Outcome 3: Pyramid Training Model

2015-2016 School Year Goal:

CELC partners will demonstrate progress toward the use of evidence-based practices for social and emotional development in young children through implementation of the Pyramid Model for Social and Emotional Competency

Use of the Wisconsin Pyramid Model for Social and Emotional Competency is a priority initiative in the CELC collaboration work. Two of the co-locating agencies who serve children on-site have worked within their agency toward program wide implementation of the evidence-based practices associated with Pyramid Model in classrooms. The Project Bridges Day Care and Preschool and UW-Oshkosh Head Start - CELC each have a site based leadership team that uses program specific data to support their agency implementation. A third CELC agency, Appleton Even Start Family Literacy (ESFL) was focused during the 2015-2016 school year on professional development so that they are prepared to implement Pyramid Model practices during the 2016-2017 school year.

Overview of Pyramid Model

Emotional skills and social skills are key areas of development for infants, toddlers and young children and are developed within the context of their relationships with others. As children grow and develop, these skills, such as the ability to play well with others, identify and express emotions, listen to directions and problem solve, are building blocks to success in the classroom and into adulthood. Research has shown that children who are socially skilled in kindergarten may be more likely to live healthier lives, attend college and secure higher-paying jobs as adults. (Jones, Greenberg, & Crowley, 2015).

The Pyramid Model framework consists of four interrelated levels of practice across a multi-leveled and culturally responsive system of support for infants through children age 5-6. The first level of the framework focuses on the development of "nurturing and responsive caregiving relationships." Level two of the framework builds on the nurturing relationships to provide high quality supportive classrooms universally for all children. When implemented with fidelity these two levels of the framework support the majority of children within early care and education environments. Levels three and four provide more targeted social and emotional supports specific to individual child needs.(Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003). Programs that have adopted the Pyramid Model have experienced the following outcomes: reductions in challenging behaviors, increases in children's social skills, increased satisfaction of program staff and families, reduced turnover in the program, increases in teacher competence and confidence in the support of children, changes in classroom and program climate, and sustained implementation of the Pyramid model (Yates, Ostrosky, Cheatham, Fettig, Shaffer, & Santos, 2008).

In a program-wide adoption of the Pyramid Model, several critical elements are put in place and monitored to ensure implementation of the framework with fidelity. A Leadership Team is created to support this implementation by utilizing data to monitor the implementation of 43 program Benchmarks of Quality(BoQs). These BoQs reflect critical elements of implementation, including: establishment of the leadership team, staff buy-in, family involvement, program-wide expectations, teaching program-wide expectations, classroom Pyramid practices, procedures for responding to

challenging behavior, professional development and staff support plan, and databased decision making. Additionally, internal coaches support the implementation work in classrooms through observation and monthly practice-based coaching with teaching staff.

Assessment of the implementation of the Pyramid Model is done at a program-wide, teacher/classroom level, and child level. Program-wide assessment measures the processes and program level infrastructure needed for implementation with the Benchmarks of Quality evaluated twice a year through team self-assessment and typically reported in September and April. Each benchmark is scored as "in place," "partially in place," or "not in place" (Hemmeter, Fox, & Snyder, 2013). Benchmark ratings of implementation for UW Oshkosh Head Start-CELC and Project Bridges Day Care and Preschool for the 2015-2016 school year are found below. In addition, specific ratings (ranging from 0 to 2) of critical elements of the benchmarks of quality for UW Oshkosh Head Start-CELC and Project Bridges Day Care and Preschool are also displayed in the graphs below.

Implementation progress at the teacher/classroom level is measured utilizing the Teaching Pyramid Observation Tool (TPOT) for children ages 3-5 and the Teaching Pyramid Infant Toddler Observation Scale (TPITOS) for children ages 0-2 years. These observation tools are used to collect evidence of the use of Pyramid Model practices as a teacher enters the coaching partnership and guides the development of goals to increase practices. A teacher is considered to be at fidelity in their implementation of Pyramid Model practices when they demonstrate 80% of the measured classroom practices. The TPOT or TPITOS is completed every six months until the teacher has demonstrated 80% in two consecutive observations and then annually from there forward. Summary TPOT ratings are available for both Project Bridges Day Care and Preschool and UW Oshkosh Head Start – CELC as displayed in the table below.
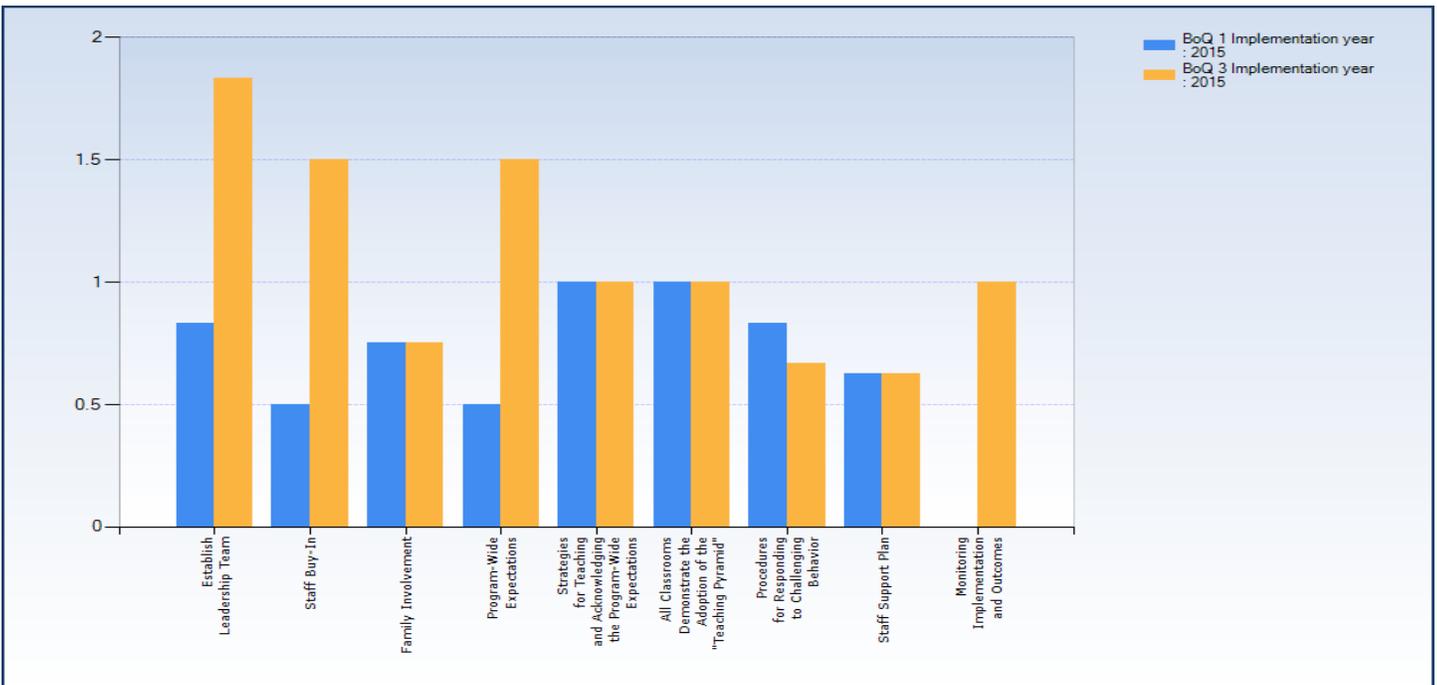
Pyramid Model Implementation at the CELC

Results from the 2015-2016 school year Benchmark of Quality(BoQ) indicate growth in the implementation of Pyramid Model practices at Project Bridges Day Care and Preschool. After one year of implementation, the childcare has increased the number of evidence-based practices fully in place from 11% to 26%. In addition Project Bridges Day Care and Preschool has decreased the number of absent practices from 45% to 19%.
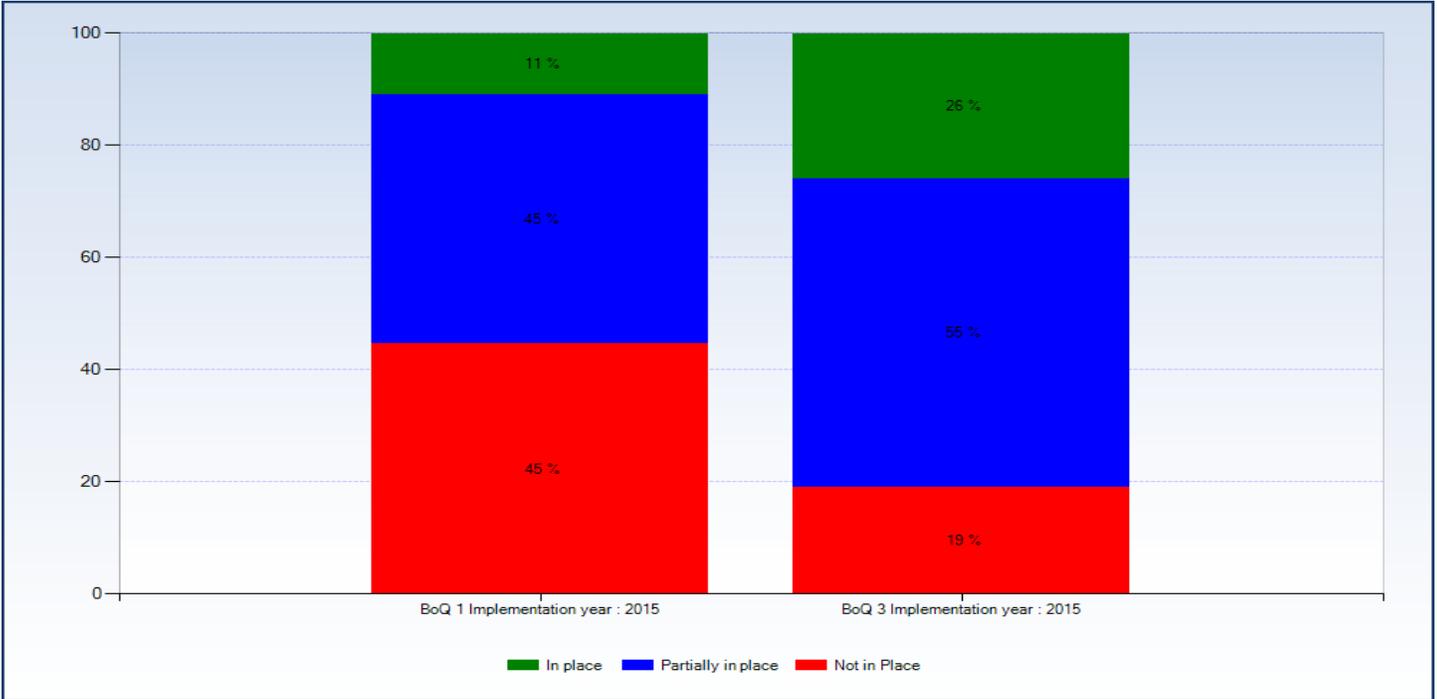
The graph below demonstrates the progress in each of the Critical Element areas for Project Bridges Day Care and Preschool through the first year of implementation. Growth from beginning BoQ ratings is evident in 4 of 9 critical element areas. Consistent with statewide data, the critical element of Strategies for Teaching and Acknowledging the Program-Wide Expectations rates lower than all other critical elements, and demonstrates minimal growth.

Results from the 2015-2016 school year Benchmark of Quality(BoQ) indicate growth in the implementation of Pyramid Model Practices at UW Oshkosh Head Start - CELC. After one year of implementation, UW Oshkosh Head Start - CELC has increased the number of evidence-based practices fully in place from 21% to 47%. In addition they have decreased the number of absent practices from 28% to 2%.
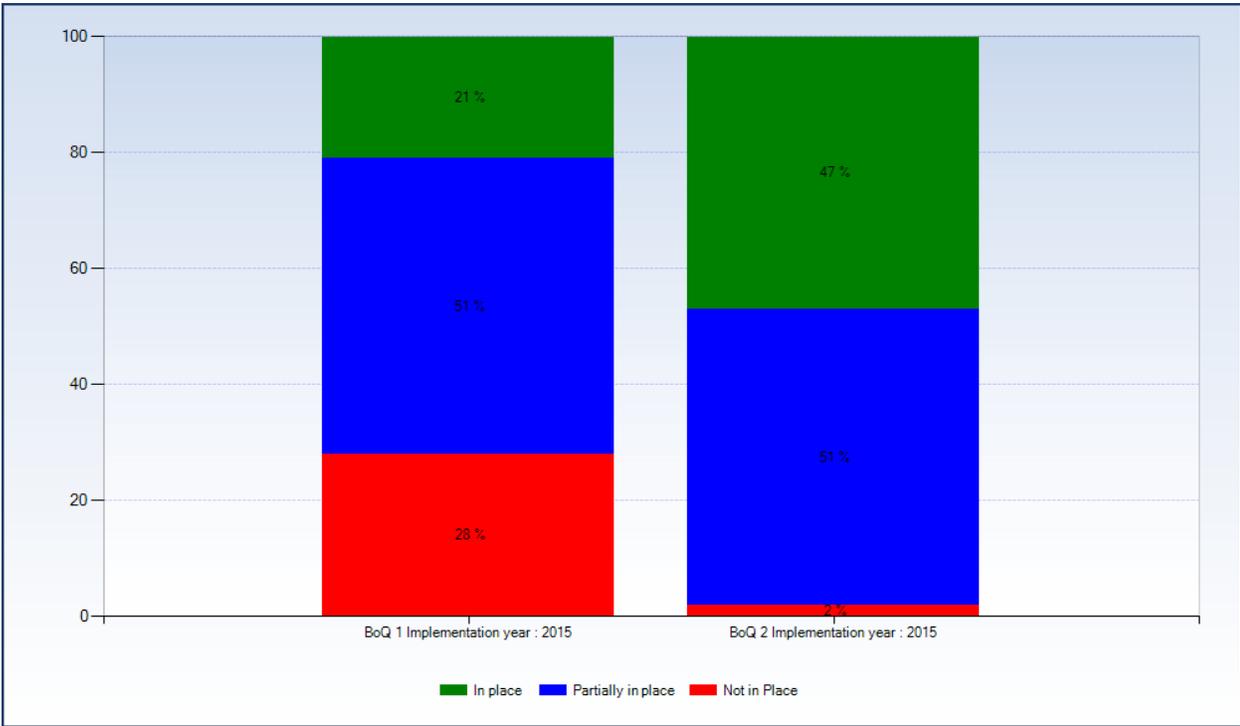
The graph below demonstrates the progress in each of the Critical Element areas for UW Oshkosh Head Start - CELC through the first year of implementation. Growth from beginning BoQ ratings is evident in 7 of 9 critical element areas. Consistent with statewide data and the data from their co locating partner Project Bridges Day Care and Preschool, the critical element of Strategies for Teaching and Acknowledging the Program-Wide Expectations rates lower than nearly all other critical elements, and demonstrates minimal growth.
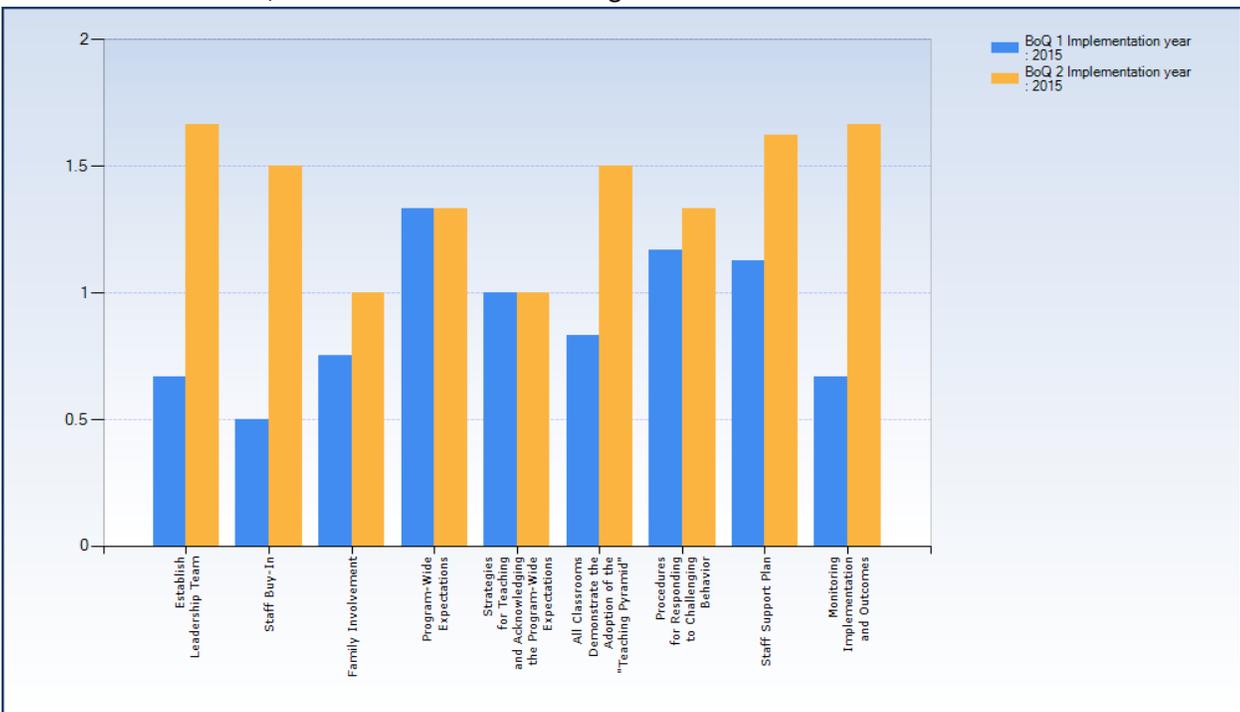
Eight teachers at the preschool and 4K level from Project Bridges Day Care and Preschool and four teachers at the four year old level from UW Oshkosh Head Start – CELC were supported in their implementation of the evidence-based practices consistent with Pyramid Model framework. Teachers were observed in the fall of the school year utilizing the Teaching Pyramid Observation Tool (TPOT). Based on these observations each teacher worked with a coach monthly to identify and further develop strategies to implement the key practices. After 6 months of coaching, teachers were again observed with the TPOT. Teachers in both agencies demonstrated growth to a level of fidelity or above in the key evidence-based practices consistent with implementation of the Pyramid Model.

Project Bridges Day Care and Preschool TPOT Summary for 2015-2016

Subscale 1. Key Practices									
TPOT Item	TPOT 1 (8) Teachers Date: 11/6/2015			TPOT 2 (8) Teachers Date: 6/1/2016			TPOT 3 (0) Teachers Date:		
	# yes	# no	%	# yes	# no	%	# yes	# no	%
1 Schedules, Routines, and Activities	55	18	75%	58	14	81%	0	0	
2 Transitions Between Activities are Appropriate	45	17	73%	55	9	86%	0	0	
3 Teachers Engage in Supportive Conversations with Children	72	4	95%	69	7	91%	0	0	
4 Promoting Children's Engagement	54	14	79%	58	8	88%	0	0	
5 Providing Directions	43	13	77%	49	7	88%	0	0	
6 Collaborative Teaming	65	5	93%	65	6	92%	0	0	
7 Teaching Behavior Expectations	21	35	38%	32	24	57%	0	0	
8 Teaching Social Skills and Emotional Competencies	32	32	50%	45	19	70%	0	0	
9 Teaching Friendship Skills	48	24	67%	58	14	81%	0	0	
10 Teaching Children to Express Emotions	37	27	58%	58	6	91%	0	0	
11 Teaching Problem Solving	36	35	51%	49	23	68%	0	0	
12 Interventions for Children with Persistent Challenging Behavior	36	4	90%	37	3	93%	0	0	
13 Connecting with Families	60	4	94%	62	2	97%	0	0	
14 Supporting Family Use of the *Pyramid Model* Practices	30	26	54%	43	13	77%	0	0	
Key Practices Subscale Totals:	634	258	**71%**	738	155	**83%**	0	0	
Subscale 2. Red Flags									
	# yes	# no	%	# yes	# no	%	# yes	# no	%
	6	130	**4%**	4	132	**3%**	0	0	
Subscale 3. Responses to Challenging Behavior									
	Yes	No	No Incidents	Yes	No	No Incidents	Yes	No	No Incidents
	1	1	4	0	0	0	0	0	0
Overall:	**17%**	**17%**	**67%**						

UW Oshkosh Head Start-CELC TPOT Summary for 2015-2016

Subscale 1. Key Practices									
TPOT Item	TPOT 1 (4) Teachers Date: 11/6/2015			TPOT 2 (4) Teachers Date: 6/1/2016			TPOT 3 (0) Teachers Date:		
	# yes	# no	%	# yes	# no	%	# yes	# no	%
1 Schedules, Routines, and Activities	35	2	95%	33	4	89%	0	0	
2 Transitions Between Activities are Appropriate	28	4	88%	30	2	94%	0	0	
3 Teachers Engage in Supportive Conversations with Children	37	2	95%	39	0	100%	0	0	
4 Promoting Children's Engagement	32	1	97%	31	2	94%	0	0	
5 Providing Directions	26	2	93%	27	1	96%	0	0	
6 Collaborative Teaming	33	2	94%	33	1	97%	0	0	
7 Teaching Behavior Expectations	22	6	79%	27	1	96%	0	0	
8 Teaching Social Skills and Emotional Competencies	22	10	69%	23	9	72%	0	0	
9 Teaching Friendship Skills	27	9	75%	28	8	78%	0	0	
10 Teaching Children to Express Emotions	21	11	66%	26	6	81%	0	0	
11 Teaching Problem Solving	21	15	58%	21	15	58%	0	0	
12 Interventions for Children with Persistent Challenging Behavior	18	2	90%	20	0	100%	0	0	
13 Connecting with Families	32	0	100%	31	1	97%	0	0	
14 Supporting Family Use of the *Pyramid Model* Practices	24	4	86%	27	1	96%	0	0	
Key Practices Subscale Totals:	378	70	**84%**	396	51	**89%**	0	0	
Subscale 2. Red Flags									
	# yes	# no	%	# yes	# no	%	# yes	# no	%
	2	66	**3%**	0	68	**0%**	0	0	
Subscale 3. Responses to Challenging Behavior									
	Yes	No	No Incidents	Yes	No	No Incidents	Yes	No	No Incidents
	0	0	0	3	0	3	0	0	0
Overall:				**50%**	**0%**	**50%**			

Conclusions

The CELC partners have achieved their Outcome 3 Goal of demonstrating progress toward the use of evidence-based practices for social and emotional development in young children through implementation of the Pyramid Model for Social and Emotional Competency. Assessment data at both the program-wide and teacher/classroom level for each of the agencies shows increases in the use of the Pyramid Model Critical Elements and evidence-based practices. Benchmark of Quality (BoQ) data demonstrates that both of the current co-locating agencies working toward program-wide implementation have increased their use of evidence-based practices across the 2015-2016 school year. In addition TPOT data demonstrates increased implementation at the classroom level.

References

Fox, L., Dunlap, G., Hemmeter, M.L., Joseph, G.E., & Strain, P.S. (2003). The Teaching Pyramid: A model for supporting social competence and preventing challenging behavior in young children. YoungChildren, 58 (4), 48-52.

Hemmeter, M.L., Fox, L., & Snyder, P., (2013). A tiered model for promoting social-emotional competence and addressing behavior. In V. Buysse & E. Peisner-Feiberg (Eds.), *Handbook of Response to Intervention in Early Intervention* (pp. 85-102). Baltimore, MD: Brookes Publishing Co.

Jones, D.E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. In Neddenriep, C., Hulse, R. & Buxton, A. *Enhancing Social-Emotional Competence to Reduce Challenging Behaviors*, University of Wisconsin Whitewater.

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