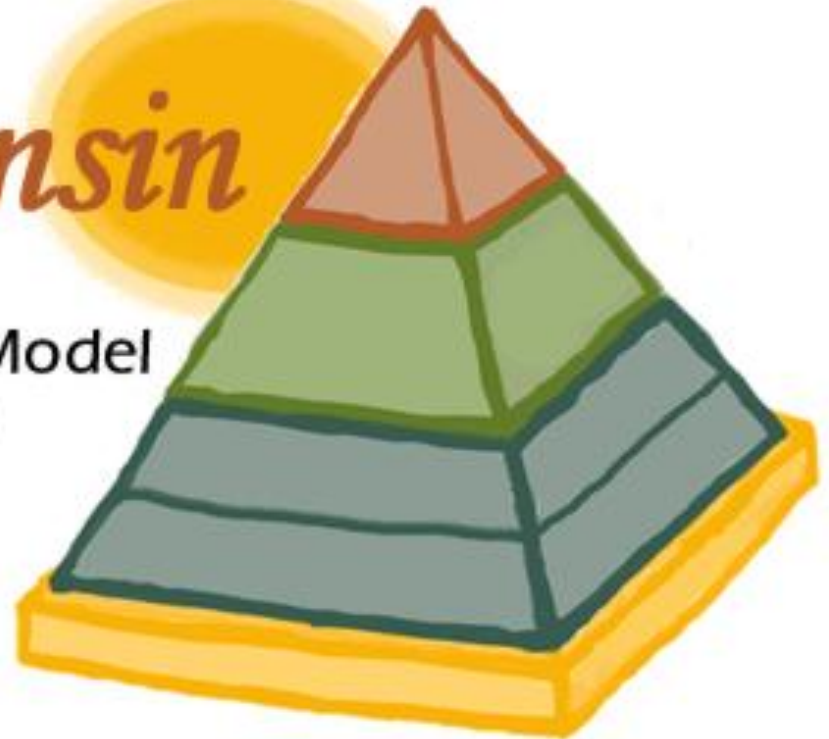


Wisconsin

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

- 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

- 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

- 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.

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

Expulsion: Wisconsin Data

- ***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.***

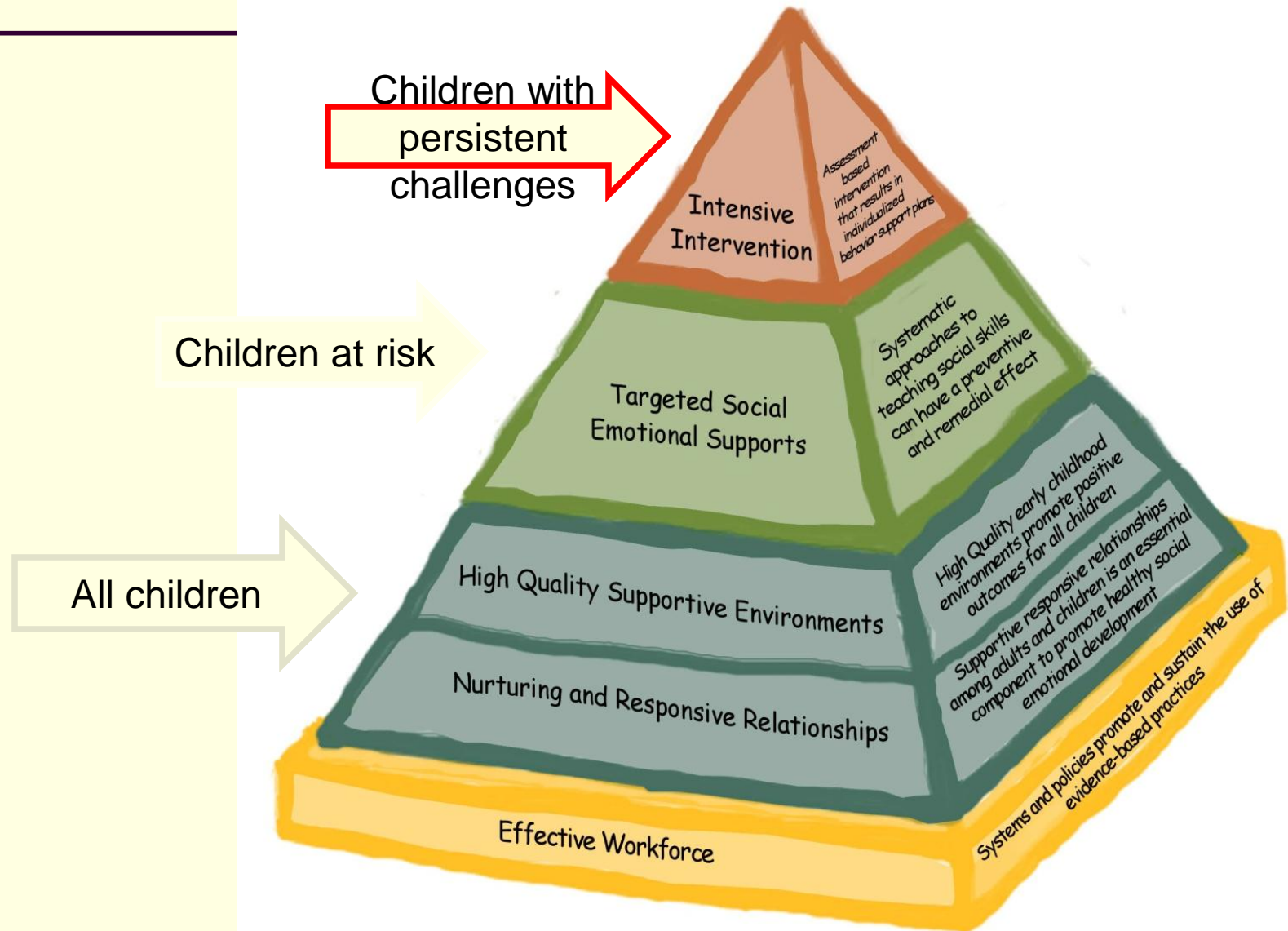
Data collected by the Supporting Families Together Association (SFTA) in the winter of 2009/2010

Reasons for Expulsion- Child and Family Behavior

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

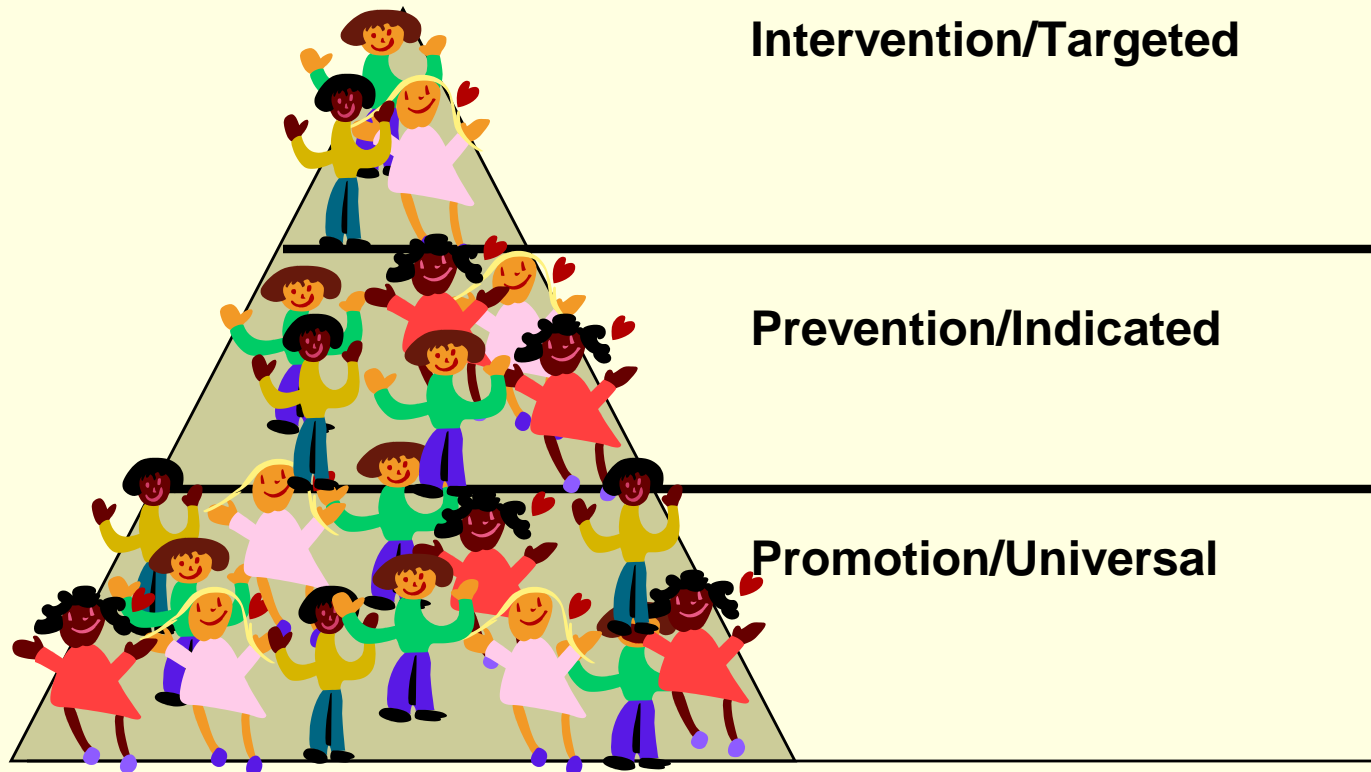
- 42% of asked expelled a family at least once due to challenges with child behavior. 7% took this action more than once in the last two years
- 25% reported awareness about a family removing a child from their setting due to the child's behavior
- 18% asked a family to leave their program due to the 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

Levels and Types of Support



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

- 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

- ❖ 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

- ❖ 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



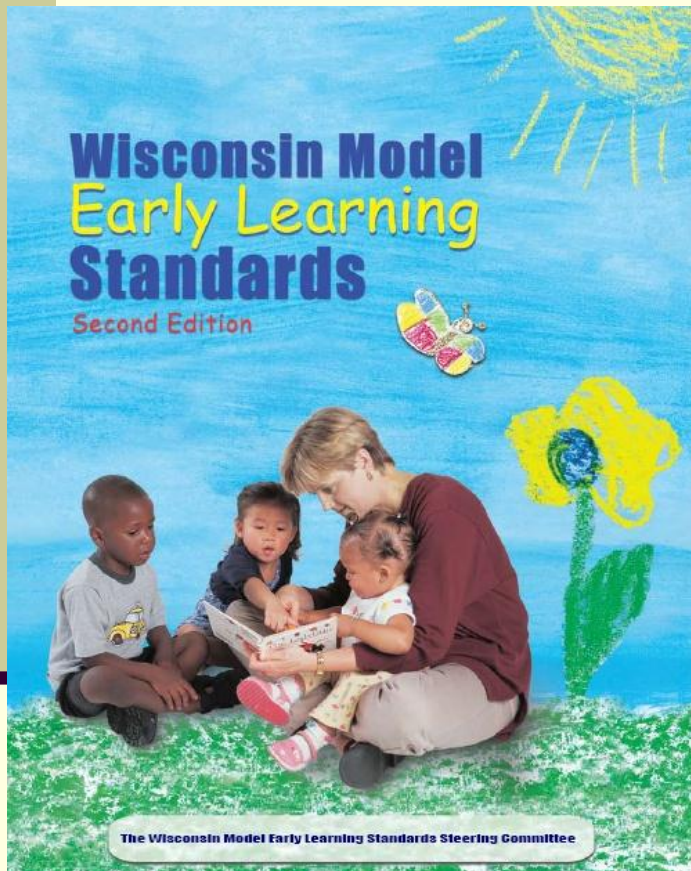
**Stronger
families**



**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.

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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

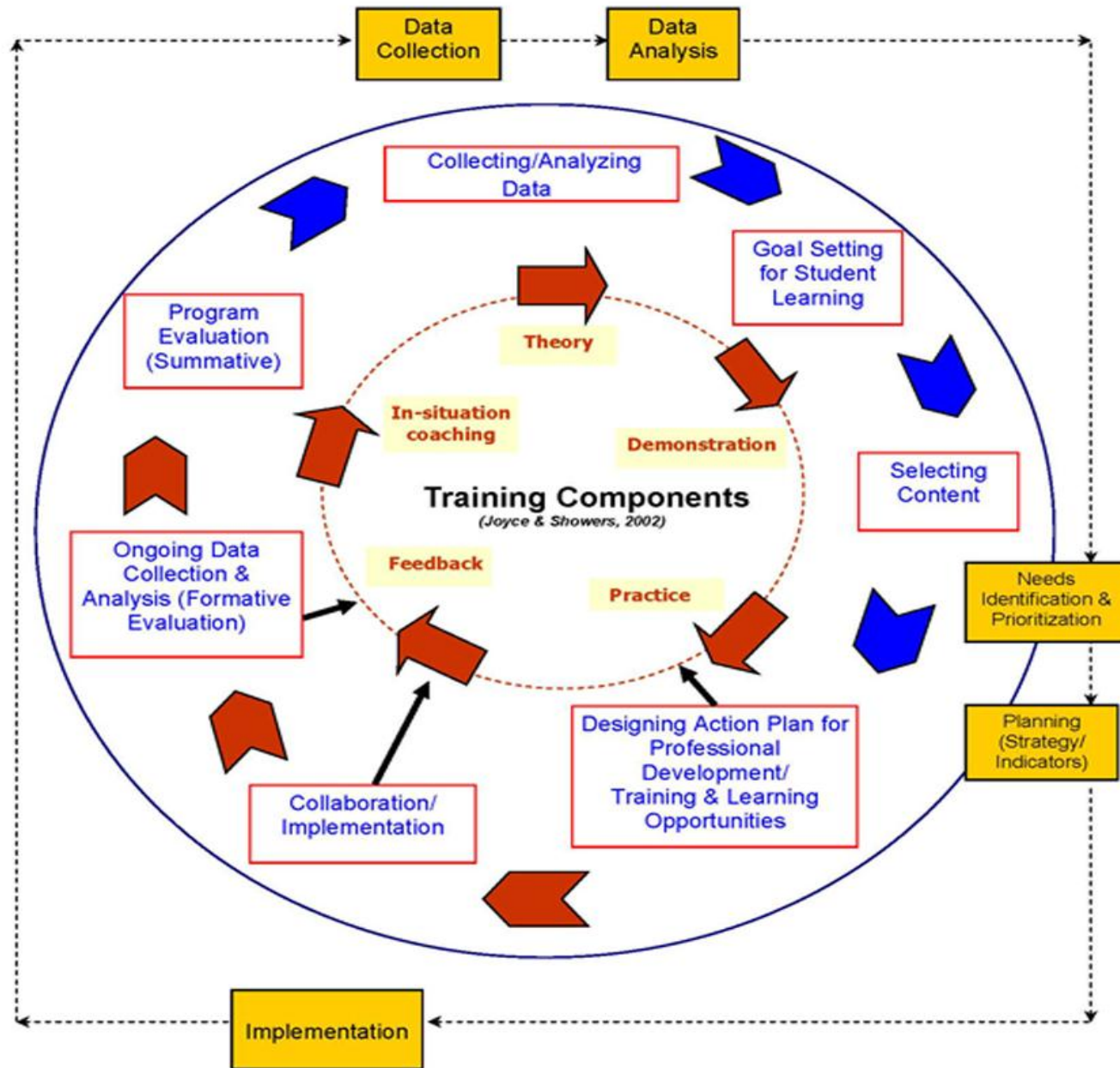
Program-wide Implementation of the Pyramid Model

Taking it to the next step



The Wisconsin Personnel Development Model

(Adapted from the Iowa Model of Professional Development)



Training and Coaching

- 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:

- ❑ 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

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



Implementation Readiness is key

- 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

Wisconsin



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