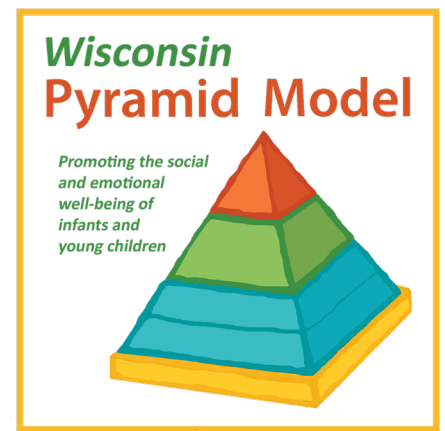


# Wisconsin's Pyramid Model

is a framework for implementing an *equitable and culturally responsive* multi-levelled system of support across diverse settings that support children birth to age 6 and their families. The Pyramid Model framework is consistent with the public health/ mental health model of promotion, prevention and intervention. Program-wide implementation of the Pyramid Model is the model for implementing Positive Behavioral Interventions and Supports (PBIS) in programs for young children.



## Training

Pyramid Model training is an essential element of program-wide implementation. Wisconsin's Pyramid Model training focuses on the evidence based practices promoted in the Pyramid Model framework. These practices address *relationship, environment, intentional teaching, and individualized intervention*. The evidence based practices support programs in addressing the social and emotional and other domains, program standards, and guiding principles of the Wisconsin Model Early Learning Standards.

## Fidelity

Evidence based practices are *effective only when implemented with fidelity*. For program-wide implementation sites, we measure the extent to which evidence based practices are being implemented in a classroom using the Teaching Pyramid Observation Tool (TPOT) and Teaching Pyramid for Infants/Toddlers Observation Scale (TPITOS). The results from these observation tools guide Practice Based Coaching that supports classroom teachers to integrate use of evidence based practices into their teaching.

## Outcomes

Research on the TPOT indicates that degree of fidelity of evidence based practices used by teachers is *directly correlated with increased positive outcomes* for the children in the classroom. Wisconsin baseline data shows that teachers who attended Pyramid Model training use the practices, but at low rates of fidelity. Data shows that, on average, it takes one year for teachers to reach fidelity *when provided with practice based coaching and program supports*.

## Teacher-Child Interaction

Researchers who examined key factors in the pre-K Quality Rating and Improvement Systems (QRIS) of nine states isolated the factors that are the "best predictors of child outcomes." They determined *strongest predictor of child outcome is the quality of teacher-child interaction*. Wisconsin's Quality Rating Improvement System is called YoungStar.

## School Readiness

Research demonstrates that children who enter school with *social and emotional competence* have better academic achievement and school success. These results carry into young adulthood. Program-wide implementation assists programs in being responsive to the individual social and emotional needs of children and their families.

## Expulsion and Inclusion

National research indicates that *preschool children are three times more likely to be removed from programs* than children in K through grade 12 combined. Additionally, the research indicates that Black children are expelled from preschool programs at significantly disproportionate rates. This trend can be reversed by providing programs with consultation/ support in addressing the social and emotional needs of children. Children with disabilities who also have challenging behavior are more likely to be placed more restrictive environments with less access to the general education curriculum. Research demonstrates that, when provided with intentional support, all young children benefit from inclusive experiences.

---

## Questions? Contact your Pyramid Model Regional Lead

Southern: [Jenny Durand](#)

Northeast: [Tina Ruckdashel](#)

Milwaukee area: [Lisa Garlie](#)

Northwest: [Rachel Siegersma](#)

