



## Wisconsin Pyramid Model

Teach. Coach. Change.

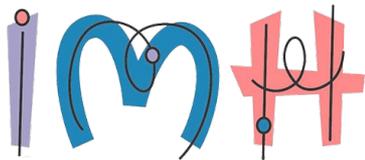
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# Madison Community-Wide Pyramid Model Implementation Informational Meeting



MADISON METROPOLITAN  
SCHOOL DISTRICT

Wisconsin Alliance for  
**Infant Mental Health**



# The Pyramid Model to Support Social and Emotional Competence



visit: <https://wiaimh.org/pyramid-model>

# Pyramid Model Work:

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National Consortium of Pyramid Model Innovations

- <https://challengingbehavior.org/about/center/>

State Leadership Team (WI-AIMH)

- <https://challengingbehavior.org/about/center/>

Community-Wide Implementation

Program-Wide Implementation

Training and Consultation

# Trainings

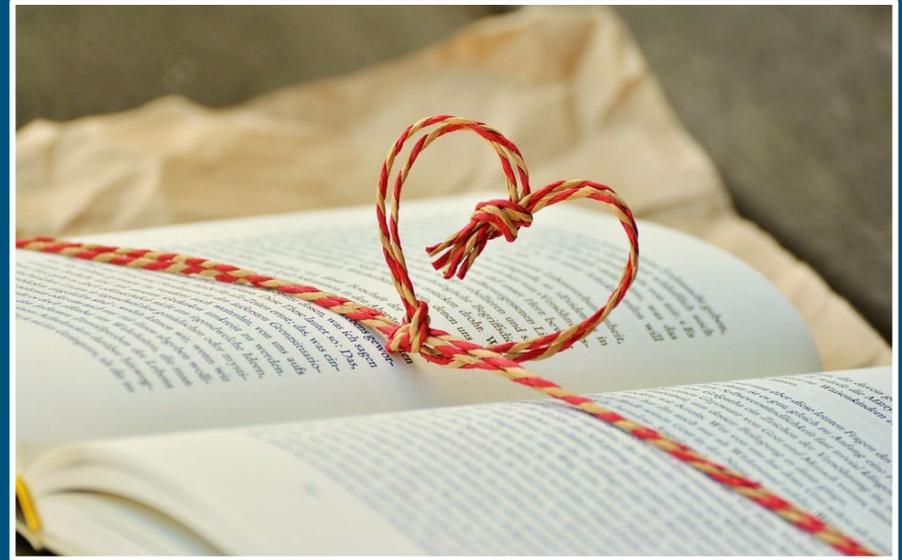
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Infant-Toddler Pyramid Model: 4-C and City of Madison

Preschool E-Modules: 4-C, City of Madison, MMSD

0-5 Wisconsin Pyramid Model: 4-C and City of Madison

ASQ-3 and ASQ-SE-2: 4-C



All training content is developed and able to be delivered in English and Spanish



## Early Childhood Program-Wide PBS Benchmarks of Quality

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

Program Name: \_\_\_\_\_  
 Location: \_\_\_\_\_ Date: \_\_\_\_\_  
 Team Members: \_\_\_\_\_

# Implementation

Critical Elements	Benchmark	Check One
<b>Establish Leadership Team</b>	1. Team has broad representation including a teacher, administrator, a coaching to teachers, a family member, and a community member, and a teaching assistant.	
	2. Team has administrative support, meetings and trainings, is a success of the initiative, adoption of the model.	
	3. Team has regular meetings, at least 1x per month for a 1 member attendance is core.	
	4. Team has established a clear purpose or mission statement, able to clearly communicate to the team.	
	5. Program has a child discipline plan, the promotion of social and guidance and prevention, use of suspension and exclusion.	
	6. Team develops an implementation plan for critical elements. A written work of the team. The team ensures their progress at each meeting ensure achievement of the	
	7. Team reviews and revises the	
<b>Staff Buy-In</b>	8. A staff poll is conducted to indicate they are aware of and supportive of the need for (a) addressing children's social challenging behavior, (b) using practices, and (c) addressing	
	9. Staff input and feedback is - coffee break with the director. Leadership team provides data on the outcomes to program staff on a regular basis.	
<b>Family Engagement</b>	10. Family input is solicited as part of the planning and decision-making process. Families are informed of the initiative and	



### Programs are supported:

- External Coach
- Pyramid Model Institute
- Regular communications and resources from WI-AIMH

### Internal coaches are supported:

- External Coach
- Pyramid Model Institute / Coaches Connections
- Regular communications and resources from WI-AIMH

# What is Commur

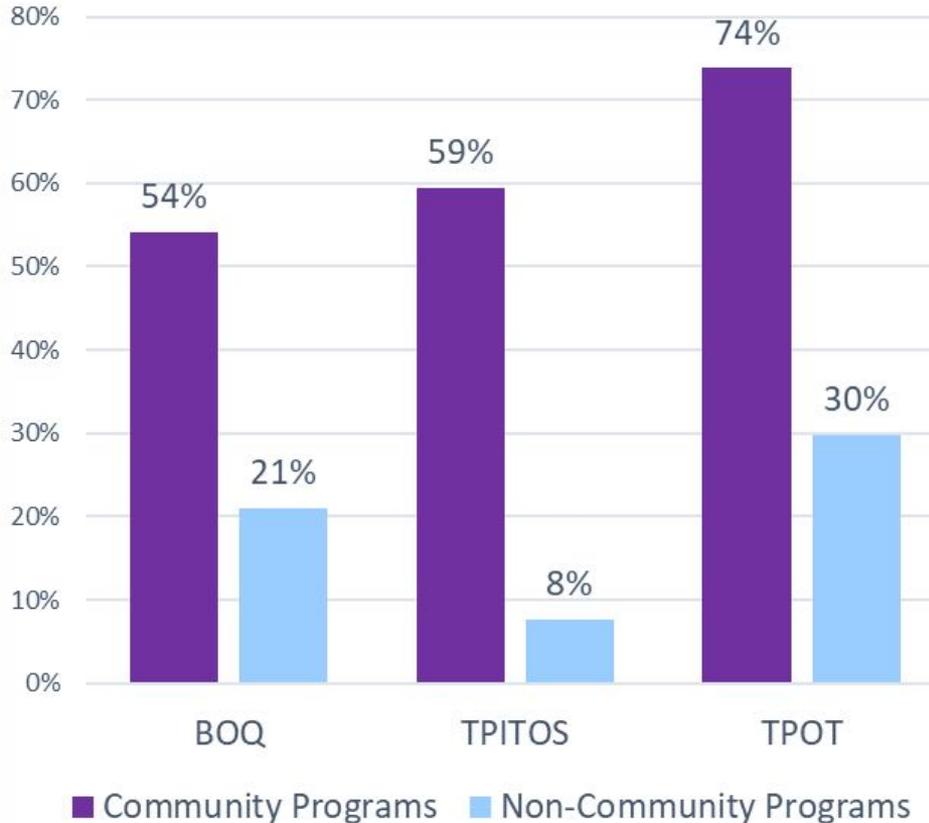
Program A  
Leadership Team

Program C  
Leadership Team

## Community:

- Coordinates prof
- Coordinates/Prov  
Teams
- Provides guidanc  
engagement
- Provides internal  
programs
- Collects and revi

### % of Tools at Fidelity in 2022 (Fidelity=80% or greater)



representative  
p team  
the provision of  
based coaching  
and reviews data to  
isions and adjustments



# Why is this work important?

## Challenging Behavior



Challenging behaviors are the **number one reason** young children are expelled.  
(Irvin-Vitella, 2010)

**3 X**

Young children (0-4 years) are expelled more than 3 times more than children in the K-12 system.  
(Gilliam, 2005)

**13 X**

Young children are expelled from child care programs up to 13 times more often than K-12 combined  
(Gilliam & Shahrar, 2006)

**4 X**

Children who have been suspended were 4 times more likely to be arrested..later in life  
(APA, 2019; Mowen & Brent, 2016)

**10 X**

Children who are suspended or expelled are as much as 10 times more likely to drop out of high school...  
(Meek and Gilliam, 2016)

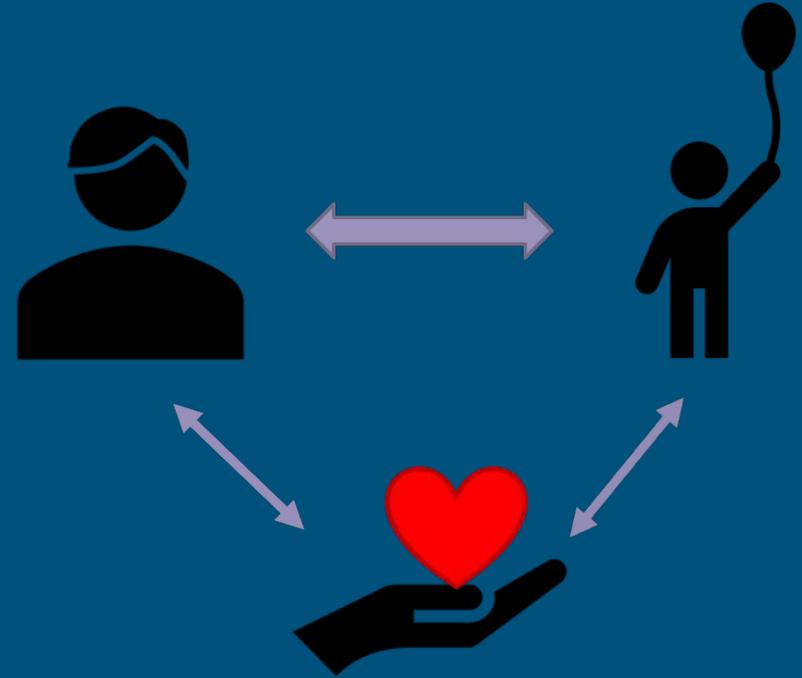
Supporting workforce to feel competent and capable to care for children who use big behaviors keep children in quality ECE settings.

How does this impact our community?

# Why is this work important?

## Social and Emotional Well-Being is Learned

- Attachment leads to exploration and learning
- Co-regulation leads to self-regulation
- Attuned caregiving to build emotional literacy
- Adult guidance to support problem solving
- Play based practice of friendship skills



# Why is this work important? Reduced Workforce Turnover

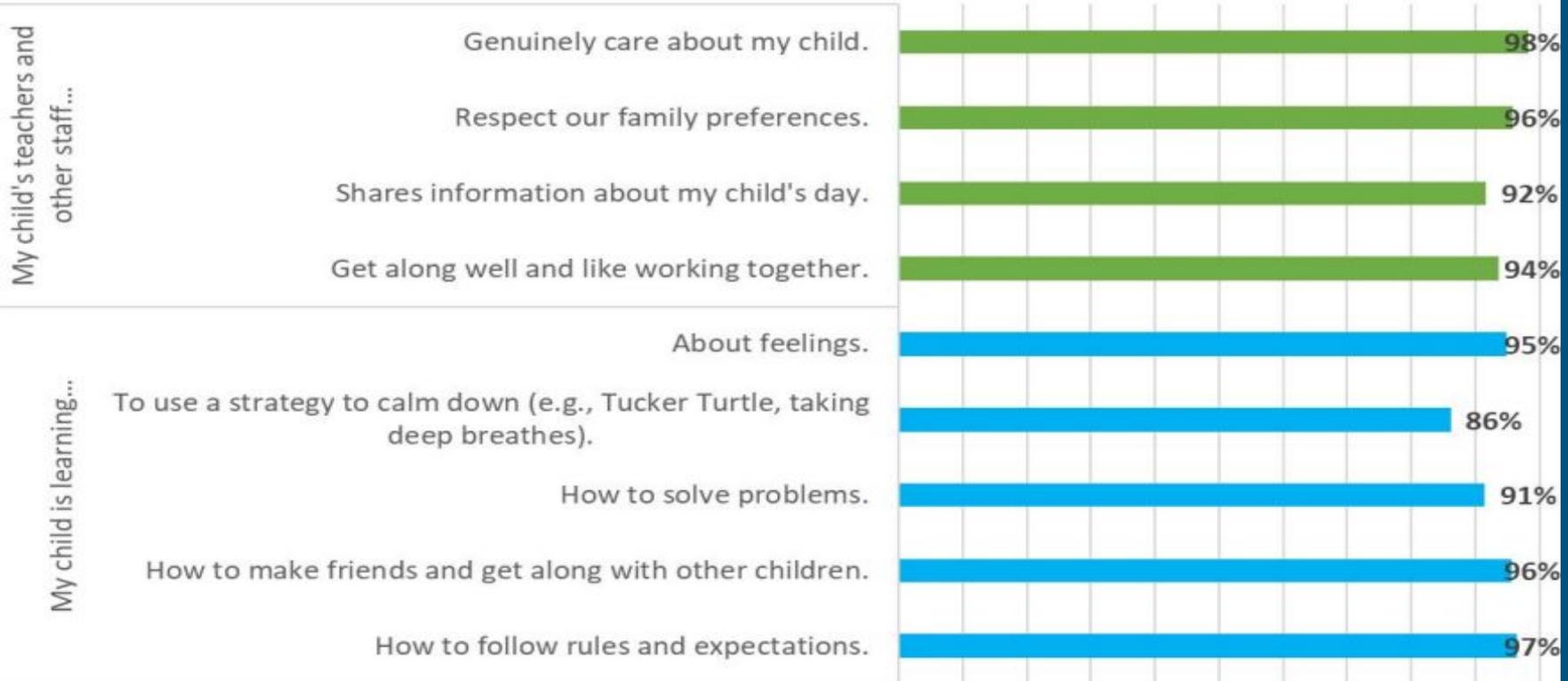
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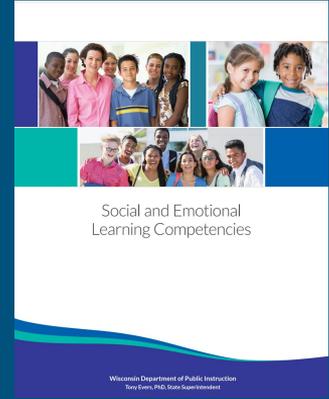
# Why is this work important? Family Feedback

## Wisconsin Pyramid Model Family Survey 2022

Percentage of Respondents (n=1105) that Agreed with Statements



# How does this connect with State Initiatives?



**WHAT'S HAPPENING IN WISCONSIN?\***

Wisconsin has social and emotional learning standards and competencies designed to guide curriculum decisions and ensure developmentally appropriate instruction in building social and emotional skills.

Some examples of the various curriculums that Wisconsin schools use:

- Second Step
- Conscious Discipline

**Wisconsin Pyramid Model**

of infants, young children and adults who care for them.

A recent research study conducted in Wisconsin classrooms on the effectiveness of the Pyramid Model framework found significant evidence in decreasing challenging behaviors and increasing social skills in young children.

\*ODMR would like to acknowledge the Wisconsin Alliance for Infant Mental Health and the Department of Public Instruction for their contributions to this section.



Wisconsin  
Pyramid Model  
Teach. Coach. Change



2019-21

Governor's Early Childhood Advisory Council (ECAC)



**Improving Social and Emotional Competence:** The Pyramid Model is a tiered intervention framework that enhances social and emotional competence in infants, toddlers, and young children. The model is rooted in principles of trauma informed care and manifested by the ability to play well with others, listen and follow directions, identify and express emotions, and to problem solve. Funding

High-Quality Practices for Formal Ratings

- Additional high-quality practices for a formal rating include the following:
- Curriculum alignment with WMELS or SACF
  - Individual child portfolios
  - Intentional planning to improve individual child outcomes
  - Developmental screening
  - Tracking child outcomes
  - **Approved Social-Emotional or Inclusion training by staff**
  - **Approved Strengthening Families training by staff**
  - For a 4 Star rating, a program must demonstrate at least 4 of these additional high-quality practices.
  - For a 5 Star rating, a program must demonstrate at least 5 of these additional high-quality practices.

# How does this connect with Local Initiatives?

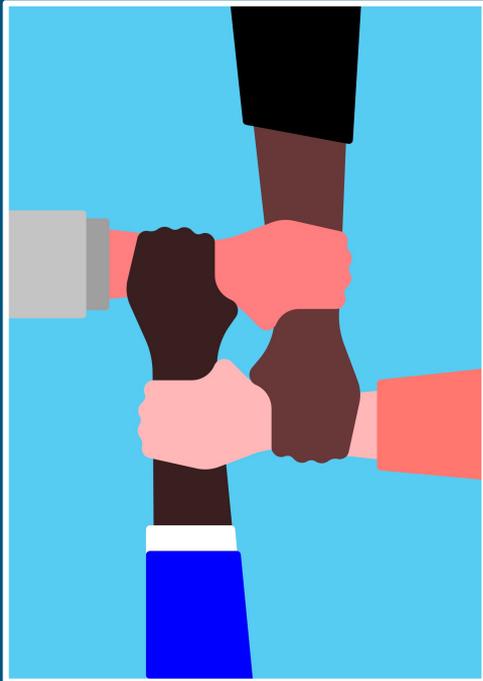
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- Expands access to high-quality early learning environments
- Workforce retention
- Collaboration with ECE and 4K
- Aligns with City Values
  - Equity
  - Well-Being
  - Shared Prosperity
  - Stewardship
  - Civic Engagement



# How to participate

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**Community-Wide Implementation is about sharing ideas and resources to create fidelity of implementation of the Pyramid Model.**

- **Core Team**
- **Community Team**

# Core Team

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- This team will do the heavy lifting and complete the work that needs to be done
- Meet monthly
- Smaller group of stakeholders



# Community Team

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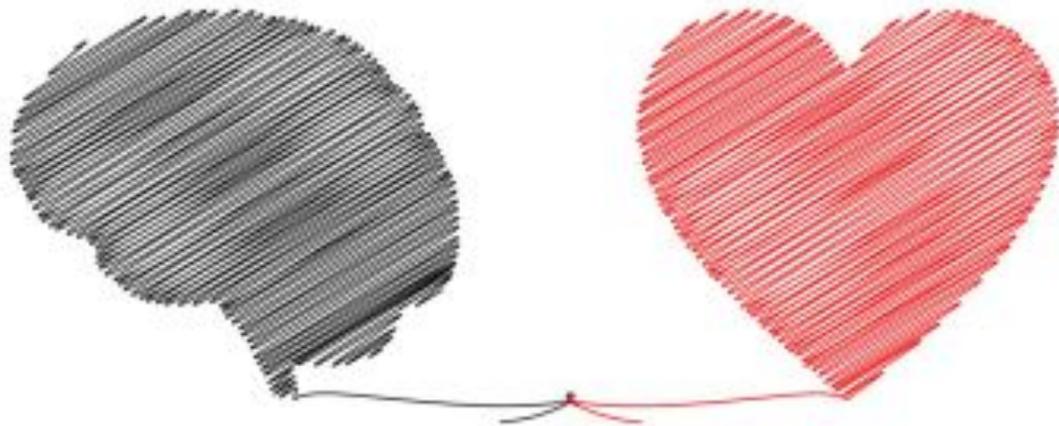


- Give feedback on work completed and help provide direction for Core Team
- Meet 4 times per year
- Larger group of stakeholders

# Connecting and Collaborating

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*How might the work of your organization connect to Community Wide Implementation?*



# How do you want to participate?

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Join Community Team:



Join CORE Team:



# Questions?

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Contact information:

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