

# Wisconsin's Pyramid Model

## Program–Wide Implementation

Program–wide implementation of the Pyramid Model refers to a systemic effort within a program for Pyramid Model implementation fidelity. In program–wide implementation, a leadership team guides the implementation process and develops the supports and infrastructure needed to ensure that evidence-based practices promoted by the Pyramid Model are implemented to the degree necessary to ensure best outcomes for all children and families.

## What happens in program–wide implementation?

### Team Leadership

A representative leadership team works to ensure the program has a system to provide individualized behavior supports to children, professional development and support to teachers and a plan for family engagement. This team uses data to make decisions as they guide implementation.

### Staff Buy-In

All staff (e.g., cook, teaching assistants, teachers) agree on the need to improve systems in the program, that they are willing to participate. The leadership team monitors and supports staff buy-in on an ongoing basis.

### Family Engagement

The program partners with families by establishing collaborative partnerships, providing families with information and support in guiding children's development of social and emotional skills, and collaboratively teaming to support individual children.

### Program-Wide Expectations

Adoption of program-wide expectations provides a shared focus and shared language for describing behavior expectations to children, staff, and families. Program–wide expectations are posted in all areas of the program and shared with families. Children receive frequent developmentally appropriate feedback and guidance as they are taught to meet program expectations.

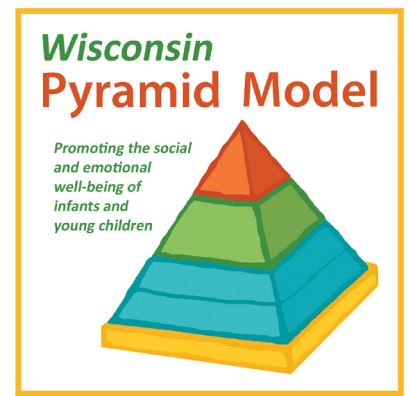
### Staff Professional Development and Support

Training and coaching/support are necessary to effectively implement the Pyramid practices. The leadership team, and the program coach, develop strategies to provide ongoing support to staff as they implement the model.

Staff retention is a challenge for early care and education programs. Research shows retention rates of teachers improve when the culture of the early care and education program intentionally supports: quality of relationships, engaged leadership and intentional program wide attention to social and emotional learning. Implementing the Pyramid Model Framework builds program capacity thereby promoting better staff satisfaction and retention.

### Classroom Implementation of the Pyramid Model

Coaches use an observation tool to provide teachers with appropriate feedback and guidance. Through Practice Based Coaching, teachers are supported to use practices they feel are important with the degree of fidelity needed to ensure children succeed.



### Behavior Support

The leadership team develops policies and procedures for providing support to staff to address challenging behavior. This includes access to support in crisis situations, use of a problem solving process for children with emerging challenges, and a consistent system for identifying children who need a behavior support plan developed through a team driven process.

### Data-Based Decision-Making

Data-based decision-making is a pivotal component of the program-wide approach. The team gathers and reviews program, classroom and child level data to guide implementation and celebrate success.

## Why become a program–wide implementation site?

- In a 2016 Wisconsin study, decreases in problem behaviors and increases in social skills for children in the Pyramid Model classrooms were meaningfully different. Children with concerning behaviors in the Fall in Pyramid Model classrooms were reported on average to no longer display challenging behaviors and to show expected social skills of same-age children in the Spring.
- There is clear evidence that training alone doesn't change teacher practices to the level needed to ensure success for all children.
- The Pyramid Model provides a consistent framework used throughout all of Wisconsin's early and education environments. This enhances community level planning and support.
- Practice Based Coaching is the evidenced based model for supporting teachers of infants, toddler and young children.
- It is very difficult to implement individualized interventions without high levels of universal quality in place.
- Programs need infrastructure to support teachers to feel competent and confident using evidence based practices at the universal, secondary and tertiary levels.
- Without key program and classroom practices in place, programs can become reliant on using ineffective interventions such as suspension or expulsion.

## How can I do more for the children in my care?

Find information on how to become a program–wide implementation site and training opportunities for staff at:

<https://wiaimh.org/pm-implementation>

