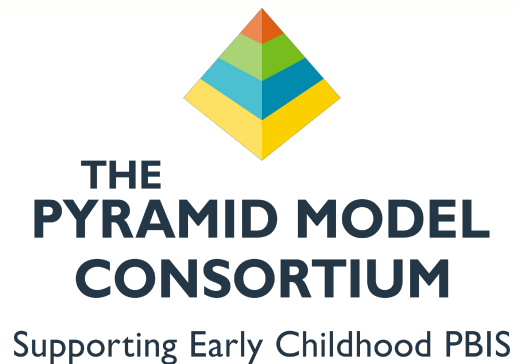


Pyramid Model Peer Learning Communities: Supporting Oklahoma's Workforce

September 19, 2023



Welcome
Paula Brown, Director
Oklahoma Head Start
Collaboration Office &
Pyramid Model Project

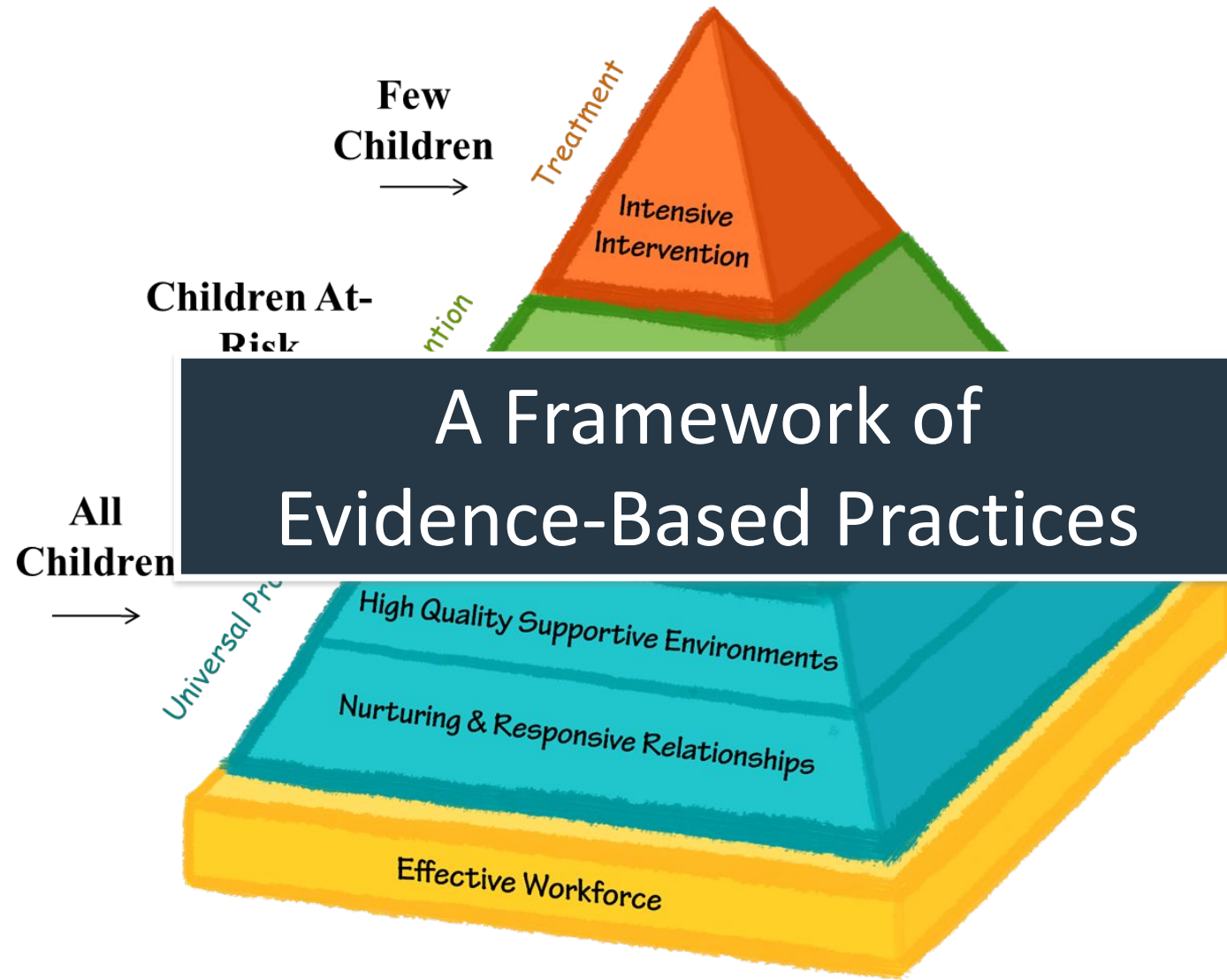


How familiar are you with the Pyramid Model?

- 0-1: Not at all...I thought I was coming to a session that was going to teach me how to make money and I would never have to work again!
- 2-3: I've heard of it, but before today, I only thought it was something used for children with severe social-emotional diagnoses/behaviors
- 4: I've heard of it, I've been to some training or taken some of the eModules online
- 5: I know it, I've implemented it, I've trained it, I've been to NTI and have the t-shirt!



Pyramid Model – Overview and History





What Does it Take to Get
Implementation with High
Fidelity Sustained in Programs
and **Scaled up** Statewide?

Addressing Suspension and Expulsion



Pyramid Model Program Leadership Team Guidance for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice

Barbara J. Smith, Penny Dell, Lise Fox



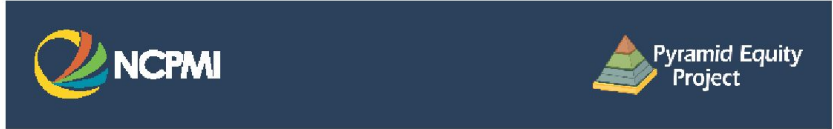
Program Guide



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This product was developed by the Pyramid Equity Project of the Technical Assistance Center on Positive Behavioral Interventions and Supports and the National Center for Pyramid Model Innovations (NCPMI). NCPMI is funded by the U.S. Department of Education, Office of Special Education Programs through Cooperative Agreement #H134875003. Opinions expressed herein are those of the authors and do not necessarily reflect the position of the U.S. Department of Education, and such endorsements should not be inferred.

Pub. 07/13/15



Pyramid Model State Leadership Team Guidance for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice

Barbara J. Smith, Penny Dell, Lise Fox



State Guide



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Pub. 07/13/15

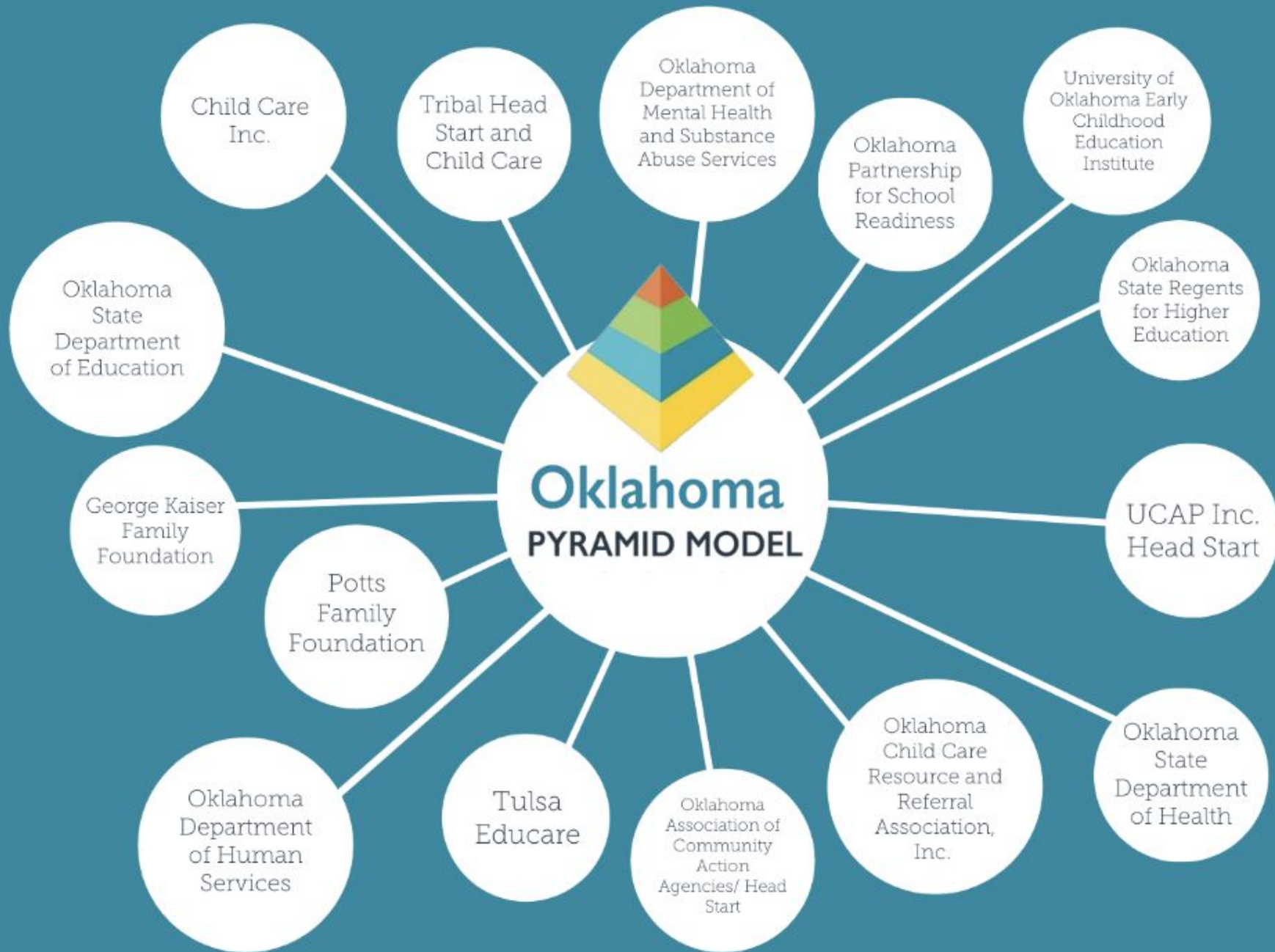
4 Essential Structures

State Leadership Team

Master Cadre
(Network of Program
Coaches)

Implementation Sites

Data



Formula for Success

Pyramid Model Practices

x

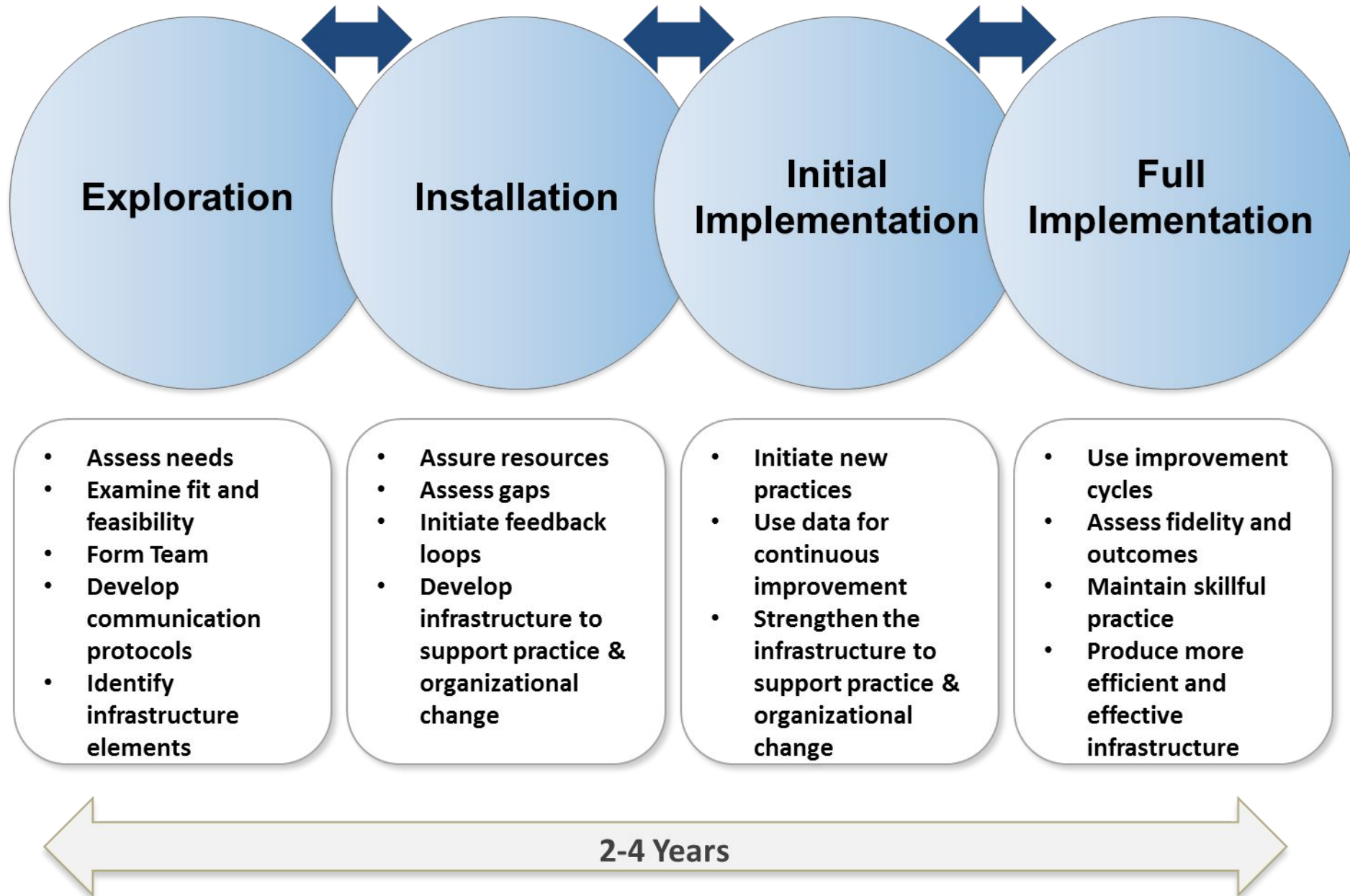
Intervention Fidelity

x

Systems for Implementation Fidelity

Meaningful Outcomes

Implementation Stages



Levels of Implementation



LEVEL 1: Beginning Site

- *Access Pyramid Model Training content, Implicit Bias
- *Practice Based Coaching
- View Administrator Webinar

LEVEL 2: Practicing Site

- Active Leadership Team
- Implementation Plan based on Program Wide
- Benchmarks of Quality

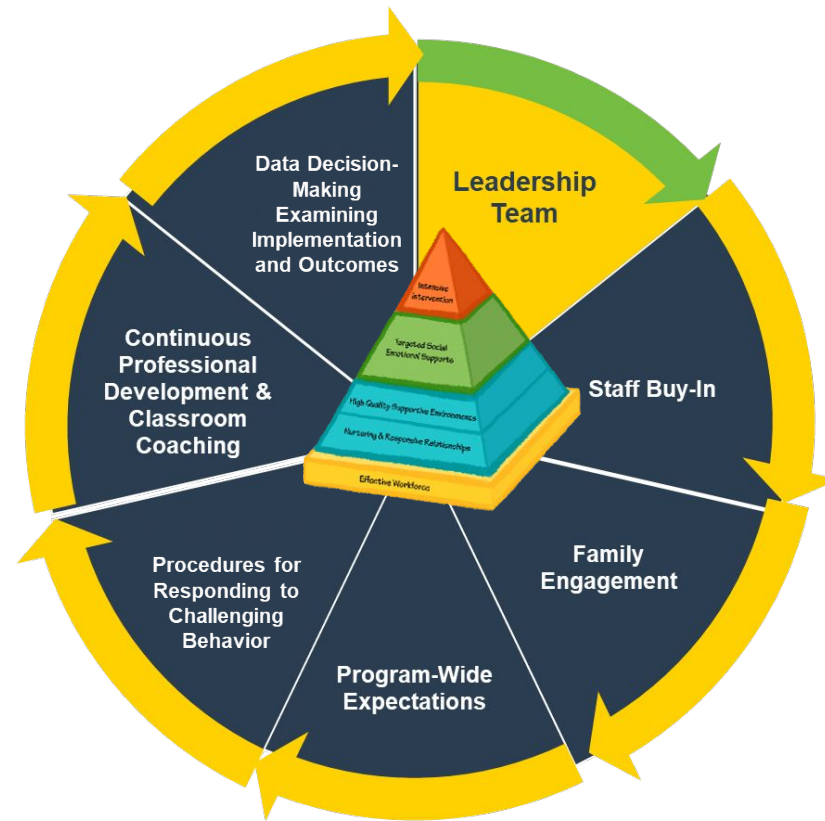
LEVEL 3: High Fidelity Site

- *Use of TPOT and/or TPITOS
- *80% or higher of PM Practices
- *Internal coach

Level 4: Mentor/ Demo Site

- *Support other Level 2/3 programs
- * Available for Level 2/3 to see it in action

Pyramid Model Implementation Sites



Why an Implementation Team?

No Implementation Team



From “Letting it Happen”

14%
17
Years



Improvement in Outcomes

Implementation Team



To “Making it Happen”

80%
3
Years

Sources:

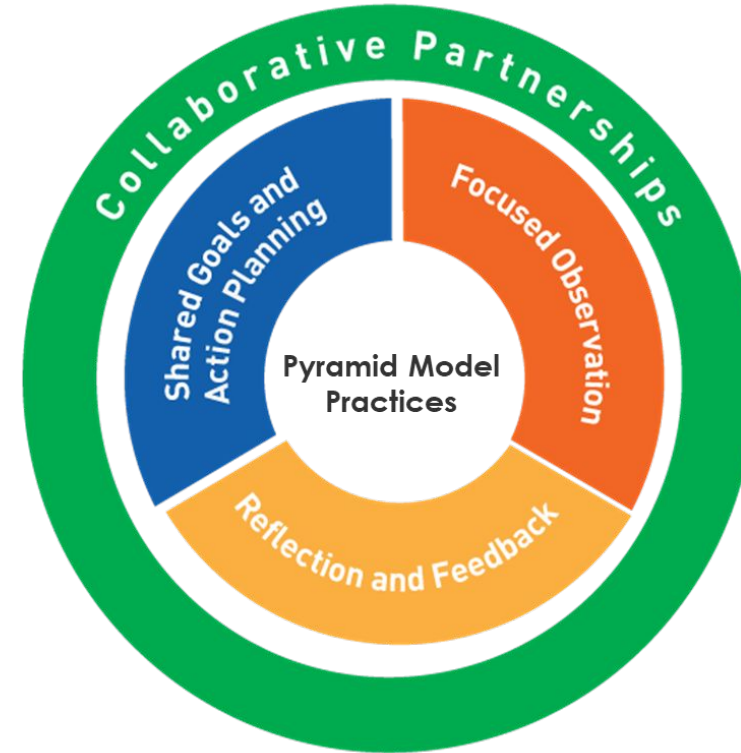
Fixsen, Blase, Timbers, & Wolf, 2001

Balas & Boren, 2000

Green & Seifert, 2005

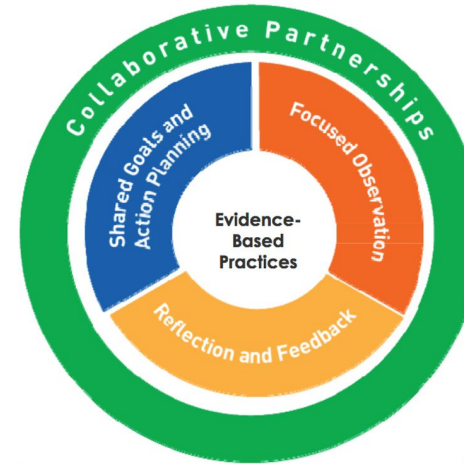
Saldana & Chamberlain, 2012

Practice-Based Coaching FRAMEWORK

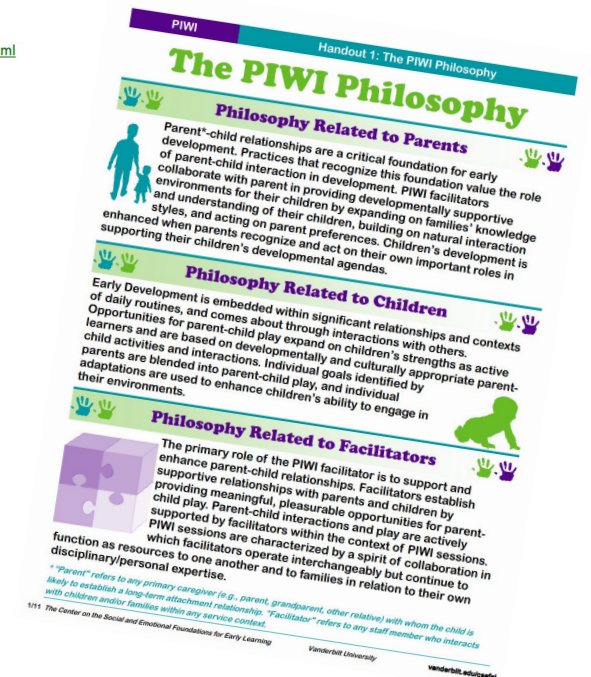


Pyramid Model Training Materials (Free)

- Infant Toddler Modules
- Preschool Modules
- Coaching Modules
- Family Coaching Modules
- Positive Solutions for Families
- Early Intervention



from the National Center for Quality Teaching and Learning, 2012
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/coaching.html>



Family Engagement Resources

Helping programs inform and engage families

- Announcing the Pyramid
- Families and leadership teams
- PTR-YC and families
- Communicating with families
- and more coming soon!...

We have something important to share with you!

Research has shown that the skills your child needs to be successful in the future are social and emotional skills. The more socially skilled children are, the more likely they are to succeed in school. Because this is so important for your child, we are using the Pyramid Model in our program.

What is the Pyramid Model?

The Pyramid Model is a framework for supporting the social and emotional development of our children. The goal of the Pyramid Model is to create a positive environment where every child feels good about coming to school. We accomplish this by building positive relationships among teachers, families, and staff. In our use of the Pyramid Model, our classroom staff network together to create a safe and supportive environment for all children. We work with families to help children overcome challenges and support their learning and development. We work with our classroom staff to help them understand the Pyramid Model and how to use it to support their children's social and emotional skills. We work with our staff to help them understand the Pyramid Model and how to use it to support their children's social and emotional skills.

What is gained by using the Pyramid Model?

FAMILIES

- Receive information on how to help promote children's social and emotional skills
- Receive support for promoting and addressing behavior problems

TEACHERS

- Are able to help children learn social and emotional skills
- Share their own social and emotional skills
- Have information on how to help children overcome challenges and support their learning and development

CHILDREN

- Increase their social and emotional skills
- Increase their readiness for kindergarten

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Family Engagement and the Leadership Team

Highly effective. Evidence-based.

In program-wide implementations of the Pyramid Model, programs are guided to include a family member as a full participant on the leadership team.

Family members on the leadership team will bring unique perspectives of the family and community to decisions about program goals and how to best support each child. The document provides the leadership team with a checklist of family engagement and family support strategies. The document provides the leadership team with a checklist of family engagement and family support strategies. The document provides the leadership team with a checklist of family engagement and family support strategies.

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Communicating with Families: Helpful Suggestions

Elizabeth Stead and Glen Dunlap with the NCPMI Family Engagement Workgroup

It's important for early childhood programs to use a variety of strategies to communicate with families and to offer opportunities for families to share information about themselves and the child. Different families will appreciate and be responsive to different ways of communicating. Therefore, it is important to always affirm the languages spoken by families in the program and use multiple forms of communication, including:

- In person
- Paper
- Electronic (e.g., email, text, and apps)

Ways to Communicate with Families

Orientation

When you want to orient the family to the program and classroom, you can share information:

- In an information fair or orientation event
- In a family handbook
- On a school webpage
- On a closed Facebook school page

Happenings

When you want families to know about something happening in the program or classroom, share information:

- On a board with daily/weekly rotations at program entrance or outside classroom
- On a family bulletin board
- In newsletters
- In weekly email to electronic newsletter form
- Through an app like REMIND
- On a closed Facebook school page
- Group text messages

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Welcome to the Leadership Team!

We are excited that you have agreed to become a member of our Pyramid Model Leadership Team. The Pyramid Model is an approach for supporting the social, emotional, and behavioral development of young children. The goal of the Pyramid Model is to create a positive environment where every child feels good about coming to school. This is accomplished by guiding classrooms to use practices that promote children's engagement in learning and by building positive relationships among children, families, and staff. In our use of the Pyramid Model, classroom staff will work together to create a safe and supportive environment for all children. We work with families to help children overcome challenges and support their learning and development. We work with our classroom staff to help them understand the Pyramid Model and how to use it to support their children's social and emotional skills. We work with our staff to help them understand the Pyramid Model and how to use it to support their children's social and emotional skills.

What to Expect from the Prevent Teach Reinforce for Young Children (PTR-YC) Process

Sylvia D. Joseph & Elizabeth A. Stuedi

To know our program implements the Pyramid Model, which is a framework of evidence-based practices for supporting young children's social and emotional competence. The Pyramid Model is a team model, so our program uses individualized social and emotional support for children who need them. In our classroom, like classroom teachers, communication and making friends in the classroom are the focus of this individualized support. We think your child may benefit from individualized social and emotional support in our program. In collaboration with you, we would like to start the PTR-YC process. This document outlines how we will work with you to better understand exactly how your child is currently communicating their needs, what it means for your child, and what might help your child going forward. After completing this process in the classroom, we will help you understand the process that will help prevent challenging behavior, teach new skills, and reinforce skills you'd like to see in your child. If you have any questions or concerns, please ask or let us know!

Would your child benefit from PTR-YC?

Low or to better understand exactly how your child is currently communicating their needs, what it means for your child, and what might help your child going forward. After completing this process in the classroom, we will help you understand the process that will help prevent challenging behavior, teach new skills, and reinforce skills you'd like to see in your child. If you have any questions or concerns, please ask or let us know!

PTR-YC?

is based on a model of individualized positive behavior support. The team is made up of classroom staff who are currently supporting your child (e.g., occupational therapist, behavior specialist, and classroom teacher). The team will collaboratively go through a set of steps to end up with a plan that will help prevent challenging behavior, teach new skills, and reinforce skills you'd like to see in your child. If you have any questions or concerns, please ask or let us know!

Challenging Behavior from occurring and promote that your child will use other, more desirable behaviors.

Challenging behavior from occurring and promote that your child will use other, more desirable behaviors. Challenging behavior from occurring and promote that your child will use other, more desirable behaviors.

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Addressing Equity Issues



Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BOQ)

CULTURAL RESPONSIVENESS COMPANION

(Erin Kinavey Wennerstrom, Sondra Stegenga, Rosemarie Allen, Kent McIntosh, Jean Louise Smith)¹

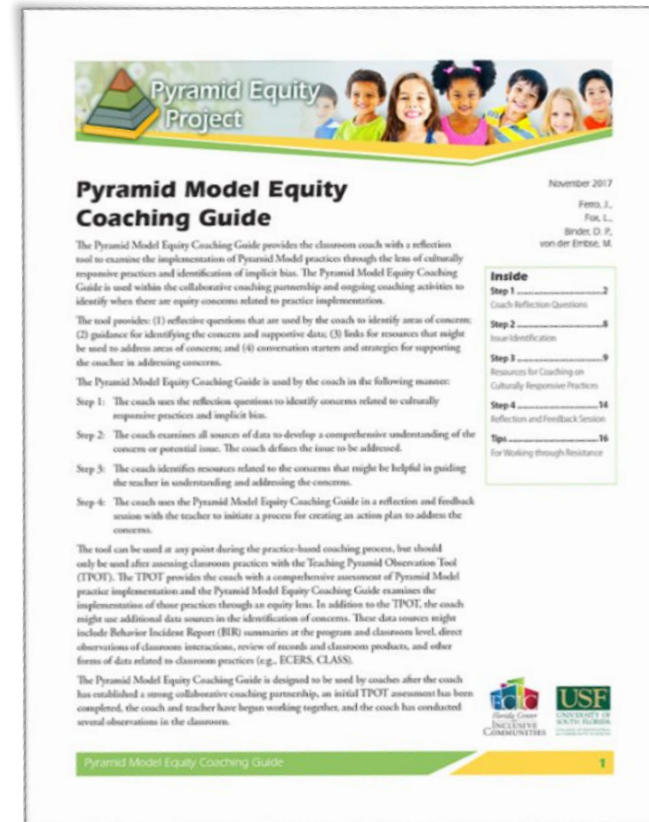
¹ Adapted from a tool by Milaney Levenson, Kent Smith, Kent McIntosh, Jennifer Ross, and Sarah Pinkelman. <http://www.pbis.org/school/equity-pbis>

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Published:
Aug 31, 2018



Inclusion Resources



Why Focus on Quality Inclusion as Part of Statewide Pyramid Model Implementation?

Alissa Rausch and Phillip Strain

The *Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children* was developed to build the capacity of programs and professionals to use evidence-based practices in promoting social competence, preventing social-emotional skill delays and problem behavior, and providing effective interventions for children with severe or persistent challenging behavior (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003). The Pyramid Model is also designed to promote the inclusion of children with disabilities within community programs. In states where there is a focus on increasing the use of high-quality inclusion practices, the implementation of the Pyramid Model offers an effective approach. This white paper provides information on the importance of inclusion and how the Pyramid Model might be used in statewide initiatives to increase the use of inclusive practices.

Relatedly, the 2015 U.S. Department of Education and U.S. Health and Human Services Joint Policy Statement on Inclusion of Children with Disabilities in Early Childhood Settings defines high-quality inclusion as "inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging. This applies to all young children with disabilities, from those with the mildest disabilities to those with the most significant disabilities."

Additionally, the importance of inclusion has been increasingly highlighted beyond early childhood special education. The National Association for the Education of Young Children's statement on advancing equity in early childhood education (2019) addresses ability as it relates explicitly to children diagnosed with disabilities and their families, the role early childhood providers, administrators, and policymakers have in the services provided for young children diagnosed with disabilities and their families, and the inclusion of young children diagnosed with developmental delays and their families in the community. This statement encourages the extension of inclusion of children with disabilities beyond preschool special education programs and into community preschools, child-care (family and center-based), and private preschools. It also recommends that a child with disabilities receive their special education services in their established early childhood setting.

The Efficacy of Inclusion

The benefits of inclusion for children with and without disabilities, programs, and communities are well described and empirically supported in the literature. These benefits are highlighted below.

Benefits to children with disabilities:

- ▶ Children with disabilities birth to age eight who are included in early childhood educational settings with their typically developing peers have more positive outcomes than children who are not. Improved outcomes for children with disabilities have been noted in

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- Overview
- Inclusion and the Pyramid Model**
- Indicators
- Resources

Inclusion and the Pyramid Model

Why Focus on Quality Inclusion as Part of Statewide Pyramid Model Implementation? (White Paper)

"In states where there is a focus on increasing the use of high-quality inclusion practices, the implementation of the Pyramid Model offers an effective approach. This white paper provides information on the importance of inclusion and how the Pyramid Model might be used in statewide initiatives to increase the use of inclusive practices." (Rausch, Strain)

Read the complete [white paper](#).

Partnering with Success: Stories from ECE Professionals and Family Engagement

Pyramid Model practices support professionals to make positive connections with families in inclusive settings. In this webinar, you will hear perspectives from three panelists: an early childhood special education classroom teacher, a program coach, and a mental health specialist. Panelists share effective tips and strategies for partnering with families of children diagnosed with disabilities and their peers.

For presenter bios, related resources, and certificate





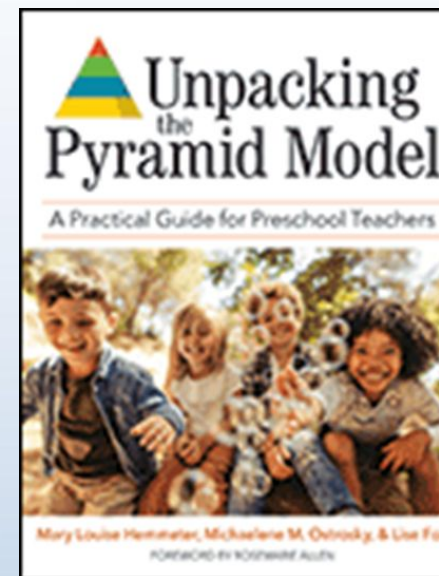
Complete Pre-K Classroom Kit



The Discovery Source published the recommended resources so teachers can begin to teach Social-Emotional Development skills immediately, more effectively, and with high fidelity implementation of the Pyramid Model Training.

Classroom Kit Includes:

- Tucker Turtle Kit
- Problem Solver Solution Kit
- Super Friends Kit
- Classroom Visual Kit
- Emotional Literacy Kit



[Download PDF Flyer](#)

ePyramid

Self-Paced On-Line
Learning Modules

A new way to access
Pyramid Model training &
support long-term outcomes!



Announcing New Module!

**“Highlighting Culturally Responsive Practices in the Pyramid Model
to Reduce Implicit Bias, Disproportionality, Suspensions and Expulsions”**

ePyramid Modules-Click Here

- Infant Toddler Package (Mods 1-3)
- Preschool Package (Mods 1 – 3)
- Birth – 5 Package (Mods 1 – 3 - English and Spanish)
- Trauma Informed Care and the Pyramid Model
- Staff Wellness: Taking Care of Yourself
- Implicit Bias
- Practice Based Coaching
- Early Intervention
- Prevent Teach Reinforce – Young Children
- Prevent Teach Reinforce - Families

What are the main challenges providers face?

- Staff Shortages?
 - Staff burnout/adult wellness?
 - Lack of adequate training?
 - Increase of challenging behaviors?
 - Other?
-
- How might the Pyramid Model address these challenges?

Peer Learning Communities

Infant Toddler, Preschool and Birth – 5 ePyramid Facilitated Cohorts

- eModule plus 9, 1 hour or 6, 90 minute facilitated sessions

Trauma Informed Care and the Pyramid Module

- eModule plus 3, 1 hour facilitated sessions-tba

Wellness: Taking Care of Yourself

- eModule plus 1, 1 hour facilitated sessions-tba

Looking for Early Care & Education professionals who are interested in being part of a Master cadre of coaches/trainers/facilitators

Levels of Implementation



Pyramid Model Peer Learning Communities



The **ePyramid courses and Peer Learning Communities (PLC)** are designed to add a human touch point and help participants implement Pyramid Model practices. Facilitators will lead participants through reflections and action planning that are structured and inspired by the ePyramid content. More specifically, the sessions are designed to help participants discuss the lessons, provide reflection and ask questions while implementing the practices.

Each course is about 18 hour of course work, including videos, activities, and handouts. The live, facilitated sessions that support each course are made up of either 9, 60 minute sessions or 6, 90 minutes sessions, depending on the option you choose below.

We are offering a variety of courses and meeting times to choose from. First, decide which topic is the best fit for you, Infant/Toddler, Preschool, or Birth to 5. Then **select only one** of the options in that topic. Once registered participants are expected to attend all the sessions in their selected series.

To explore all of the current PLC offerings visit our homepage at <https://www.pyramidmodel.org/affiliate/oklahoma/>



Infant/Toddler _____

Preschool _____

Birth to 5 English _____

Coming Soon! Birth to 5 Spanish _____



For additional information
please contact
Kimberly Jumper-Brown at
pyramid@okcaaa.org



Oklahoma Clearinghouse
for EARLY CHILDHOOD SUCCESS



Project Number Two – Level Two and Three

- 80 High Fidelity Implementation Sites from licensed providers
 - Licensed Family Child Care
 - Licensed Center Based Child Care
 - Licensed Tribal Child Care
 - Early Head Start/Head Start
- 30 Sites preliminary identified
- Pull from Project One Sites for other 50

Role of CCR & R

- Support recruitment of participant in Project One
- Support recruitment of programs for Project Two
- Make linkages to QRIS
- 10 staff will serve as Program Coaches

Program Coach

- Serves as an External Coach
 - Meets with local Leadership team
 - Supports the internal coach
 - Provides additional training and content support to local professionals
 - Helps Local leadership team collect, disaggregate and act on data for quality program implementation
 - Helps scale-up region-wide
 - Connections to SW-PBIS/VTmtss to support integration to K-12



Benchmarks of Quality

- Overview of the quality indicators of each of the critical elements associated with implementing behavior support program wide
- Each indicator (benchmark) builds on the previous ones
- The goal is to determine where you are in order to make a “to do list” (use your implementation action plan for that)



Readiness for Program-Wide Implementation

- Clear commitment and buy-in from staff
- Leadership Team is formed and includes:
 - Administrator
 - Classroom Coach – professional development
 - Person with behavioral expertise
 - Teachers
- Program commits to 2-3 year process to achieve full implementation
- Program commits to using data for decision-making including progress monitoring and fidelity assessments

Readiness (continued)

- Leadership team commits to meeting monthly, monitoring progress, and using data for decision making
 - Support of children
 - Support of teachers
- Leadership team commits to
 - Facilitating ongoing training and TA
 - Supporting teachers to implement the Pyramid practices
 - Developing and promoting program-wide expectations
 - Developing plan to provide individualized PBS

Resources



National Center for
**Pyramid Model
INNOVATIONS**

www.challengingbehaviors.org



**THE
PYRAMID MODEL
CONSORTIUM**

Supporting Early Childhood PBIS

www.pyramidmodel.org



THE PYRAMID MODEL CONSORTIUM
Supporting Early Childhood PBIS

Any other favorite resources?



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