

Why is social emotional competence important?

- Professionals and programs that support young children and their families can help families build protective factors that decrease the likelihood of abuse and neglect. A child's social and emotional competence is one of five protective factors influenced by the quality of care and education that children experience.
- The Wisconsin Model Early Learning Standards provide a framework of developmental expectations to inform programs when choosing curriculum and assessment tools. It includes a developmental continuum, rationale, program and performance standard related to all domains, including the social emotional domain.
- The brain is the only organ that changes in response to experience after birth. High quality infant, toddler and pre-school experience can help shape solid, healthy neuro pathways that remain for a lifetime.
- Children birth to five who have a strong social emotional foundation experience more academic success, fewer negative interactions with adults, and more friendships with peers.
- Without quality interventions, children who exhibit challenging behavior, especially aggressive behavior, in preschool tend to continue this pattern of behavior throughout school.
- Early care and education systems that implement the Pyramid Model across their programs report higher job satisfaction ratings and lower staff turnover rates. These factors contribute to increases in nurturing and responsive care giving for young children.
- A 2005 Yale study found that, nationally, rates of expulsion for prekindergarten children were 3 times higher than rates for K-12 students.
- A 2010 survey of 387 Wisconsin childcare providers found that 68% had asked a family to leave their program at some time during their career, and 52% of those providers had asked a family to leave within the last two years.

Linking Pyramid Model Program Wide Implementation



And School Wide Positive Behavioral Intervention and Supports



WISCONSIN
PBIS Network

IDEA CFDA 84.027

Linking Pyramid Model Program Wide Implementation and School Wide Positive Behavior Interventions and Supports

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

Leadership teams in both School Wide and Program Wide implementation focus on analyzing data.		
Data Target	School Wide	Program Wide
<i>Fidelity of Implementation</i>	<ul style="list-style-type: none"> • <i>Benchmarks of Quality</i> • <i>School-wide Evaluation tool(SET)</i> 	<ul style="list-style-type: none"> • <i>Benchmarks of Quality</i> • <i>Teaching Pyramid Observation Tool (TPOT) and Teaching Pyramid for Infants and Toddlers Observation Scale (TPITOS)</i>
<i>Program Data</i>	<ul style="list-style-type: none"> • <i>Attendance, suspension, expulsion</i> • <i>Office Discipline Referrals</i> 	<ul style="list-style-type: none"> • <i>Attendance, suspension, expulsion, parent contact</i> • <i>Behavior Incident Report</i>
<i>Child Status/ Outcome</i>	<ul style="list-style-type: none"> • <i>State academic testing measures</i> • <i>Progress monitoring</i> 	<ul style="list-style-type: none"> • <i>Ongoing assessment</i> • <i>Social emotional screening</i> • <i>Progress monitoring</i>

School Wide Positive Behavior Interventions and Supports and Program Wide Implementation of the Pyramid Model stem from the same research base. The difference between the two rests on the developmental characteristics and experiences of the populations they target. In Program Wide implementation of the Pyramid Model, it is understood that behavior breakdown is developmentally expected in infants, toddlers, and preschoolers. Because the brain is beginning to develop the capacity for self-regulation of behavior during these early years, it is necessary for adults to help children manage their own behavior. The Pyramid Model places emphasis on the relationship necessary for adults to guide children in this management. Within the context of this relationship, adults provide children direct systematic acknowledgement for meeting expectations and displaying learned skills.

Both initiatives focus on prevention of chronic challenging behavior by teaching children/students to meet clearly defined expectations. Data is used in both initiatives to plan for professional development, prioritize interventions, and align policies, procedures and practices to produce the best outcomes for children/students.