



THE PYRAMID MODEL CONSORTIUM

Supporting Early Childhood PBIS

2019 PMC Annual Report





About the Pyramid Model Consortium

The Pyramid Model Consortium consists of a group of early childhood leaders who worked together to develop a framework known as the *Pyramid Model for Promoting the Social Emotional Competence in Infants and Young Children*. This model was developed with support from two federally funded projects—the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center on Social Emotional Interventions (TACSEI). In 2014, as federal funding from these two Centers finished, the Pyramid Model Consortium (PMC) was formed as a 501(c)(3) not for profit to continue the work around the implementation of the Pyramid Model. The PMC is comprised of early childhood researchers and leaders, who collaborated on CSEFEL and TACSEI to develop an evidence-based framework designed to guide system building to create awareness, understanding of and ability to use evidence-based practices to improve social and emotional outcomes for young children.

In 2017, a newly formed project known as the National Center on Pyramid Model Innovations (NCPMI) was funded by the U.S. Department of Education, Office of Special Education Programs. PMC serves as a partner with NCPMI to provide comprehensive training and technical assistance that supports implementation and sustainability of resources developed by NCPMI. Additional information can be found at www.pyramidmodel.org or www.challengingbehaviors.org

The main goal of the Pyramid Model Consortium is to promote the high fidelity use of the Pyramid Model for supporting social emotional competence in infants and young children by:

1. Providing training and technical assistance activities that support the high-fidelity implementation of the Pyramid Model within early childhood and early intervention programs.
2. Assist in guiding the development of community, tribal nations, state and national systems and structures (e.g. State Leadership Teams) that result in the implementation, scale-up and maintenance of high fidelity use of the Pyramid Model.
3. Disseminating research findings and resources on effective practices in a form and manner that addresses questions often posed by providers, families and policy makers.
4. Providing broad-based, technology-mediated TA to states, with a particular emphasis on meeting performance indicators related to behavior and social/emotional development.
5. Establish ongoing evaluation systems for all major Consortium activities to ensure high quality and efficient services.
6. Offering up-to-date information on effective practices, systems, and procedures.



Overview of Pyramid Model Consortium Supports

State Implementation and Scale-Up

State technical assistance to build a cross-sector, statewide professional development (PD) approach that reflects lessons learned from 10 years of CSEFEL and TACSEI as well as implementation science. State implementation includes the development of a state leadership team, a professional development network of program coaches and Pyramid Model experts, implementation sites, and systematic use of data, and scale up/sustainability.

State Sustainability and Scale-Up

Technical assistance for existing Pyramid Model State Leadership Teams to establish or strengthen the policies and procedures needed to ensure the long-term high fidelity use of the Pyramid Model statewide.

Community and Program-Wide Implementation of the Pyramid Model

Training and technical assistance provided to a district, region or program to establish high fidelity implementation sites of the Pyramid Model.

Train the Trainer: Infant Toddler Modules (2nd Edition)

A three-day training workshop for early childhood professional development personnel on providing a high fidelity training on the Pyramid Model infant-toddler classroom practices.

Train the Trainer: Pre-K Modules (4th Edition)

A three-day workshop to provide instruction on the use of the Promoting Social Emotional Competence training modules for delivering high fidelity training to classroom practitioners for children ages 2 to 5 years.

Teaching Pyramid Observation Tool (TPOT)

An intensive 2-day workshop to provide reliability training on the TPOT. This tool serves as the fidelity measure for preschool classroom implementation.

The Pyramid Infant Toddler Observation Scale (TPITOS)

An intensive 2-day workshop to provide reliability training on the TPITOS. This tool serves as the fidelity measure for infant toddler classroom implementation.

Pyramid Model Practice-Based Coach Training

An intensive workshop to prepare coaches to deliver practice-based coaching to classroom practitioners who are implementing the Pyramid Model.

Prevent – Teach – Reinforce for Young Children (PTR-YC) /Prevent Teach Reinforce-Families (PTR-Families)

A workshop for preschool teams in a manualized set of strategies for designing and implementing assessment-based interventions for children with the most significant challenging behaviors.

Targeted Strategies for Successful Inclusion of Children with Disabilities

This training provides classroom teams (teachers and assistants) as well as supervisors, behavior specialists and other special education team members with training in successful inclusion strategies.

Trauma Informed Care and the Pyramid Model

This training provides practitioners with information on the linkages between Pyramid Model and Trauma Informed Care. Concrete strategies are provided on how to ensure classroom teachers and early childhood providers are trauma informed in their practice.

Positive Solutions for Families (Pre-K Parent Modules)

Training on the use of the Positive Solutions for Families Modules to help parents use positive and effective parenting behaviors, which in turn promote children's social and emotional development and address the challenging behavior and mental health needs of children in early childhood programs.

Parents Interacting with Infants (PIWI) (2nd Edition)

Training on PIWI focuses on implementation of intentional strategies that support the parent/child dyadic relationship through home visitation models and/or by those facilitating socialization groups.

ePyramid Online Courses/Coaching Cohorts

Six online self-paced course offerings for practitioners to support Pyramid Model implementation. In 2019 we expanded the offerings to include distant coaching sessions in connection to the course content.

Supporting State Capacity

To date, 32 states/territories have been supported to launch Pyramid Model State Leadership Team across the United States. These state teams range in number from 12 -25 individuals representing cross-sector agencies that support infants, toddlers, young children and their families. PMC supports representatives from these State Leadership Teams to convene annually at State Day held as part of The National Training Institute on Addressing Challenging Behaviors to showcase the newest tools, resources, and evidence-based practices.

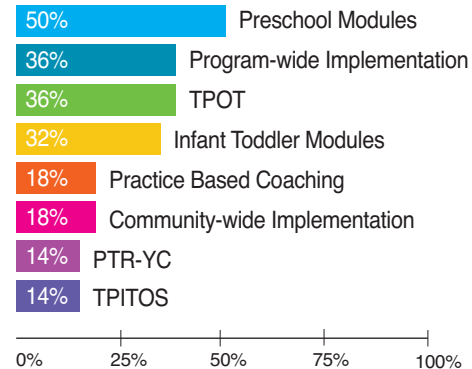
Over the course of the FY19, approximately 35 national certified consultants and 50 in-state External/Process Coaches delivered services to 182 unique customers. In total, over 400 days of training and technical assistance were provided in 28 states and territories. Additionally, work was directly supported in Mexico, Canada, Jordan and Australia.

In 2019, PMC provide intensive support to a number of states, including Massachusetts, Illinois, Iowa, New Hampshire, South Carolina, Georgia, New Mexico and Connecticut. Ten (10). In addition, 10 states are PMC State Affiliates, including: CT, IA, NH, MA, MT, NY, PA, TN, VA, and WI.

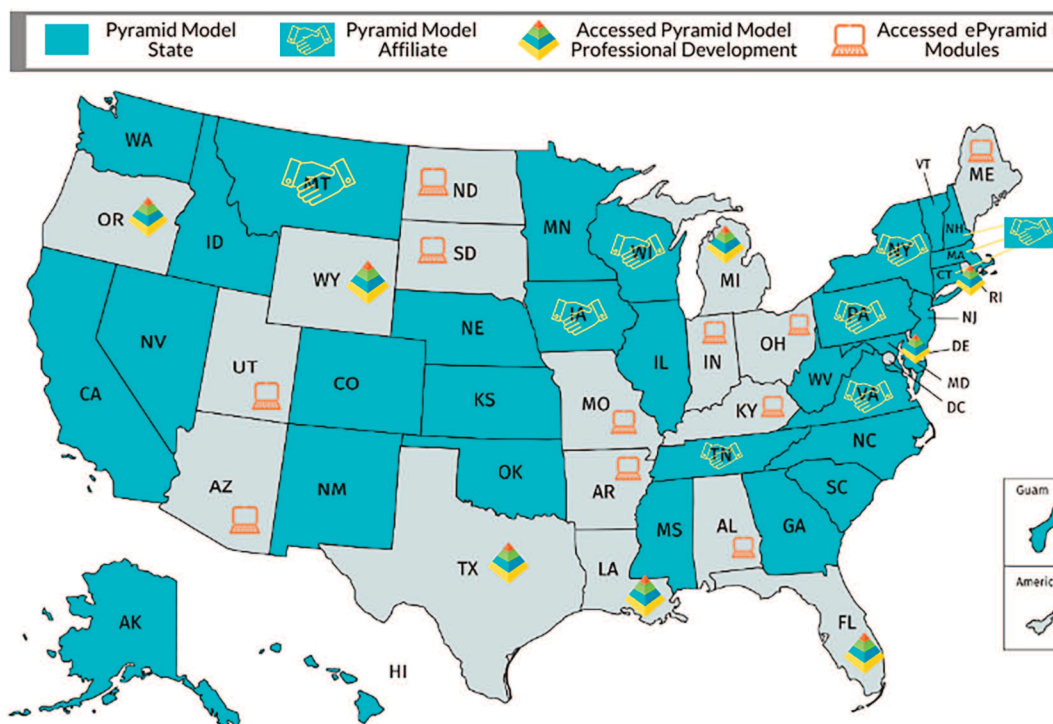
Within these states, community- and program-wide implementation sites are supported by developing a network of professional development providers who provide Pyramid Model training, Practice-Based Coach support and Program Coaching for implementation teams. During this past year, the Pyramid Model Consortium provided direct support to develop this network in Illinois, New Hampshire, Massachusetts, and South Carolina.

Training Topics Provided by Consultants

Option to "Check all that apply" (n=22)



Over the course of the FY19, approximately 35 national certified consultants and 50 in-state External/Process Coaches delivered services to 182 unique customers. The majority of the trainings provided by certified consultants related to supporting Pyramid Model Infant Toddler and Preschool Modules, Program-wide Implementation, and TPOT Ciability training. In total, over 400 days of training and technical assistance were provided in 28 states and territories.





7,000+
individuals
accessed on-line
ePyramid modules
in 2019.

Pyramid Model Across the Globe

In addition to the work in the United States, Pyramid Model implementation has been tracked in over 45 countries. In 2019, the Pyramid Model Consortium provided direct support in several of these countries, including Canada, Mexico, Jordan, Australia and China. As part of this involvement, work has begun to ensure the translation of targeted materials into Spanish, French, Arabic and Chinese.

ePyramid Modules

The ePyramid is an online professional development program created by experts in the field to allow individuals self-paced, on-demand access to Pyramid Model training. Presently, ePyramid packages exist for the (a) Infant Toddler, (b) Preschool and (c) Birth -5 age range and consist of up to 18 hours of content, divided into three modules.

Additional modules in these key topics have been developed and are available:

- Trauma Informed Care and the Pyramid Model
- Wellness: Taking Care of Yourself
- Culturally Responsive Practices to Reduce Implicit Bias, Disproportionality, Suspension and Expulsion

Access to the on-line modules has been an essential tool for professional development with large-scale use of the modules occurring in Montana, Minnesota, New Mexico, Wisconsin and New Jersey.

To support implementation, Distance Coaching Cohorts have been developed. Pyramid Model Consortium Certified Consultants provide ongoing coaching sessions to ePyramid Model participants to support application and implementation practices. In 2019, over a hundred cohorts of teachers receiving support from a Coach through the application of the ePyramid Module Content.

Fidelity and Evaluation

An important element of the work of the Pyramid Model Consortium is support for the high-fidelity implementation of the Pyramid Model. Data based decision making is a key element of Pyramid Model implementation. States and programs are supported by PMC Consultants to use these tools.

Professional Development Feedback—After each event, participants rate their progress toward the learning objectives, the relevance and usefulness of the event, and provide suggestions for future events.

Program Coach Logs—Program Coaches use an online system to document each substantive coaching contact with their programs including participant roles, focus of contact, and planned next steps.

Early Childhood Benchmarks of Quality (EC-BOQ)—

The EC-BOQ is a measure of program-wide Pyramid Model implementation used by Leadership Teams to chart their progress and to develop action plans. EC-BOQ ratings are shared with the evaluation team.

Teaching Pyramid Observation Tool (TPOT)/The Pyramid Infant Toddler Observation Scale (TPITOS) —The TPOT and TPITOS are measures of Pyramid Model implementation fidelity in the classroom. Teachers are observed by personnel trained in TPOT/TPITOS administration, and de-identified results are shared with the evaluation team.

Leadership Team Survey—Sites completed an online survey approximately six months into the project. The purpose was to assess early implementation progress, successes, challenges, and needs going forward.

Assessment and Key Findings

Programs who implemented the Pyramid Model indicated these key findings:

- Staff in programs accessing Pyramid Model training report learning new skills to support children's social emotional development, creating positive learning environments, and gaining strategies and tools to impact both curriculum decisions and family engagement.
- Programs implementing the Pyramid Model program-wide believe that it is impacting both positive social emotional outcomes and reducing the potential for suspensions and expulsions.
- Programs implementing the Pyramid Model to fidelity perceive that children in their program are demonstrating improved social emotional outcomes.
- As an example the adjacent chart represents data from Massachusetts based on the EC-BoQ v2.0. The results demonstrate that sites with Pyramid Model Program Coaches develop sustainable systems that support program-wide implementation. More systems are "in place" as cohort sites have more time to implement.

Critical Elements	Cohort	Percent at Each Level	Mean (0-2)
Establish Leadership Team (7 benchmarks)	Cohort 1	29% 59%	1.5
	Cohort 2	46% 43%	1.3
	Cohort 3	40% 29%	1.0
Staff Buy-in (2 benchmarks)	Cohort 1	39% 44%	1.3
	Cohort 2	20% 50%	1.2
	Cohort 3	42%	0.4
Family Engagement (4 benchmarks)	Cohort 1	33% 33%	1.0
	Cohort 2	25% 15%	0.6
	Cohort 3	50% 8%	0.7
Program-Wide Expectations (7 benchmarks)	Cohort 1	30% 57%	1.4
	Cohort 2	46% 29%	1.0
	Cohort 3	24% 2%	0.3
Professional Development and Staff Support Plan (7 benchmarks)	Cohort 1	32% 33%	1.0
	Cohort 2	26% 37%	1.0
	Cohort 3	17%	0.2
Procedures for Responding to Challenging Behavior (7 benchmarks)	Cohort 1	46% 33%	1.1
	Cohort 2	49% 37%	1.2
	Cohort 3	71% 19%	1.1
Monitoring Implementation and Outcomes (7 benchmarks)	Cohort 1	24% 22%	0.7
	Cohort 2	37% 23%	0.8
	Cohort 3	19% 10%	0.4
OVERALL	Cohort 1	33% 40%	1.1
	Cohort 2	38% 33%	1.0
	Cohort 3	36% 11%	0.6

Level of Implementation ■ Partially in Place (1) ■ In Place (2)

Looking Ahead



As the Pyramid Model Consortium completes its sixth full year of operation, the development of certified consultants has been essential to ensure the high-fidelity scaling of the Pyramid Model. In addition, the development of new resources like the ePyramid Modules and the use of distance coaching as a format to support implementation, has been an essential component in the growth of the model.

While much focus has been given to ensuring data are collected to demonstrate the effectiveness of the model, as we move forward into the coming year, additional effort will be given to develop a national framework for state and international partners to utilize for collecting data that continues to illustrate the impact of these large-scale system efforts.