



THE PYRAMID MODEL CONSORTIUM

Supporting Early Childhood PBIS



2021 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 composed 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, 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 equity and inclusion through the dissemination, sustainability, scale-up and high fidelity use of the Pyramid Model for promoting the 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.

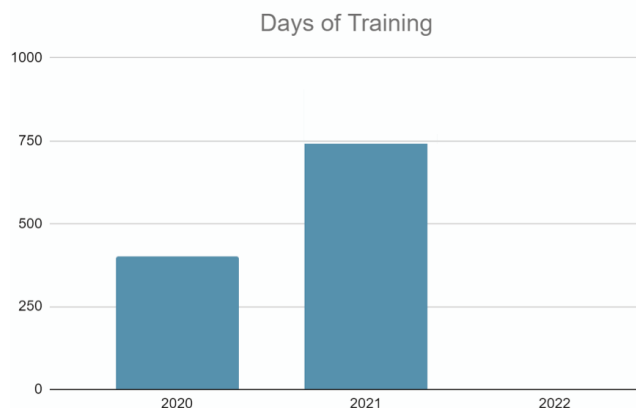
Supporting State Capacity

To date, 35 states/territories have been supported to launch Pyramid Model State Leadership Teams 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.

In FY21, approximately 30 national certified consultants and 80 in-state Program Coaches delivered services to 269 unique customers. In total, over 731 days of training and technical assistance were provided in 35 states and territories. As PMC growth continues, a Quality Assurance Consultant was added to the team in 2021. The addition of this role will allow PMC to create a well rounded support system for training and professional development opportunities.

Program Coaches are PMC consultants who are experienced in early childhood development and support the implementation process of Pyramid Model practices at the program and community level. Program coaches are responsible for providing training, technical assistance, and support to multiple programs within a state to reach fidelity and sustainability of Pyramid Model practices.

Due to the COVID-19 pandemic, training conducted in 2021 consisted of participants engaging in virtual and/or e-courses rather than in person trainings. Attendance for these trainings is tracked by the state level learning management systems and collected by PMC.



In 2021 PMC provided intensive supports to seven (7) states and five (5) Head Start Regions, including Massachusetts, Illinois, Iowa, New Hampshire, Kentucky, New York, Oklahoma, and Head Start Regions 3, 6, 8, 9 and 11. PMC also provided support to ten (10) State Affiliates, including: Connecticut, Iowa, New Hampshire, Massachusetts, Montana, New York, Pennsylvania, Tennessee, Virginia, and Wisconsin.

PMC is actively working to design an assessment to determine which of the four essential structures (State Leadership Team, network of coaches, implementation sites, and data collection) are in place across all of the states and US territories. In the coming year, a more comprehensive system will be developed to track state progress across these four essential structures.

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 added Oklahoma and Georgia to the list of three (3) states receiving direct support to develop this network (Illinois, New Hampshire, and Massachusetts).

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 2021, the Pyramid Model Consortium added Ecuador and Ghana to the list of countries who receive direct support. PMC continued to provide support to Canada, Mexico, Jordan, Australia, and New Zealand. As part of this involvement, work continues to ensure the translation of targeted materials into Spanish, French, and Arabic.





22,000 individuals accessed on-line ePyramid modules in 2020.

In 2021 33,912 individuals accessed on-line ePyramid modules.

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
- Practice Based Coaching

With the pandemic continuing to impact program openings and in-person training opportunities in 2021, the ePyramid models continued to provide professional development to new staff and staff working at home. In 2021, the ePyramid modules proved to be essential for continuing professional development for programs that were not able to be open to children and families due to COVID-19. The modules allowed teachers and staff the opportunity to increase their knowledge of Pyramid Model practices as well as its connection to Trauma-Informed Care and staff wellness as programs faced the challenges of closures, quarantines, and staff turnover.

Access to the on-line modules has been an essential tool for professional development. In 2021, four (4) additional states (Oklahoma, California, South Carolina, and Kentucky) became large-scale users of the modules joining Idaho, Montana, Minnesota, New Mexico, Wisconsin, Massachusetts, New Hampshire, and New Jersey.

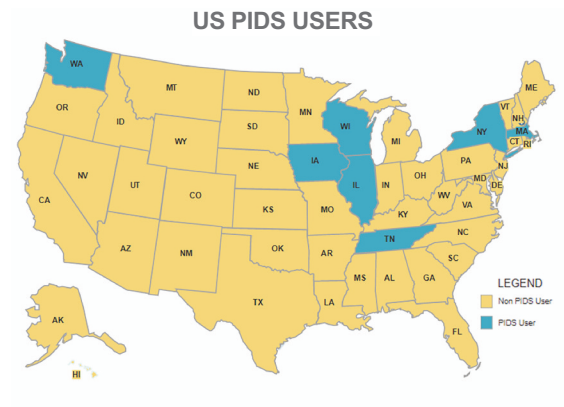
To support implementation, Distance Coaching Cohorts have been developed. Distance coaching involves Pyramid Model Consortium Certified Consultants providing ongoing coaching sessions to ePyramid Model participants to support application and implementation practices. In 2021, 61 cohorts of teachers received support from a Coach through the application of the ePyramid Module Content.

Results Based Accountability and Equity

The efforts to implement the Pyramid Model Implementation Data System (PIDS) nation-wide in 2021 supported the established PMC RBA (Results-Based Accountability) framework. As additional states adopt PIDS, PMC will have access to critical decision making data to support fidelity implementation.

- **Populations Served**—Adopting an RBA framework allows the Consortium to focus on the well-being of whole populations and the well-being of those served by Pyramid programs.
- **Program Performance Data**—Cross-systems level data which allows Pyramid Consortium leaders, state-level administrators, and legislators insight into agency and program performance.
- **Future Funding Projections**—These data will allow state and community leaders to target spending to approaches and programs that can demonstrate positive outcomes, and empower program managers, community partners, and family members.
- **Equity**—Data which provides visibility to equity issues in programs, at the system level, and outcomes for providers, and, ultimately, outcomes for the children and families served by the Pyramid system.

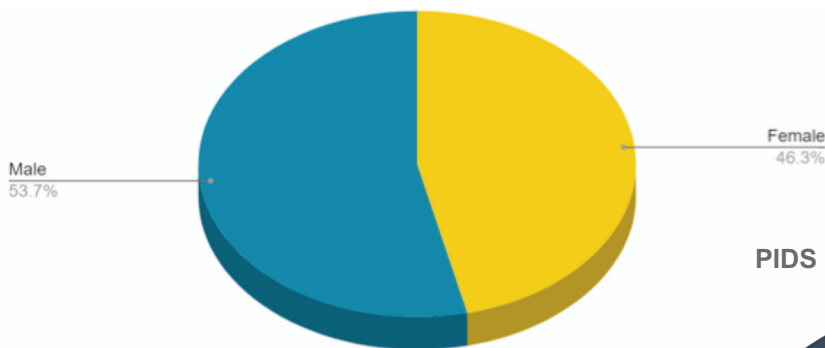
In 2021, PMC began the implementation of the Pyramid Model Implementation Data System (PIDS) nationally. Wisconsin, Iowa, Tennessee were the first states to adopt this new system. In 2021, three (3) additional states purchased portals to utilize PIDS including Massachusetts, Washington, and Illinois. With the increase in PIDS access demand increasing, PMC added an Evaluation Coordinator consultant to the team to oversee and support states with PIDS implementation.



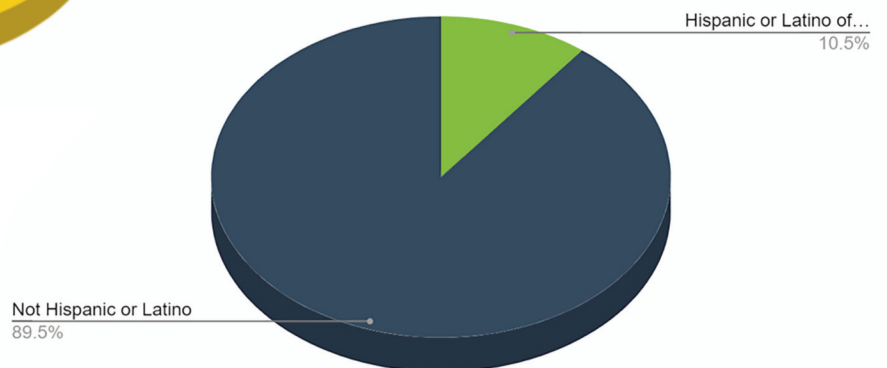
To date, PMC has collected data from 7,603 children in PIDS from New York, Wisconsin, Iowa, and Washington. Data has been gradually inputted into PIDS as states go deeper in their adoption of the national database. The following graphs represent all children entered into PIDS, since 2018 through 2021 by gender, race, and ethnicity.

PIDS DATA ENTER TO DATE

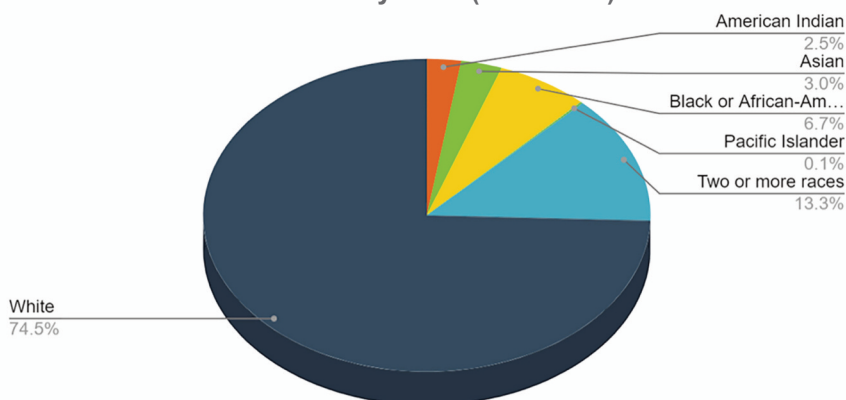
Children by Gender (2018-2021)



PIDS Child Ethnicity (2018-2021)



Children by Race (2018-2021)





Equity and the Pyramid Model

Pyramid Model Consortium, in partnership with the National Center for Pyramid Model Innovations (NCPMI), promotes policies and practices that advance equity, diversity, and the full inclusion and participation of all young children and their families in early care and education environments. The Pyramid Model practices and implementation approach affirm and celebrate the unique identities of young children and their families across all social identities. In accordance with this affirmation:

- PMC is dedicated to developing and disseminating products and materials that affirm the highest levels of dignity, respect, and individuality of each child, family, colleague, and community.
- PMC is committed to implementing the Pyramid Model to promote more equitable and just early care and education environments for young children, especially for those children who are historically marginalized.
- PMC will promote equitable outcomes for young children by: (a) confronting and dispelling implicit and explicit biases; (b) improving advocacy for young children and families who are often subject to biases; and (c) informing changes in policies, practices, and systems through advocacy.

PMC promotes the development of authentic relationships with young children, families and communities to enhance the capacity of early care and learning environments and systems.

- promote the social, emotional, and behavioral outcomes of all young children,
- eliminate the use of biased and inappropriate discipline practices including suspension and expulsion,
- promote family engagement,
- use data for decision-making,
- integrate early childhood and infant mental health consultation, and
- foster full inclusion, access, and participation of all children.

In 2021, PMC joined efforts with the University of Oregon's Project ReACT which seeks to study and test interventions that promote culturally responsive behavior and reduce implicit bias. Equity is a key topic and area that is being integrated into PMC's strategic priorities. These efforts will continue to be refined and operationalized so that data collection can occur to measure success and growth in these critical areas. PMC added a professional development course on implicit bias and is actively partnering with seven (7) states to collect equity related metrics in the PIDS system. Shown on the next page are the figures collected from PIDS participating states to date.

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. In 2020, in partnership with the New York State Leadership Team and the State University of New York (SUNY).

PIDS provides states a secure, cloud-based location to enter Pyramid Model implementation data such as:

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.

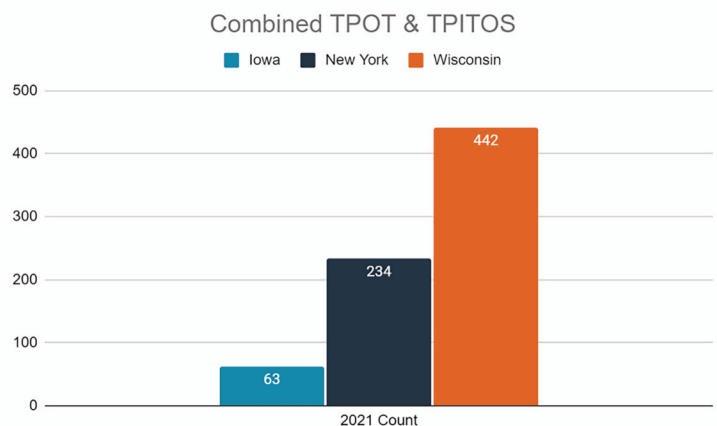
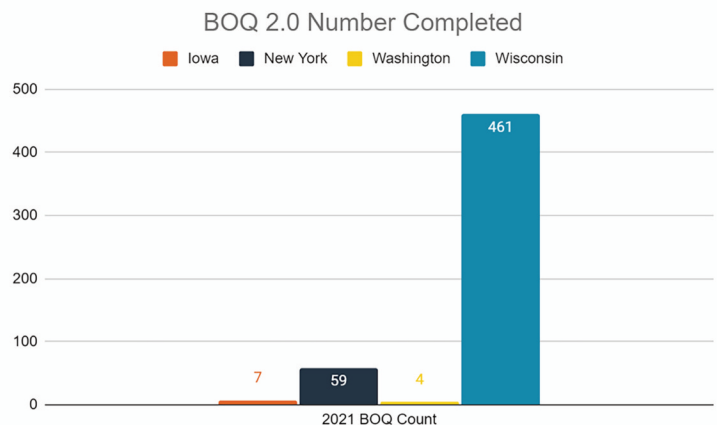
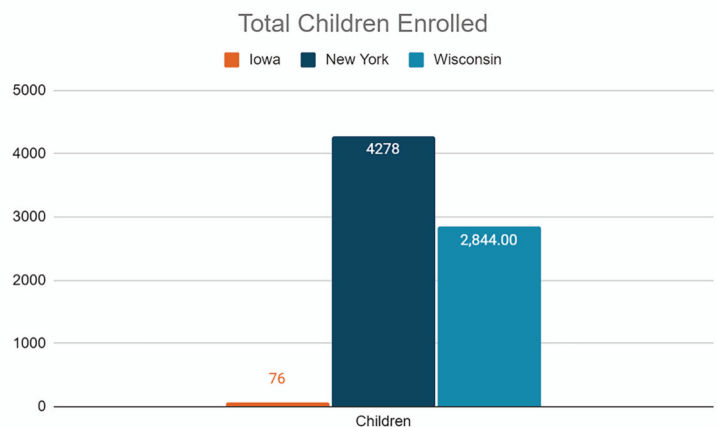
Program Coach Logs—Program Coaches use an online system to document each substantive coaching contact with their programs including participant roles, focus of contact, and planned next steps.

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.

Behavior Incidents Reports/Child Outcome Data—

The BIR and often used child outcome data are being collected to determine the impact at the classroom and individual child-level. This data allows for a deeper understanding of the impact of high-fidelity Pyramid Model implementation across a variety of demographics.





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 13 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.

Teaching 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)

Training for teams in a manualized set of strategies for designing and implementation 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

Eight online self-paced course offerings for practitioners to support Pyramid Model implementation. In 2020, we expanded the offerings to include distant coaching sessions in connection to the course content.



Looking Ahead

As the Pyramid Model Consortium completes its eighth full year of operation, the development of certified consultants has been essential to ensure the high-fidelity scaling of the Pyramid Model. The continued refinement of 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. At the end of 2021, the restrictions of the pandemic began receding, allowing for more consistent program openings and team interactions. PMC is poised to increase the implementation of Pyramid practices globally, scale data collection practices, and refine training to support the strategic priorities. With a heavy emphasis on equity as an integral component of the core objectives, PMC looks to provide leadership and clarity on barriers and opportunities to address the needs of communities' served.

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