop! This is what we want for our children.

FEELING ACTIVITIES

click on the emotions below for ideas and activities

Calm

Angry

Happy

Worried

Excited

Lonely

Seems like it should not be so hard to help our children understand

Tucker Turtle Takes Time to Tuck and Think at Home

A scripted story to assist with teaching the "Turtle Technique"

By Rochelle Lentini, Lindsay N. Giroux and Mary Louise Hemmeler

ChallengingBehavior.org

South Florida NCPMI

Tips for Supporting Infants & Young Children's Transition as we Re-open



"Healing comes through repeated interactions with a compassionate, regulated other"

-Bruce Perry, MD, PhD

The global pandemic has affected everyone

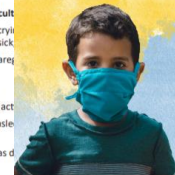
The global health pandemic has been stressful on everyone resuming life amidst evolving changes, it will take time as still include varying degrees of uncertainty, stress, change in your care during this transition, the following may be helpful:

You might notice changes in behavior, emotions, and social (e.g., temper tantrums, hitting peers) or more subtle (e.g., common to see:

- **Regressions**, children acting younger than their age; loss of a previously mastered skill;
- **Displaying a shorter attention span or having difficulty** with tasks;
- **Moodiness**, children might display more frequent crying, tantrums, and express fears of being alone or getting sick;
- **Increased clinginess** or difficulty separating from caregivers, worries of losing loved ones;
- **Increased need for attention and/or reassurance**;
- **Social withdrawal** and preference towards solitary activities;
- **Sleep difficulties** such as trouble falling or staying asleep, nightmares;
- **Repetitive play** with themes involving illness such as playing with their doll needing to stay inside

You can help young children

Consejos para apoyar la transición de los infantes y los niños pequeños a medida que reabrimos



"La curación viene a través de interacciones repetidas con una persona compasiva y regulada."

-Bruce Perry, MD, PhD

La pandemia mundial ha afectado a todos

La pandemia mundial de salud ha sido estresante para todos, incluyendo a nuestros niños. A medida que nos movemos hacia la reanudación de nuestras vidas en medio de cambios en evolución, sabemos que tomará tiempo para que tanto niños como adultos se ajusten al cambio. Nuestra nueva normalidad puede incluir diferentes grados de incertidumbre, estrés, cambios y exposición al trauma. A medida que usted apoya a los niños bajo su cuidado durante esta transición, puede ser útil tener en mente lo siguiente: Es posible que usted note cambios en comportamiento, emociones e interacciones sociales. Estos comportamientos pueden ser desafiantes (por ejemplo, berrinches, golpear a sus compañeros) o más sutiles (por ejemplo, retraerse, buscar consuelo o atención). Es común ver:

- **Regressiones**, niños que actúan más jóvenes que su edad, pierden o luchan de nuevo con una habilidad que dominaban previamente;
- **Mostrar un nivel de atención más corto**, o tener dificultad para permanecer quieto;
- **Cambios de humor (volubilidad)** los niños pueden llorar con más frecuencia, tener arrebatos de ira, o expresar temores de estar solos o de enfermarse;
- **Aumento de la adherencia o dificultad para separarse de los cuidadores**, expresar preocupación de perder a sus seres queridos;
- **Incremento de la necesidad de atención o consuelo**;
- **Retiro social** y preferencia hacia actividades solitarias;
- **Dificultad para dormir**, tales como problemas para conciliar el sueño o permanecer dormido o tener pesadillas;
- **Juego repetitivo** con temas relacionados con enfermedades, como jugar al doctor o reconstruir distanciamiento social, por ejemplo, reestirar que la muñeca se quede dentro de la casa.



¡Usted puede ayudar a los niños pequeños a adaptarse y salir adelante!

Please share your reflections to help us connect the dots

<https://www.surveymonkey.com/r/Oct2020PMadvisory>

3. Recommendation: Invest in Workforce Preparation and Development

My evidence that the Wisconsin Pyramid Model is addressing this recommendation:

The Wisconsin Pyramid Model should prioritize this activity to address a gap in this recommendation:

Questions for consideration by the Core State Leadership Team:

Other thoughts and feedback I have related to information shared during this section:



Establish and implement policies regarding program quality

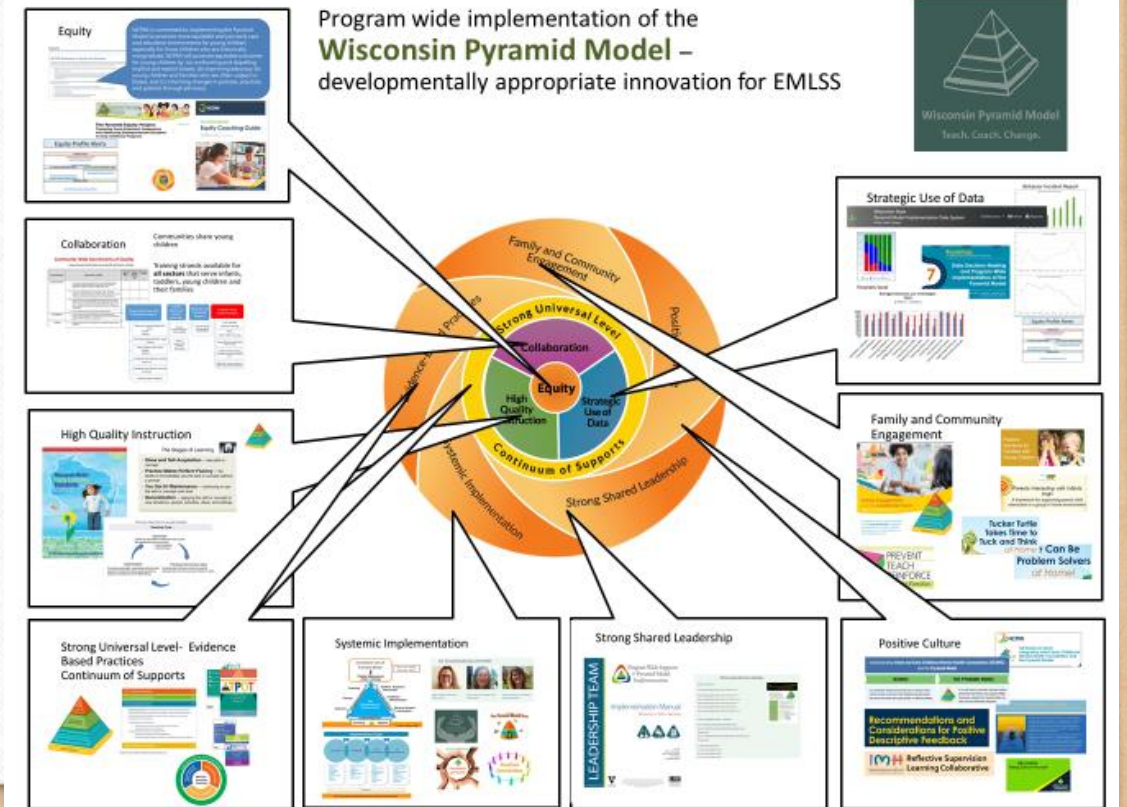


Social and Emotional Needs Assessment: Emotional Literacy



Read each practice and decide how often you are using it. Then, decide if the practice is something you would want to do by checking yes or no. List any comments you or your coach may find helpful.

Coachee Name: <input type="text"/>		Date: Click or tap to enter a date.		
Teaching Practice: Resources Referenced: Wisconsin Pyramid Model for Social Emotional Competence, YoungStar Evaluation Criteria		I do this... Not Yet, Sometimes, Always	I want to do this... YES NO	
Helping children understand their own emotions and emotions of others	1. I talk about children's emotions or prompt them to talk about their emotions throughout the day.	Choose an item.	Choose an item.	Click or tap here to enter text.
	2. I point out facial expressions, voice tone, body language, or words of others to help children recognize and understand how another person might feel.	Choose an item.	Choose an item.	Click or tap here to enter text.
	3. I label and help children label positive and negative feelings.	Choose an item.	Choose an item.	Click or tap here to enter text.
	4. I model appropriate expressions, label my own emotions and self-regulation strategies throughout the day.	Choose an item.	Choose an item.	Click or tap here to enter text.
	5. I respond immediately to children in distress.	Choose an item.	Choose an item.	Click or tap here to enter text.
Teaching about Emotions	6. I use and make available children's books to talk about various emotions.	Choose an item.	Choose an item.	Click or tap here to enter text.
	7. I refer to the photographs, pictures, and posters portraying various emotional states throughout the room to teach about emotions.	Choose an item.	Choose an item.	Click or tap here to enter text.
	8. I sing songs, use feeling charts, and other supports to talk about emotions throughout the day.	Choose an item.	Choose an item.	Click or tap here to enter text.
	9. I validate and acknowledge children's emotions showing understanding of their feelings.	Choose an item.	Choose an item.	Click or tap here to enter text.



Establish and implement policies regarding program quality

Section 1 of 3

Pyramid Model Parent Survey

Dear Families

You might know that your child (children) attend a program working on using Pyramid Model practices that promote social and emotional well-being. We are very interested in your opinion about your and your child's experience in the program. Please, consider responding to this quick survey. Your responses are confidential and will help us better understand your experiences in the program. We will use the information to provide encouragement and support to our teachers so that they can continue to meet the needs of all children and families we serve.

If you have more than one child in the program, think of your overall experience when answering the questions.

Thank you very much!

Family Resource/ Parent Educators

Parents
Interacting with
Infants (PIWI)-
3 trainers

Positive
Solutions for
Families
(Preschool)-
4 trainers

Resources for Families

HELPING KIDS FEEL SAFE

[Daily Visual Schedule for Families](#)

[Help Us Have a Good Day! Positive Strategies for Families](#)

[English](#)
[Spanish](#)

[Tips for Families](#)

[Once I Was Very, Very Scared](#) (video)

[Rosa Contra el Virus. Cuento para explicar a los niños y niñas el Coronavirus y otros posibles virus](#)

[Mindfulness ideas for kids](#)

[ABC song and 20 second nursery rhymes](#)

LEARNING ABOUT FEELINGS

[Feelings Treasure Hunt](#)

[Emotional Well-being](#) (brief videos)

[Talking about emotions: feelings check-in](#)

[English](#)
[Spanish](#)

[Tucker Turtle tucks and thinks at home](#)

[La Tortuga Tucker toma tiempo para detenerse y pensar en casa](#)

[Mr. Rogers talks about scary TV](#)

[Mr. Rogers talks about death](#)

[Practice melting away that icky frozen feeling you get when you're scared, frustrated, or angry](#)



RESPONDING WHEN BEHAVIOR FEELS CHALLENGING

[Managing My Big Feelings at Home](#)

[Help us stay calm](#)

[English](#)
[Spanish](#)

[Use a different voice](#)

[Moody Kids](#)

[How minimize fighting at home during the coronavirus epidemic](#)

Establish and implement policies regarding program quality

INTRODUCTION

Crosswalk Between Pyramid Model Training Modules and Competency Guidelines for Culturally Sensitive, Relationship-Focused Practice Promoting Infant & Early Childhood Mental Health®



The Pyramid Model is a conceptual framework of evidence-based practices for promoting social emotional development and all children's ability to experience warm and responsive relationships with caregivers, create relationships with others, explore and learn, communicate in play, and express and regulate emotion. The Pyramid Model utilizes a tiered public health approach to providing universal supports for all children to promote wellness, targeted supports for children at risk, and intensive interventions for those who need individualized supports—all supported by an effective workforce. The Pyramid Model uses systems-thinking and implementation science to promote evidence-based practices and supports adults interacting with children in a range of settings and disciplines (including early intervention providers, mental health consultants, early educators, families, and other professionals). To date, 31 states have developed Statewide Pyramid Model Leadership teams that are developing cross-sector systems to build infrastructure that supports high-fidelity implementation of the Pyramid Model. Local, national, and global support exists to promote the dissemination, sustainability, scale-up and high fidelity use of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.

The Alliance for the Advancement of Infant Mental Health (Alliance) partners with the associations for infant mental health (AIMHs) who have licensed the use of the workforce development initiative that includes the Competency Guidelines® and the Endorsement for Culturally Sensitive, Relationship-Focused Practice

Promoting Infant and Early Childhood Mental Health®. As of January 2020, there are 30 US states and 2 international AIMHs who are members of the Alliance. Over 3,000 professionals have earned Endorsement® and over 2,500 are in the process of applying.

Meant to raise the professional standards for the infant and early childhood mental health (IECMH) field, the Competency Guidelines® provide the framework, skills, and reflective practice experiences across disciplines and service sectors that touch the lives of infants, young children, and families. IECMH-informed professionals include those who work in behavioral health, child welfare, early care & education, early intervention, health, home visiting, and mental health consultation. Endorsement® is a credential that demonstrates an individual has specialized in IECMH by meeting the defined competencies through required experiences. Individuals can earn Infant Mental Health Endorsement® (IMH-E®) or Early Childhood Mental Health Endorsement (ECMH-E®) in the category that is the best fit for one's scope of practice:

- **Promotion:** Infant Family Associate (IFA) & Early Childhood Family Associate (ECFA)
- **Prevention/Early Intervention:** Infant Family Specialist (IFS) & Early Childhood Family Specialist (ECFS)
- **Treatment/Intervention:** Infant Mental Health Specialist (IMHS) & Early Childhood Mental Health Specialist (ECMHS)
- **Leadership:** Infant Mental Health Mentor (IMHM) & Early Childhood Mental Health Mentor (ECMHM)—Clinical, Policy, & Research/Faculty



Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®
Positive Solutions for Families Sessions			
Session One: Positive Solutions for Families: Making a Connection			
Introduction and Parent Goals, Ground Rules, Relationships and Quality Time, Problem Solving and Engagement as a Parenting Tool, and Things to Try at Home Activities	Parenting & early problem solving	If training is completed, all skill areas in the previous column are met for IFA, IFS, IMHS, & ECFA. If not, all areas are met for ECFS.	If training is completed, all skill areas in the previous column are met for IMH-E®. If not, all areas are met for ECFS.
Session Two: Positive Solutions for Families: Making it Happen			
Review Things to Try at Home Activities, Observe the Use of Play as a Powerful Parenting Practice, Discuss Ideas for Supporting Children Develop Problem-Solving Skills, Link Problem Solving, Engagement, and Play to Try at Home Activities	Family relationships & dynamics	If training is completed, all skill areas in the previous column are met for IFA, IFS, IMHS, & ECFA.	If training is completed, all skill areas are met for IMH-E®. If not, all areas are met for ECFS.
Session Three: Positive Solutions for Families: Why Do They Do What They Do?			
Show What Happened When you Played with your child using the Parental Parenting Style, Show the Behaviors you Would Like to See, Look at How and How Not to Respond, Show How to Respond to Child, Discuss How to Use Time to Determine the Meaning of our Child's Problem Solving, Engagement, and Play to Try at Home Activities, Show How to Respond to Child, Discuss How to Use Time to Determine the Meaning of our Child's Problem Solving, Engagement, and Play to Try at Home Activities	Infant/young child development & behavior	If training is completed, all skill areas in the previous column are met for IFA, IFS, IMHS, & ECFA. If not, all areas are met for ECFS.	If training is completed, all skill areas in the previous column are met for IMH-E®. If not, all areas are met for ECFS.
TOTAL TIME: 1 hour			

Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®
Parents Interacting with Infants (PIWI)			
Infant Toddler Parent Module: Parents Interacting with Infants			
Introduction to the PIWI Model, Dyadic Interactions & Strategies, Parents as Observers, Developmental Observation Topics, Parents as Observers, Creating Responsive PBIH Environments, and Home Visiting & the PIWI Model	Infant/young child development & behavior, infant/young child & family-centered practice, relationship-focused, therapeutic practice, family relationships & dynamics, observations & listening, and building & maintaining relationships	If training is completed, all skill areas in the previous column are met for IFA, IFS, IMHS, & ECFA. If not, all areas are met for ECFS.	If training is completed, all skill areas in the previous column are met for IMH-E®. If not, all areas are met for ECFS.
TOTAL TIME: 60 minutes			

Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®
Infant Toddler Modules			
Module 1: Social Emotional Development Within the Context of Relationships			
Setting the Stage: Understanding Social Emotional Development, Understanding Behavior: Making Sense of What you See & Hear, Listening & Building Relationships with Children & Families, Essential Practice: Observation & Listening, Reflection, & Action Planning	Monitoring competence, infant/young child development & behavior, attachment, trauma, separation, grief & loss, awareness, family relationships & dynamics, self-awareness, family relationships & dynamics, building & maintaining relationships, and supporting others	If training is completed, all skill areas in the previous column are met for IFA, IFS, IMHS, & ECFA. If not, all areas are met for ECFS.	If training is completed, all skill areas in the previous column are met for IMH-E®. If not, all areas are met for ECFS.
TOTAL TIME: 8 hours			
Module 2: Responsive Routines, Environments, & Targeted Strategies to Support Social Emotional Development in Infants & Toddlers			
Setting the Stage: Social interaction, Understanding Behavior: Making Sense of What you See & Hear, Listening & Building Relationships with Children & Families, Targeted Strategies to Support Social Emotional Development, Essential Practice: Observation & Listening, Reflection, & Action Planning	Monitoring competence, infant/young child development & behavior, attachment, trauma, separation, grief & loss, awareness, family relationships & dynamics, self-awareness, family relationships & dynamics, building & maintaining relationships, and supporting others	If training is completed, all skill areas in the previous column are met for IFA, IFS, IMHS, & ECFA. If not, all areas are met for ECFS.	If training is completed, all skill areas in the previous column are met for IMH-E®. If not, all areas are met for ECFS.

Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®
Preschool Modules			
Module 1: Building Relationships & Creating Supportive Environments/Responses			
Introduction to Logistics: Creating Environments in Which Children can be Successful, The Pyramid: Understanding the Relationship Between Challenging Behavior & Social Emotional Development: Relationships: The Foundation of the Pyramid Model, Examining our Attitudes About Challenging Behaviors: Building Positive Relationships: Designing the Physical Environment: Schedules, Routines, & Transitions: Planning Activities that Promote Engagement: Large & Small Group Time: Giving Directions & Teaching Classroom Rules: Ongoing Monitoring & Positive Attention; and Summary	Contemplation, maintaining perspective, building and maintaining relationships, planning & organizing, and developmental guidance	If training is completed, the skill areas in the previous column are met for IFA, IFS, IMHS, & ECFA. If not, all areas are met for ECFS.	If training is completed, all skill areas in the previous column are met for IMH-E®. If not, all areas are met for ECFS.

Training Module and Training Outline	Knowledge/Skill Areas Addressed	Notes for IMH-E®	Notes for ECMH-E®
Child & Adolescent Parent Module: Child & Adolescent Interacting with Parents (CAIP)			
Introduction to the CAIP Model, Dyadic Interactions & Strategies, Parents as Observers, Developmental Observation Topics, Parents as Observers, Creating Responsive PBIH Environments, and Home Visiting & the CAIP Model	Child & adolescent development & behavior, child & adolescent & family-centered practice, relationship-focused, therapeutic practice, family relationships & dynamics, observations & listening, and building & maintaining relationships	If training is completed, all skill areas in the previous column are met for IFA, IFS, IMHS, & ECFA. If not, all areas are met for ECFS.	If training is completed, all skill areas in the previous column are met for IMH-E®. If not, all areas are met for ECFS.
TOTAL TIME: 60 minutes			



Infant Mental Health Endorsement® Training Record

Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health® is an internationally established credential that supports and recognizes professionals who work with or on behalf of infants, toddlers, and their families. It's the largest Infant Mental Health (IMH) credentialing system in the United States and it's available to you here in Wisconsin! Individuals across disciplines such as early care and education, home visiting, health care, public health, child welfare, and mental health may be eligible to apply. The IMH-E Competencies® provide the framework from which IMH-Endorsement® was developed. To earn Endorsement an applicant demonstrates acquisition and use of the competencies through education, training and work experiences. This form is intended to keep for your training record; it is also available on our website. Please use it when attending training or other professional development offerings that address the needs and capacities of infants, young children and families. Should you decide to apply for IMH Endorsement®, maintaining these records will assist you in completing the training tab within the Endorsement® application.

Training Title: _____

Date (s): _____

Presenter or Trainer(s): _____

Number of Hours: _____

Location: _____

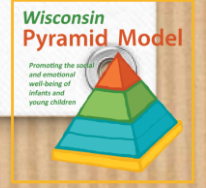
Sponsor: _____

Brief Description: _____

Please select the IMH-E Competencies you gained by attending this training

- * 1 IMH 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"/> Psychotherapeutic 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 |
| <input type="checkbox"/> Relationship-Focused Practice | <input type="checkbox"/> Collaborators, community resources, and recovery systems |
| <input type="checkbox"/> Relationship-focused Therapeutic Practice | <input type="checkbox"/> Law, ethics, regulations, legal issues |
| <input type="checkbox"/> Family relationships and dynamics | <input type="checkbox"/> Supervision (reflexive) |
| <input type="checkbox"/> Pregnancy and early parenthood | <input type="checkbox"/> Consulting |
| <input type="checkbox"/> Infant and young child development and behavior | <input type="checkbox"/> Coaching/Mentoring |
| <input type="checkbox"/> Infant and young child and family centered practice | <input type="checkbox"/> Adult Learning Theory |
| <input type="checkbox"/> Disorders of infancy and early childhood (mental health) | <input type="checkbox"/> Data, research, evaluation, program development, policy |
| <input type="checkbox"/> Mental and behavioral disorders in adults | <input type="checkbox"/> Leadership/administration |
| <input type="checkbox"/> Adult mental health, learning, and cognitive functioning | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Parent-infant/child attachment base theories and practice | |

Wisconsin Alliance for Infant Mental Health



Please share your reflections to help us connect the dots

<https://www.surveymonkey.com/r/Oct2020PMadvisory>

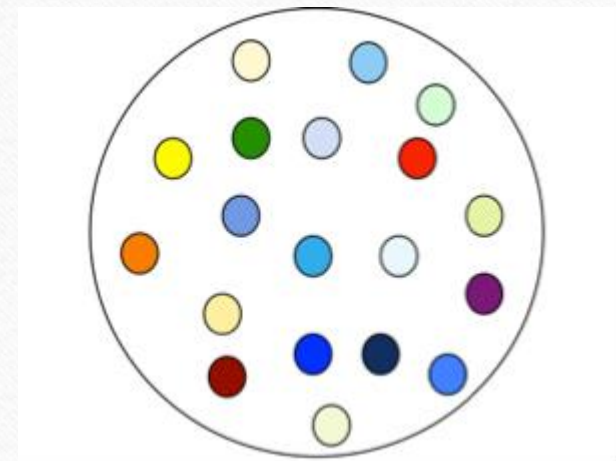
4. Recommendation: Establish and Implement Policies Regarding Program Quality

My evidence that the Wisconsin Pyramid Model is addressing this recommendation

The Wisconsin Pyramid Model should prioritize this activity to address a gap in this recommendation:

Questions for consideration by the Core State Leadership Team

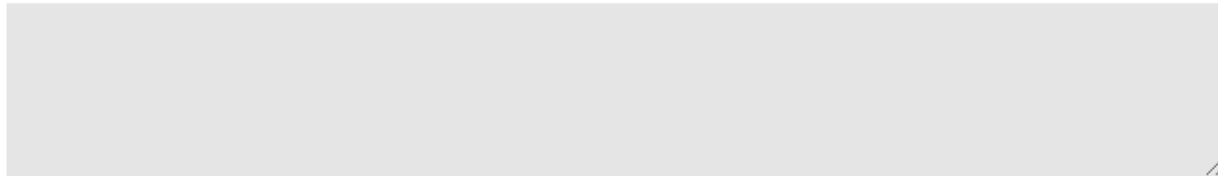
Other thoughts and feedback I have related to information shared during this section:



<https://blogsomemoore.com/>

The State of Wisconsin will have comprehensive, cross disciplinary professional development to support professionals working to ensure the social and emotional well-being of infants, young children, and their families

5. I believe the mission of the Wisconsin Pyramid Model is to:



<https://www.surveymonkey.com/r/Oct2020PMadvisory>

Dates for Wisconsin Pyramid Model Advisory

- **April 13th-** Advisory Team input on priorities
 - 1pm to 3pm
- **October 5th-** Advisory Team updates on progress
 - 1pm to 3pm

With gratitude

- For your time
- For your energy
- For your attention
- For your feedback
- For showing your faces
- For your commitment
- For your thoughtfulness
- For your questioning
- For championing
- For your good work
- For patience
- For this opportunity