


WI PYRAMID MODEL FOR
SOCIAL AND EMOTIONAL
COMPETENCE STATE
LEADERSHIP TEAM MEETING

January 9, 2012

Today:

- Introductions/Greetings/Special Welcome to the New Members
- The Overview of the Pyramid Model
- Notes from the field- implementation data updates
- Lunch discussion- the meaning of success
- Workgroup updates
- Leadership team members roles and responsibilities
- Expanding program-wide implementation- Help needed



Wisconsin
CSEFEL Pyramid Model
Partnership
Promoting Social Emotional Competence in Wisconsin's Young Children

Overview of the Initiative

A quick look back...

- A competitive application completed by a group of professionals from various systems submitted to the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) in 2009
- CSEFEL is National Center focused on promoting the social emotional development and school readiness of young children birth to age 5
- Wisconsin was selected to become a CSEFEL state


A quick look back...

- Cross-disciplined state leadership team is formed
- Vision for the Pyramid Model in Wisconsin collaboratively was developed by the state team



WI Pyramid Model for Social and Emotional Competence Vision:

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





The importance of healthy social and emotional development

- Healthy social and emotional development is a protective factor against child abuse and neglect
- Social and emotional development linked to success in school and beyond
- Social and emotional development is firmly tied to all other areas of development

Socially-emotionally competent children

- tolerate frustration better
- get into fewer fights
- engage in less destructive behavior
- are healthier
- are less lonely
- are less impulsive
- are more focused



- have greater academic achievement

Expulsion Rates

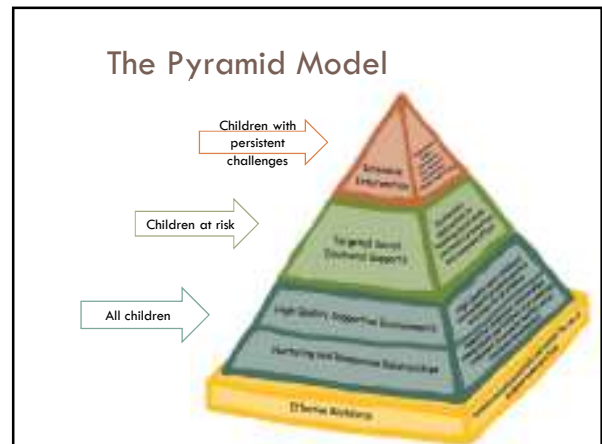
- Preschool expulsion rates are 3 times higher than K-12 expulsion rates.
- Boys are 4.5 times more likely than girls to be expelled.
- African American children are twice as likely to be expelled than white or Latino children and 5 times more likely than Asian American children.

¹ Gilliam, Walter, *Preschoolers Left Behind: Expulsion Rates in State Prekindergarten Systems*, Yale University Child Study Center, May 4, 2005, pg 1.

Expulsion: Wisconsin Data

- 68% of WI providers have asked a family to leave their program at some time during their career
- 52% of providers have asked a family to leave within the last two years

Data collected by the Supporting Families Together Association (SFTA) in the winter of 2009/2010



The Promise, The Challenge

- **The Promise:**
 - We have evidence based practices
 - Earlier is better
 - Support for parents matters
 - High-quality environments are key
 - A comprehensive approach is necessary
 - Behavior consultation makes a difference
 - Parents and teachers can implement the practices in natural settings

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The Promise, The Challenge

- **The Challenge**
 - How do we ensure that effective practices are accessible to all children and families?
 - How do we build systems within programs and communities such that teachers and families have the support they need to implement the practices?

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WI Commitment

- Cross-disciplined state leadership team
- Four workgroups:
 - Data
 - Infrastructure
 - Information sharing
 - Training support

State Leadership Team Purpose:

To:

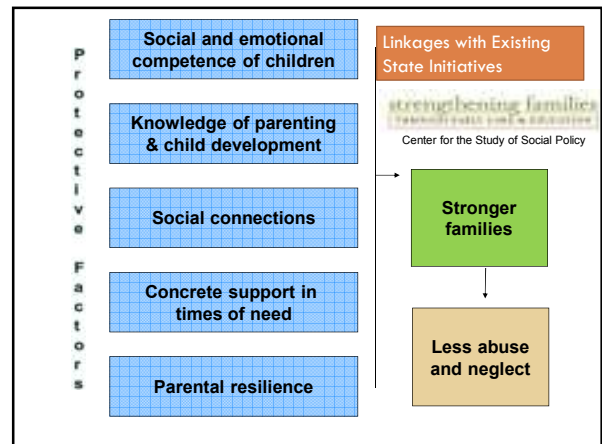
- develop and sustain infrastructure to support program wide implementation;
- disseminate information about the Pyramid Model;
- provide capacity for professional development to cross systems professionals in evidence based practices;
- develop processes and systems for data based decision making

All to ensure social and emotional well-being of infants, young children and their families

There is a need to provide more in-depth professional development on social emotional issues in conjunction with existing state initiatives





- Strengthening Families
- WI Model Early Learning Standards
- WI Positive Behavior Intervention and Supports



Linkages with Existing State Initiatives

Wisconsin Model Early Learning Standards

Linkages with Existing State Initiatives

Wisconsin Positive Behavior Interventions and Supports

School Wide PBIS – Key Components	SEFEL Pyramid Model – Key Components
Focus on K-12	Focus on Birth-5
Explicitly Teaching Behavior	Explicitly Teaching Behavior
Focus on Prevention	Focus on Prevention
School-wide Expectations	Program-wide Expectations
Tiered Model of Interventions	Tiered Model of Interventions
Data-Based Decision Making	Data-Based Decision Making
Acknowledgement System	Systematic Acknowledgement
Teacher/Office Managed Bx (T-Chart)	Adult Managed Behavior
Administration Participation and Support	Administration Participation and Support

The Pyramid Model and YoungStar

50% of Lead Teachers/Director have completed:

- Credit-based Inclusion Training
- Completion of the Wisconsin Pyramid Model Infant/Toddler and Preschool Credential Modules
- Or a verified equivalency of 15+ hours of YoungStar-approved Tier 2 or 3 trainings = 1 point

100% of Lead Teachers/Director have completed:

- Credit-based Inclusion Training
- Completion of the Wisconsin Pyramid Model Infant/Toddler and Preschool Credential Modules
- Or a verified equivalency of 15+ hours of YoungStar-approved Tier 2 or 3 trainings = 2 points

Program-wide Implementation of the Pyramid Model for social and emotional competence

Taking it to the next level



Training Outcomes Related to Training Components

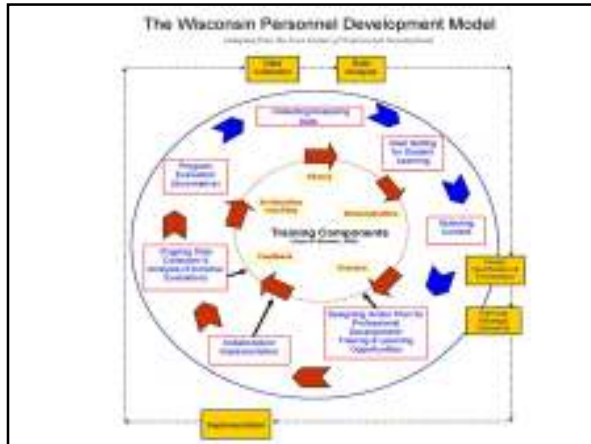
Training Components	Training Outcomes		
	Knowledge of Content	Skill Implementation	Classroom Application
Presentation/ Lecture	10%	5%	0%
Plus Demonstration	30%	20%	0%
Plus Practice	60%	60%	5%
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%

Joyce & Showers, 2002

Critical elements of program wide implementation

- Administrative support and buy-in
- Buy-in from staff
- Family involvement
- Identification of program wide expectations
- Curriculum approaches that promote expectations and acknowledge children's achievement of the expectations
- Strategies for responding to problem behavior
- Team based, individualized approach for addressing ongoing problem behavior
- Professional development plan
- Strategies for supporting teachers
- Process for monitoring outcome

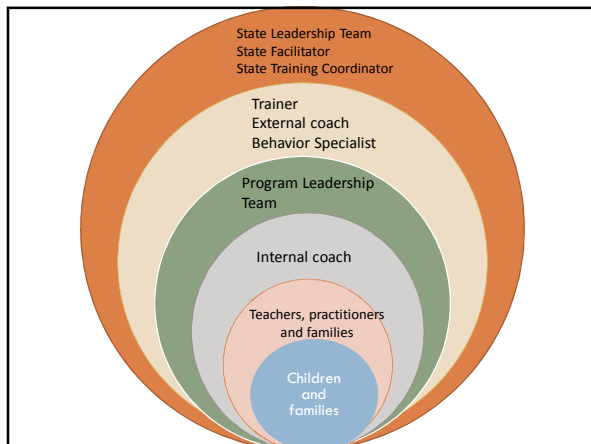
Only programs that submit their data to the state leadership team will be considered program-wide implementation sites



- ### Program-wide implementation sites in Wisconsin
- 2010 Cohort:
 - Woodson YMCA, Wausau
 - AC Kiefer Educational Center, Wausau
 - Kids USA Learning Center, Chippewa Falls
 - CESA 11 Head Start, Chippewa Falls
 - A Child's Place Child Care Center, Kenosha
 - First Lutheran Child Care Center, New Richmond
 - ThedaCare Child Learning Center, Appleton

- ### Program-wide implementation sites in Wisconsin
- 2011 Cohort:
 - Dane County Parent Council, Inc., Madison
 - CAP services, Inc., Stevens Point
 - YWCA Child Development center, Wausau
 - Menomonee Falls Early Learning Center, Menomonee Falls
 - School District of Waukesha, Waukesha

- ### Expanding Program-wide implementation in Wisconsin
- Sites are invited to submit an application to the become a Pyramid Model program-wide implementation site
 - Applications will be available in the spring 2012
 - Sites will be selected through a rigorous application review
 - Selected sites will be invited to attend an Implementation Academy in the summer of 2012



More information:

- Julie Betchkal, Pyramid Model Training Coordinator,
□ julieb@cesa11.k12.wi.us
- Lana Nenide, Pyramid Model State Facilitator
□ lnenide@wiaimh.org
- www.collaboratingpartners.com




Notes from the field:

- Data reports for the implementation sites
 - Key findings:
 - Steady improvements on the Benchmarks of Quality and TPOs over time!
 - Most of the children (about 80%) are below the cut off on ASQ SE
 - Trends:
 - Many teachers need support around intentional teaching of social and emotional competencies and problem solving skills

The meaning of success...

- What does it mean for the Pyramid Model to be successful?
- What will it look like?
- How will we know it?
- What are our building blocks?




- [Action Plan short.docx](#)

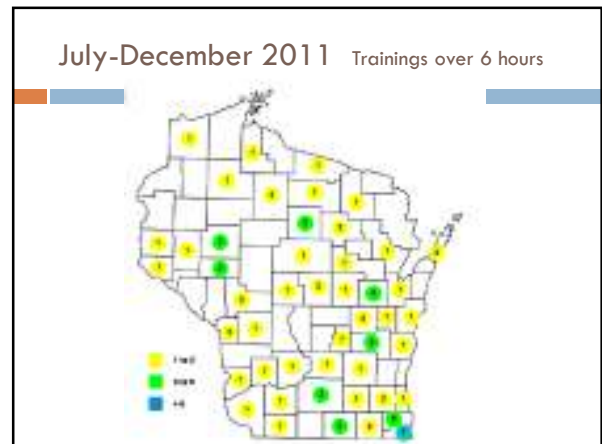
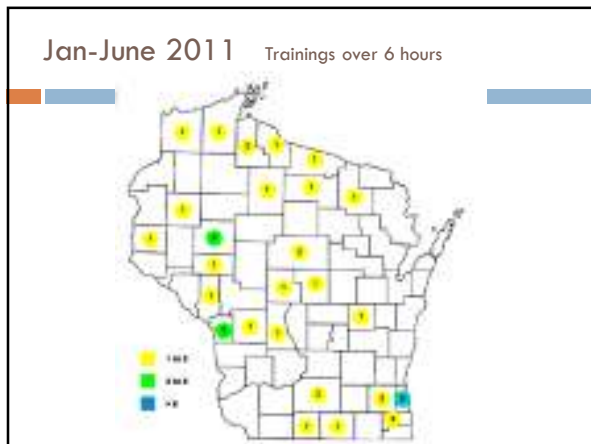
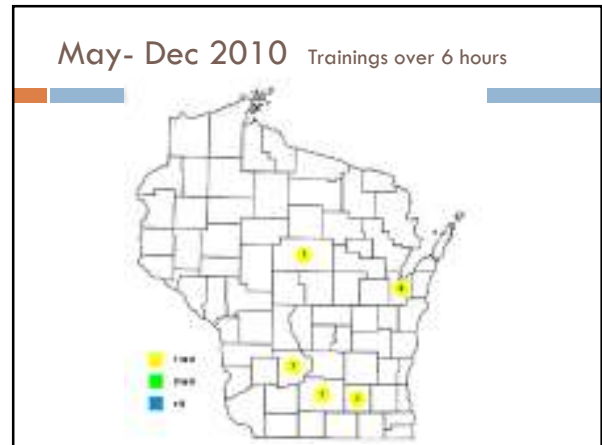
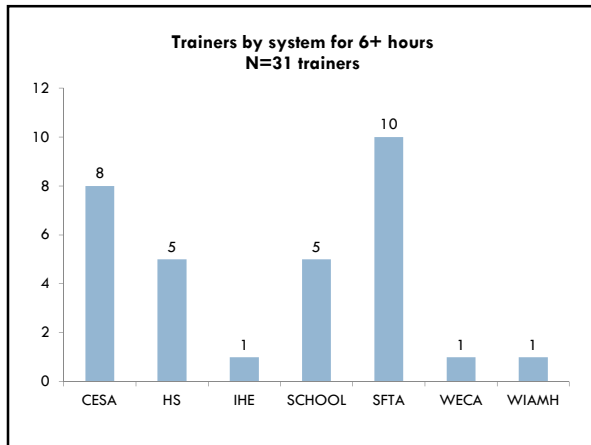
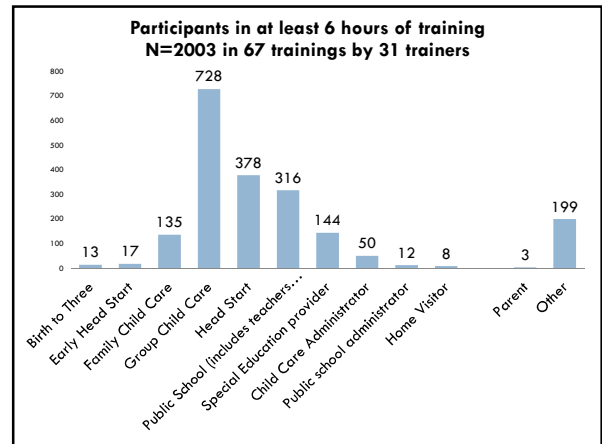
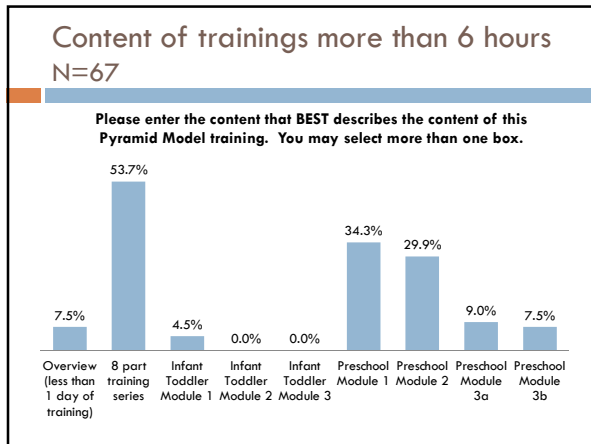
Workgroups Updates

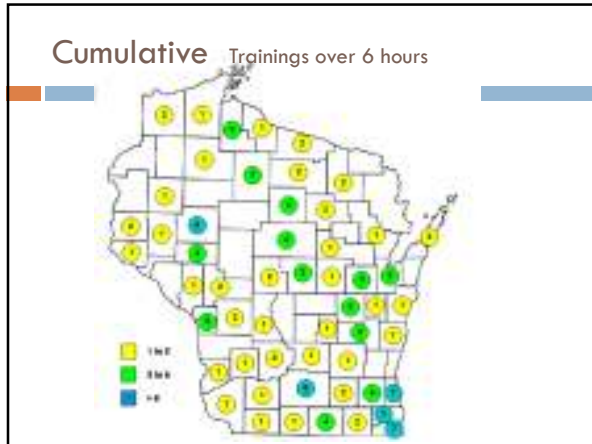
- Training Support – Julie
- Infrastructure – Lilly
- Information Sharing- Andrea

TRAINING REPORT DATA FROM AUG. 2010 TO JANUARY 4, 2012



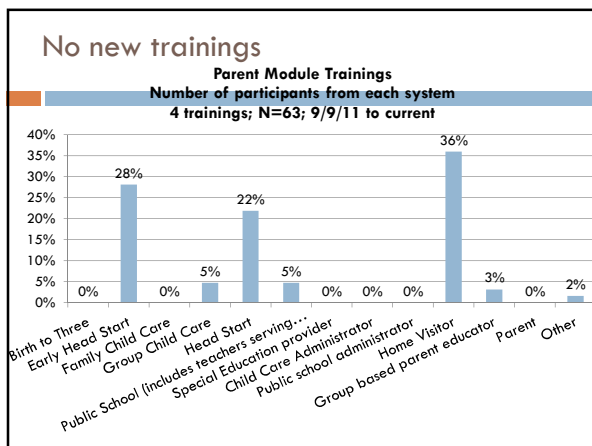
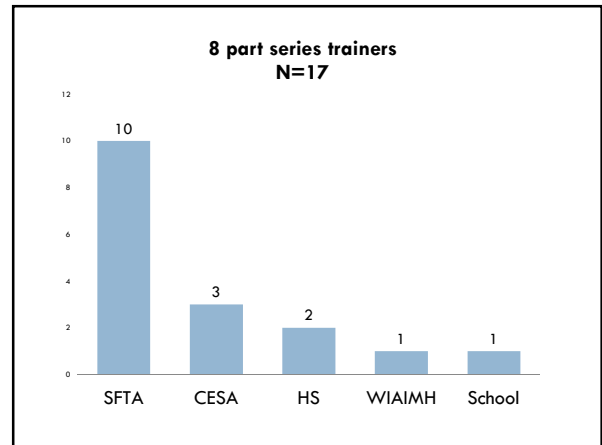
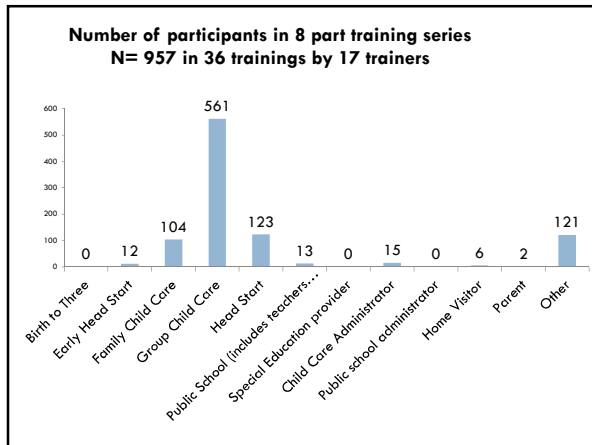
Data from Aug. 2010
to January 4, 2012





8 PART SERIES TRAINING DATA

August 2010 to January 4, 2011



Training Summary
 October 2011 (green)
 January 2012 (yellow)

	Total number participants trained		Number of trainers		Primary participants (in order)			Primary trainers (in order)	
At least 6 hours training (no overview)	879	2003	21	31	Group CC	Group CC-36%	CESA	SFTA	SFTA
					Head Start	Head Start-19%	SFTA	CESA	HS/School
					Gen ed.	Gen ed.-16%			
8 part series	369	957	15	17	Group CC	Group CC-59%	SFTA	SFTA	
					Child Care	Head Start-12.9%			
					Head Start	Family CC- 11%			
Parent Training Modules	64		4		Home visitors				
					Early Head Start				

State Leadership Team Members Roles and Responsibilities

- Attend and actively participate in the quarterly state leadership team meetings
- Disseminate information to the constituents you represent
- Bring information from your constituents to the leadership team
- Disseminate Pyramid Model overview to your various constituent groups and others (using developed materials)
- Seek funding support for the Pyramid Model implementation in WI
- Develop policies and resources needed to sustain current accomplishments and scale-up the initiative

Implementation Expansion

- Edit application & rubric
- Distribute applications
- Review applications
- Invite the sites
- Develop curriculum/agenda/materials for the Implementation Academy

Next Meeting

- Monday, April 23rd 11-2 PM
- Here at the SFTA
 - Suggested agenda items?
- **Thank you and see you soon!**