Introduction to Pyramid Model Implementation in New Hampshire
NHAIMH Conference
September 16, 2022

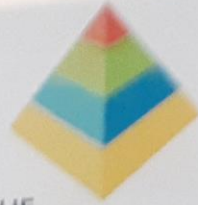**Sandra Hogan LCMHC, ECMP, NH Pyramid Model Master Cadre**

THE
PYRAMID MODEL
CONSORTIUM
Supporting Early Childhood PBIS

in partnership with
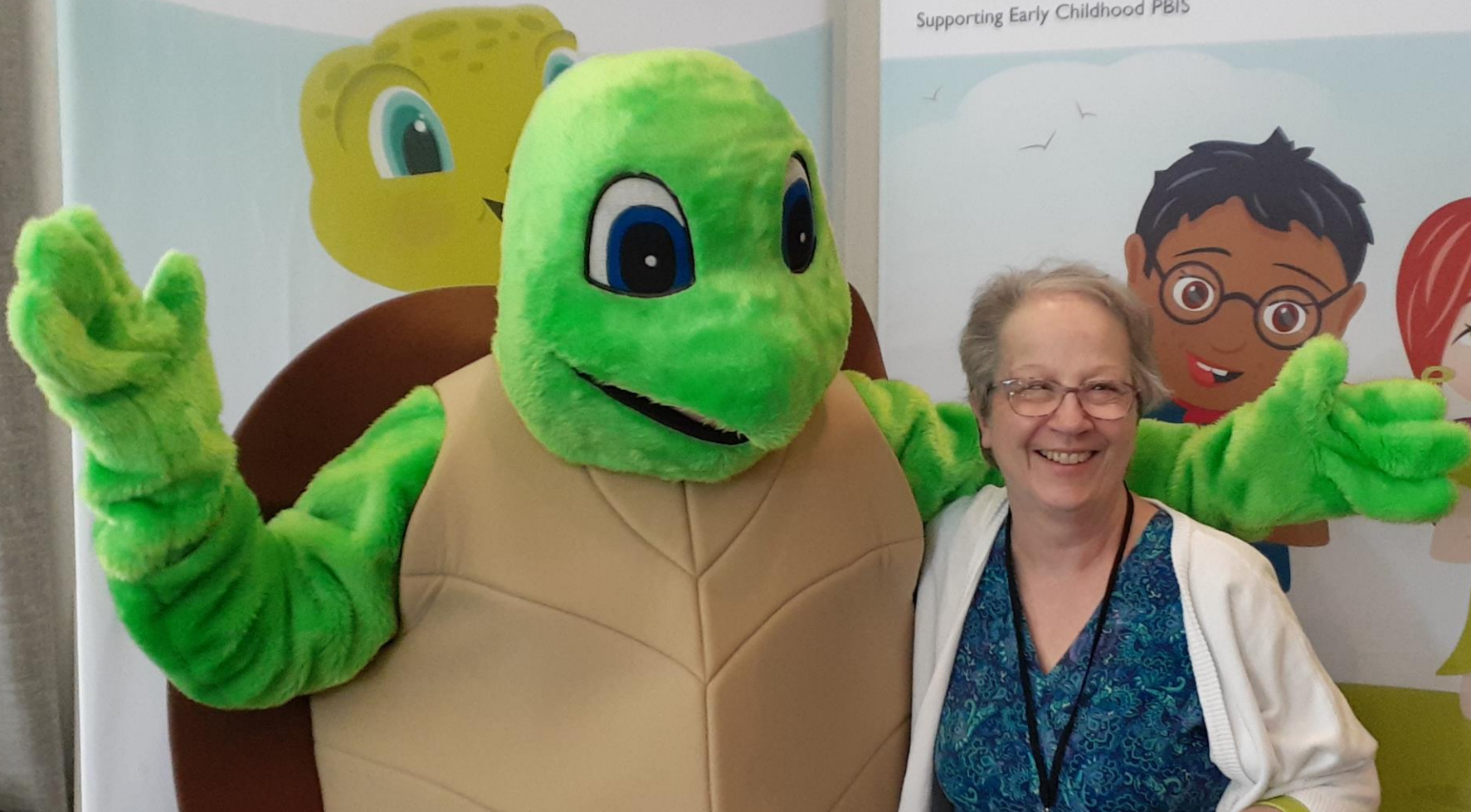
THE DISCOVERY SOURCE

THE
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THE DISCOVERY SOURCE

Hello and Check In

- Your name and role

- What makes you excited about your work?

- What experience do you have with PM?

-   0 – NONE

-   3 – SOME

-   5 - EXTENSIVE

Learning Objectives

❑ The Pyramid Model Framework and Strategies including brief history

❑ Program Exploration & Readiness Versus Implementation to Fidelity

❑ Current Implementation status in New Hampshire

Part 1: The Pyramid Model Framework

Pyramid Model diagram with tiers from bottom to top:
- Effective Workforce
- Nurturing & Responsive Relationships
- High Quality Supportive Environments
- Targeted Social Emotional Supports
- Intensive Intervention

Tier 3: Tertiary Intervention ⌄

Tier 2: Secondary Prevention ⌄

Tier 1: Universal Promotion ⌄

Supporting the Pyramid Model ⌃

The model is supported at the foundation by an effective workforce. The foundation for all of the practices in the Pyramid Model are the **systems and policies** necessary to ensure a workforce able to adopt and sustain these evidence-based practices.

History of the Pyramid Model

❑ 2001-2012: Center on the Social Emotional Foundations of Early Learning **(CSEFEL)** established & developed the Pyramid Model, funded by the US Office of Head Start & Office of Child Care

❑ 2008: Technical Assistance Center on Social Emotional Intervention for Young Children **(TACSEI)** funded & established by US Dept of Education, Office of Special Education, to support inclusion of children with disabilities through use of the Pyramid Model

❑ 2014: with ending of CSEFEL, non-profit Pyramid Model Consortium **(PMC)** developed to continue PM work with founding members from CSEFEL, TACSEI, and the Pyramid Model.

❑ 2017: National Center for Pyramid Model Innovations **(NCPMI)** grant funded & established to disseminate effective use of PM through training and technical assistance

2017 NH became the 28th Pyramid state

NCPMI Vision

"NCPMI envisions a world where all young children will have a positive future through the promotion of their social emotional competence in equitable and inclusive environments."

Outcomes for Children

Outcomes for Families

Increased Collaboration with families

Families feel an increase of support

Decrease in Family Concerns

Outcomes for Early Childhood Staff

Shared Language

Improved Staff Capacity

Feeling supported by program

Positive relationships with family

Expulsion & Suspension Greatly Reduced or Eliminated

Positive relationships with children

PYRAMID MODEL SETTINGS

❑ Family and center-based child care

❑ Head Start

❑ School district preschool programs

❑ Home visiting programs

❑ Early intervention programs (FCESS)

❑ Community family engagement venues

Effective Workforce

- ❑ Program philosophy aligns with practice
- ❑ Continuing staff development, training, coaching
- ❑ Staff wellness
- ❑ Well-defined procedures
- ❑ Administrative supports
- ❑ Partnerships with families
- ❑ Commitment to equity and inclusion
- ❑ Data-based decision making
- ❑ Access to community-based expertise & resources

Tier 1
High Quality Supportive Environments & Nurturing & Supportive Relationships

- ❑ Supportive relationships with children and families
- ❑ Classroom environments that support children
- ❑ Predictable schedules and routines
- ❑ Supportive conversations and emotional support
- ❑ Teaching expectations and rules
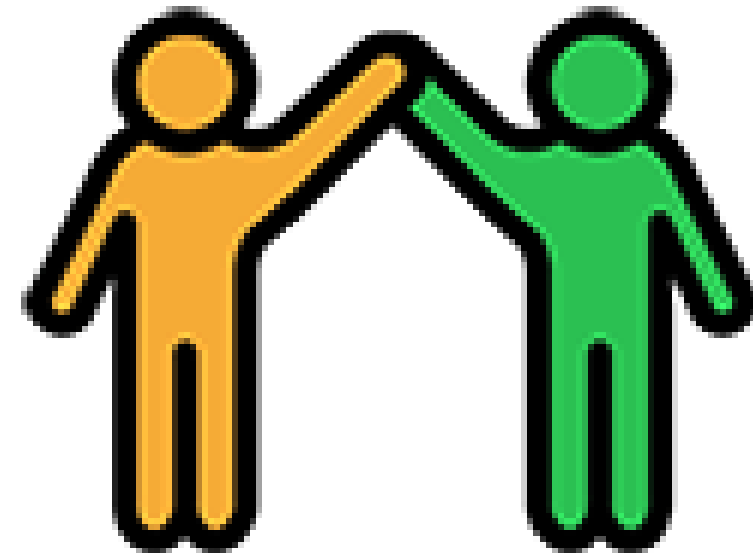- ❑ Positive descriptive feedback

Tier 2
Targeted Social Emotional Supports

- ❑ Fostering emotional literacy
- ❑ Teaching self-regulation
- ❑ Teaching social skills
- ❑ Teaching friendship skills
- ❑ Teaching problem solving skills

Friendship

PYRAMID MODEL KITS – NCPMI RESOURCES
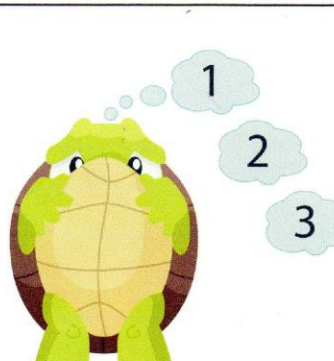
The Big 5 Pyramid Practices

1 Show positive attention with a 5:1 ratio

2 Teach behavioral expectations for each routine

BE KIND

BE SAFE

TAKE CARE

3 Teach positive peer-related social skills

Share   Trade   Wait and take turns.

Get a Timer   Say, "Please Stop."   Get a Teacher

4 Use predictable schedule

Daily Schedule Chart
Circle Time
Centers
Snack
Group Time
Lunch
Outside
Nap Time
Art
Centers
Story Time

5 Use predictable routines within routines
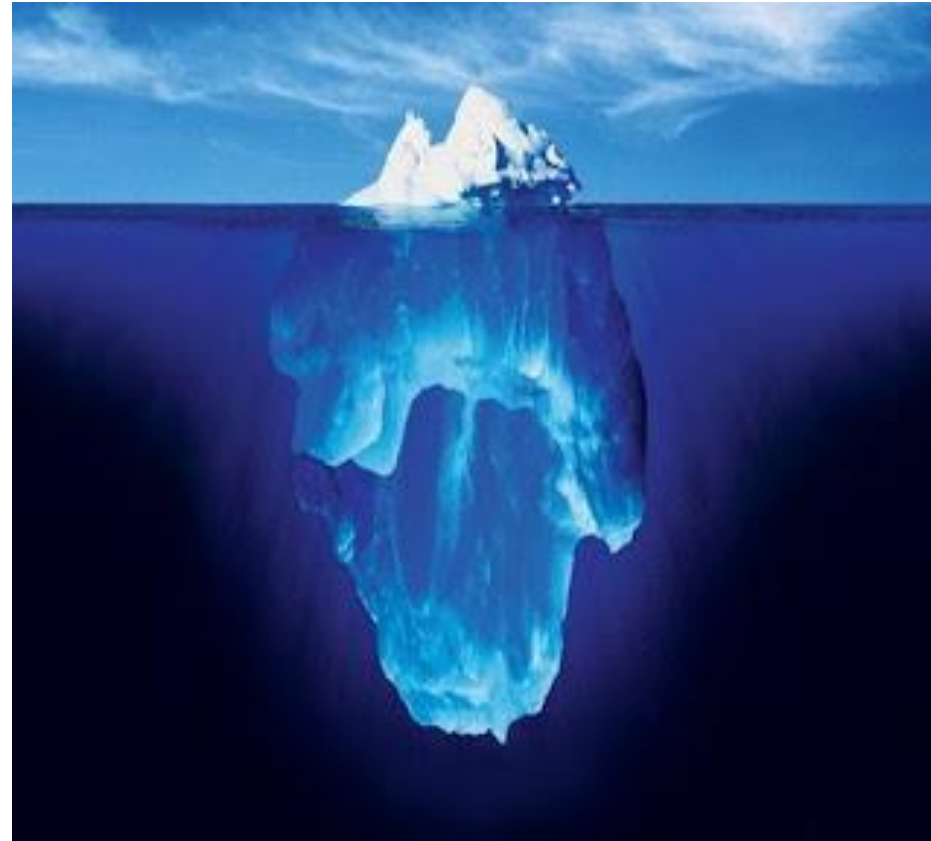
Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing and Responsive Relationships

Effective Workforce

pick a job

Get job hand   Pick a job   Sit back down

Tier 3
Intensive Interventions

Challenging Behavior
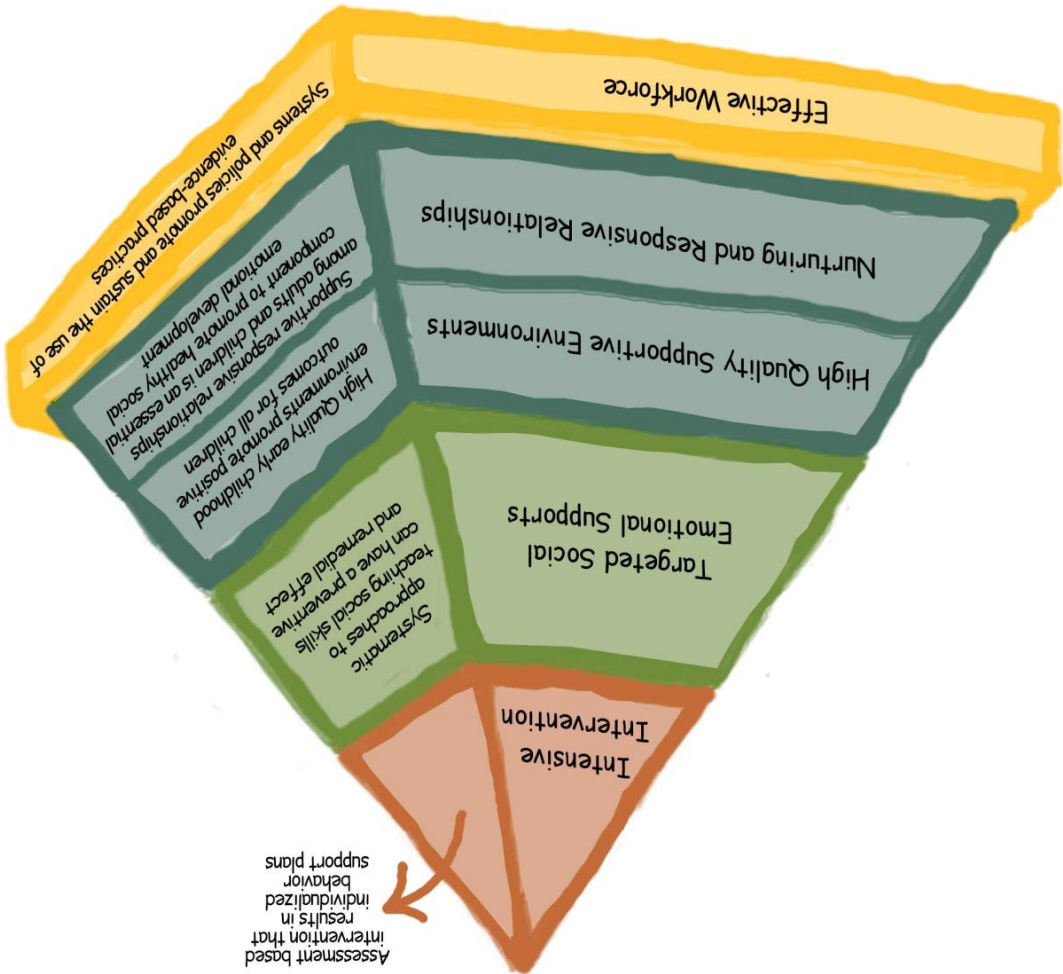
Tier 3 PBS process
(Positive Behavior Support)
PTR-YC & PTR-F

- ❑ Convene a collaborative team
- ❑ Perform a functional assessment
- ❑ Develop a hypothesis
- ❑ Design a behavior plan using prevention strategies, teaching of replacement skills, and reinforcement of positive responses only
- ❑ Implement and monitor the plan, evaluate outcomes, refine the plan as needed

Principles of Trauma-Informed Care

- ❑ Safety
- ❑ Trustworthiness and Transparency
- ❑ Peer Support
- ❑ Collaboration and Mutuality
- ❑ Empowerment, Voice, and Choice
- ❑ Culture, Historical, and Gender Issues

SAMHSA

Culturally Responsive Practice, Equity, & Implicit Bias

"Why focus on culturally responsive practices as a component of social-emotional development?

❑ Children are a part of and are influenced in the socio-cultural context of their family and community. They learn values, understandings, and expectations within this context.

❑ Educators must understand and be responsive to each child's unique culture…To understand and promote the development of the child………To establish reciprocal relationships with families."

(Pyramid Model Consortium)

Few Children →

Treatment

Intensive Intervention

Children At-Risk →

Prevention

Targeted Social Emotional Supports

All Children →

Universal Promotion

High Quality Supportive Environments

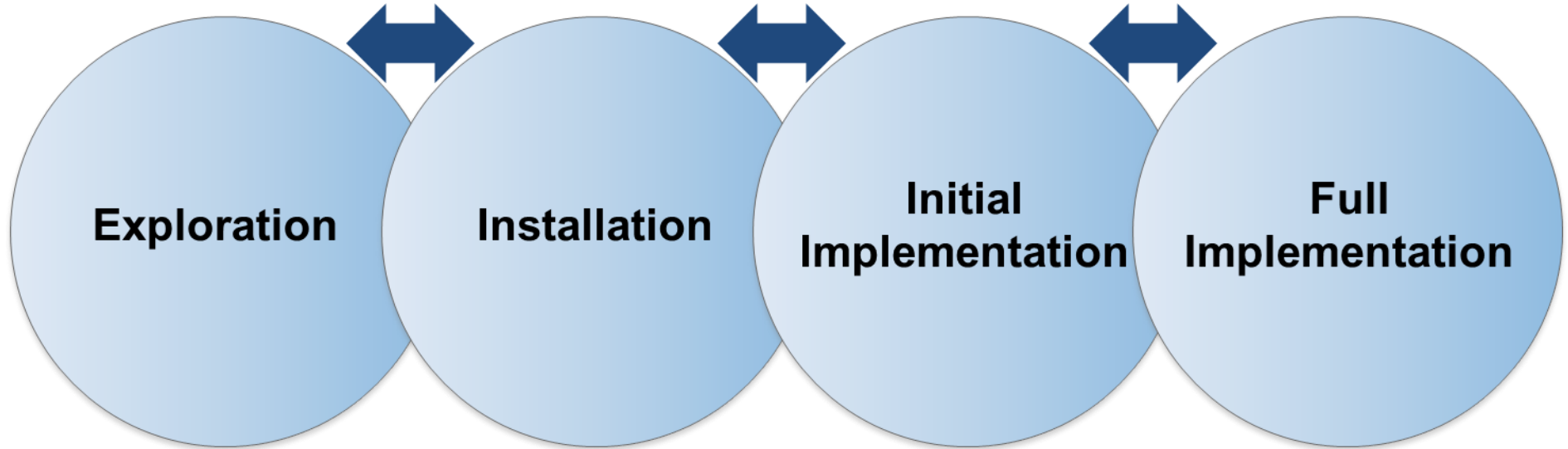Nurturing & Responsive Relationships

Effective Workforce
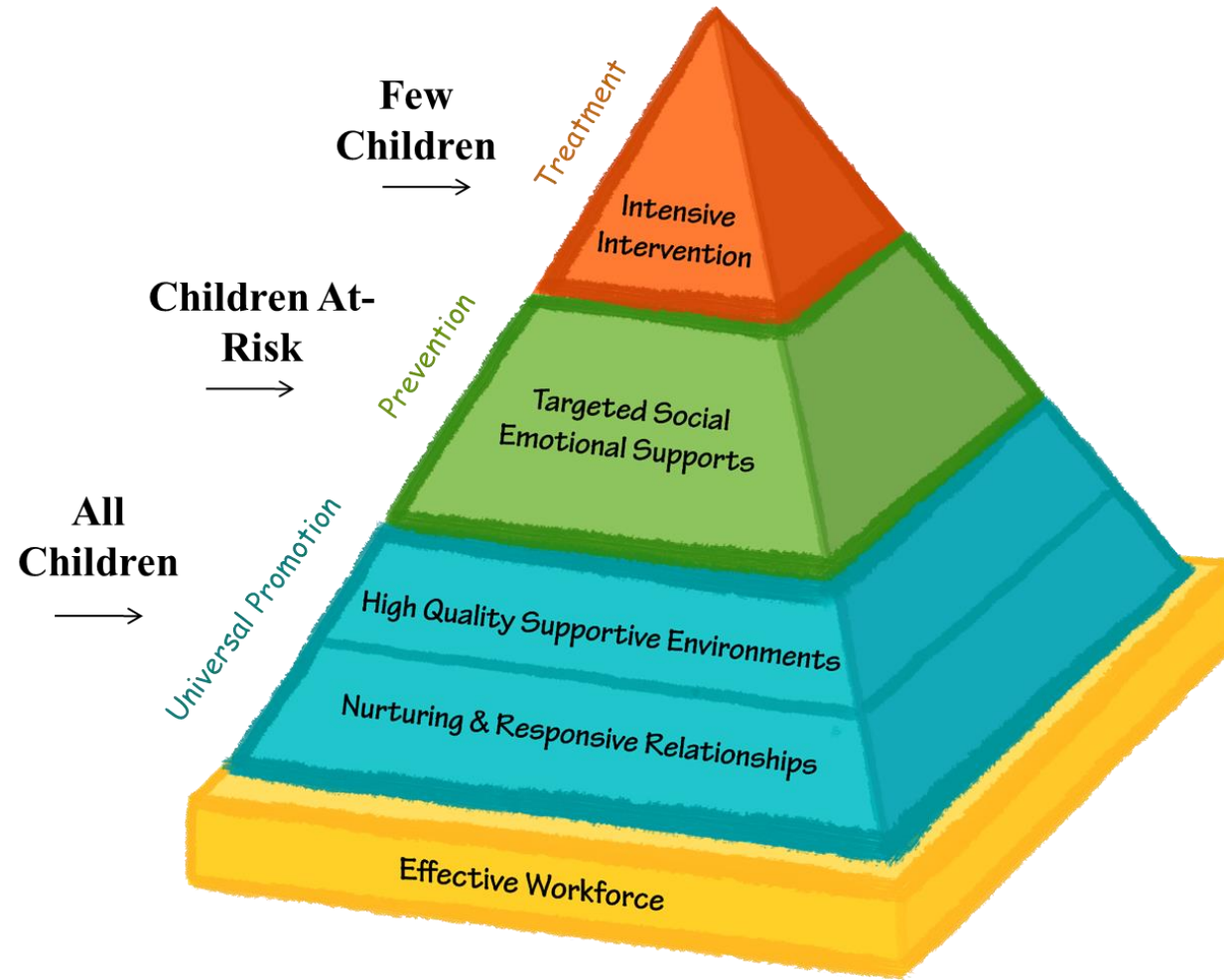
"The use of effective interventions without implementation strategies is like serum without a syringe; the cure is available but the delivery system is not."

—Fixsen, Blase, Duda, Naoom, & Van Dyke, 2010

Implementation Stages

Exploration

Installation

Initial Implementation

Full Implementation

• Assess needs • Examine fit and feasibility • Form Team • Develop communication protocols • Identify infrastructure elements	• Assure resources • Assess gaps • Initiate feedback loops • Develop infrastructure to support practice & organizational change	• Initiate new practices • Use data for continuous improvement • Strengthen the infrastructure to support practice & organizational change	• Use improvement cycles • Assess fidelity and outcomes • Maintain skillful practice • Produce more efficient and effective infrastructure

Intensive Intervention

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

Targeted Social Emotional Supports

High Quality Supportive Environments

High Quality early childhood environments promote positive outcomes for all children

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

Nurturing and Responsive Relationships

Effective Workforce

Systems and policies promote and sustain the use of evidence-based practices

2-4 Years

Formula for Success

Effective and Socially Valid Practices

Pyramid Model Practices

Effective Implementation Methods

Intervention Fidelity

Implementation Supports

Systems for Implementation Fidelity

_____

Meaningful Outcomes

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

Practice-Based Coaching

Practice-based coaching is a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children.

Coaching cycle components include:
•Planning goals and action steps
•Engaging in focused observation
•Reflecting on and sharing feedback about teaching practices.

Three coaching models to consider:
•Expert coaching
•Group coaching
•Reciprocal Peer coaching (Peer-to-Peer)

PRO SOLUTIONS
TRAINING
Inspiring POTENTIAL

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State Required*

New Hampshire

SEARCH

CREATE AN ACCOUNT

Elements of full Pyramid Model Implementation

- ❑ Use of Benchmarks of Quality
- ❑ Leadership team representing at the minimum administration, teachers & staff, coaches, and families
- ❑ Regular assessment and data-based decision making
- ❑ Practice-based coaching
- ❑ Continuous professional development and reflective practice
- ❑ Family engagement – Positive Solutions for Families
- ❑ Plan for sustainability
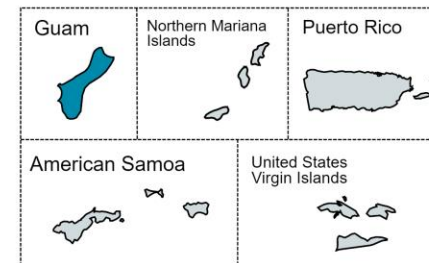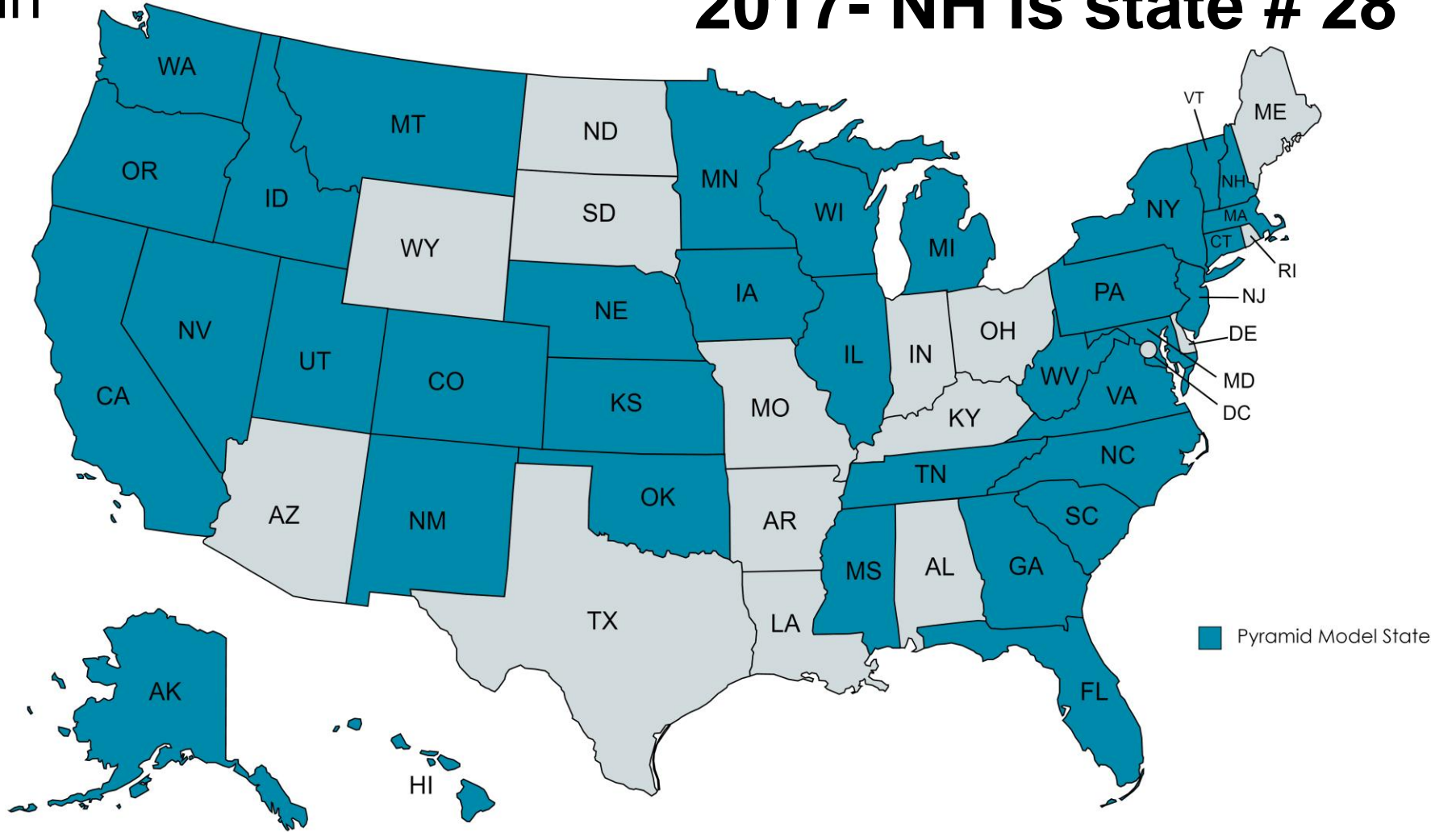- ❑ Access to local and national Pyramid Model resources
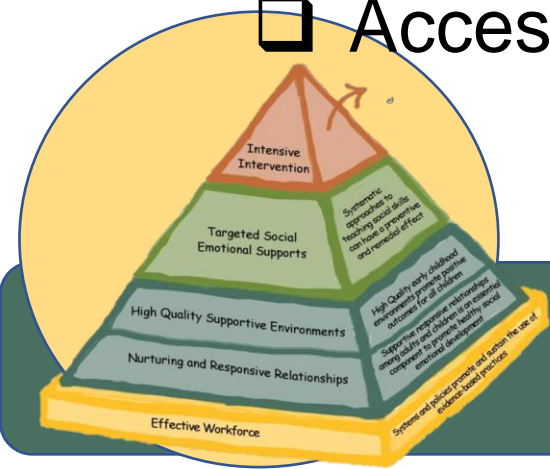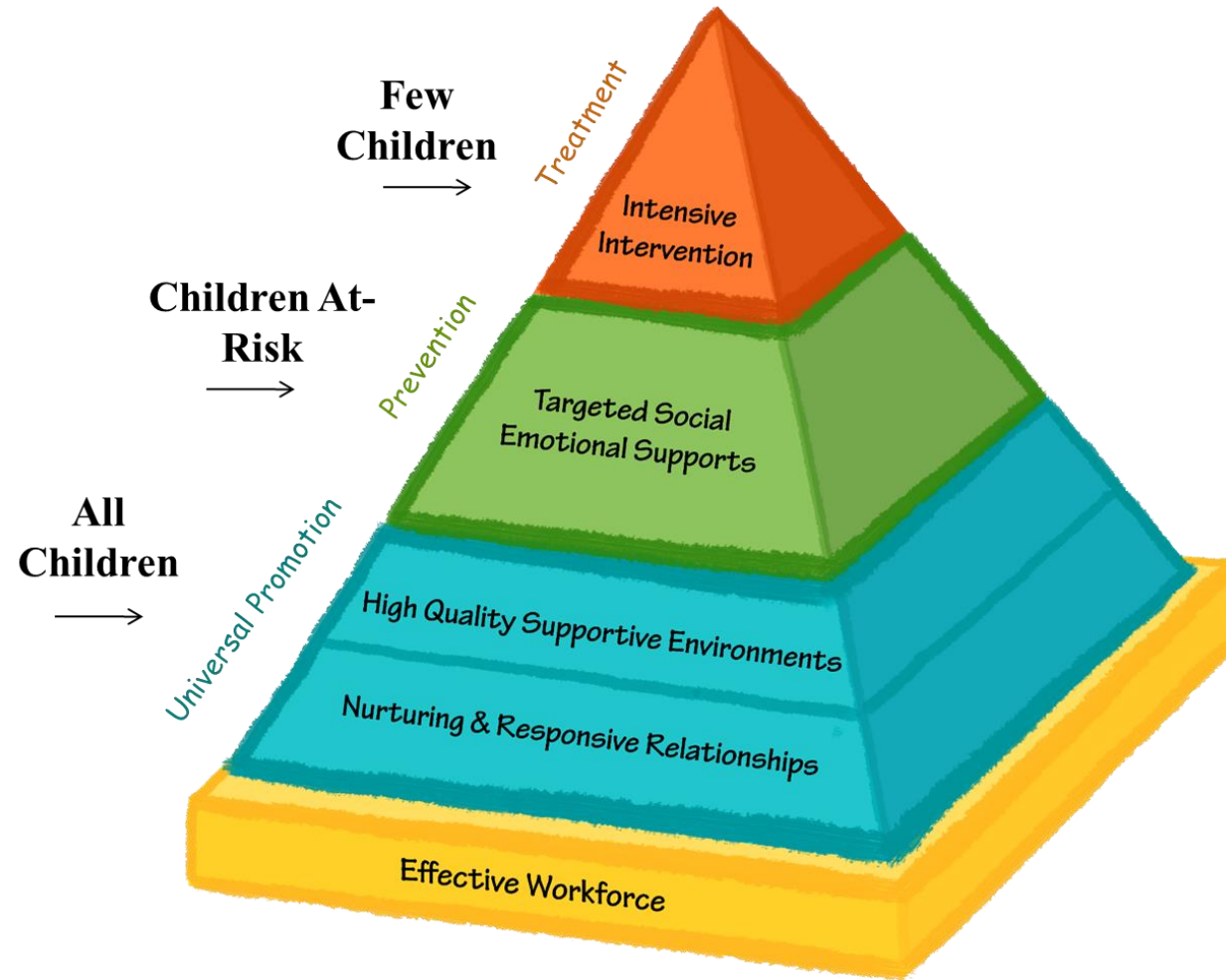
AZ and KY joined in June 2022 and WY is probably next

2017- NH is state # 28

Pyramid Model State

4 Essential Structures

State Leadership Team
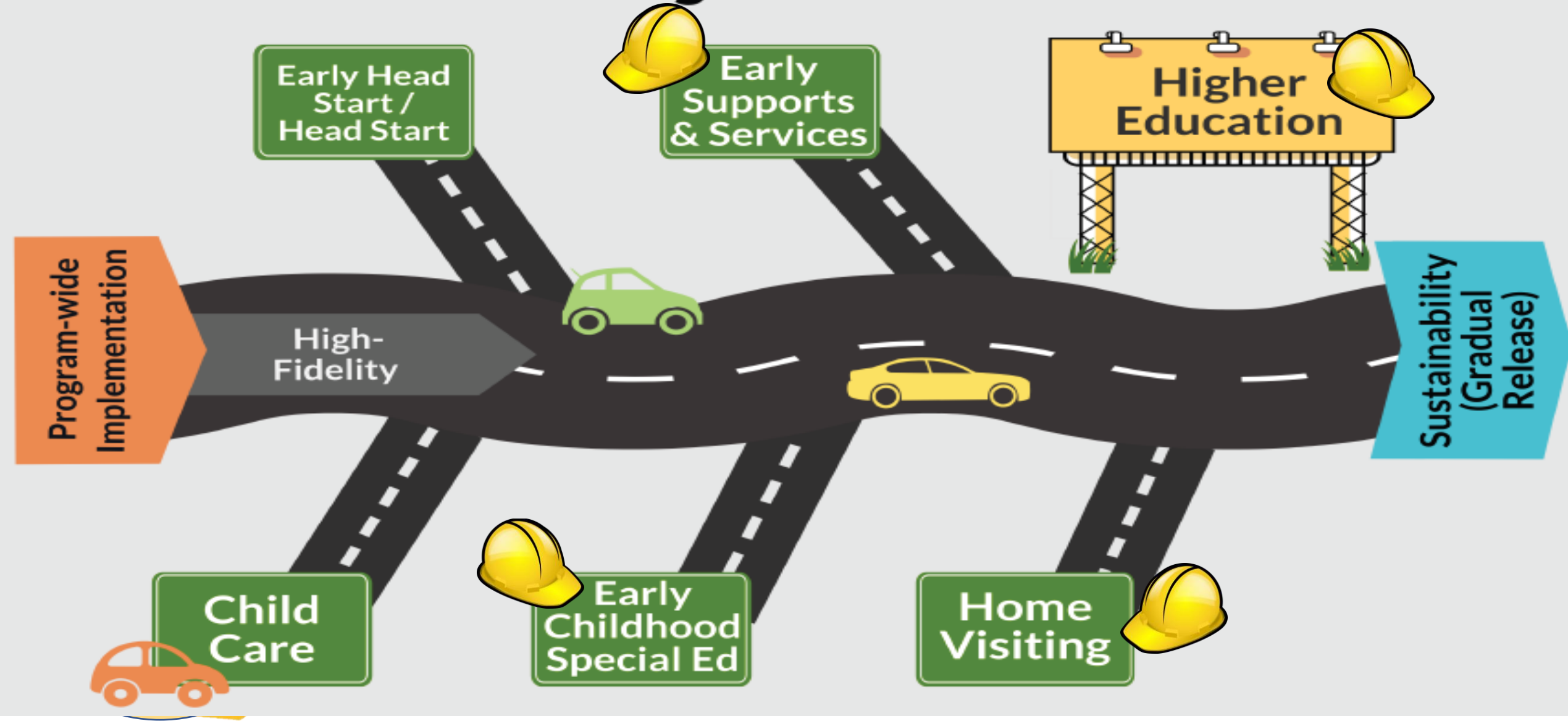
PD Network of Program Coaches

PDG & GSQ Implementation Sites

Data

Promoting Social Emotional Competence in New Hampshire's Young Children

Pathways to Access

NH QRIS System
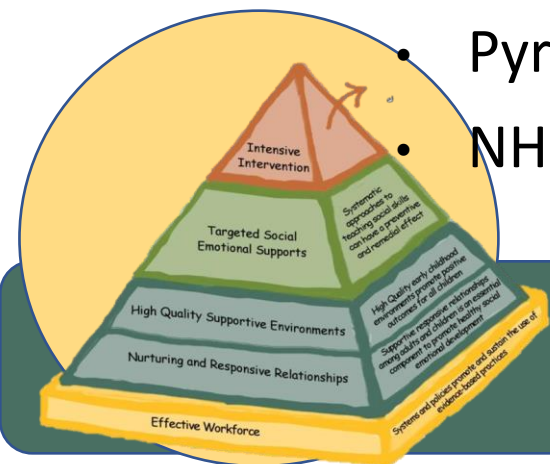# Granite Steps for Quality

NH DHHS Bureau of Child Development and Head Start Collaboration

Two Pathways:
- ❑ Environmental Rating Scale Pathway (ERS)
- ❑ Pyramid Model Pathway

- NH Dept of Education Office of Social Emotional Wellness: https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-wellness/office-of-social-and-emotional-wellness

- Prosolutions Training: https://www.prosolutionstraining.com

- NH DHHS Granite Steps for Quality: www.nh-connections.org/providers/quality-care-matters/

- PTAN (Preschool Technical Assistance Network) https://www.pyramidmodel.org/affiliate/new-hampshire/ contact Joan Izen, PTAN Project Director & NH DHHS PM Coordinator, joan.izen@gmail.com

- National Center for Pyramid Model Innovations (NCPMI) https://challengingbehavior.org

- Pyramid Model Consortium (PMC): https://pyramidmodel.org

- NH Pyramid Model page: https://pyramidmodel.org/affiliate/new-Hampshire/

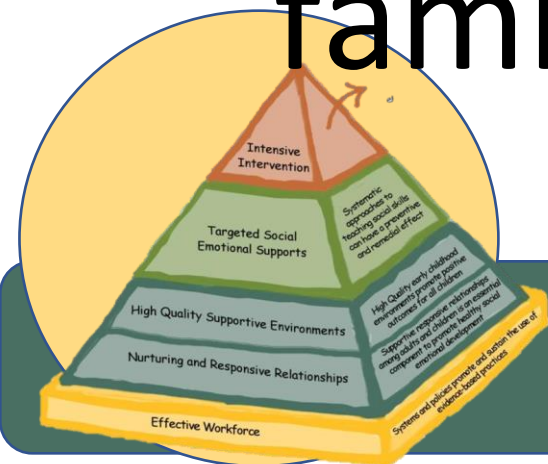**RESOURCES**

Feedback & Questions

Thank you
for your time
and what
you do
for children &
families!