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
Child behavior problems at home

Age 2 Non pervasive

Discipline Difficulties

Ages 3-6

Continued home behavior problems

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

Behavior problems at school or child care

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.

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

- All children
- Children at risk
- Children with persistent challenges

Effective Workforce

Nurturing and Responsive Relationships

High Quality Supportive Environments

Targeted Social Emotional Supports

Intensive Intervention

Assessment based intervention that requires individualized behavior support plans

Systematic approaches to teaching social skills can have a preventive and remedial effect

High Quality early childhood environments promote positive outcomes for all children

Supportive relationships among adults and children is an essential component to promote healthy social emotional development

Systems and policies promote and sustain the use of evidence-based practices
Promoting a child’s well-being: a Public Health approach to Mental Health

Levels and Types of Support

- **Intervention/Targeted**
- **Prevention/Indicated**
- **Promotion/Universal**
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 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).
Stronger families

Knowledge of parenting & child development

Social connections

Concrete support in times of need

Parental resilience

Social and emotional competence of children

Linkages with Existing State Initiatives

Center for the Study of Social Policy

Less abuse and neglect
Wisconsin Model Early Learning Standards

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

<table>
<thead>
<tr>
<th>DEVELOPMENTAL DOMAIN</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. SOCIAL AND EMOTIONAL DEVELOPMENT</td>
<td>28</td>
</tr>
<tr>
<td>A. EMOTIONAL DEVELOPMENT</td>
<td>28</td>
</tr>
<tr>
<td>B. SELF-CONCEPT</td>
<td>32</td>
</tr>
<tr>
<td>C. SOCIAL COMPETENCE</td>
<td>35</td>
</tr>
</tbody>
</table>
Wisconsin Model Early Learning Standards are the foundation of an effective early care and education workforce.

### Linkages with Existing State Initiatives

<table>
<thead>
<tr>
<th>Teaching Cycle: Assessment, planning and implementation</th>
<th>Designing environment Supporting relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmentally appropriate curriculum, activities and assessment</td>
<td>Developmental domains, expectations, and continuum Performance and program standards</td>
</tr>
<tr>
<td>Consistent developmental expectations for children birth to first grade</td>
<td>Framework for program standards that promote developmentally appropriate practice</td>
</tr>
</tbody>
</table>

Wisconsin Model Early Learning Standards linkages with existing state initiatives.
<table>
<thead>
<tr>
<th>School Wide PBIS – Key Components</th>
<th>SEFEL Pyramid Model – Key Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on K-12</td>
<td>Focus on Birth-5</td>
</tr>
<tr>
<td>Explicitly Teaching Behavior</td>
<td>Explicitly Teaching Behavior</td>
</tr>
<tr>
<td>Focus on Prevention</td>
<td>Focus on Prevention</td>
</tr>
<tr>
<td>School-wide Expectations</td>
<td>Program-wide Expectations</td>
</tr>
<tr>
<td>Tiered Model of Interventions</td>
<td>Tiered Model of Interventions</td>
</tr>
<tr>
<td>Data-Based Decision Making</td>
<td>Data-Based Decision Making</td>
</tr>
<tr>
<td>Acknowledgement System</td>
<td>Systematic Acknowledgement</td>
</tr>
<tr>
<td>Teacher/Office Managed Bx (T-Chart)</td>
<td>Adult Managed Behavior</td>
</tr>
<tr>
<td>Administration Participation and Support</td>
<td>Administration Participation and Support</td>
</tr>
</tbody>
</table>
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 Components

(Joyce & Showers, 2002)

Data Collection → Data Analysis

Collecting/Analyzing Data → Goal Setting for Student Learning

Program Evaluation (Summative) → Theory

In-situation coaching → Demonstration

Ongoing Data Collection & Analysis (Formative Evaluation) → Feedback

Collaboration/Implementation → Practice

Designing Action Plan for Professional Development/Training & Learning Opportunities → Needs Identification & Prioritization

Planning (Strategy/Indicators) → Implementation
Training and Coaching

- Infant-Toddler Modules
- Preschool Modules
- Parent Modules
Children and families

Trainer
External coach
Behavior Specialist

Program Leadership Team

Internal coach

Teachers, practitioners and families

Children and families

State Leadership Team
State Facilitator
State Training Coordinator

Teachers, practitioners and families

Children and families
WI Pyramid Model State Leadership team:

- Teressa 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

- Lana Nenide, Pyramid Model State Facilitator
  lnenide@wiaimh.org

- Julie Betchkal, Pyramid Model Training Coordinator,
  julieb@cesa11.k12.wi.us

- www.collaboratingpartners.com