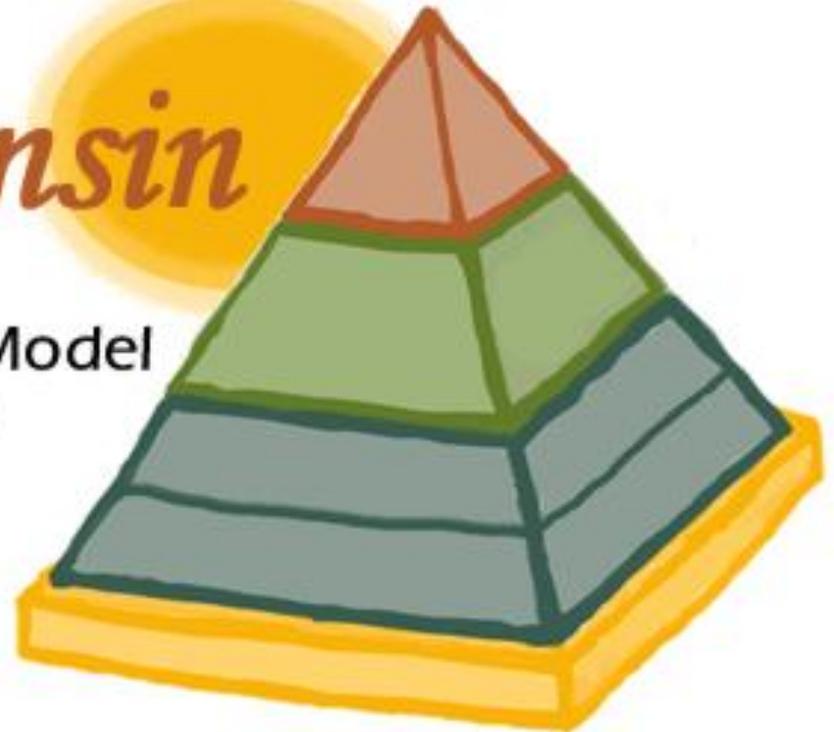


# *Wisconsin*

CSEFEL Pyramid Model  
Partnership



*Promoting Social Emotional Competence in Wisconsin's Young Children*

# Pyramid Model for supporting Social and Emotional Competence



# Our Vision:

The State of Wisconsin will have comprehensive, cross disciplinary professional development to support professionals working to ensure the social and emotional well-being of infants, young children, and their families



# The importance of healthy social and emotional development

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- Healthy social and emotional development is a protective factor against child abuse and neglect
- Social and emotional development linked to success in school and beyond
- Social and emotional development is firmly tied to all other areas of development

# Socially-emotionally competent children

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- tolerate frustration better
- get into fewer fights
- engage in less destructive behavior
- are healthier
- are less lonely
- are less impulsive
- are more focused
- have greater academic achievement

Age 2 Non  
pervasive

Child behavior  
problems at home

Discipline Difficulties

Ages 3-6

Continued home  
behavior  
problems

Behavior  
problems at  
school or child  
care

- Parent Discouragement & Isolation from School
- Peer Rejection
- Ineffective Teaching Practice

Ages 7-8  
Pervasive

Antisocial Behavior  
And  
Academic Failure

- Negative reputation of child within community of parents
- Parent isolation and depression
- Poor home school connections
- Child depression
- Peer selection sustains challenging behavior
- Negative reputation at school
- School expulsion

# Expulsion Rates

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- Preschool expulsion rates are 3 times higher than K-12 expulsion rates.
- Boys are 4.5 times more likely than girls to be expelled.
- African American children are twice as likely to be expelled than white or Latino children and 5 times more likely than Asian American children.
- Expulsion rates for 5 year olds are double rates for 4 year olds.

<sup>1</sup> Gilliam, Walter, *Prekindergarteners Left Behind: Expulsion Rates in State Prekindergarten Systems*, Yale University Child Study Center, May 4, 2005, pg 1.

# Expulsion: Wisconsin Data

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- ***68% of WI providers have asked a family to leave their program at some time during their career***
- ***52% of providers have asked a family to leave within the last two years.***

*Data collected by the Supporting Families Together Association (SFTA) in the winter of 2009/2010*

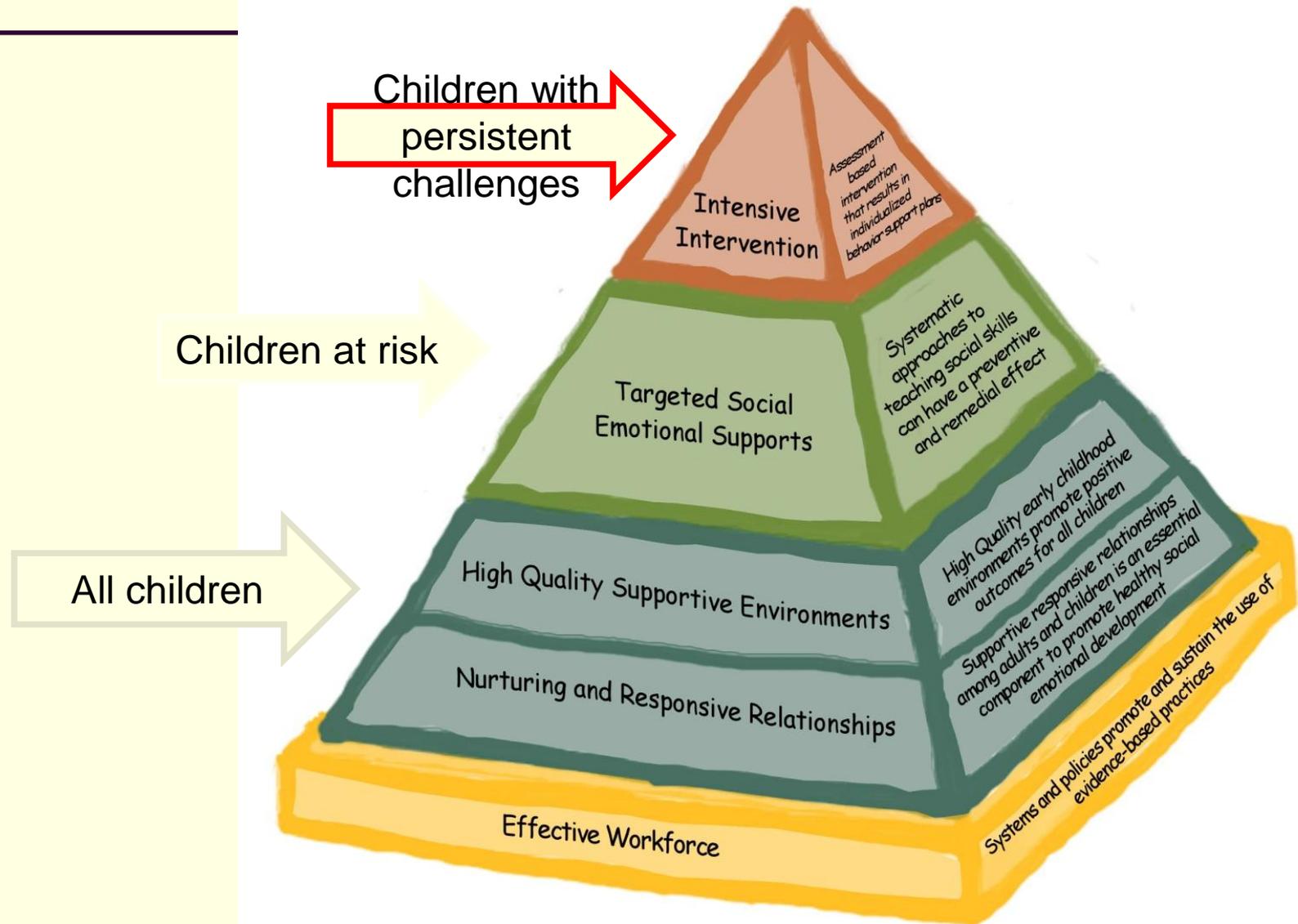
# Reasons for Expulsion- Child and Family Behavior

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**Challenges managing child and family behaviors are a root cause for expulsion. Providers reported the following:**

- 42% of asked expelled a family at least once due to challenges with child behavior. 7% took this action more than once in the last two years
- 25% reported awareness about a family removing a child from their setting due to the child's behavior
- 18% asked a family to leave their program due to the provider's inability to meet the needs of the child
- 21% of providers asked a family to leave at least once because of family behavior
- 22% reported knowing a family removed a child from the child care due to conflict with staff or management

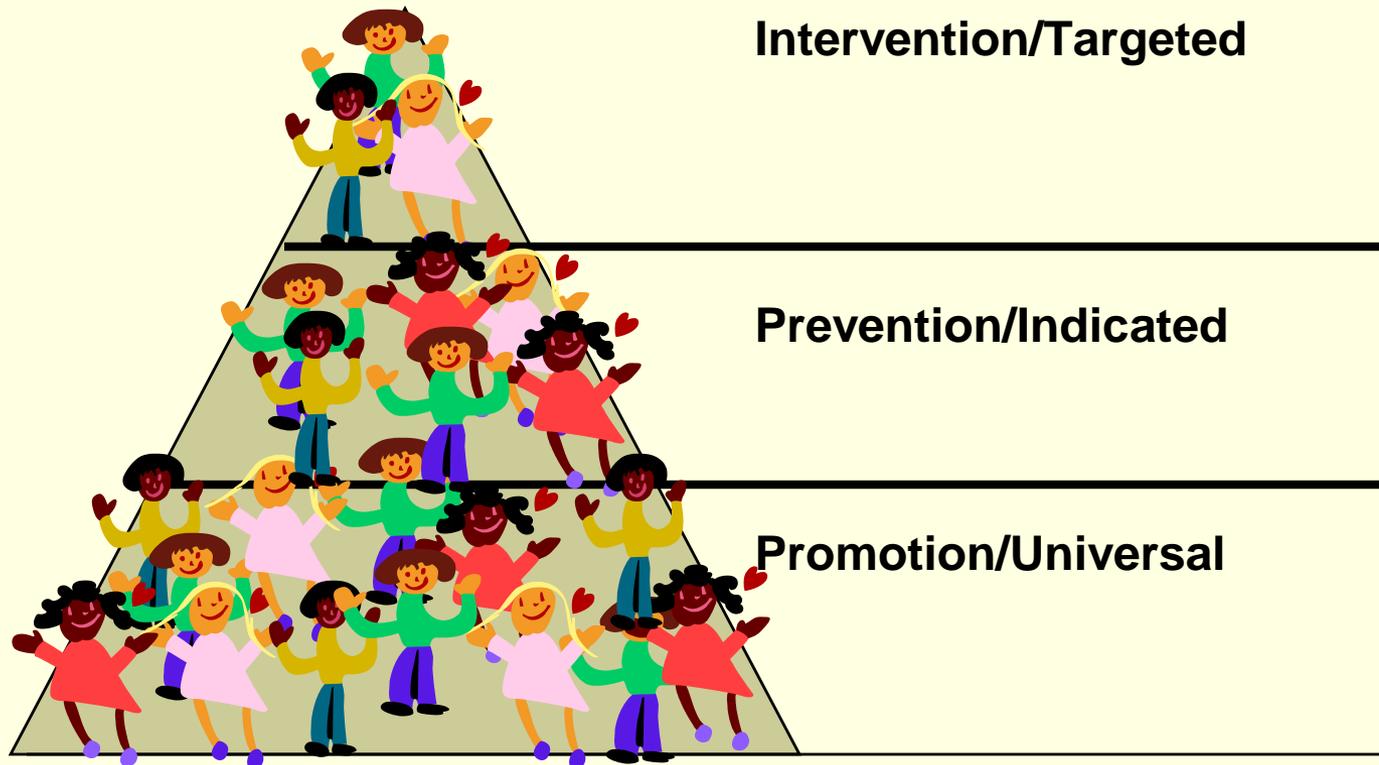
# The Pyramid Model



# Promoting a child's well-being: a Public Health approach to Mental Health

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## Levels and Types of Support



Strong foundation is important in all multi-tiered systems of support.

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- Foundation: If this is in place, most children won't need more intensive interventions
- In the Pyramid, Foundation is:
  - **Nurturing and Responsive Relationships**
  - **High quality Environments**



# The Pyramid – Key Ingredients for Supporting Social Emotional Development

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- ❖ Focus on promotion and prevention rather than reactive procedures
  - Positive interactions
  - Consistency and predictability in the classroom routine
  - Clearly defined expectations
  - Engaging activities



# The Pyramid – Key Ingredients for Supporting Social Emotional Development

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- ❖ Focus on intentional teaching of social skills and emotional competencies
  - Acknowledging the relationship between social skills and challenging behavior
  - Understanding the function of children's behavior and matching our strategies to the function of behavior
  - Teaching across the day rather than in response to challenging behavior
  - Giving children strategies that they can use in a variety of situations



There is a need to provide more in-depth professional development on social emotional issues in conjunction with existing state



There are evidence-based practices that are effective in changing this developmental trajectory...the problem is not what to do, but rests in ensuring access to intervention and support (Kazdin & Whitley, 2006)

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**Social and emotional  
competence of children**

**Knowledge of parenting  
& child development**

**Social connections**

**Concrete support in  
times of need**

**Parental resilience**

**Linkages with Existing  
State Initiatives**

*strengthening families*  
THROUGH EARLY CARE & EDUCATION

Center for the Study of Social Policy



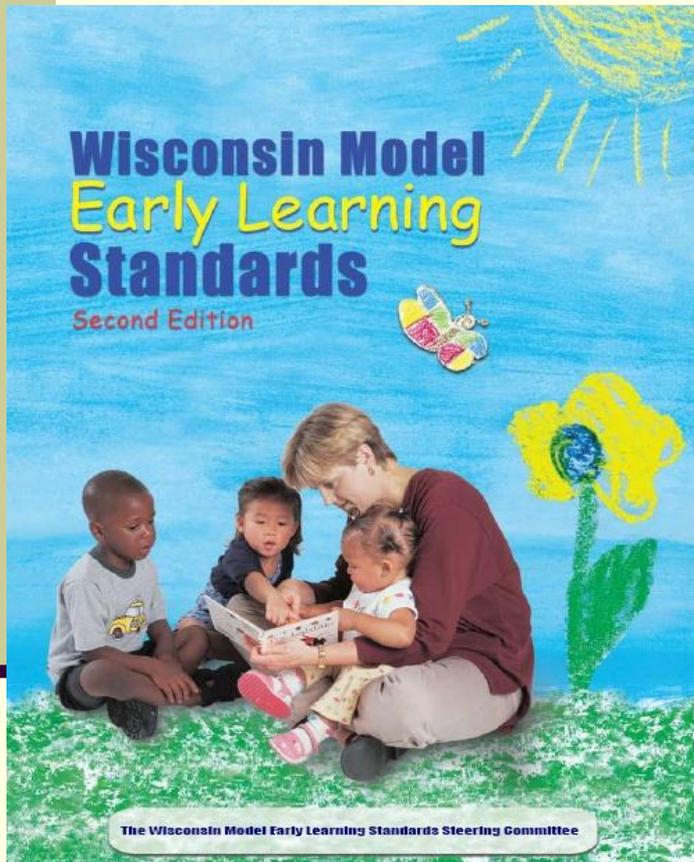
**Stronger  
families**



**Less abuse  
and neglect**

## Linkages with Existing State Initiatives

# Wisconsin Model Early Learning Standards



WMELS has 5 domains of development and recognizes that all domains of learning are interrelated.

| DEVELOPMENTAL DOMAIN                 | Page |
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| II. SOCIAL AND EMOTIONAL DEVELOPMENT | 28   |
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## Linkages with Existing State Initiatives

# Wisconsin Model Early Learning Standards

Teaching Cycle:  
Assessment, planning and  
implementation

Designing environment  
Supporting relationships

Developmentally appropriate  
curriculum, activities and assessment

Developmental domains,  
expectations, and continuum  
Performance and program standards

**Consistent developmental  
expectations for children birth to  
first grade**

**Framework for program standards  
that promote developmentally  
appropriate practice**

**Wisconsin Model Early Learning Standards are the foundation of  
an effective early care and education workforce**

## Linkages with Existing State Initiatives

## Wisconsin Positive Behavior Interventions and Supports

| School Wide PBIS – Key Components        | SEFEL Pyramid Model – Key Components     |
|--|--|
| Focus on K-12                            | Focus on Birth-5                         |
| Explicitly Teaching Behavior             | Explicitly Teaching Behavior             |
| Focus on Prevention                      | Focus on Prevention                      |
| School-wide Expectations                 | Program-wide Expectations                |
| Tiered Model of Interventions            | Tiered Model of Interventions            |
| Data-Based Decision Making               | Data-Based Decision Making               |
| Acknowledgement System                   | Systematic Acknowledgement               |
| Teacher/Office Managed Bx (T-Chart)      | Adult Managed Behavior                   |
| Administration Participation and Support | Administration Participation and Support |

# Program-wide Implementation of the Pyramid Model

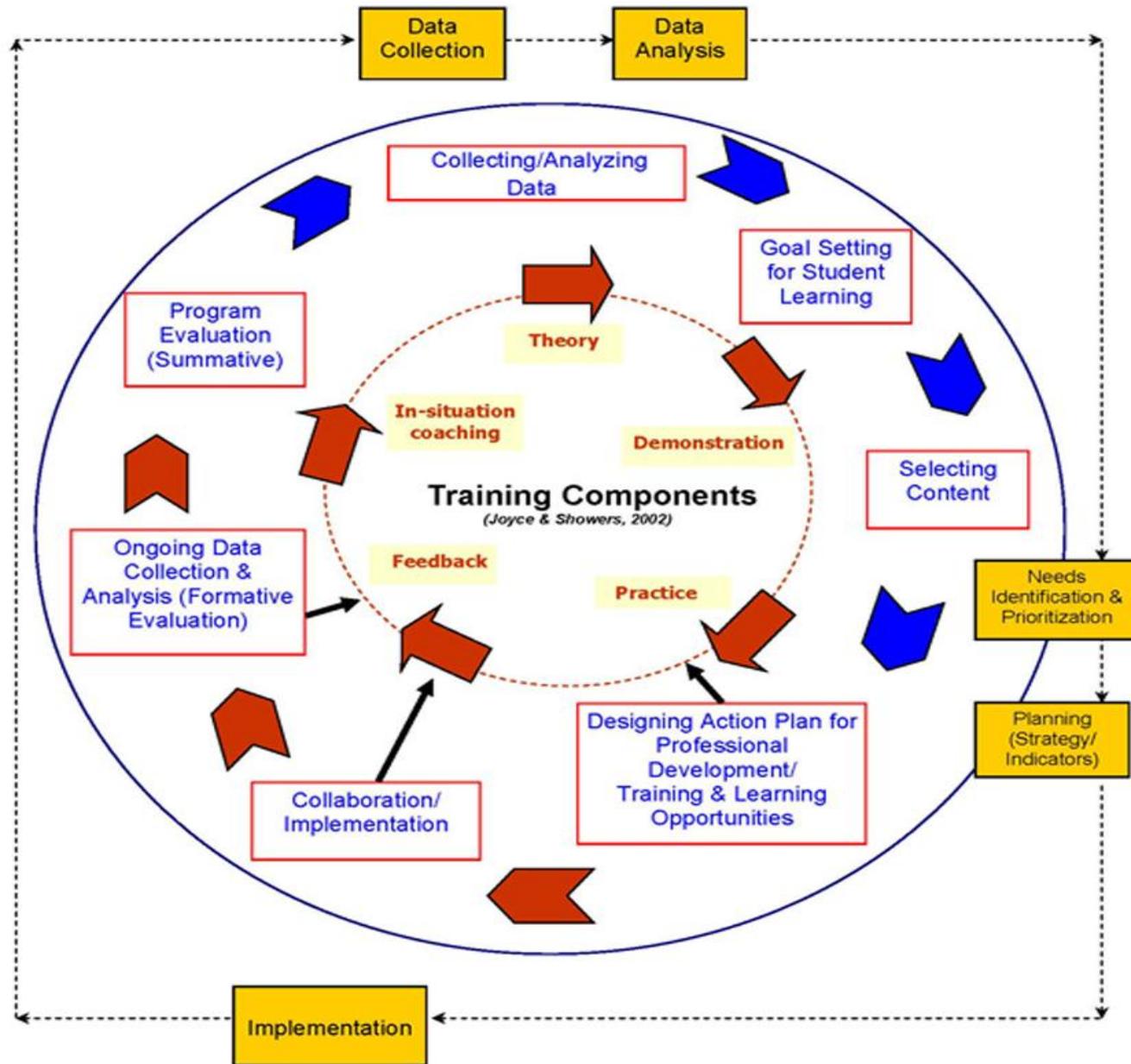
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Taking it to the next step



# The Wisconsin Personnel Development Model

(Adapted from the Iowa Model of Professional Development)



# Training and Coaching

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- Infant-Toddler Modules
- Preschool Modules
- Parent Modules

State Leadership Team  
State Facilitator  
State Training Coordinator

Trainer  
External coach  
Behavior Specialist

Program Leadership  
Team

Internal coach

Teachers, practitioners  
and families

Children  
and  
families

# WI Pyramid Model State Leadership

## team:

- Teresa Pellet, Children's Trust Fund
- Julie Betchkal, CESA 11; WI Pyramid Model Training Coordinator
- Kath Mc Gurk, Department of Children and Families
- Dana Romary, Department of Health Services/B-3
- Erin Arango-Escalante , Department of Public Instruction
- Patty Caro, Higher Education
- Mary Peters, Higher Education
- Suzy Rodriguez, Parents Plus
- Lilly Irvin-Vitela, Supporting Families Together Association
- Jere Walden, The Registry
- Linda Tuchman, Waisman Center
- Lana Nenide, WI Alliance for Infant Mental Health; WI Pyramid Model State Facilitator
- Gaye Tylka, WI Division for Early Childhood
- Andrea Murray, WI Early Childhood Association
- Linda Leonhart, WI Head Start State Collaboration Office
- Jen Bailey, WI State-Based Training and Technical Assistance Office
- Ann Ramminger, Waisman Center, SPDG EC Hub

# Wisconsin's Plan:

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- ❑ Select 3 demonstration sites and provide support to reach fidelity
- Plan for sustainability of implementation beyond grant
- Host trainer of trainer events to build capacity of all systems to support implementation to fidelity
- Approval process and ongoing support for external coaches and trainers
- Continued advocacy for support of social emotional competency in infants and young children



# Wisconsin's Pyramid Model Demonstration Sites

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- Kenosha: A Child's Place
- Wausau: Wausau Collaborative Partners
- Chippewa Falls: BB4C selected sites



# Implementation Readiness is key

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- Strong administrative commitment and support
- Ability to form and sustain a program leadership team
- Social emotional competence as a professional development priority
- Evidence of staff buy-in for implementation
- Capacity to support an internal coach
- Access to external coaching support



# More information

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*Wisconsin*



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- [www.collaboratingpartners.com](http://www.collaboratingpartners.com)

*Greetings from*

# WISCONSIN



SUPERIOR

ASHLAND



HAYWARD



SPOONER



RICE LAKE

EAGLE RIVER



EAU CLAIRE



WAUSAU



MARSHFIELD

STEVENS POINT

GREEN BAY



APPLETON

MANITOWOC

OSHKOSH

LA CROSSE

WISCONSIN DELLS

FOND DU LAC

WAUPUN

State Bird  
ROBIN



PRAIRIE DU CHIEN



MADISON

MILWAUKEE



BURLINGTON

JANESVILLE

BELDIT



*The Badger State*

State Flower  
VIOLET

