

Wisconsin Pyramid Model State Core Team Meeting

JANUARY 12, 2022

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.

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.

Check in:



What is one thing you wish everyone knew about social and emotional development?

10:15-10:50 Brief Coordinator
Update/review of PDG summary and
Quarterly Report

- What should be highlighted in the
Annual report?

10:50-11:10 Pyramid Model
2022 workplan overview

11:10-11:15 Short Break

11:15-11:40 Team member
update/ connections to be made

11:40-12:00 Next/necessary steps
and agenda proposals for next
meeting



Wisconsin Pyramid Model
2020 Annual Report

Wisconsin Pyramid Model
2019 Annual Report

Wisconsin Pyramid Model

2018 Annual Report

Five-Year Project Report

January 2013 to December 2017

Wisconsin Pyramid Model

For Social and Emotional Competence

2015 Annual Report

Wisconsin Pyramid Model

For Social and Emotional Competence

2015 Annual Report

Wisconsin Pyramid Model

For Social and Emotional Competence

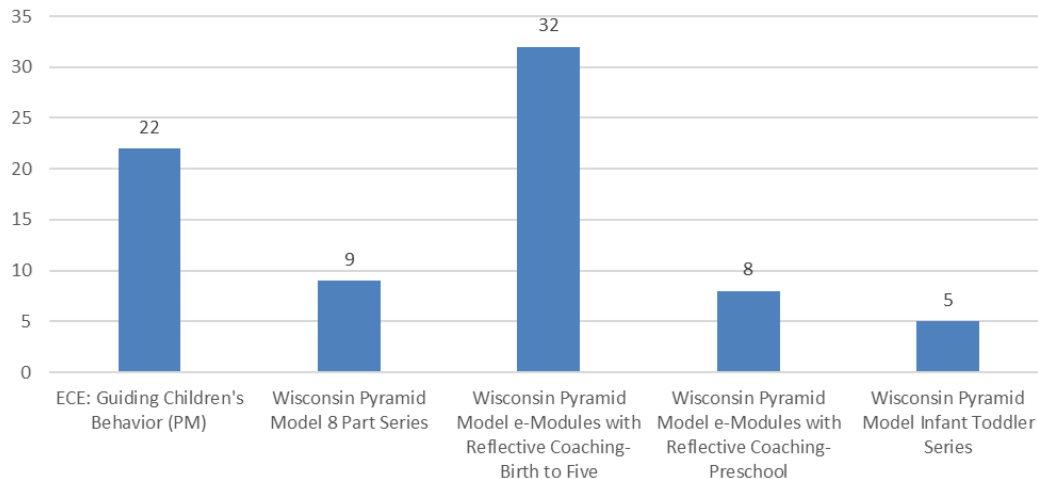
2012-2013 Annual Report

Coordination update

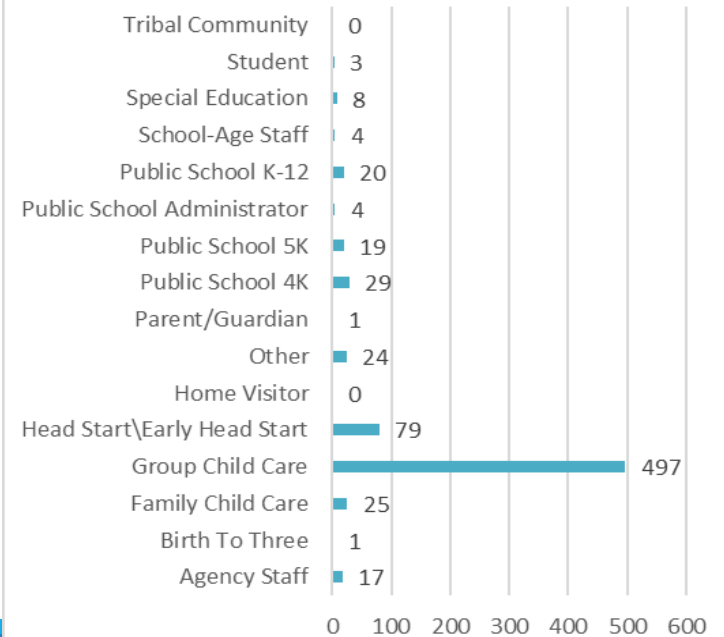
Please note
what should be
highlighted in
the 2021 Annual
Report

2021 Practitioner Training Data

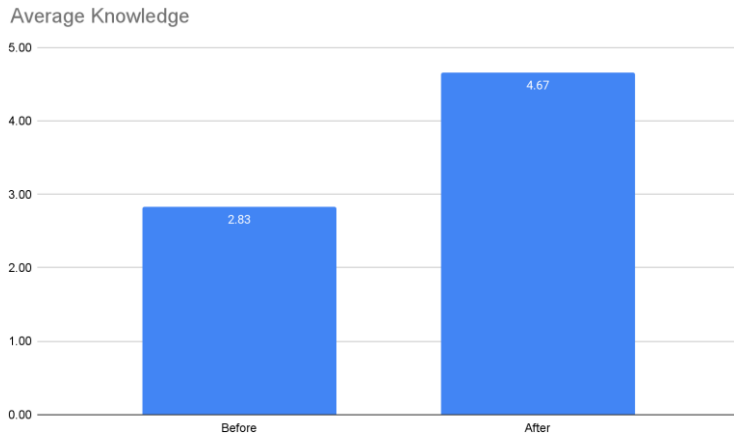
Primary Content of PM Trainings entered into the Wisconsin Registry as completed between January 1st and December 31st, 2021
N=76 trainings



Wisconsin Pyramid Model training participants by role for trainings reported in the Registry as completed between January 1st and December 31st 2021
N=731



PDG-Training enhancement activity



Por favor califique la calidad general de los videos del módulo en línea
Average - 5/5



Infant Toddler Series Pilot:

1. Were you able to comfortably complete the content in the three-hour time frame? If not, what would you suggest modifying or taking out?
2. Were there any activities that felt confusing or challenging to figure out?
3. Were there any handouts or videos that did not match up to their correct number/name or were there any other problems with handouts or videos that we should be aware of?
4. What worked well in this session?

8 Part Series Editing:

1. These things should stay!!!
2. These things should go!!
3. Adjustments or feedback for individuals slides
4. Adjustments/feedback on video
5. Adjustments or feedback for handouts

Addressing bias in responding to children

Part 1: Introduction to e-Module course: **-3 or 4hrs**

Part 2: Complete E-Modules- **3hrs**

Part 3: Now what? **7hrs**

Part 4: Follow up (3 months later) **2hrs**



PDG-Supporting Pyramid Model and IMH-E[®] Connection

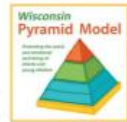
Infant Mental Health Endorsement[®] (IMH-E[®]) for Pyramid Model Professionals

Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health[®]

Infant Mental Health (IMH) is social, emotional, and behavioral well-being for infants and young children. IMH develops within the context of sensitive and responsive relationships and care routines. The Pyramid Model framework supports IMH as it is designed to enhance social and emotional competence of young children using evidence-based practices within the context of sensitive and responsive relationships.



Infant Mental Health Endorsement[®] & Wisconsin Pyramid Model Toolkit



WELCOME WISCONSIN PYRAMID MODEL PROFESSIONALS!

- Pyramid Model training meets continuing education training requirements for Endorsement[®]. One knowledge or skill area can be claimed per clock hour of Pyramid Model training.
- The Alliance for Advancement of Infant Mental Health created a crosswalk of Endorsement[®] competencies linked to the Pyramid Model training. When you complete your application for Endorsement[®] you will be eligible to upload the crosswalk reducing the number of training entries required.

Professionals trained in the Wisconsin Pyramid Model may join the largest and most recognized Infant Mental Health training system in the USA!

For more about IMH Endorsement[®], the benefits it offers Pyramid Model Professionals, and how to apply for a nationally recognized credential.

The Wisconsin Alliance for Infant Mental Health (WI-AIMH) is a statewide organization that works to promote infant mental health through building professional capacity, fostering partnerships, and supporting practices that are in the best interest of infants, young

emotional well-being of infants and young children you too are eligible to earn IMH-E[®] Endorsement!

and programs that demonstrate and practice a common set of core IMH competencies.

Good for Communities:

Endorsement[®] provides assurance to families, friends, and the public at large that professionals and programs working with or on behalf of infants, toddlers, and their families hold capacity in supporting optimal development through sensitive and responsive relationships and care routines.

Good for Employers:

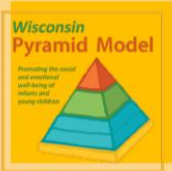
Endorsement[®] supports capacity building through professional development opportunities, awareness when hiring new staff, and standards for best practices in care and programming.

Good for the Field:

Endorsement[®] informs professional development and career planning within an organized framework and creates a competent, high-quality workforce leading to optimal child and family outcomes.

Good for Programs:

Endorsement[®] professionalizes the Infant Mental Health field and ensures consistency of professional standards across programs, locations, and communities.



What category of Endorsement [®] is right for me?	3
How do I apply for an Endorsement [®] ?	4
 Step 1: Get Ready...Preparation to complete an Endorsement [®] application:...	4
 Step 2: Completion of an Endorsement [®] Application:	4
 Step 3: Maintaining your Endorsement [®]	5
Celebrate! You did it!	5
Additional Resources	5
Questions	5

children, and their families. WI-AIMH's vision is for all Wisconsin infants and young children to reach their fullest potential through nurturing and consistent relationships within the context of family, community and culture.

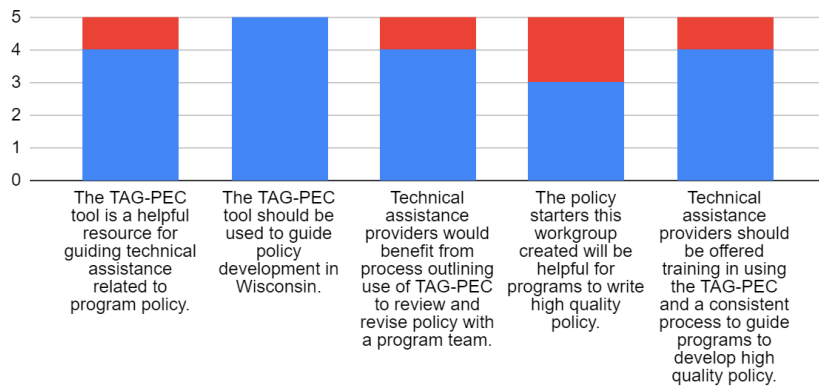
Since 2009, WI-AIMH has provided statewide coordination for the Wisconsin Pyramid Model, guided by a state leadership team. Wisconsin Pyramid Model works to ensure that each and every Wisconsin infant and young child will experience nurturing and authentic relationships within engaging culturally responsive environments that honor diversity in all its forms in order to ensure healthy social and emotional development. Through advocacy, training, and coaching the Pyramid Model team works



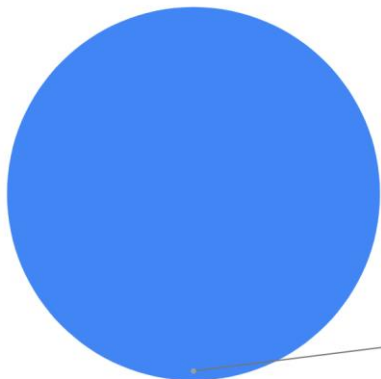
PDG-TAG-PEC exemplar policy workgroup

Rate your agreement with the following statements related to the use of the TAG-PEC

Strongly Disagree Disagree No Opinion Agree Strongly Agree



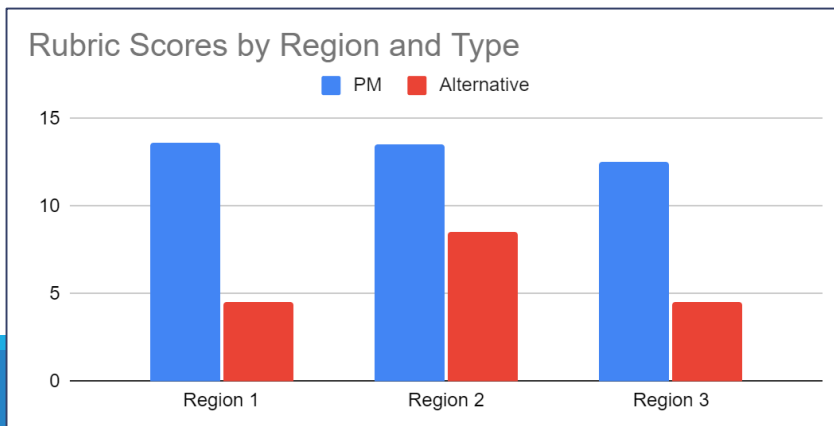
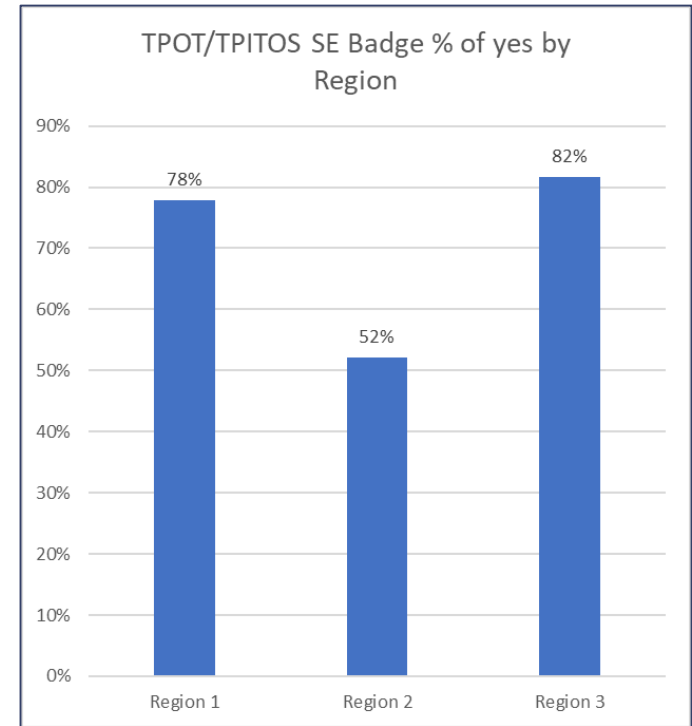
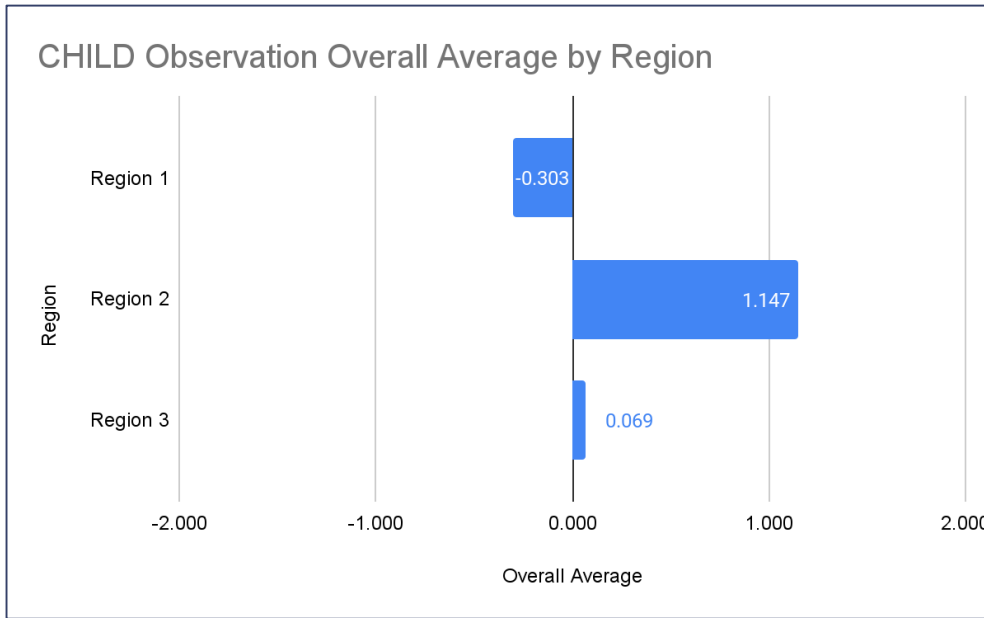
Would it be useful to meet with the authors to discuss our current work and develop next steps?



Essential Feature #5 Working With Families

TAG-PEC Item	Policy Example	Possible Document Locations	Connected Resources
<p>Item #22: The policy promotes proactive, rather than reactive, collaborative relationships as a means of promoting social competence in children</p>	<p>Our program values early relationships. We know that the home is where the child learns first and they will continue to learn from the home environment. We are committed to serving families, children and communities by respecting the diversity of each child's home. All staff will create a partnership with families by: (list ways pertinent to your program) examples:</p> <ul style="list-style-type: none"> sharing information(families complete inventories-see resources. <p>Your child's teacher will use this information to plan with your family's interests, experiences, and traditions in mind.</p> <p>We will further the relationship by having two-way communication between staff and parents on a regular basis, in the family's primary home language which could include: written notices, phone conversation, e-mail, home visits, parent conferences, newsletters.</p> <p>Interpretation will be available for program visits and parent meetings when needed.</p>	<ul style="list-style-type: none"> Staff and family handbook Policy and procedure manual 	<ul style="list-style-type: none"> WMELS Web School age enrollment inventory Child Web document update the "About Our Family" document All About My Child (NCPMI) *See below YS Family Intake document Tadpoles https://teachingstrategies.com/product/tadpoles/ Himama https://www.himama.com/ Brightwheel https://mybrightwheel.com/

PDG-Social and Emotional Badge Pilot



I talked with [the verifier] about my thoughts on Pyramid Model for all and ways to make it accessible by "small bites". It's amazing but it can seem foreboding. It was intimidating to me 5 years ago. But I see and feel the value. We need to make it desirable for directors/teachers to join (as a program-wide implementing site).

PDG-Supporting families

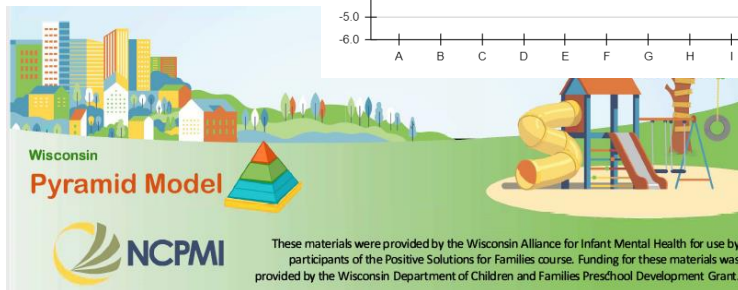
Positive Solutions for Families



Parents Interacting with Infants (PIWI)

[Parents Interacting with Infants Implementation Guide](#)

	Task	Resources
Planning meeting 1	Funding source	community grants, school district grants (specifically, check with the fund 80 account), ARPA/ ESSER funding might be applicable/available here as well
	Determine PIWI facilitators	Check WI-AIMH training opportunities and UW/M training calendar. Facilitators must be trained
	Confirm facility, consider needs for breastfeeding/nursing mothers Are there child-size toilets available or diaper changing areas?	
	Select dates	
	Set start and end times for the PIWI sessions	Consider how many sessions you are able to facilitate. We successfully ran 6 sessions. AASD leads 8 sessions.
	Determine whether snacks will be served?	AASD eliminated snacks due to COVID
	Determine need for additional childcare providers	
	Determine how families will be invited (determine networks, where will flyer be advertised, personal invitations)	Use social media channels If applicable, use infinite campus
	Consider resources for materials needed to hold family/child playgroups	Rooted in Relationship PIWI Supply list.pdf
	Consider whether sessions/dyads will be photographed, how photos will be used and what permissions are necessary	WI-AIMH has a sample video release form we can share and so is AASD and also the CELC collaboration here in appleton (Pam will share)
Inviting families	Convene PIWI facilitators to meet, exchange contact information and share experience	
	Create registration process; consider adding interest questions to registration	Interest questions for families
	Create informational flyer	AASD PIWI brochure - we updated to combine with other programming. <i>Play With Purpose</i> is the new name of the playgroup. Monthly flyer AASD
	Create plan to disseminate flyer via facilitator networks and/or personal invitation	Facebook example Webposting example
	If photographs will be taken, secure necessary permissions	

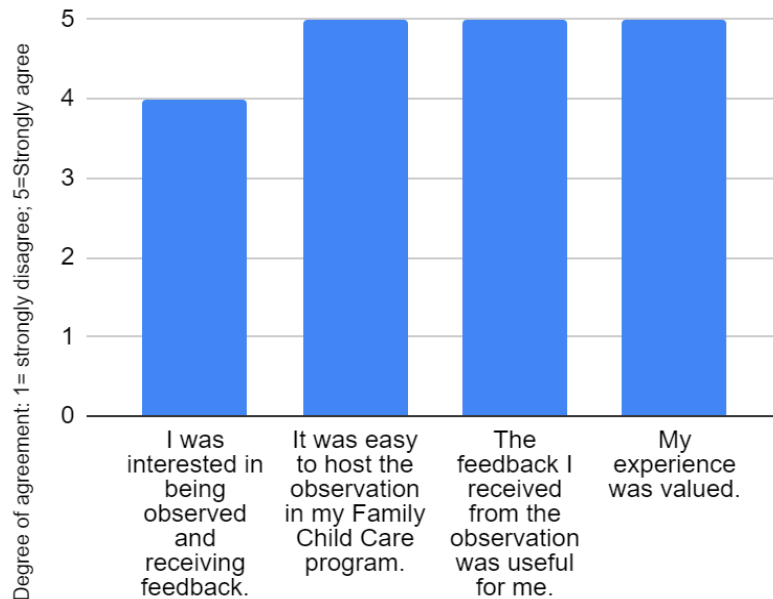


PDG-Family Child Care Pilot of PBC with TPITOS

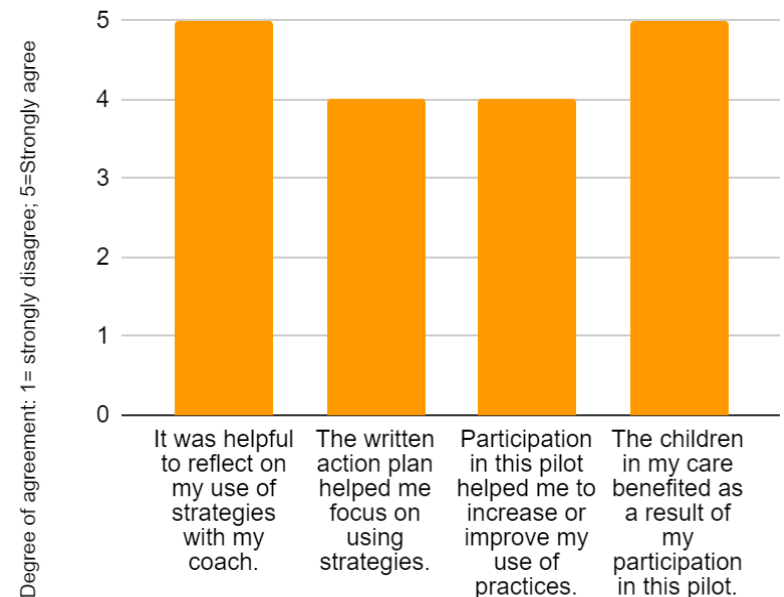
"It was nice to have "an outside" opinion/viewer's input. [The coach] was very non-judgmental and informative. Sometimes we may not be "aware" of how we do or say things and this is a very valuable tool to have it reflected back to you. We were thrilled by all the positive "tools" we already routinely used that [the coach] pointed out to us."

Professional development perspective

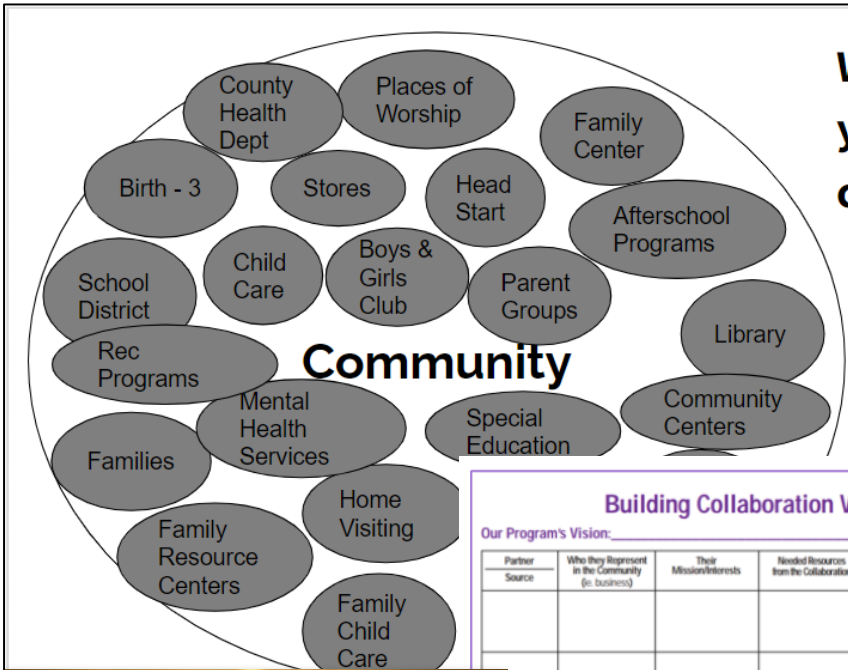
Please rate your agreement with the following statements related to your experience of being observed.



Rate your agreement with the following statements related to the process of being coached.



PDG-Community Benchmarks of Quality (BoQ)



W
y
c

BoQ Action Planning

Team: _____

Goal: _____

Action Steps	Who Responsible?	Materials or

How will we know when our goal is met?

DRAFT WI Pyramid Model Staff Survey

wipyramidmodel@gmail.com (not shared) [Switch account](#)

I am currently working with a coach.

Yes
 No
 Not Sure

I am on my program's leadership team.

Yes
 No
 Not Sure

I have received training in Pyramid Model.

Yes
 No

Building Collaboration With

Our Program's Vision: _____

Partner Source	Who they Represent in the Community (e. business)	Their Mission/Interests	Needed Resources from the Collaboration	Actions to be Taken	Who is Responsible?

Critical Elements	Indicator Number	Benchmark of Quality	
CLTMT	1	The Community Leadership Team (CLT) has representation from key stakeholders (e.g., practitioner, family members, program administrators) and program agencies (Head Start, childcare, school district, early childhood mental health, and other organizations) invested in promoting the social-emotional skills of young children. The CLT includes member(s) that represent the diverse families in the community.	--Select--
CLTMT	2	The CLT includes members that can assist in outreach to programs serving children and families who may be historically marginalized and increase the diversity of children and families who receive services from Pyramid Model programs.	--Select--
CLTMT	3	A team member has been identified as the Community Leadership Team Coordinator. A process has been established for the identification of a new coordinator when needed.	--Select--
CLTMT	4	The CLT has established a clearly written mission that addresses the community-wide implementation of the Pyramid Model. Team members can clearly communicate the purpose of the CLT.	--Select--
CLTMT	5	Members of the CLT have clear roles and responsibilities, including a data coordinator, for contributing to the functioning of the team and achievement of the mission. The CLT uses effective teaming strategies to ensure meetings are productive and builds a sense of ownership among all team members.	--Select--



Showcasing Wisconsin's work nationally:

Welcome to the Pyramid Model Implementation Data System!



Pyramid Model Consortium invited Marisa to overview/advise to:

- Colorado
- Iowa
- New PMC PIDS Coordinator
- Sharing resources nationally

Will showcase WI PIDS at "State Day"

Best Reports and Data Tools for Leadership Teams

ROQ	<p>Benchmarks of Quality Trend Report</p> <p>Includes:</p> <ul style="list-style-type: none"> Chart of the average rating for each critical element over time (not in Place-0, Partially in Place-1, in Place-2) Table including the # of benchmarks not in place, partially in place and in place by critical element for each ROQ 2.0 rating <p>Uses:</p> <p>Determine trends with program-wide implementation, identify areas of strengths and areas in need of focus</p>	
TPO1/FP1OS	<p>TPO1/FP1OS Trend Report</p> <p>Includes:</p> <ul style="list-style-type: none"> Chart and table of % of pts for each indicator over time <p>Uses:</p> <p>Determine program-wide trends with classroom use of Pyramid Model practices, identify areas of strengths and areas in need of focus</p>	
	<p>TPO1/FP1OS Red Flag Trend Report</p> <p>Includes:</p> <ul style="list-style-type: none"> Chart of % of red flags over time Table of # of red flags for each red flag over time <p>Uses:</p> <p>Identify professional development needs and monitor progress</p>	
ASQ:SE 2	<p>ASQ:SE Score Type Percentage Report</p> <p>Includes:</p> <ul style="list-style-type: none"> Table and chart including the # and % of ASQ:SE 2 screening results (above cutoff, monitor, well below) by the age of questionnaire given <p>Uses:</p> <p>Determine program-wide trends across age levels and determine classrooms that may need more support</p> <p>* This report is best used for a specific ASQ:SE window. Enter start and end dates that will include only one administration of the ASQ:SE 2. </p>	
	<p>ASQ:SE Dashboard List</p> <p>Includes:</p> <ul style="list-style-type: none"> A list of screening results with the following information: date, child's name, questionnaire given, score, and score type <p>Uses:</p> <p>Identify children whose screening results are above cut off or in the monitoring zone in order to adjust instruction or environment</p>	

Within The Framework Webinar

For State Leaders, By State Leaders: Implementing, Scaling and Sustaining the Pyramid Model Statewide with Fidelity



November 30, 2021

Duration: 66 min

- Julie and Lana presented as part of NCPMI For State Leaders webinar series
- Wisconsin will present 2 sectionals at NTI:
 - Pyramid Model and Infant Mental Health
 - Implementing, Scaling and Sustaining

Connecting/convening/caring

Stay Connected



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.

WHEN

9-11:30 am

Northeast: Oct. 6

Northwest: Oct. 20

South/Southeast: Oct. 27

WHY

Provide state updates and ongoing learning opportunities related to practices promoted by the Pyramid Model and the regional infrastructure necessary to support their use. *(live)*



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.

WHEN

1-2:30 pm

November 16

January 18

February 15

March 15

April 19

May 17

WHY

Provide information and resources related to the Early Childhood Benchmarks of Quality critical elements. *(live and recorded)*



WHO

Wisconsin-based internal coaches who provide practice based coaching as part of program wide implementation of the Pyramid Model; External Pyramid Model coaches who support practice-based coaching.

WHEN

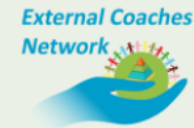
1-2:00 pm

2nd Thursday of the month

WHY

Provide information and networking opportunities related to the process and skills needed to provide Practice Based Coaching guided by TPITOS or TPOT observations. *(live)*

Learn more: visit our web pages



WHO

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

WHEN

1-2:00 pm

3rd Thursday of the month

WHY

Provide information and networking opportunities related to the process and skills necessary to provide coaching to 1) Pyramid Model program leadership teams, 2) internal coaches and 3) behavior specialists. *(live)*

Learn more: contact Jenny Durand

What should be highlighted in the annual report?

Wisconsin Pyramid Model
2020 Annual Report

Wisconsin Pyramid Model
2019 Annual Report

Wisconsin Pyramid Model

2018 Annual Report

Five-Year Project Report

January 2013 to December 2017

Wisconsin Pyramid Model

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For Social and Emotional Competence

2012-2013 Annual Report

Upcoming work

COHORT 17

Application to be released: End of January

Application Due Date: End of February

Application review: State Team Volunteers??

TPITOS: May 3rd and 4th

TPOT: May 3rd and 4th (this date may shift)

Practice Based Coaching: May 11th

Team Launch: Evenings??

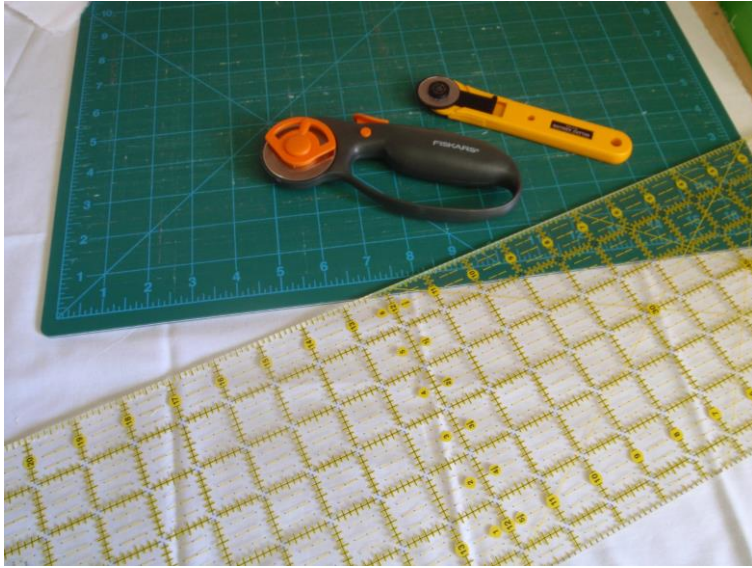
- May 17th, 19th, and 24th

Outreach and Communication

- Reduce use of “academia” based language
- How big the work is, but how big the impact is
- Hearing the story from specific perspectives
 - Admin, Teachers, Families

In addition to the wishes, what should be included?

Review Pyramid Model workplan



TEAMWORK

What is the important connected work of your organization?



Our next meeting date: April 7th, 2022

1. Next/necessary steps and agenda proposals for April 7th, 2022 meeting

