

WI PYRAMID MODEL FOR SOCIAL AND EMOTIONAL COMPETENCE

STATE LEADERSHIP TEAM MEETING



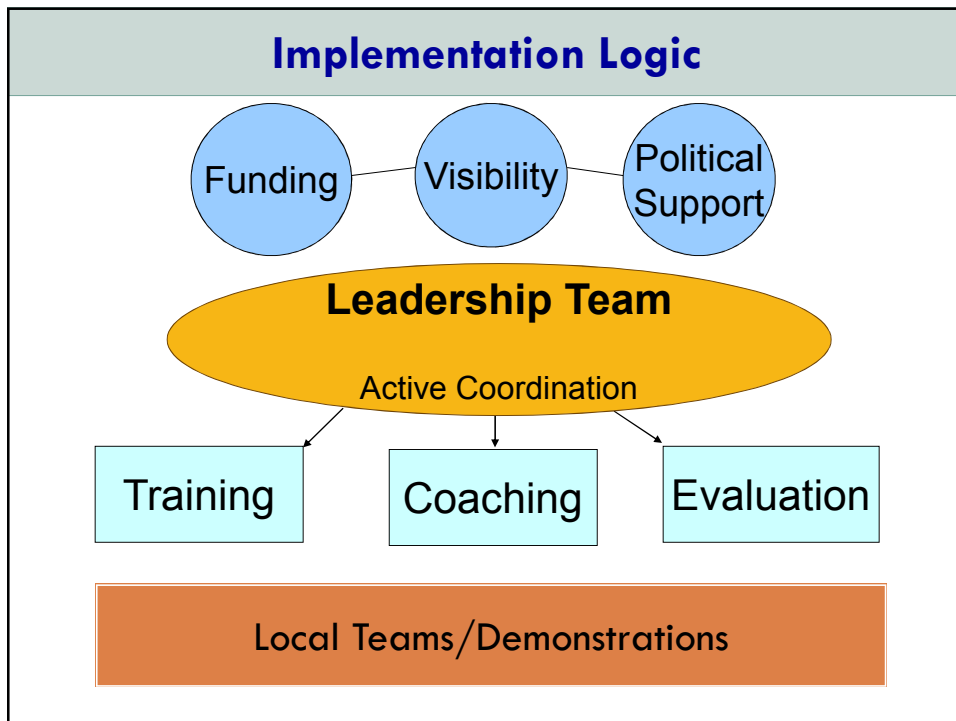
July 29th, 2013

Today:

- Introductions/Greetings
- Updates from the coordinators
- The state of the program-wide implementation:
data report
- Workgroup updates
- State team members update on their efforts to
support implementation of the Pyramid Model
- Implementation Barriers: Problems and solutions
- Dates for 2014 & meeting evaluation

Meeting objectives

- To learn, share and get updates on the Pyramid Model implementation efforts in our state
- To gain better understanding of the program-wide implementation sites' data
- To discuss and problem solve around the issues related to the implementation expansion



Key Components/Elements of the Pyramid Model

- **State Leadership Team** to plan, implement and scale-up a sustainable, cross-agency, state infrastructure
- **Implementation Sites** to demonstrate effectiveness and to model for others
- **Master Cadre** of trainers and coaches that support high fidelity use of the Pyramid Model
- **Data/Evaluation and data feed-back systems** for: data-based decision making at all levels for PD, ensuring fidelity, demonstrating effectiveness, and making system changes
- **Family Involvement** throughout all elements and stages

Updates:

- April meeting action items:
- [..\Agenda and notes\04-29-13 notes.doc](#)
- Pyramid Model Implementation Academy
 - August 12th – 15th, Wausau WI
 - TPOT reliability training/Coaching Strategies
 - 2-Day Session for new sites
 - Support for external coaches/PM implementation Refresher
 - Training on the Parenting Modules

Expanding program-wide implementation : Timeline

What	When	Who
Review and edit the application and rating rubric	February 18 th 2013	LN
Distribute applications (collaborating partners, target programs that participated in 8 part series, consider inviting programs that were not ready in 2010/2011/2012)	March 1 st , 2013	LN and team
Application deadline	April 1 st , 2013	
Individual review	April, 2013	
Team meeting to determine candidates	April- doodle will be sent to the team to determine the meeting date	team
Implementation Academy logistics:	April	LN & JB
<ul style="list-style-type: none"> • Determine Date! • Confirm and reserve location 		Angie
Notify –applicants (provide detailed feedback)	May 1 st , 2013	LN
Create registration materials for the Academy		Angie/LN/JB
Registration for the Implementation Academy open	June 1 st , 2013	Angie
Implementation Academy agenda, content, Materials, etc...	June-July	JB/LN
Implementation Academy	August 12 th —15 th	JB/LN

Cohort 4

- Green Bay “Kidz in Motion”
- Baraboo school district
- Milwaukee Urban Day school
- West Bend Rolf’s Education Center
- Fond du Lac school district

2013 Action plan- external coaching items

- Work with current funding to ensure all new sites have an external coach
- Increase training & support for external coaches
- Define the skill set of the external coach
- Create an application process for external coaches

External coaches for cohort 4

- Joan Rice
- *Joanna Parker*
- Lillian Mallinson
- *Cindy Prendergast*
- Jamie Tramte Brassfield*

* new this year

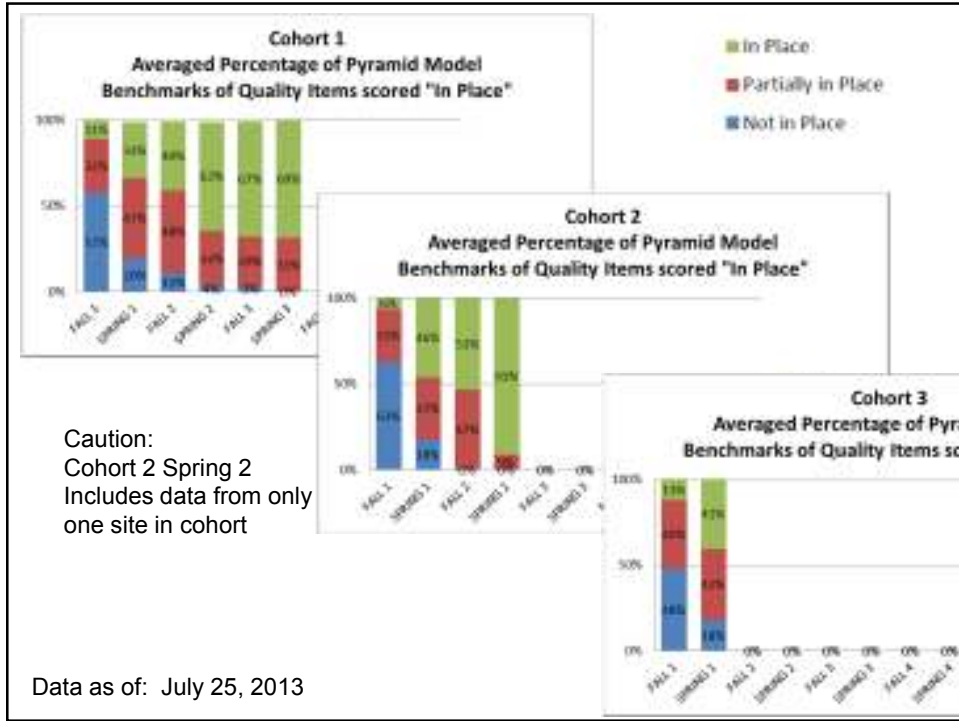
Benchmarks of Quality: data based decision making

Critical Element	Benchmarks of Quality	Element in Place		
		In Place (Y/N)	Not in Place (Y/N)	In Progress (Y/N)
	Evidence-Based Decision Making			
Data Based Decision Making	<p>All programs, communities, systems, agencies, and local entities submit the necessary data to the state for MCO implementation (Stage 4) and data quality is ensured.</p> <p>Having a minimum of one parent available (parent, coach, program or staff member) on what data to collect, who is/who to use the data for making decisions for improving outcomes for children, providers, programs, and communities as well as how to submit the data (Every Stage)</p> <p>Agencies in place for programs and communities to enter and maintain the data elements above as well as having the tools to self-audit for program improvement. (Every Stage)</p> <p>Agencies in place for the state (including) train to assess the data or outcomes of the data described above. The trainees will evaluate the cost of their actions to regularly evaluate as well as the annual evaluation report. (Every Stage)</p>			

STATUS OF PROGRAM WIDE IMPLEMENTATION SITES

Data as of
July 25, 2013

Pyramid Model State Leadership Team meeting updates



Number of sites at fidelity Cohort 1: 4/6= 66% Cohort 2: 1/4= 25% Cohort 3: 0/6 = 0%	Team training August/ 2010: COHORT 1						
	Percentage of items scored In Place						
		ACP	KUSA	CFHS	WaACK	WaYMC	Thedacare
	FALL 1	9%	21%	17%	6%	11%	2%
SPRING1	36%	26%	70%	28%	17%	19%	
FALL 2	51%	34%	68%	36%	21%	32%	
SPRING 2	94%	74%	74%	47%	34%	57%	
FALL 3	0%	83%	81%	64%	30%	77%	
SPRING 3	0%	0%	0%	72%	53%	81%	
Team training DATE: August/2011							
Percentage of items scored In Place							
	CAP HS	DCPC	waukesh a	waus YWCA			
FALL 1	4%	11%	4%	6%			
SPRING1	79%	45%	45%	15%			
FALL 2	81%	43%	36%	0%			
SPRING 2	91%	0%	0%	0%			
Team training August/2012: COHORT 3							
Percentage of items scored In Place							
	Racine	Sheboyg a	MVM	Reedsbu rg	NDF	UWO	
FALL 1	4%	13%	30%	15%	2%	11%	
SPRING1	28%	30%	64%	74%	32%	15%	

Data as of: July 25, 2013

Pyramid Model State Leadership Team
meeting updates

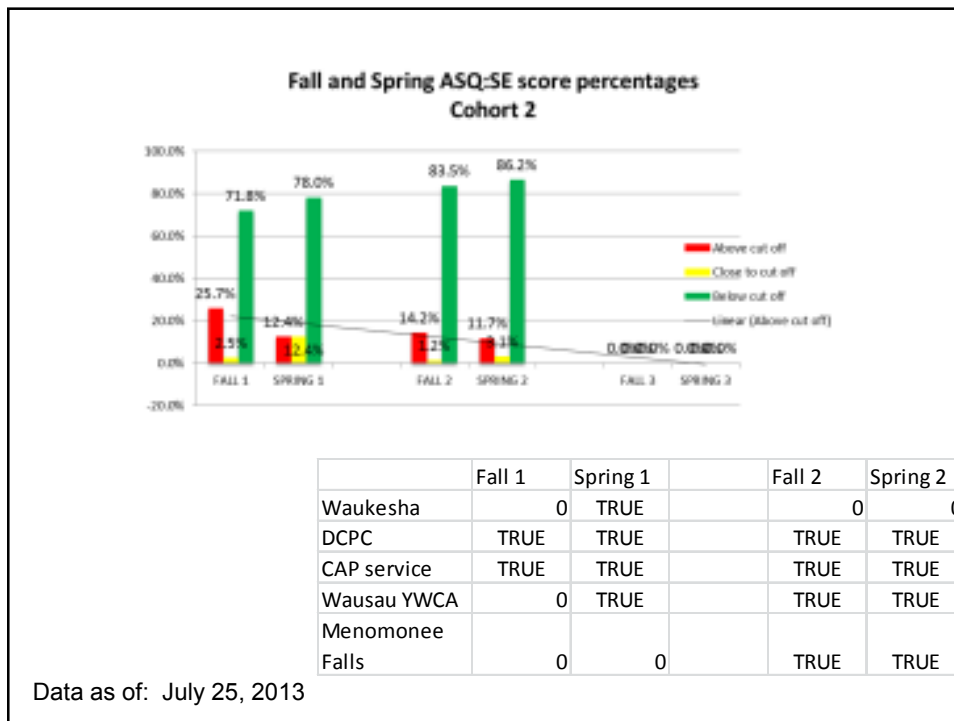
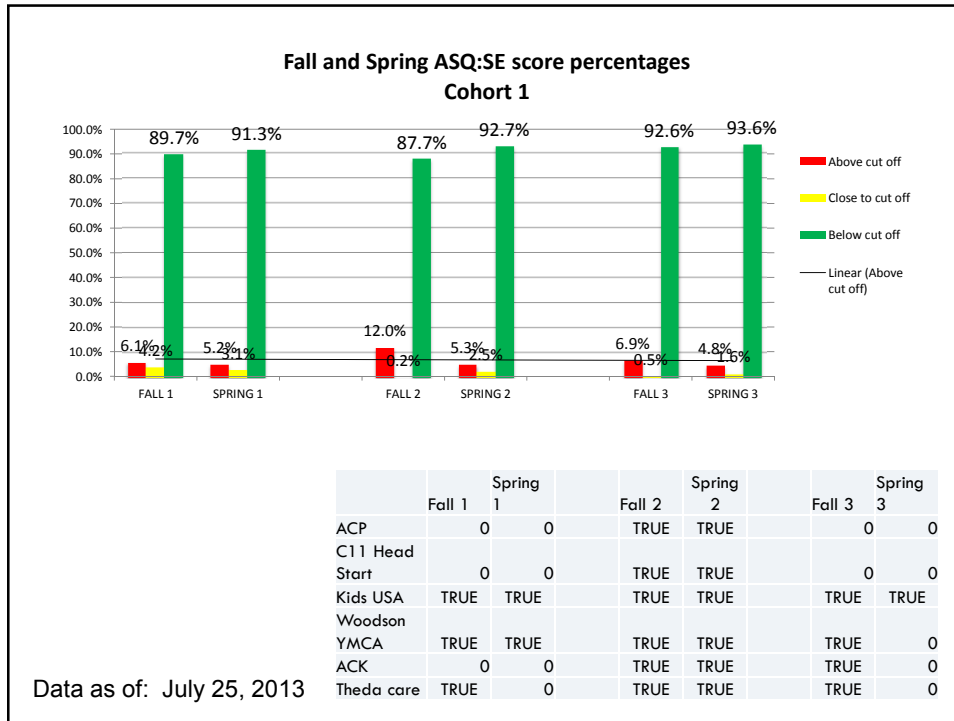
Summary of Total percentage of Indicators in Place TPOT Scores									
	number of teachers coached	# of teachers with 80%	80% but with red flags	only one tpot	percentage of teachers at fidelity	percentage who if no red flags would be at fidelity	had fidelity but subsequent not at fidelity	slippage percentage	% of teacher with more than one TPOT
TOTAL COHORT 1	46	24	4	6	52%	9%	3	7%	87%
TOTAL COHORT 2	24	17	4	3	71%	17%	2	8%	88%
TOTAL COHORT 3	22	8	1	5	36%	5%	0	0%	77%
TOTAL ALL COHORTS	92	49	9	14	53%	10%	5	5%	85%

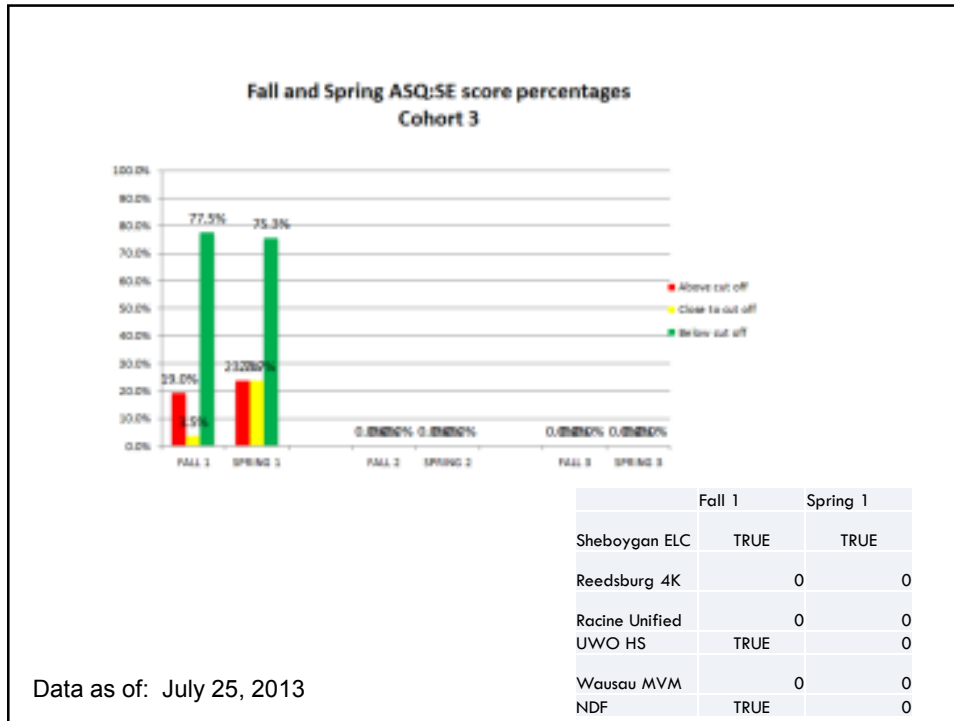
Data as of: July 25, 2013

14. Using effective strategies to respond to problem behavior

Challenging Behavior Was Observed:	
A classroom receives a score of "0" if all behaviors under a score of "1" are not observed	(1.1)Teacher implements developmentally appropriate generic strategies (e.g. redirection, planned ignoring) in response to problem behavior that occurs*
	(1.2)Teacher responds to children by stating the expected behavior in positive terms (i.e., what to do) or providing instruction in an acceptable alternative behavior*
	(1.3)Teacher responded to challenging behavior by stating a natural or logical consequence AND following through with stated actions (additional strategy)
	(3.1)When challenging behavior occurred, the child was reminded of posted behavior expectations
	(5.2)Teacher provides support to children who are angry or upset by assist them with problem solving related to the challenging behavior
	(5.3)Teacher provides positive attention to the child when the child begins behaving appropriately *

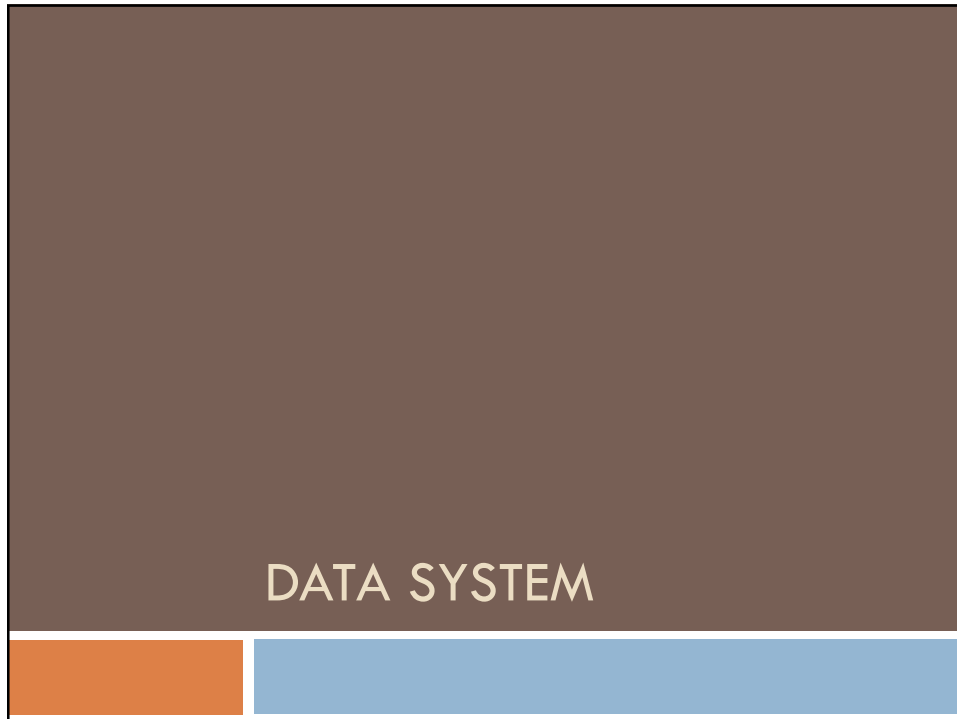
Pyramid Model State Leadership Team
meeting updates

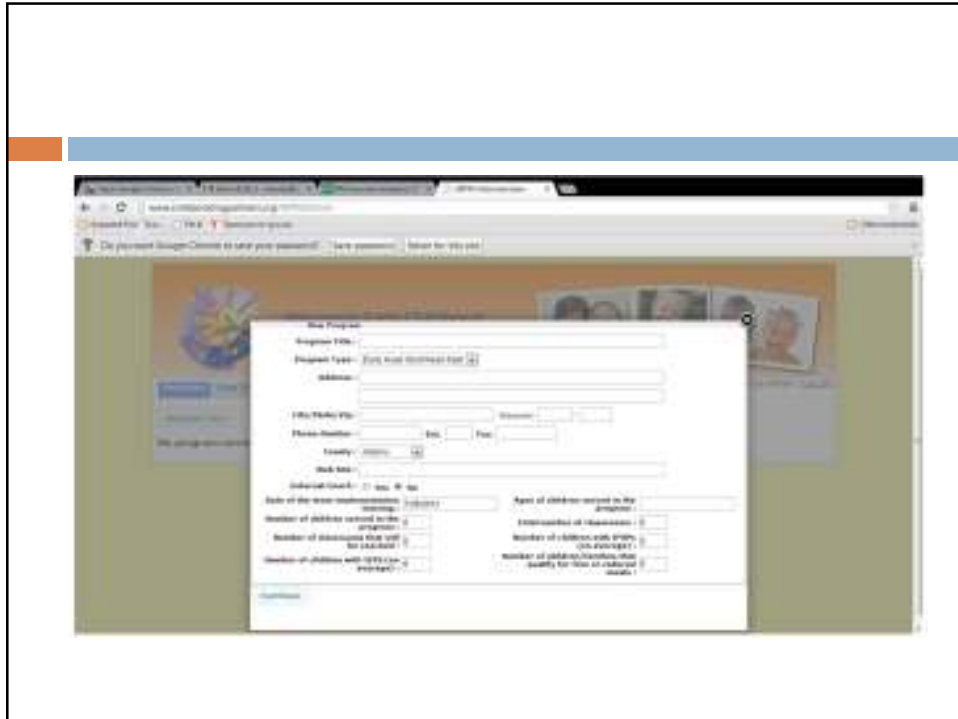




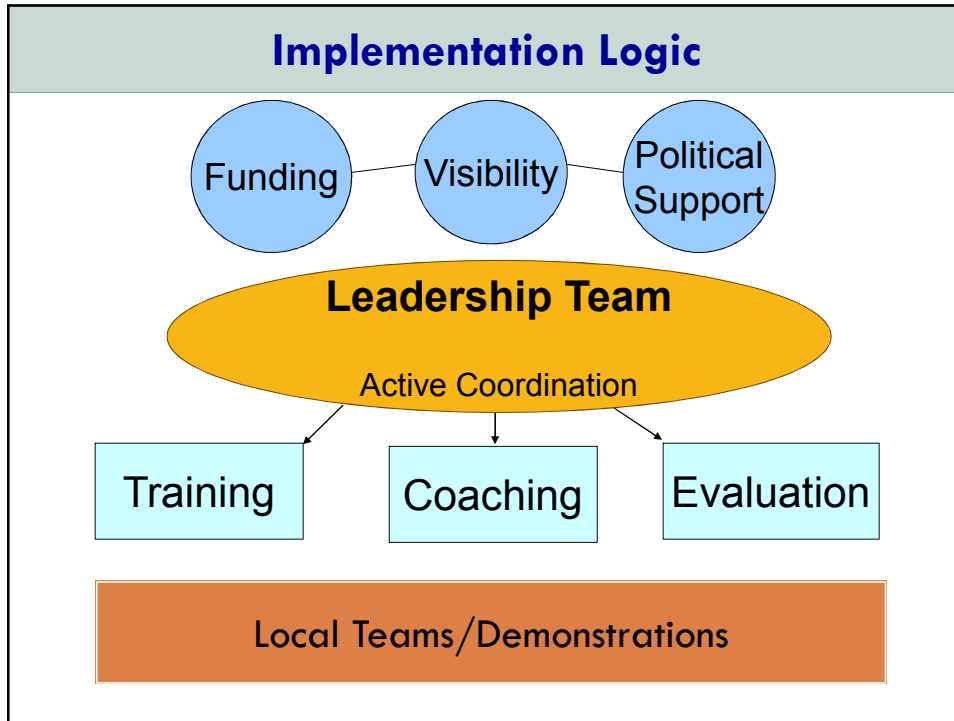
Workgroups Updates

- Data - Lana
- Information Sharing – Lana
- Training Support – Julie
- Parenting Modules – Staci





INFORMATION SHARING WORKGROUP UPDATE



Visibility

□ <http://www.facebook.com/WiPyramidModel?ref=h>



□ Total Likes 161

Like our page! Look for WI Pyramid Model
for Social and Emotional Competence
It is a way to stay connected!

Link to our facebook page from the Collaborating Partners Pyramid
Model page:

□ <http://www.collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php>

Visibility

- Pyramid Model on the Collaborating Partners
 - State team updates
 - Secure information for the implementation sites

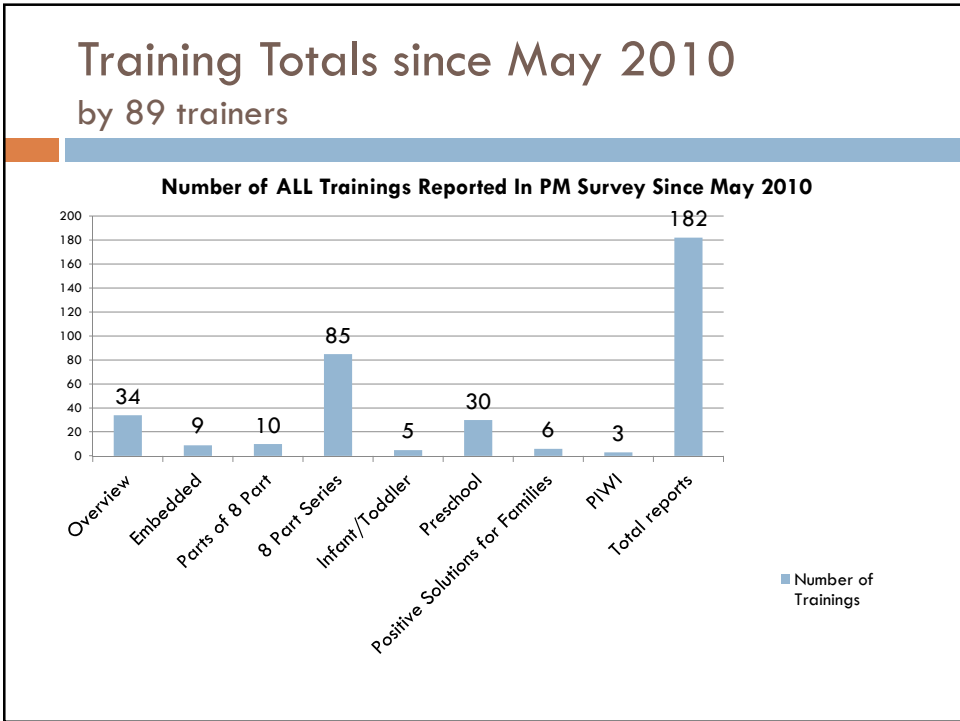
- Google Analytics:
 - April 1st- June 30th, 2013
 - 2,304 page views
 - 1,549 unique page views

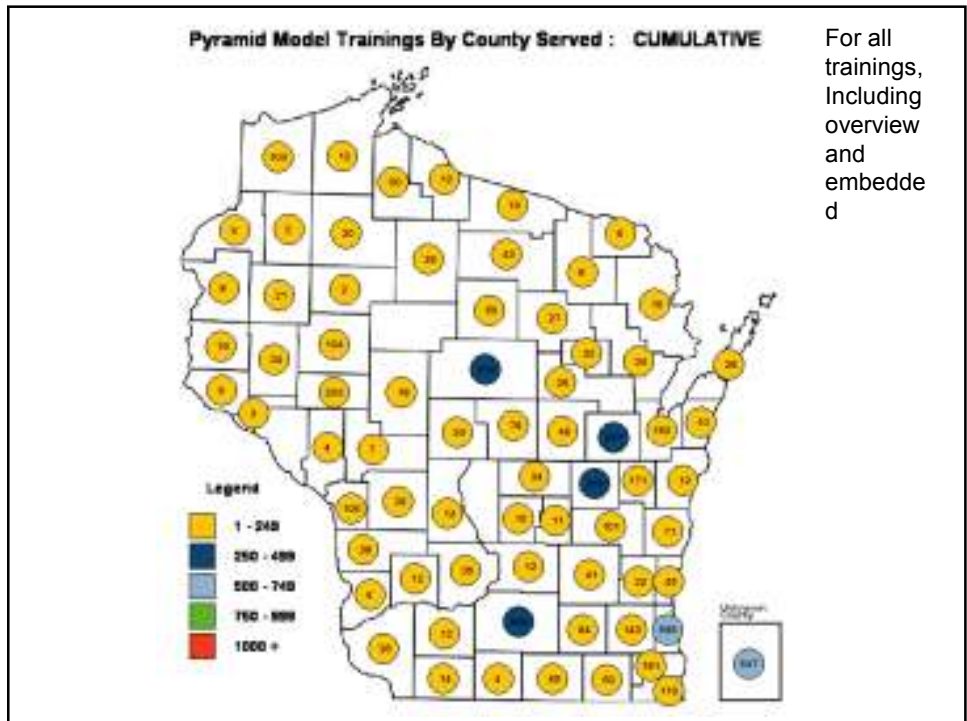
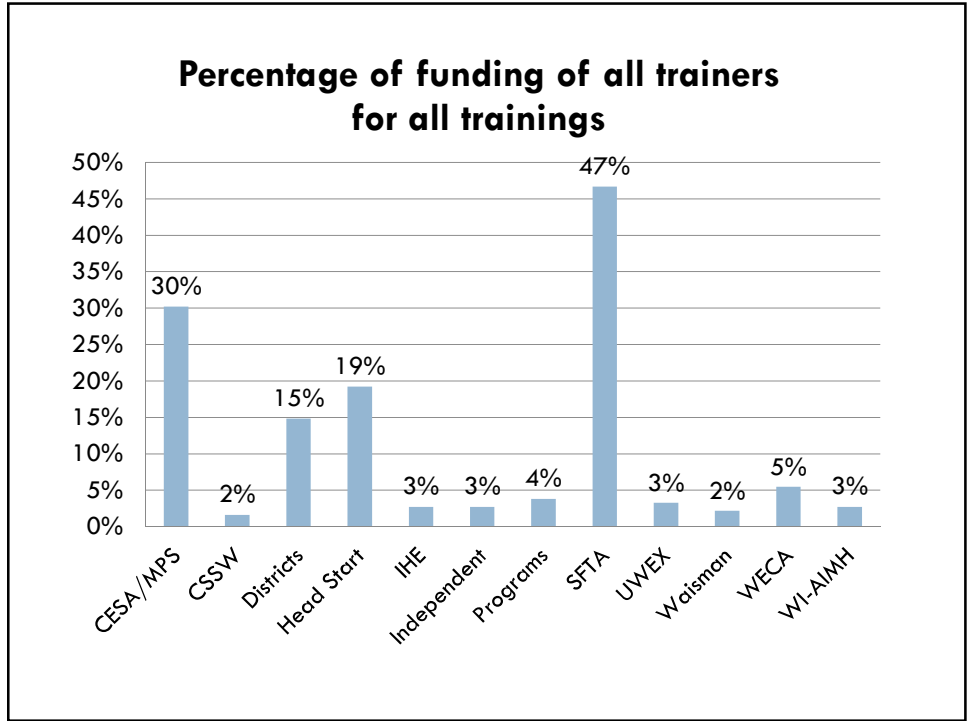
Information Sharing

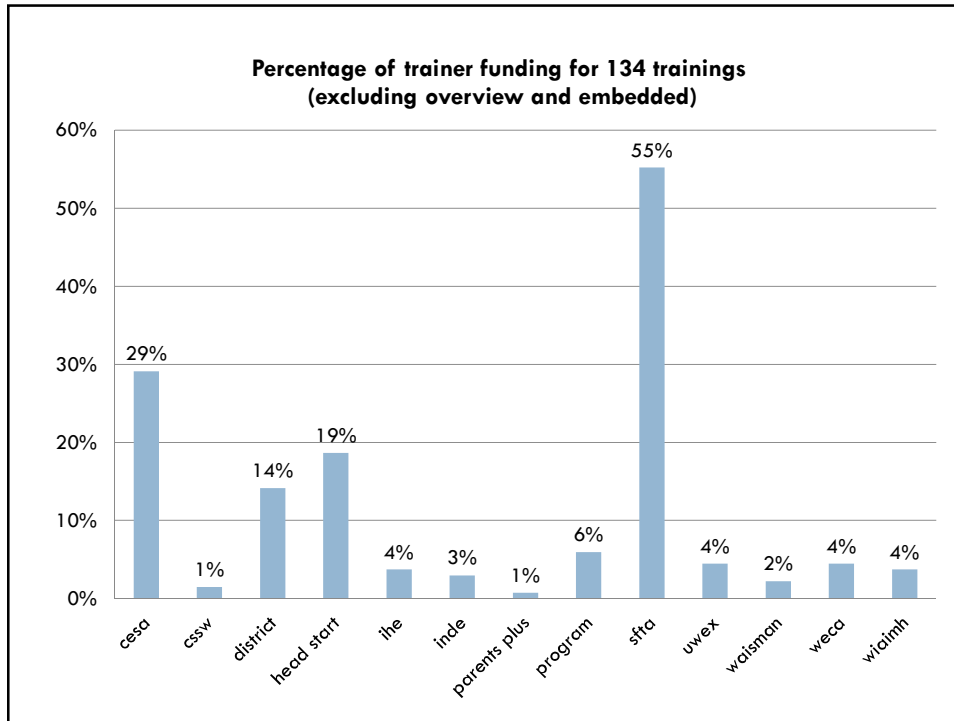
- WI Pyramid Model poster: order from CESA 5 at \$10/ per poster <..\..\Public awareness\pyramid poster.pdf>
- CSEFEL/TACSEI Pyramid poster <..\..\Public awareness\CSEFEL Pyramid.pdf>
- WI Pyramid Model banner/display b
TEACH COACH CHANGE




JULY 29, 2013 PYRAMID MODEL TRAINING REPORT







Experienced Trainers	Mentor Trainers
<ul style="list-style-type: none"> • Kim Kurklis • Nancy Willman • Renee Ernsting • Robin H. Mainhardt • Staci Sontoski • Barbara Hopkins • Deb Kozak • Jayne VanDeHey • Julie Betchkal • Kirsten Suer • Patricia Caro • Peggy McMahon • Susan Donahoe 	<ul style="list-style-type: none"> • Joanna Parker • Jamie Tramte Brassfield • Joan Rice • Kathy Kadar



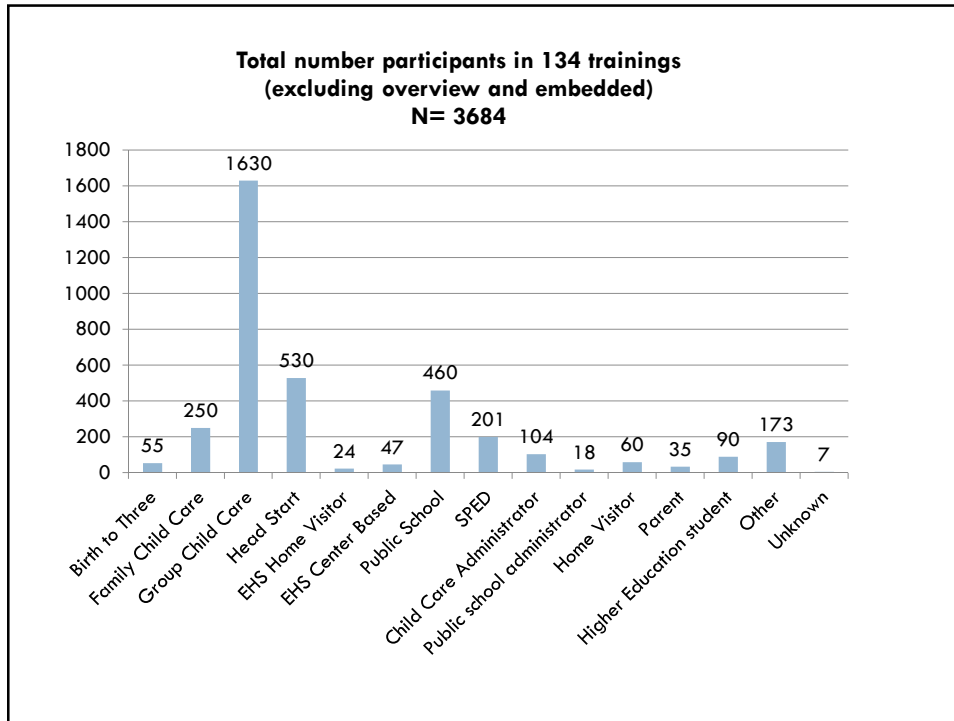
Find a Pyramid Model Trainer
Trainer's experience is indicated this way:

N = Novice: Has participated in training preparation, but not yet completed training

EM = Emergent: Has completed 1-3 trainings

EX = Experienced: Has completed 4-6 trainings

M = Mentor: Has completed 7 or more trainings



**TRAINING COORDINATOR
REPORT**

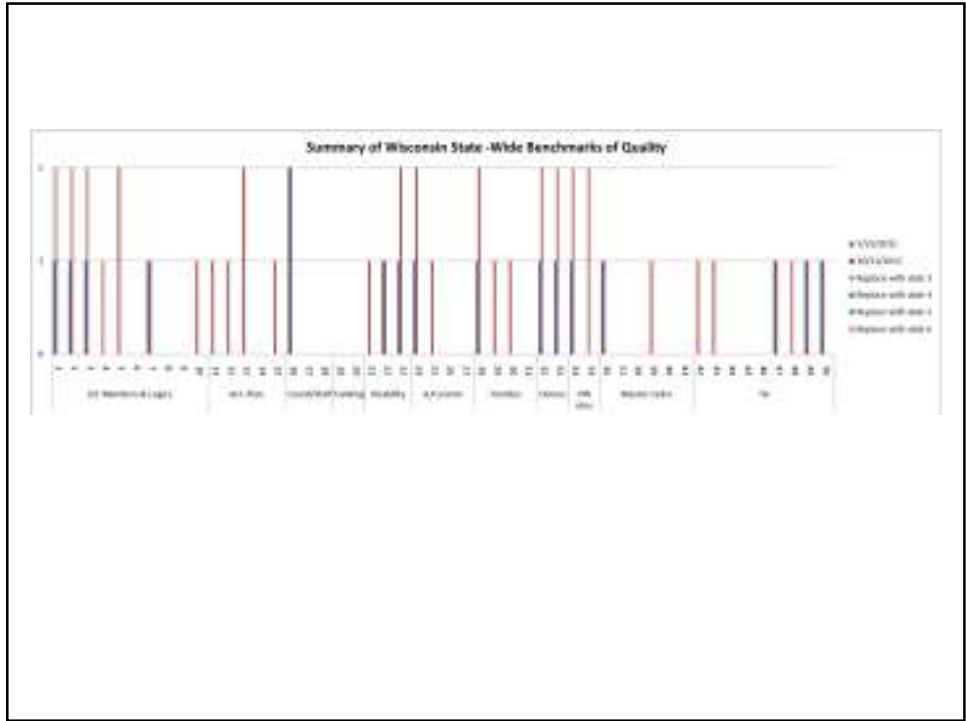
July 29, 2013
State Leadership Team meeting

Feedback on Pyramid Model Individualized Interventions Pilot Training

Please indicate the degree to which the training met it's objectives. Participants will increase their understanding and implementation of: (1-5 rating)	
Building a Behavior Support Team	4.15
Functional Behavioral Assessment	4.38
Hypothesis Development	4.15
Behavior Support Plan Development	4.31
Implementing the Plan and Monitoring Outcomes	4.00
Please rate this training's content: The session content was....	
Interesting	4.46
Organized	4.54
Useful	4.54
Please indicate the presenter(s) degree of:	
Understanding of the subject	4.69
Examples of application	4.54
Ability to present information	4.54
Please rate the Pyramid Model web information.	
Individualized Intervention Process Outline	4.24
Collection of Individualized Intervention Resources	4.33
Files (Posted handouts from the training)	4.28
Individualized Interventions Discussion Forum	4.08

“Blended” newest state BoQ with our previous 2 ratings

adjusted language from #1	1	State Leadership Team has written criteria for membership which ensures broad representation from a range of stakeholders programs and agencies (e.g. special education, early intervention, higher education, early childhood education, families, child care, mental health).
half of #3	2	State Leadership Team establishes a clear, written mission/vision. (Split from number 4)
half of #3	3	Team members are able to clearly communicate the purpose of the Leadership Team. (Split from number 3)
adjusted from #2	4	State Leadership Team adopts shared written ground rules and logistics including: membership, no substitutes at meetings, agreeing to decisions made in ones' absence, all agencies will share resources, all members attend Pyramid Model training, uses effective meeting strategies to ensure meetings are engaging and all members voices are heard (see the TACSEI website for Meeting Tool Kit and examples of effective meeting ground rules and logistics).
same as #6	5	State Leadership Team records decisions from each meeting.
same as #7	6	State Leadership Team evaluates each meeting and uses the data to improve meetings (see Meeting Tool Kit on the TACSEI website for samples of meeting materials such as meeting evaluations)



Created “hybrid” TPOT for new cohort

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	(1.2)Teacher responds to children by stating the expected behavior in positive terms (i.e., what to do) or providing instruction in an acceptable alternative behavior*			(5.3)Teacher provides positive attention to the child when the child begins behaving appropriately *
	(1.3)Teacher responded to challenging behavior by stating a natural or logical consequence AND following through with stated actions (additional strategy)			

State team members updates



Benchmarks of Quality: State Leadership Team

Critical Elements	Benchmarks of Quality	Elements to Prioritize		
		Not in (1)	Some (2)	In Place (3)
<p>Authority, Structure, and Communication Linkage</p> <p>The Pyramid Model was aligned to the goals and objectives of each agency agreement before the ILLI Every Step.</p> <p>Local ILLI representatives are authorized to make decisions for their agency related to the Pyramid Model and to be able to present decisions to the ILLI committee members. (Every Step)</p> <p>State Leadership Team members engage activities within their agency that result in support for the Pyramid Model, e.g., successful planning, providing annual reports, submitting recommendations. (Every Step)</p> <p>The State Leadership Team has a written communication protocol that regularly brings them up to date on the progress of implementing the Pyramid Model across the State. Cycle of communication, implementation and assessment. The process does not have a deadline for completion by the ILLI and is supported by individual program staff. (Initial)</p>				
<p>Ready, Participation and Communication</p> <p>The State Leadership Team has representation from family organizations. (Planning Step)</p> <p>Training opportunities for the Pyramid Model are available to families. (Every Step)</p> <p>Multiple channels of communication with family documentation are developed.</p>				



Implementation Issues/Barriers

- Pyramid Model program-wide implementation in Milwaukee
 - ▣ Urban Day school lost funding and closed its doors this August.
- Suggestions/Solutions/Next steps

Implementation Issues/Barriers

- Program wide implementation in the home visiting/early intervention context
 - Jefferson County Birth to 3
 - Orientation to program wide
 - Coaching support
 - Demonstration professionals
- Training developed and piloted.
- Preliminary steps to implementation mapped out
- Birth to 3 role and participation? – 10% funding cut
- Suggestion/Solutions/Next steps

Dates for 2014: proposed

- Mondays 11-2 PM
 - January 13th
 - April 7th
 - July 14th
 - October 13th

Pyramid Model state leadership team meetings in 2013

- October 28th 11 AM- 3 PM – state BoQ assessment

Thank you and see you soon!

