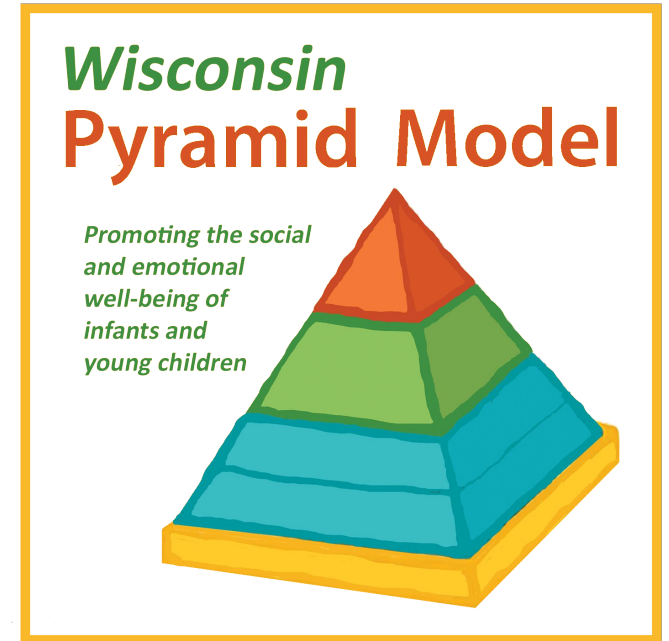# Wisconsin Pyramid Model
State Advisory Leadership Team
April 13th, 2021

Welcome. Please "sign in" by typing your name and the agency you are representing today into the chat. Thank you.

What words would you use to describe your emotional state as this meeting begins?

Go to the National Center for Pyramid Model Innovations site:
https://challengingbehavior.cbcs.usf.edu/

1. Green resource library
2. Type "feeling faces" in the search box
3. Select Feeling Faces: Cards

Our WI Pyramid Model State Advisory Team meeting objectives for today:

- Review updates on Wisconsin's Pyramid Model work

- Explore two Pyramid Model websites

- Consider opportunities for Pyramid Model community level implementation

- Review the 2020 annual report and advise on distribution

- Advise on expansion of Infant and Early Childhood Endorsement opportunities

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

Access to regional support and connection

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MARISA KAHLER, DATA COORDINATOR

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- Promotion of Infant and Early Childhood Mental Health awareness
- Support for Pyramid Model trainers, coaches, program administrators, instructors and consultants

Training update: Jan-March 2021

Primary content of Wisconsin Pyramid Model trainings reported as completed in the Registry
January 1st to March 31st, 2021
Total of 118 participants
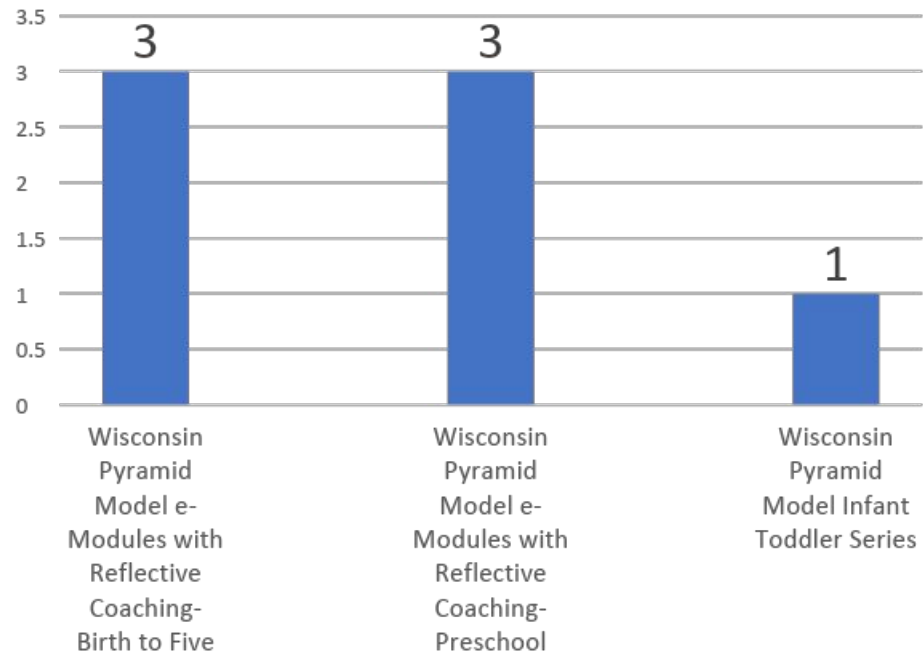
Primary role of participants as reported in the Registry
for 118 participants of 7 WI Pyramid Model trainings completed between
January 1st and March 31st, 2021
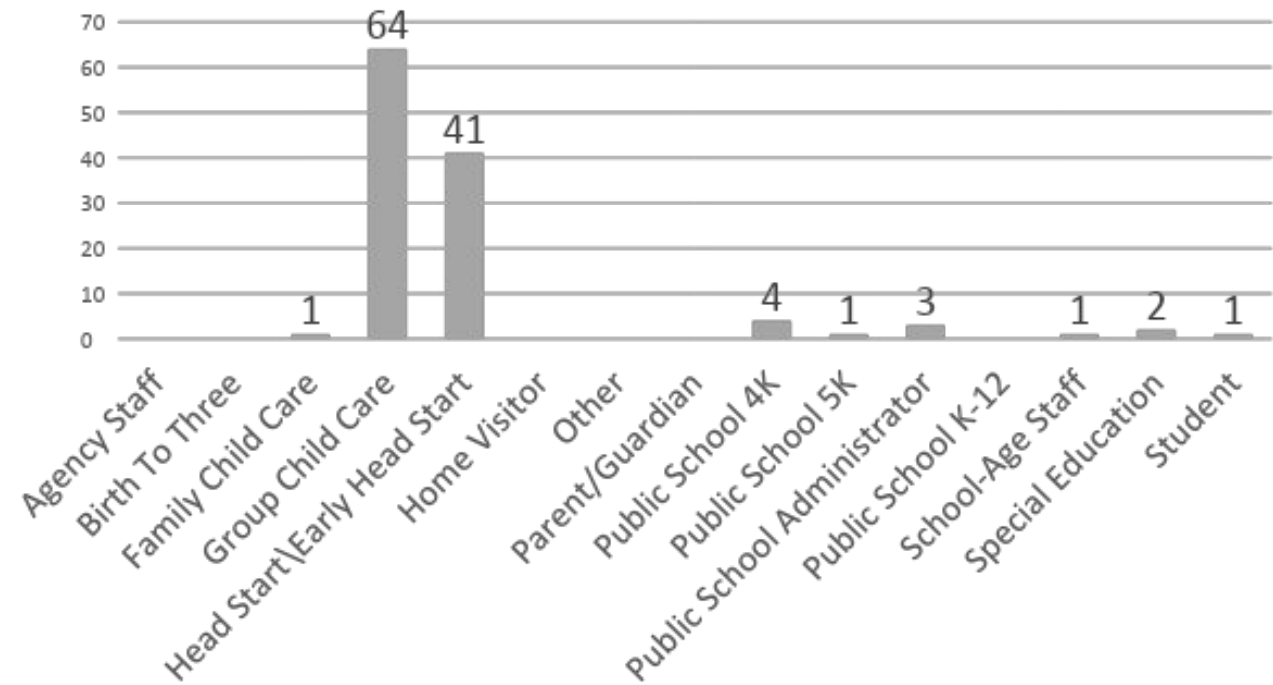
Building High Quality Practices

Wisconsin Alliance for
Infant Mental Health

Responsive access to levels of training

Wisconsin Pyramid Model Training Options
Gold is practitioner training
Red is Academy offerings

Group Early Care and Education Content
- Wisconsin Pyramid Model 8 Part Series
  - English
  - Spanish
- Promoting Mental Health in Young Children
- Infant/ Toddler 8 Part Series
  - English
  - Spanish
- e-Modules with reflective coaching
  - Birth to 5
- e-Modules with reflective coaching
  - Preschool
- Guiding Children's Behavior

Behavior and Relational Support
- Pyramid Model Individualized Interventions

Family Resource/ Parent Educators
- Parents Interacting with Infants (PIWI)
- Positive Solutions for Families (Preschool)

Program wide implementation
- TPOT reliability Preschool coaching
- TPITOS Infant Toddler Coaching
- Pyramid Model Leadership Team Launch
- Practice Based Coaching through the Pyramid Model Lens
- PM Practices for Program Wide Imp sites (teachers)
- PM Program Leadership Team Refresher

Individualized Intervention Process

1. Teaming & Goal Setting
2. Data Collection
3. PTR-YC Assessment
4. PTR-YC Intervention
5. Using Data & Next Steps

1. **Functional Behavior Assessment (FBA)**
   a. Establish the team and its purpose
      i. Collect information
         1. Data sheets
         2. Observation
         3. Interview forms
      ii. Ready to meet and plan

2. **Team meets to develop Behavior Support Plan**
   a. Facilitator drafts the behavior pattern
   b. Team agrees on pattern and determines function
   c. Facilitator guides team to develop:
      i. Preventions
      ii. New skills
      iii. New responses
   d. Agree on the plan

3. **Implement and Monitor the plan**
   a. Gather materials/ resources
   b. Orient/ teach adults to implement plan
   c. Provide support for adults
   d. Collect information on effectiveness
   e. Adjust the plan as a team

53

Updated Infant Toddler Training Series

Responsive access to levels

Gold is practitioner training
Red is Academy offerings
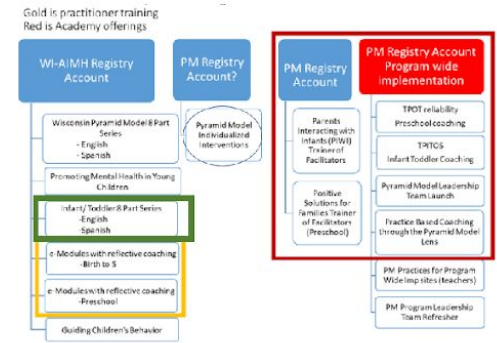
Wisconsin Pyramid Model

Infant - Toddler Training Series

Session One

Who is Caring for Me?

Who we are as infant/toddler providers?

Wisconsin Pyramid Model

Promoting the social and emotional well-being of infants and young children
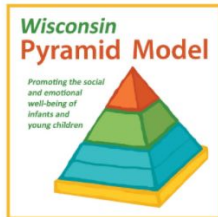
WISCONSIN PYRAMID MODEL INFANT AND TODDLER TRAINING SERIES – Updated Dec 2020

Wisconsin Pyramid Model

Infant - Toddler Training Series

Session Two

How Will You Understand My Family?

Forming trusting relationships with young children and families

Wisconsin Pyramid Model

Promoting the social and emotional well-being of infants and young children

WISCONSIN PYRAMID MODEL INFANT AND TODDLER TRAINING SERIES – Updated Dec 2020

Wisconsin Pyramid Model

Infant - Toddler Training Series

Session Three

How Will You Understand Me?

Understanding early childhood social and emotional development

Wisconsin Pyramid Model

Promoting the social and emotional well-being of infants and young children

WISCONSIN PYRAMID MODEL INFANT AND TODDLER TRAINING SERIES – Updated Dec 2020

Wisconsin Pyramid Model

Infant - Toddler Training Series

Session Four

How Will I Know You Respect Me?

Respectful Routines and Rituals

Wisconsin Pyramid Model

Promoting the social and emotional well-being of infants and young children
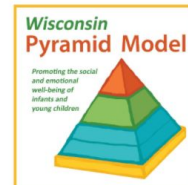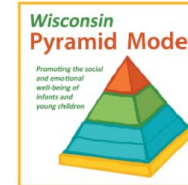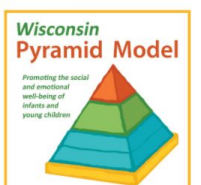
WISCONSIN PYRAMID MODEL INFANT AND TODDLER TRAINING SERIES – Updated Dec 2020
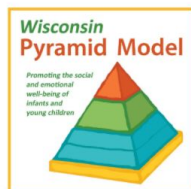
Wisconsin Pyramid Model

Infant - Toddler Training Series

Session Five

Responsive Environments

*Will I trust the environment so I can be free to relax, explore and learn?*

Wisconsin Pyramid Model

Promoting the social and emotional well-being of infants and young children

WISCONSIN PYRAMID MODEL INFANT AND TODDLER TRAINING SERIES – Updated Dec 2020

Wisconsin Pyramid Model

Infant - Toddler Training Series

Session Six

How will you understand my feelings and emotions?

Targeted strategies to support social and emotional development in infants and toddlers
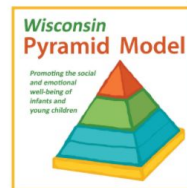
Wisconsin Pyramid Model

Promoting the social and emotional well-being of infants and young children

WISCONSIN PYRAMID MODEL INFANT AND TODDLER TRAINING SERIES – Updated Dec 2020

Wisconsin Pyramid Model

Infant - Toddler Training Series

Session Seven

How Will You Understand my needs?

Making meaning of behavior

Wisconsin Pyramid Model

Promoting the social and emotional well-being of infants and young children

WISCONSIN PYRAMID MODEL INFANT AND TODDLER TRAINING SERIES – Updated Dec 2020

Wisconsin Pyramid Model

Infant - Toddler Training Series

Session Eight

How will I know you meet my needs?

Individualized Interventions for Infants and Toddlers: Developing Appropriate Responses

Wisconsin Pyramid Model

Promoting the social and emotional well-being of infants and young children
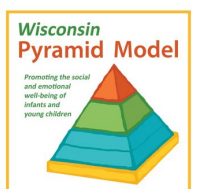
WISCONSIN PYRAMID MODEL INFANT AND TODDLER TRAINING SERIES – Updated Dec 2020

Teaching and Guidance Policy Essential Checklist (TAG-PEC) Pilot

Southe

Southe

Milwa

Weste

Northe

Northe

Averaged Essential Feature rating
across 18 programs
in TAG-PEC pilot project
0= no evidence in policy
1= emerging evidence in policy
2- evidence in policy

Essential Feature	Rating
EF 1: Intentional Teaching Approach	1.4
EF 2: Developmentally Appropriate Learning Environment	1.1
EF 3: Setting Behavioral Expectations	0.7
EF 4: Tiered Model of Intervention	0.9
EF 5: Working with Families	0.8
EF 6: Staff Training and Professional Development	0.6
EF 7: Data Monitoring and Improvement	0.5

0.0   0.5   1.0   1.5   2.0
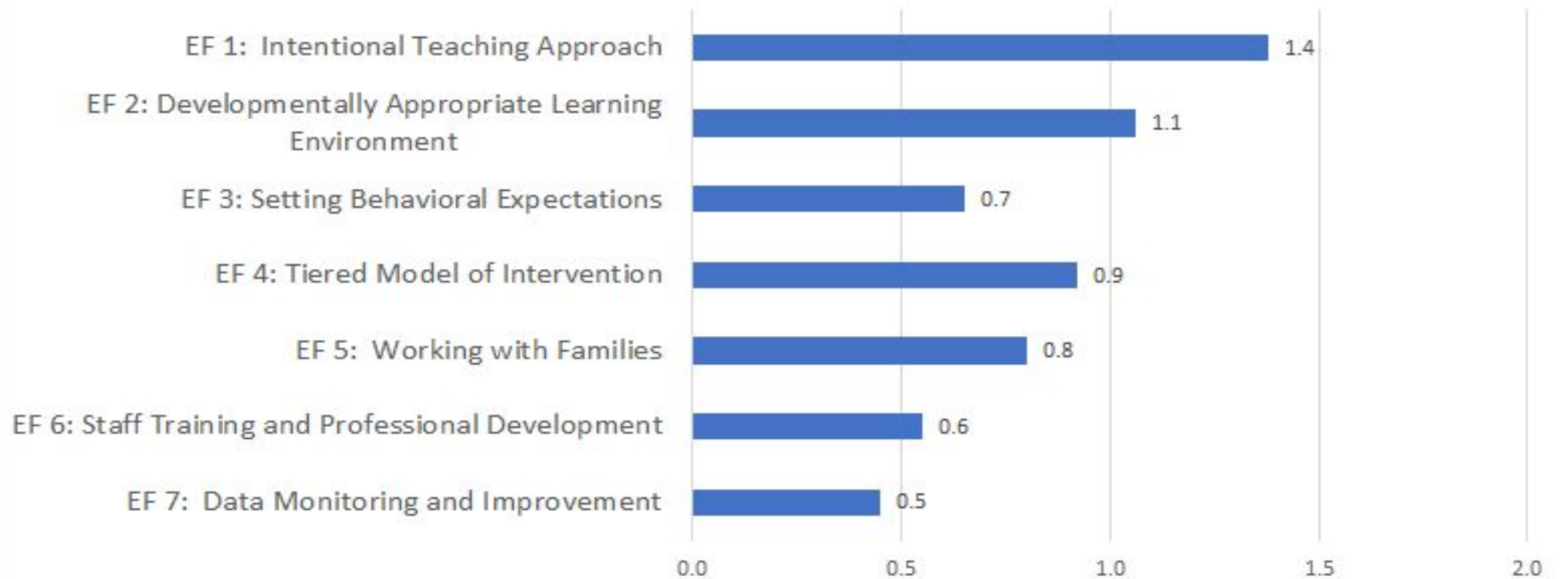
Program wide implementation
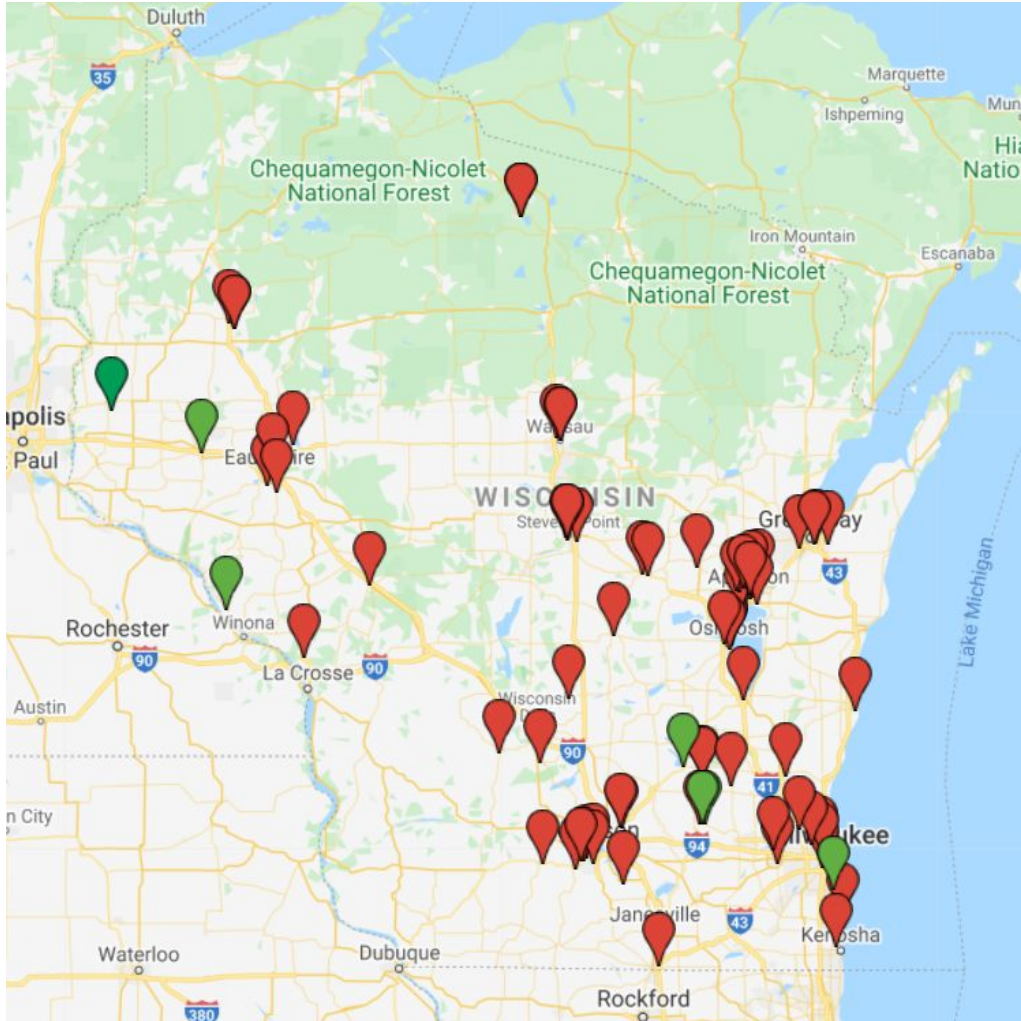
- Shared Leadership Team

- Practice Based Coaching with goal of fidelity in practices

- Data Based Decision Making

Added 7 Cohort 14 programs in Nov 2021

PARENTS INTERACTING WITH INFANTS (PIWI) TRAINING OF FACILITATORS

The Pyramid Model Infant Toddler parent module (PIWI) focuses on enhancing the social and emotional development of infants and toddlers by expanding on and strengthening parent-child interactions and relationships. While the primary emphasis is on parent-child groups, the module also addresses how the model can be applied to home visiting.

Participants of this workshop will learn:

- The characteristics and strategies of dyadic interactions
- Information and strategies for facilitators to support and enhance dyadic interaction (triadic support)
- Information and strategies for facilitators to support parents as observers (Developmental Observation Topic and Environmental plan)

This workshop session is most applicable for individuals who have responsibility to support parents in parenting practices through parenting groups, parent/child playgroups or home visits.

MAY 11-12   2:00–5:00 PM $42

Register   Print Flyer

POSITIVE SOLUTIONS FOR FAMILIES

This event will train facilitators on the Wisconsin Positive Solutions for Families content. Facilitators will use the materials to understand and use positive behavior support to enhance social and emotional competence in young children.

The Positive Solutions for Families content is designed to be delivered in 5-6 weeks of face to face parent networking sessions. The content aligns with Wisconsin's Pyramid Model training for teachers and has been updated to align with other Wisconsin information.

This workshop session is for anyone who has:

1. responsibility for providing parent education to families of preschoolers and
2. availability to facilitate parent groups.

Participants who attend this training will be able to train parents in evidence based practices to promote social emotional development and therefore decrease challenging behavior.

MAY 18 & 19   12:30—3:00 $45

Invitation only: Cohort 15
Program-wide implementing sites in May 2021

Communities of Practice

Infant Mental Health Consultants

Behavior Support Plan Facilitators

Pyramid Model External (Program) Coaches

Pyramid Model Internal (Classroom) Coaches

YoungStar Quality Coaches

Program-wide Administrators

Pyramid Model Trainers

Technical College Instructors
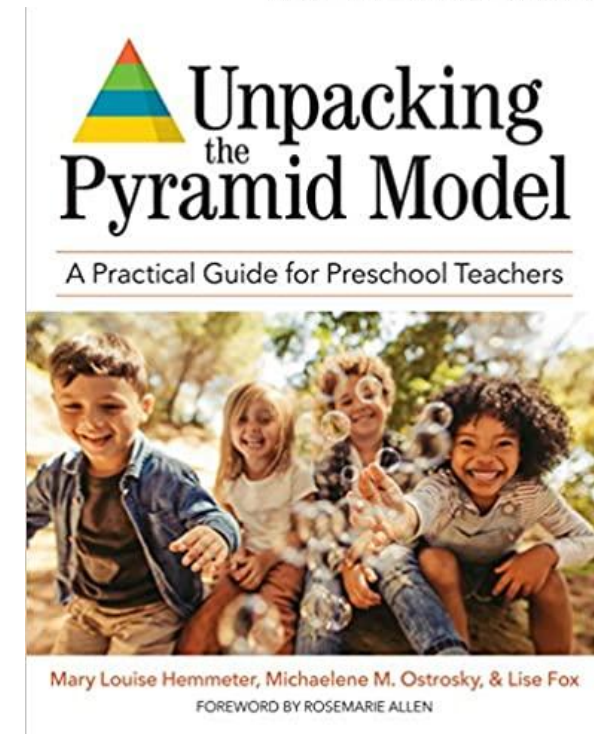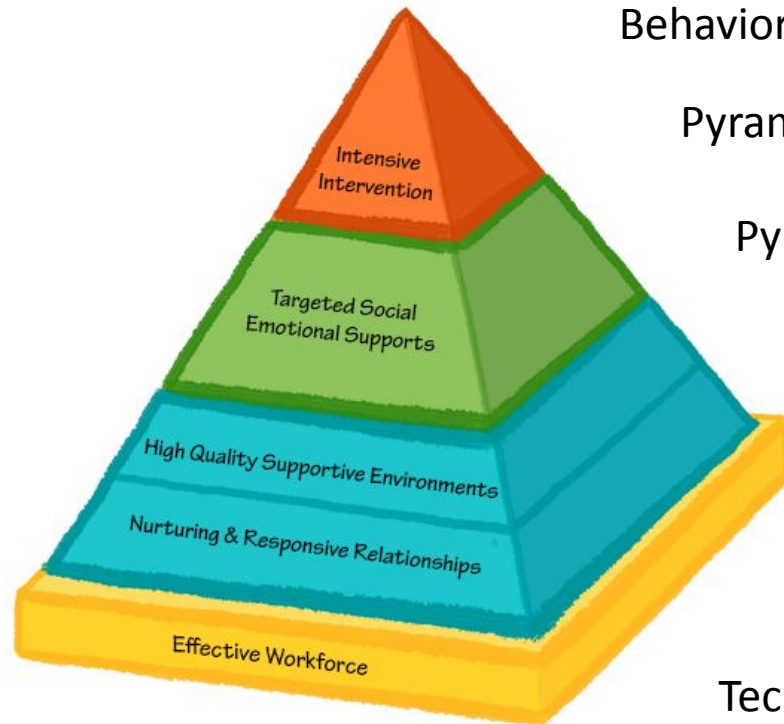
Community Benchmarks of Quality: Expanding opportunities

Establish Leadership Team
Coordination
Funding
Communication and Visibility
Administrative Support
Demonstrations
Family Involvement
Professional Development
Ongoing Support and Technical Assistance
Evaluation

Percentage of Items on Community Benchmarks of Quality
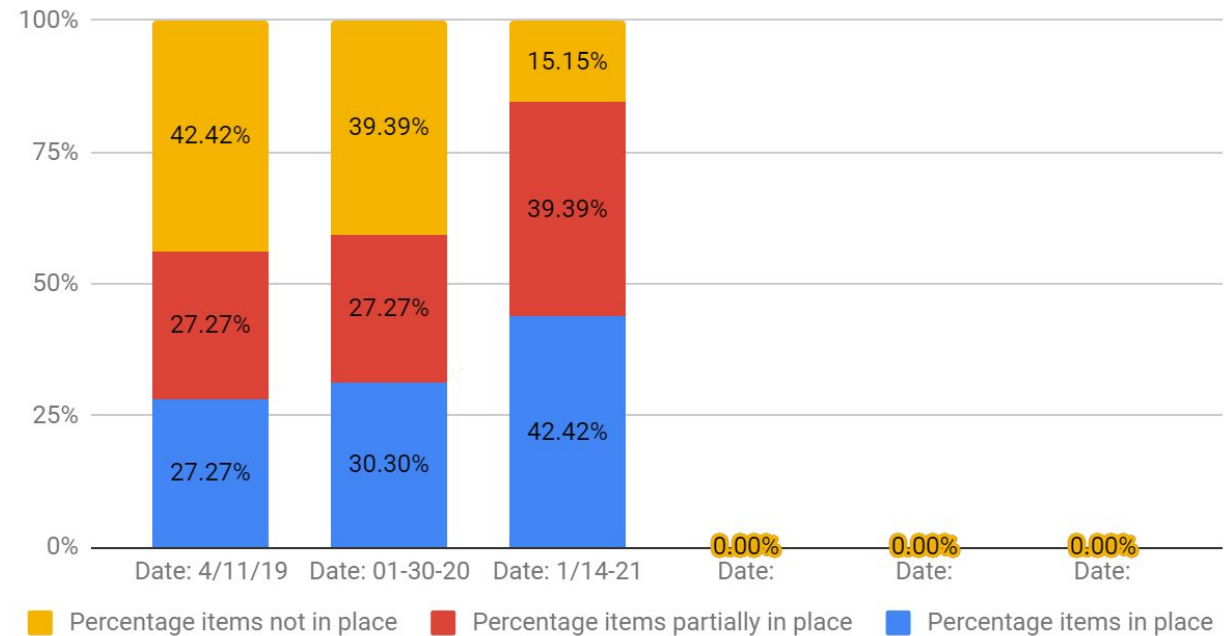
Governor's Early Childhood Advisory Council recommendations:

Three Investments to Improve Early Care and Education in Wisconsin
Early Childhood Advisory Council 2020 Report

Investing in Early Childhood Educators

Wisconsin's early education providers struggle to recruit and retain qualified staff, which significantly impacts the availability and quality of early education. We recommend the governor dedicate funds in the state budget to support recruitment and retention of early childhood educators.

Expanding Access to Family Support Services through Family Resource Centers

To ensure families have access to supports and resources, we recommend the governor advocate for the essential role of FRCs and increase investments to make the services of FRCs available to more families.

Reducing Early Childhood Suspension and Expulsion

Preschool expulsion rates are more than three times the expulsion rate of students in kindergarten through 12th grade. To address the challenge of early suspension and expulsion, including the disproportionate impact on Black boys, Wisconsin must invest in training and coaching for caregivers and the creation of a statewide infant and early childhood mental health consultation system to support the social and emotional learning for

https://dcf.wisconsin.gov/ecac

Reducing Early Childhood Suspension and Expulsion

- 1. Funding for increased **social emotional development training and coaching** support **$5 million**
  - WI Pyramid Model for Social and Emotional Competence – framework for implementing equitable multi-levels systems of supports to improve social and emotional competence of very young children

  https://wiaimh.org/pyramid-model-home

- 2. Funding to create a system of **Infant Early Childhood Mental Health Consultation $5.3 million**
  - Professional mental health service that builds adults' capacity to strengthen and support children's social and emotional health

  https://children.wi.gov/Pages/CollectiveImpactTeams/InfantToddler.aspx

- 3. Funding to expand **Behavior Help Wisconsin $2.3 million**
  - Coaching and consultation support to child care programs that struggle maintaining children due to challenging behaviors

  https://supportingfamiliestogether.org/behavior-help-wisconsin/

Infant & Early Childhood Mental Health Consultation

IECMHC builds the capacity of the adults in a child's life to strengthen and support their social and emotional health and development by giving child/family serving professionals the **crucial tools**, **guidance**, **resources**, and **support** they need to address mental health concerns early on.

Professionals across all disciplines can connect with consultants to explore and implement thoughtful, informed action plans to successfully address mental health concerns.

Wisconsin Chapter
American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN®

Call your local legislator

Contact your legislator and urge them to support adding $5.3M in new funds over two years to the Wisconsin state budget to establish a statewide IECMHC program.

Wisconsin Alliance for **Infant Mental Health**
IMH

Wisconsin Office of **Children's** Mental Health

Strategy: A Mindful Pause

Annual Report Review- www.wiaimh.org

Take 15 minutes to read:

Based on what you read, who should also be aware?

Who should join this team?

What will you do to share the report?

Strategy: A Mindful Pause

Pyramid Model Implementation Data System

Benchmarks of Quality

Early Childhood Program-Wide PBS Benchmarks of Quality

NCPMI

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

Program Name: _____
Location: _____
Team Members: _____

Date: _____

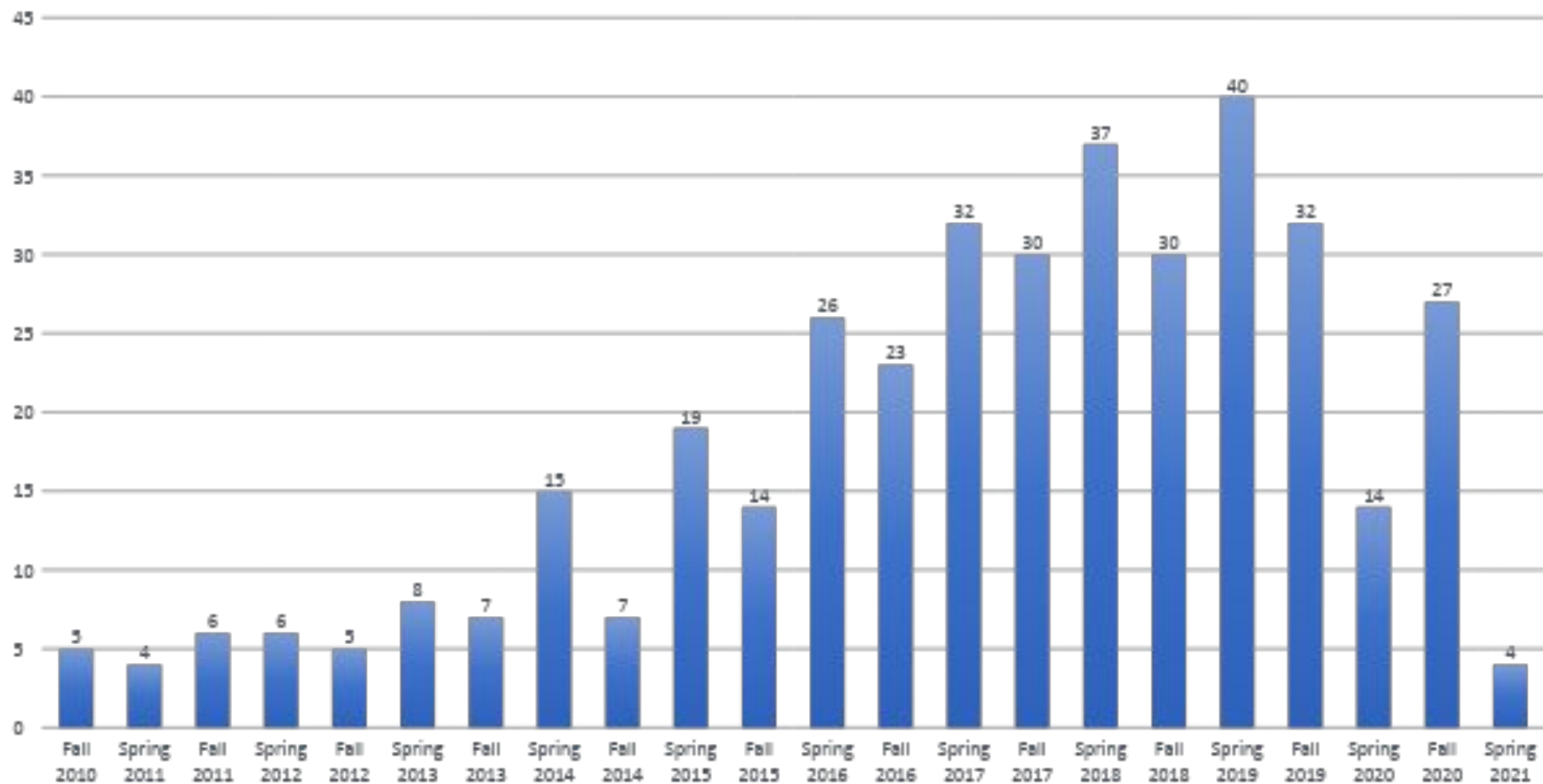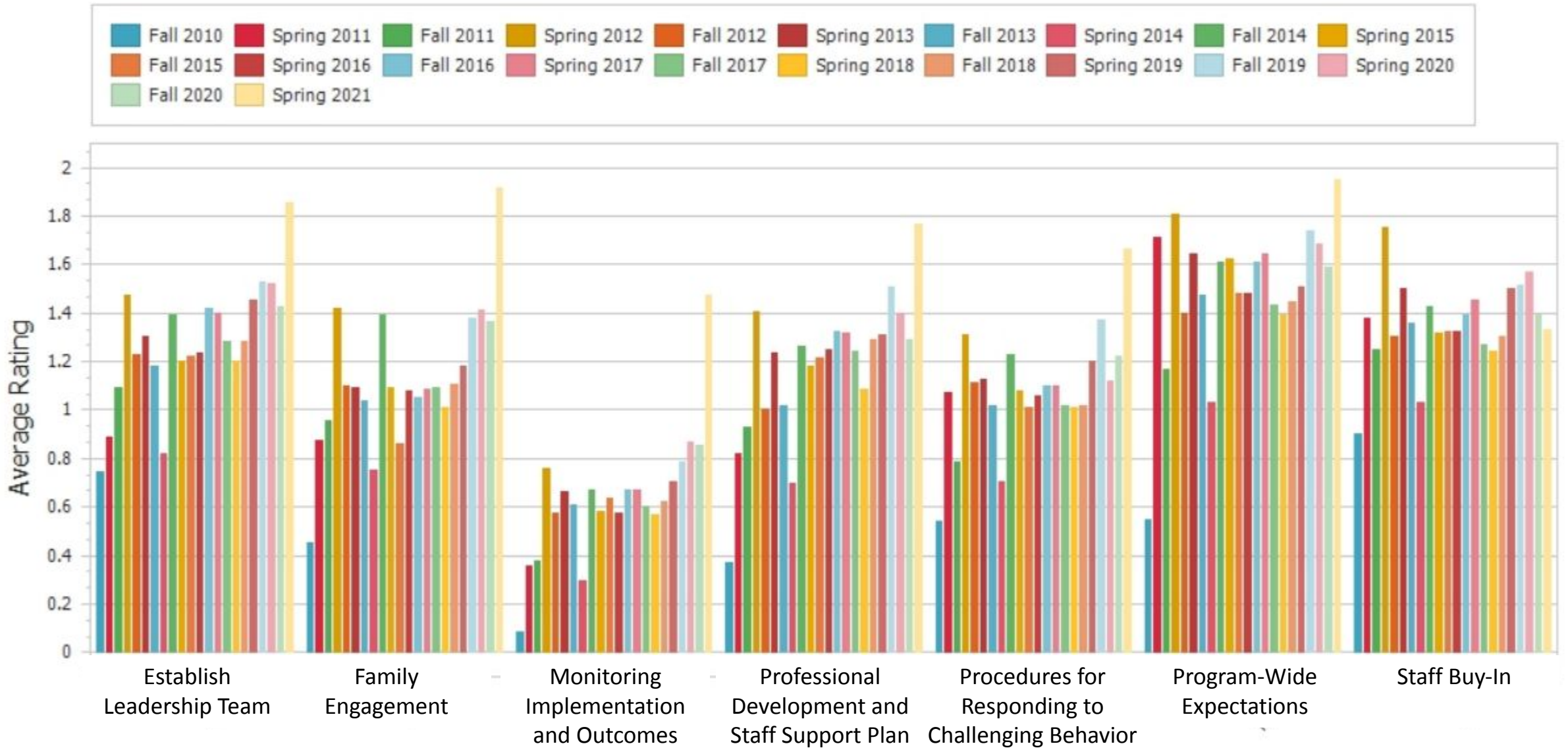| Critical Elements	Benchmarks of Quality	Check One		
		Not in Place (0)	Partially in Place (1)	In Place (2)
Establish Leadership Team	1. Team has broad representation that includes at a minimum a teacher, administrator, a member who will provide coaching to teachers, a member with expertise in behavior support and a family member. Other team members might include a teaching assistant, related service specialists, a community member, and other program personnel.			
	2. Team has administrative support. Administrator attends meetings and trainings, is active in problem solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model.			
	3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent.			
	4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.			
	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.			
	6. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals.			
	7. Team reviews and revises the plan at least annually.			
Staff Buy-In	8. A staff poll is conducted in which at least 80% of staff indicate they are aware of and supportive of the need for a program wide effort for (a) addressing children's social emotional competence and challenging behavior, (b) using culturally responsive practices, and (c) addressing implicit bias.			
	9. Staff input and feedback is obtained throughout the process – coffee break with the director, focus group, suggestion box. Leadership team provides update on the process and data on the outcomes to program staff on a regular basis.			
Family Engagement	10. Family input is solicited as part of the planning and decision-making process. Families are informed of the initiative and			

version 2.0, revised 2.017

Crosswalk of BoQ 1.0 and BoQ 2.0

Wisconsin Pyramid Model Teach. Coach. Change.

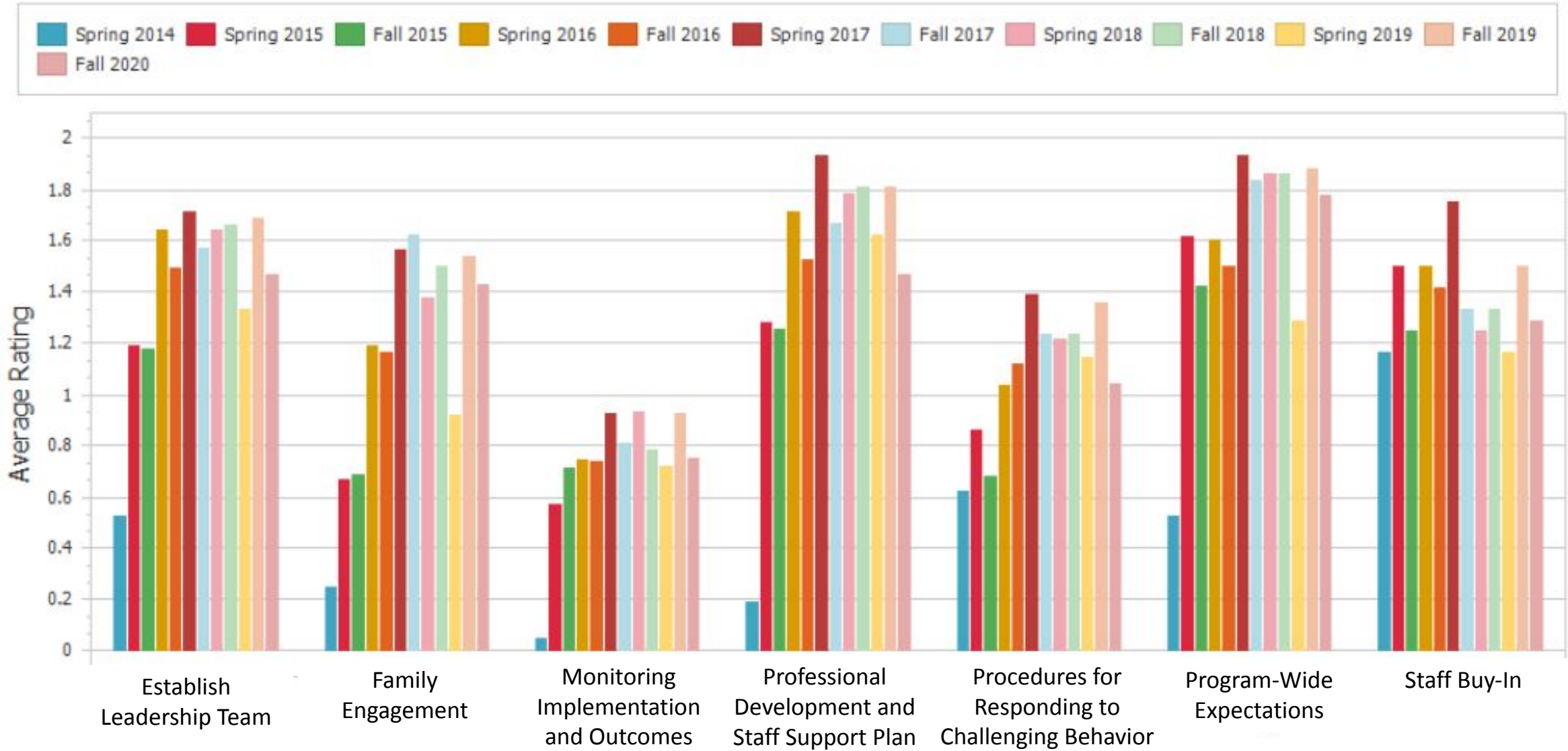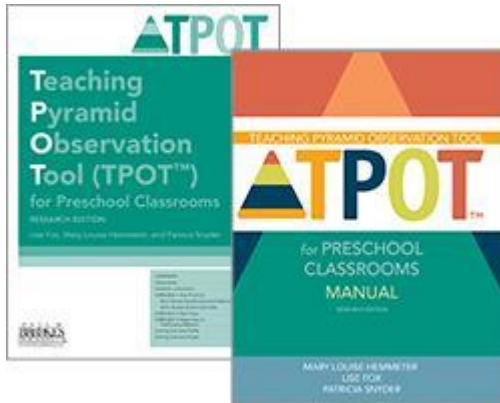|	BoQ 1.0 Old Wisconsin Benchmarks of Quality		BoQ 2.0 Benchmarks of Quality 2.0
1	Team has broad representation that includes at a minimum a teacher, administrator, a member with expertise in behavior support. Other team members might include parent, teaching assistant, related service specialists and other program personnel.	1	Team has broad representation that includes at a minimum a teacher, administrator, a member who will provide coaching to teachers, a member with expertise in behavior support and a family member. Other team members might include a teaching assistant, related service specialists, a community member, and other program personnel.
2	Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model.	2	Team has administrative support. Administrator attends meetings and trainings, is active in problem solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model.
3	Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent.	3	Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent.
4	Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.	4	Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.
5	Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals.	6	Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals.
6	Team reviews and revises the plan at least annually.	7	Team reviews and revises the plan at least annually.
7	Staff are aware of and supportive of the need for a program wide system for addressing children's social emotional development and challenging behavior. A staff poll establishes buy-in before the initiative is launched.	8	A staff poll is conducted in which at least 80% of staff indicate they are aware of and supportive of the need for a program wide effort for (a) addressing children's social emotional competence and challenging behavior, (b) using culturally responsive practices, and (c) addressing implicit bias.
	Staff input and feedback is obtained		Staff input and feedback is obtained

Number of BOQs in PIDS

Average Rating by Critical Element

Average Rating by Critical Element

Legend: Spring 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019, Fall 2020

Teaching Pyramid Observation Scale

7. Teaching Behavior Expectations

|	INDICATOR	YES	NO	NOTES
TBE1	Teacher has posted behavior expectations OR rules that are positively stated, include a visual, and are limited in number.			
TBE2	Posted behavior expectations or rules are reviewed with children during large-group OR small-group activities.			
TBE3	Children are reminded of posted behavior expectations or rules throughout the observation.			
TBE4	Teacher provides instruction OR reminders on posted behavior expectations or rules to individual children, during play or within small-group activities.			
TBE5	Teacher comments on appropriate child behavior, linking the behavior to the posted classroom rules or expectations.			
TBE6	Throughout the observation, teacher provides specific positive feedback to children on meeting posted behavior expectations or rules.			
TBE7	Teacher facilitates discussions where children are involved in critically thinking about posted behavior expectations or rules AND their importance in the classroom.			
	TOTAL:			

Percentage of Indicators Observed by Item
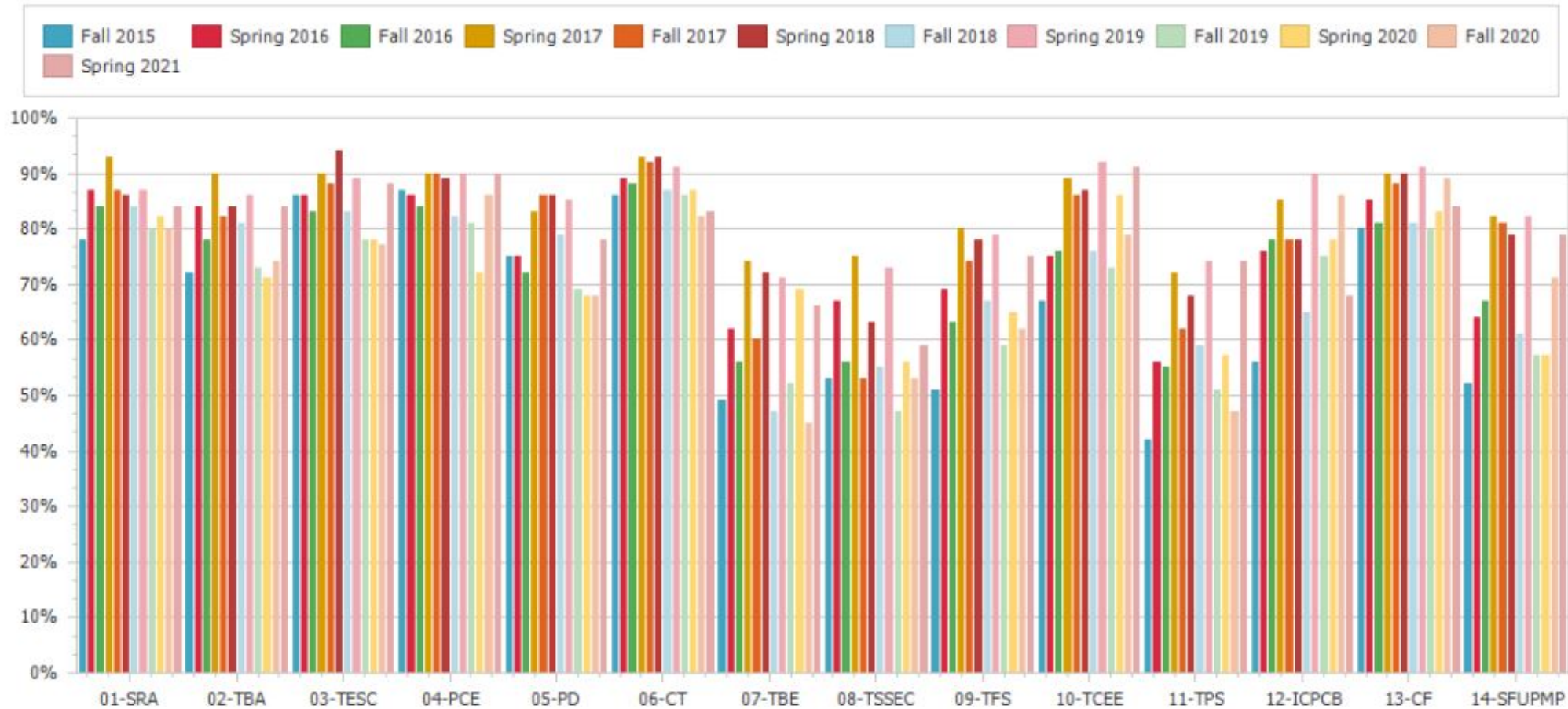
349 TPOTs are currently in PIDS

Percent Change from Fall 2018 to Spring 2019

TPOT Indicator	Avg % Change
12. Interventions for Children with Persistent Challenging Behavior	25.72%
2018-2019	
25.72%	
7. Teaching Behavior Expectations	23.56%
2018-2019	
23.56%	
14. Supporting Family Use of the Pyramid Model Practices	20.89%
2018-2019	
20.89%	
8. Teaching Social Skills and Emotional Competencies	18.47%
2018-2019	
18.47%	
10. Teaching Children to Express Emotions	16.73%
2018-2019	
16.73%	
11. Teaching Problem Solving	14.85%
2018-2019	
14.85%	
9. Teaching Friendship Skills	12.02%
2018-2019	
12.02%	
13. Connecting with Families	9.83%
2018-2019	
9.83%	

WI Pyramid Model Family Survey

Wisconsin Pyramid Model Family 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!

My child is learning

Not Sure   No   Yes
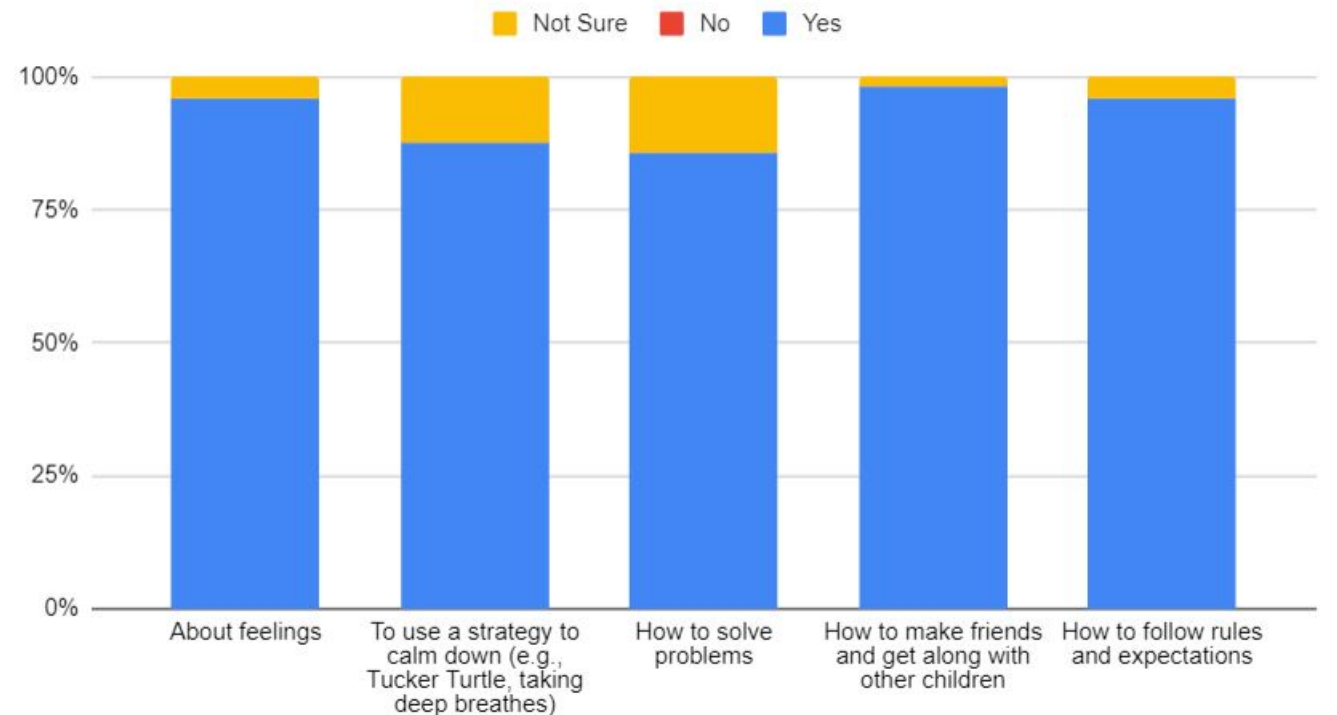
Strategy: A Mindful Pause

WHAT IS IMH ENDORSEMENT

IMH-E® is:

- an **internationally recognized professional credential**,
- based on the recognized set of **IMH competencies**, that
- Affirms a professionals acquisition of the **education, work, specialized training, and reflective supervision experiences** that lead to the best outcomes for infants, young children, families and communities.

IMH-E® affirms and informs:

KNOWING

Knowledge needed to do the work

DOING

Professional skills needed to do the work

BEING

Our ways of being as we work

CATEGORIES OF ENDORSEMENT®

|	
Infant Family Associate (IFA) Promotion/Advocacy/Prevention (Collaborate & Share IMH information with others)	Infant and Toddler Child-Care Classroom Educators and Directors, Family/Home Infant/Toddler Child-Care Providers, medical professionals, librarians, CASA, Doula, Child Life Specialist, etc.
Infant Family Specialist (IFS) Prevention/Early intervention (Broad work experience)	Home Visiting, Birth-3, Early Head Start, others that provide direct Services to families with risk-factors such as case management, Part C service coordination, parent education, and family support
Infant Mental Health Specialist (IMHS) Clinical intervention	Clinical Intervention that includes: advocacy, developmental guidance, emotional support, concrete assistance, and parent-infant/very young child relationship-based therapies and practices
Infant Mental Health Mentor (IMHM) (Clinical, Policy, Research/Faculty) Policy/Academia/Clinical Leadership	Clinical: IMH Leaders who practice and provide RS/C to practitioners in the field Policy: IMH Leaders who influence policies and programs Research/Faculty: IMH Leaders in research, evaluation, and teaching

ECMH-Endorsement®

ECMH-E® recognizes the professionals working with and on behalf of children ages 3 up to 6 years old and their families who are also applying important IECMH principles into their work. The ECMH-E® will provide a pathway to Endorsement® for professionals who incorporate key IECMH competencies into their work with and on behalf of children ages 3 up to 6 years old and their families.

- Organizations that already hold IMH-E ® are able to license ECMH-E ® in their state as well

- Workgroup currently meeting to create recommendations / considerations for Wisconsin

- Plan will be created with detailed next steps to consider for Wisconsin

INTERNATIONAL NETWORK OF OVER 3,000+ IMH-E® PROFESSIONALS!
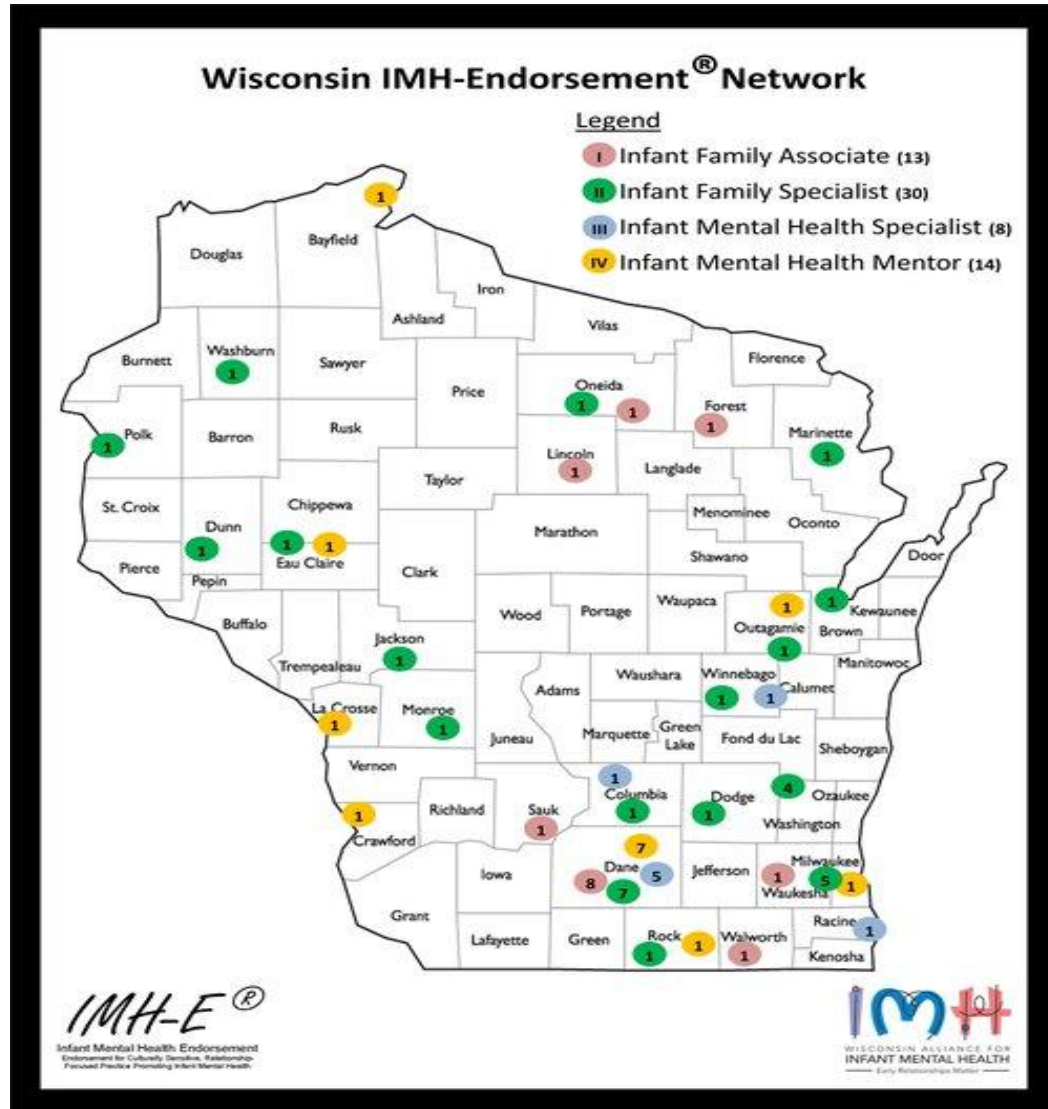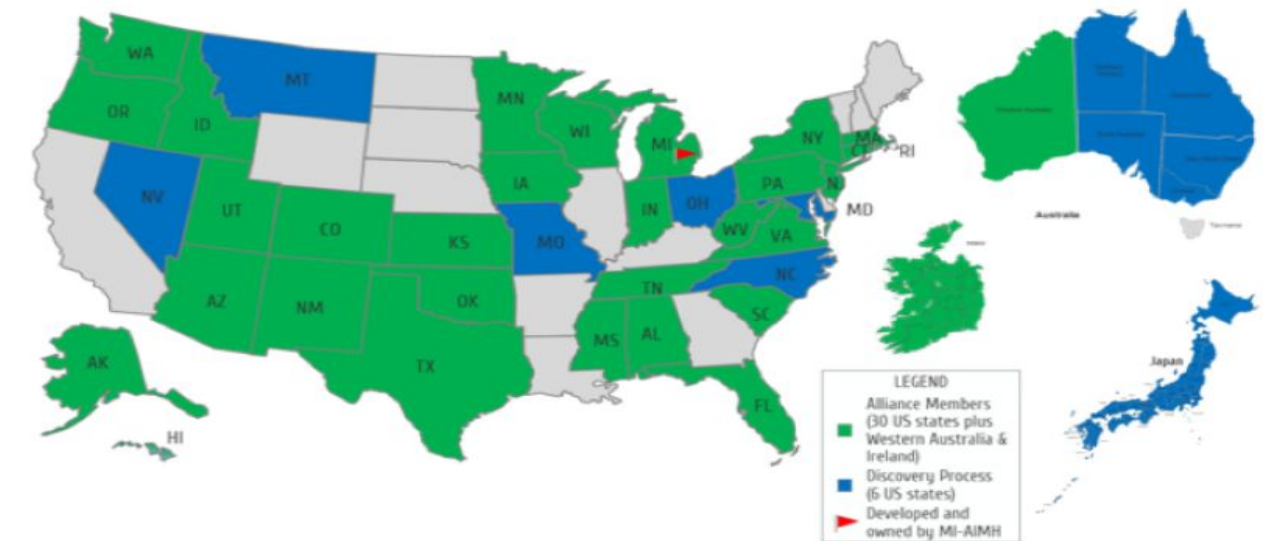
Steps to bring ECMH-E® to WI

1) WI-AIMH signs an ECMH-E® licensing agreement and receives orientation T/TA from Alliance

2) Alliance provides direct T/TA to Endorsement Coordinator

3) Identified Leadership Cohort:

    1) Application for Endorsement® through The Alliance instance of EASy (TA from Alliance / sit for exam if needed)

    2) Upon earning Endorsement - Attend reviewer training

4) ECFA, ECFS, ECMHM-R/F and ECMHM-P categories will be available to AIMH applicants when the AIMH is ready to begin endorsing

AIMHs can begin accepting ECMHS and ECMHM-C applicants via EASy but cannot begin offering Endorsement® to those applicants until 2021, exact date TBD

WHY NOT SEEK I/ECMH-E®?

- **Good for You** – enhances professional creditability and confidence

- **Good for Babies and Families** – ensures high-quality, relationship-based and culturally sensitive practice

- **Good for Communities** – assures to families and communities that professionals meet high standards of care

- **Good for Employers** – verifies professionals qualifications

- **Good for the Field** – uplifts the professional credibility of the field and informs professional development with an organized framework

"Earning Endorsement® was rewarding to me because I have (and continue to) put in a lot of time and effort to study, learn and put into practice important concepts that build capacity and promote positive change in relationships among families. Achieving this credential and demonstrating the competencies have given me more confidence and the credibility to do my work."

Please advise

https://forms.gle/LXVrJ2E8smfGMF637

- Do you want to know more?
- Is it a fit for "your people"?
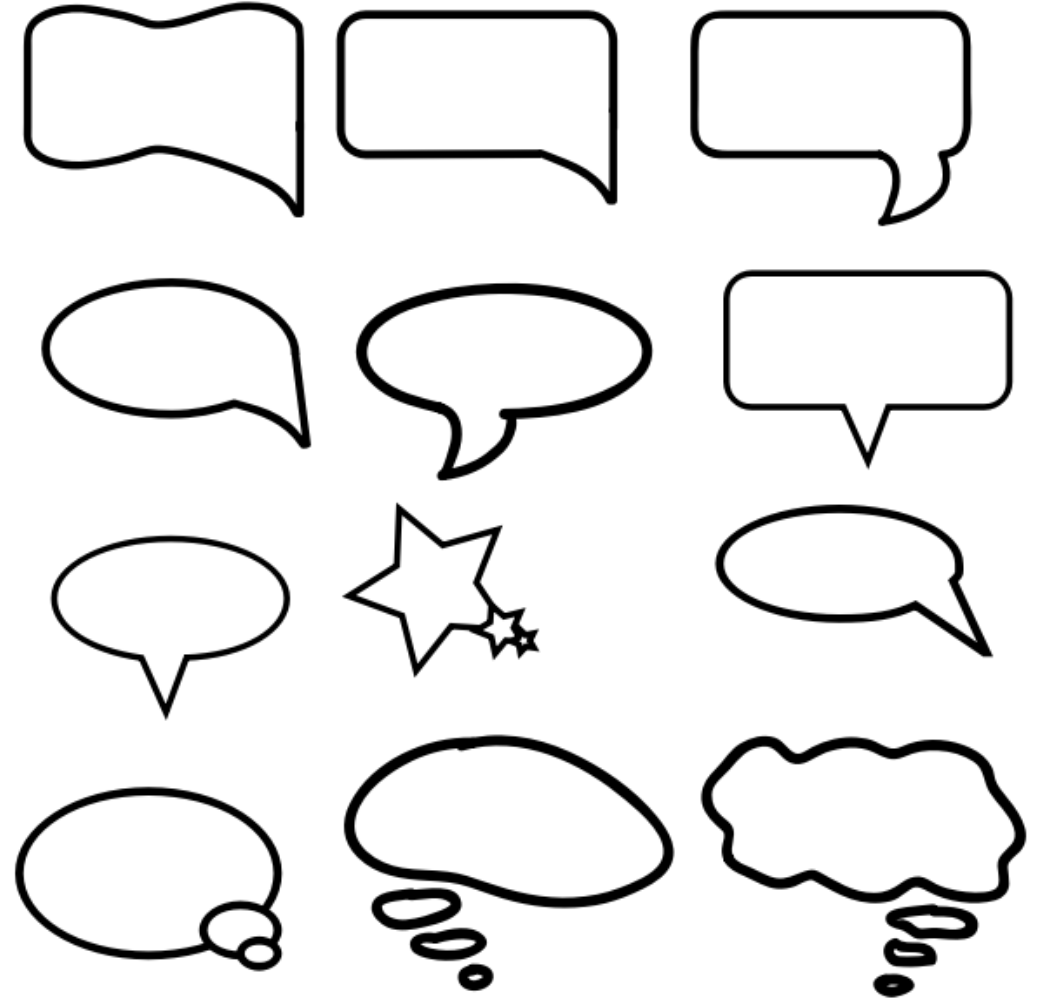
Strategy: A Mindful Pause

Remaining Dates for 2021

- **October 5th**- Benchmarks of Quality rating overview and advising on action steps:
- 1:00-3:00 PM