

April 2020

MINNESOTA CENTERS OF EXCELLENCE

For Young Children With Disabilities

Centers of Excellence for Young Children with Disabilities Pyramid Model Executive Summary

Pyramid Model is a multi-tiered framework for supporting social competence and preventing challenging behavior in young children, particularly those with or at risk for delays or disabilities. The model emphasizes building positive relationships with children and families, creating supportive environments, intentionally teaching social skills and individualizing interventions when needed. Pyramid Model is a nationally recognized framework, being implemented in 32 states and 45 countries.

In Minnesota, Pyramid Model is one of three innovations supported through the Minnesota Centers of Excellence for Young Children with Disabilities (MNCoe). Our goal is to support program-wide implementation using implementation science to plan, implement and sustain cross-sector

professional development. This system works to enhance the knowledge and skills of practitioners in meeting the social-emotional needs of young children in inclusive and natural environments. Data-driven decision making is used to evaluate the effectiveness of instructional approaches and implementation of the model to fidelity.

Since 2010, 82 sites have been identified, trained and coached to implement Pyramid Model strategies throughout their Early Childhood programs. If you are interested in learning more about the Pyramid Model innovation, please check out our website (link: <https://mncoe.org/state-innovations/>) for more information and contact your Regional Professional Development Facilitator (link: <https://mncoe.org/about/service-regions/>).

“The Pyramid Model has given us a framework where all of our early childhood staff are on the same page when working with our young students who may be struggling during their early school experience. The common language used by our staff helps all children learn and understand what is being expected of them in the classroom, in the hallways, in the cafeteria and outside on the playground. The program has had a positive impact on our whole school.”

Michael Krebsbach

Virginia School District
Principal Parkview Learning Center



To learn more about the
Pyramid
Model in Minnesota,
visit

www.mncoe.org

To learn more about the
Pyramid Model nationally,
visit

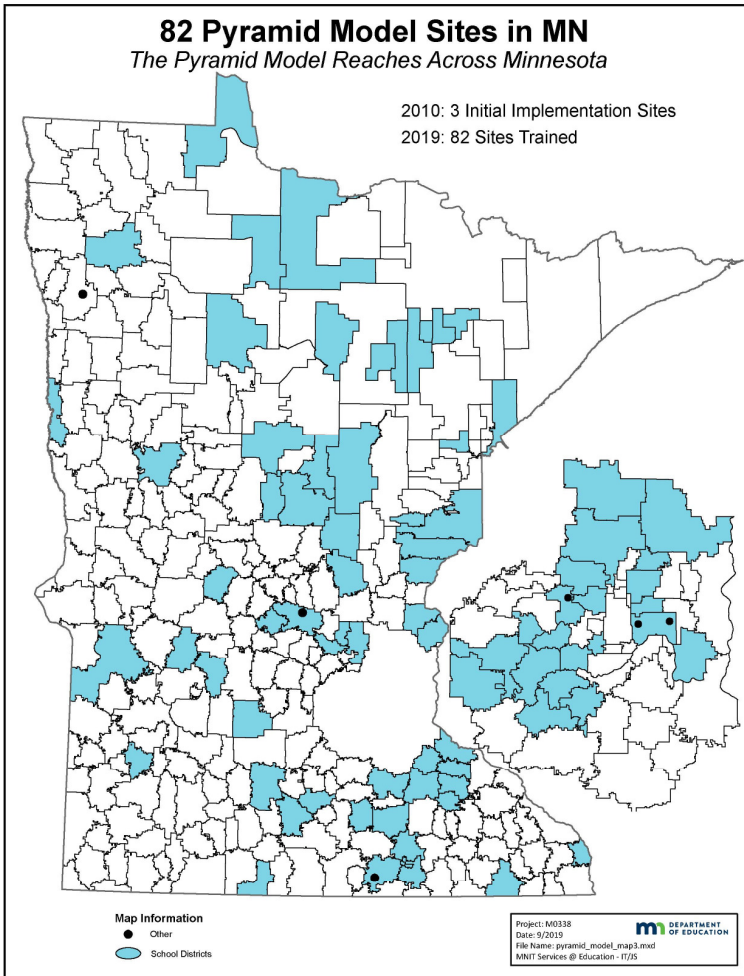
NCPMI



The Pyramid Model in Minnesota

Statewide Participation

Welcome to our new Pyramid Model sites!



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| <p>2019-2020</p> <ul style="list-style-type: none"> • Anoka Hennepin • Buffalo Hanover • Chisholm • Deer River • Fillmore Central • Greenway • Monticello • Mountain Iron • Nashwauk • New Ulm • Roseville • Sauk Center | <p>2020-2021</p> <ul style="list-style-type: none"> • Cambridge-Isanti • Minnetonka • St Clair • Stewartville • Winona |
|--|---|



Statewide Training Numbers

MNCoE is excited to offer statewide trainings throughout Minnesota. Practitioners can choose to attend trainings in six locations across the state and the content they receive is consistent in all locations.

Number of individuals throughout the state who participated in each training event during the 2018-2019 school year:

TRAINING	ATTENDED
Preschool Tier 1	385
Preschool Tier 2	315
Infant Toddler Tier 1	31
Infant Toddler Tier 2	35
Tier 3	299
PRT-YC	104
TPOT	49



Pyramid Model Training Impact on Teachers

“The Pyramid Model has helped me teach all of my children how to share, take turns, and to get a teacher when they need help.” **Kim Ordner** - Preschool Teacher, Faithful Beginnings, St Vincent dePaul Preschool

Pyramid Model National Technical Assistance

Through a competitive application process, the Minnesota Centers of Excellence for Young Children with Disabilities (MNCoe) is participating in two national technical assistance projects supported by the Office of Special Education Programs and the National Center for Pyramid Model Innovations (NCPMI), with leadership by national experts including Phil Strain, Barbra Smith, and Lise Fox.

Prevent Teach Reinforce for Young Children (PTR-YC)

Prevent Teach Reinforce for Young Children (PTR-YC) is a team based approach to addressing persistent challenging behavior. In classrooms where PTR-YC has been implemented, children display better outcomes in social skills, increased engagement.

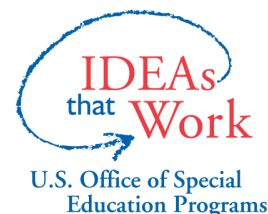
Through this partnership with NCPMI, Minnesota is focusing on building training and coaching capacity around PTR-YC implementation in Pyramid Model Sites. Ten trainers and coaches are participating in monthly TA sessions with Dr. Phil Strain and his associates through the University of Denver.



Pictured, from left to right: Victoria Sundell, Kim Williams, Phil Strain, Ph.D., Hope Beissel, Rob Benner

Suspension, Expulsion, Inclusion, and Equity

Partnering with Iowa and Pennsylvania, this TA project is working to identify and create additional resources to support practitioners to address needs and improve practice at the local level in the areas of suspension, expulsion, inclusion, and equity in early childhood education. These areas have been identified as priorities by Mary Catharine Ricker, the Commissioner of the Department of Education, and align with Governor Tim Waltz's One Minnesota platform. These efforts will help Minnesota reduce disparities in outcomes for children who are housing insecure, low income families, and children of color.



The Family Experience

Mariana's story

The Pyramid Model encourages ongoing collaboration with families in order to further support children's social emotional development. Practitioners intentionally partner with families to share information regarding what is happening in the classroom, learn how the child is developing at home and in the community, and partner together in order to develop individualized supports that will benefit the child in all settings. We are excited to share quotes with you about how the Pyramid Model has impacted Marianna's family.

Big Feelings

"Mariana can be very reserved and anxious. She has had trouble with some interactions with friends and expressing how she's feeling."



Learning New Skills

"Since she has started at CFC, her dad and I have seen a major shift in her behavior and ability to talk about different social situations and even how she's feeling."

Success at Home and in the Community

"I'll never forget a moment this fall when I took Mariana and some neighbor girls to the park. Mariana ran over to me and she had the look that something was wrong. In the past, she would have not told me what was wrong, been difficult and we probably would have had to go home. After a minute or two of being angry at my side, she told me, 'Mom, it's just that they're following their own plan and not the group plan.' What? I could not believe it! We were able to have a conversation with her friends, they made a new group plan and all was well!"



The Educator's Experience

The view from the Classroom

The comprehensive system of support provided to Pyramid Model teams in Minnesota through MNCoe begins with content training, and is continued through support by internal coaches who are trained to help practitioners embed practices. Practices promoted through the Pyramid Model include, but are not limited to, developing strong relationships with all children and staff, supporting children to be engaged in all daily routines, teaching social skills and emotional competencies, and supporting children with persistent challenging behavior. These practices become a part of the culture in the classroom, school building, and ultimately, we hope to see these supports for social emotional learning for all children across all early childhood programs in Minnesota.



“We have seen the Pyramid Model positively affect our students and their families in the last 3 years that we have worked together in an inclusion classroom. Focusing on teaching social-emotional skills has led to better behavior and academic performance by our preschool students, who have shown a better ability to self-regulate and demonstrate problem-solving skills in social situations. The Pyramid Model brings consistency and positivity that makes our classroom feel safe, predictable and enjoyable.”

Heather Ruzek, Anna Braaten - VPK Inclusion Classroom Teachers, Austin Public Schools

“Social emotional skills are the most important thing I can teach my preschoolers.”

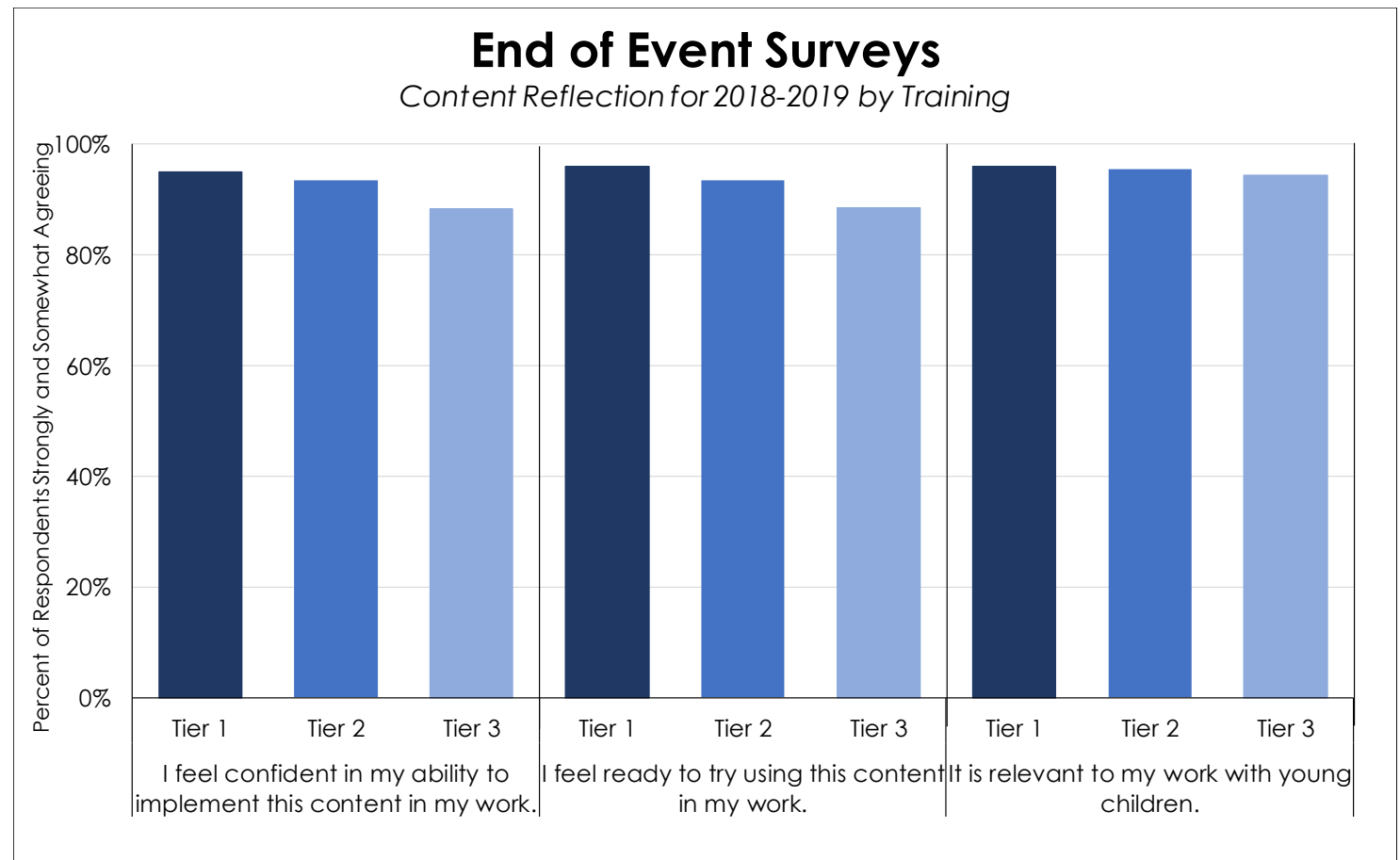
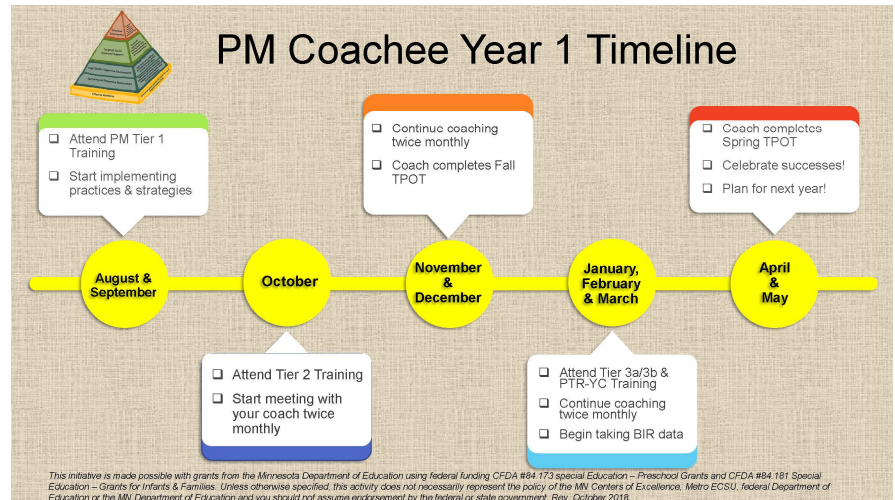
Kim Oredner - Preschool teacher, Osseo Area Schools



Training Increases Knowledge

Effective Professional Development Impacts Teacher's Practice

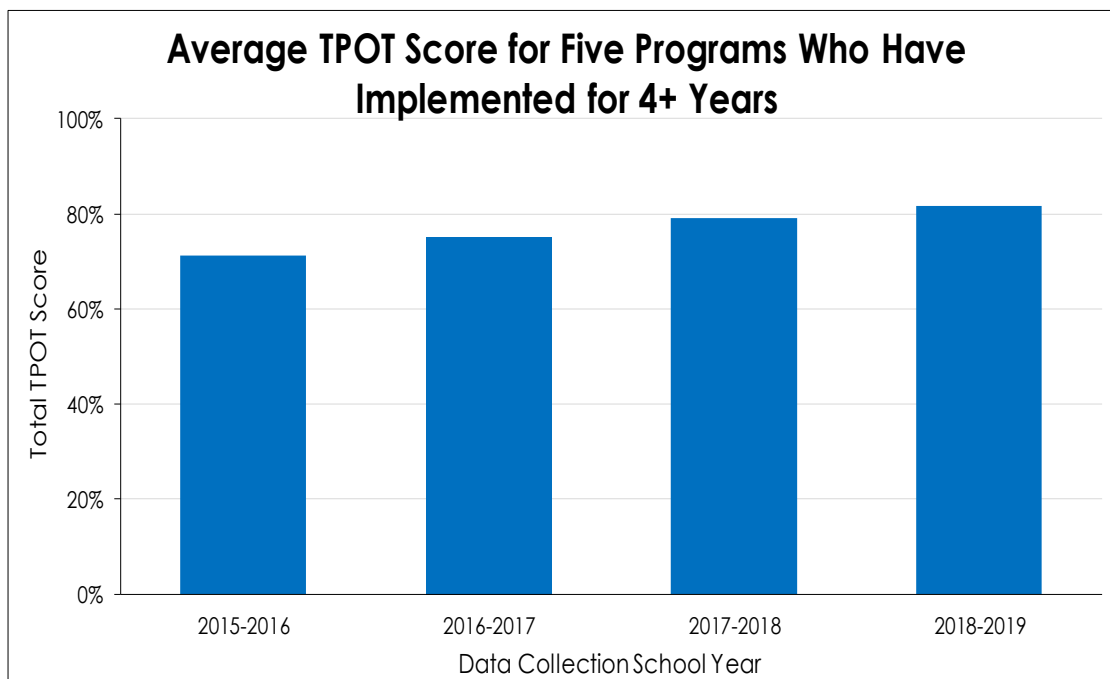
Pyramid Model cohorts begin implementation by participating in a series of trainings. All practitioners implementing the Pyramid Model go through 4 days of content training around Pyramid Model practices. After each training participants receive a follow up survey to share feedback from training and their readiness to begin implementing the evidence based practices. MNCoe's goal is that practitioners learn about the strategies involved in the innovation and to make them feel prepared to apply new knowledge to teaching practices in the classroom. We are excited to see in the chart below that of those who went to Pyramid Model Tier training in the 2018-2019 school year, between 85%-95% of participants **felt confident** in their ability to implement Pyramid Model strategies, felt **ready to start** using the strategies, and felt that the strategies were **relevant to work with young children**.



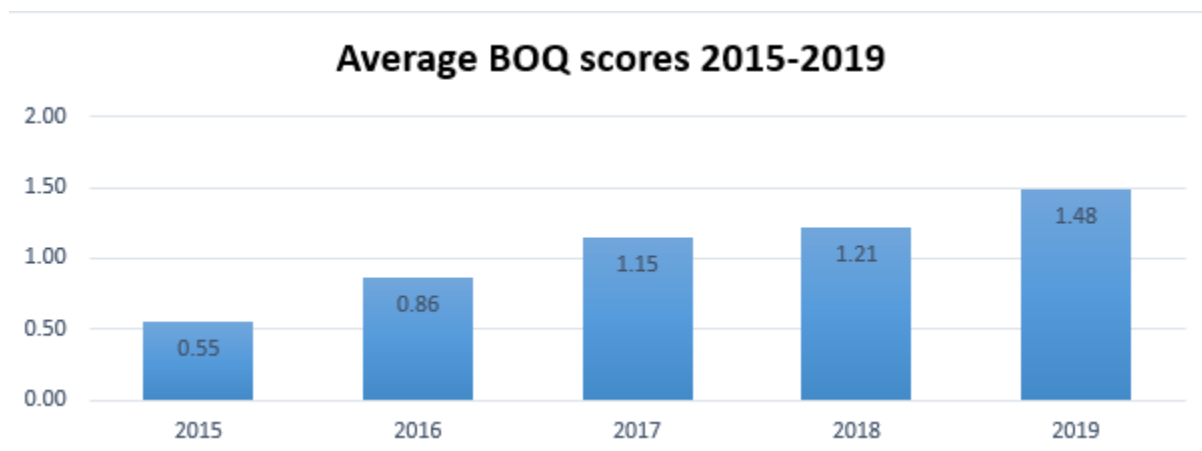
Site Level Data Impacts State Level Planning

Evidence based practice implemented as intended impacts outcomes for children and families

Once a practitioner has attended Tier 1 training, they begin Practice Based Coaching with an Internal Coach at their site. The purpose of coaching is to support the implementation of the strategies presented in training. Data below represents the program growth over time through the use of the T-POT (Teaching Pyramid Observation Tool) classroom fidelity measurement based on five programs that have been implementing for four years or more.



Program wide Pyramid Model fidelity data is shared with the Pyramid Model State Implementation Team (SIT) to assist the SIT (learn more about the SIT on p. 7 of this Executive Summary) in engaging in data based decision making to support statewide implementation of the Pyramid Model. The SIT reviews these data to determine what additional supports, resources, and systems need to be put in place to aid programs in their implementation efforts. The SIT then monitors their own support back to implementing programs through the State Leadership Team Benchmarks of Quality, seen below. The work of the SIT during the last year has resulted in our current action planning to develop criteria for Demonstration Programs/Classrooms, and to develop structures and supports to help programs engage with families around Pyramid Model efforts.



How To Get Involved

Are you interested in becoming a MNCoE Pyramid Model site? If so, we encourage you to start by visiting the www.mncoe.org website and click on the Innovation tab and scroll to the Pyramid Model. On the website, you will find an Introductory powerpoint along with additional preview information to help start the conversation within your program. Once you feel ready to explore more, contact your Regional Professional Development Facilitator (link: <https://mncoe.org/about/service-regions/>).



Collaboration with MNPBS



“The Minnesota Positive Behavior Support (MNPBS) Network directly benefits from the state’s implementation of the Pyramid Model. The connection between Pyramid model and MNPBS Network supports technical assistance driven by implementation science, aligning these collaborative efforts and providing evidence that Minnesota is an innovative leader in positive behavior support across the lifespan.”

Rachel Freeman - Institute on Community Integration

Purpose of the State Implementation Team

The mission of the Pyramid Model State Implementation team is to support teams to achieve sustainable high fidelity implementation.

Hope Beissel	State Pyramid Model Content Lead, Region 11 External Coach
Lori Coughlin	State Pyramid Model Trainer, Behavior Coach, Austin Public Schools
Amy Goette	School Readiness/ ECCE Coordinator, Internal Coach/ Data Manager, Austin Public Schools
Robin Henslin	ECSE Administrator, Wayzata Public Schools
Mary Hunt	PBIS Representative, MN Department of Education
LeAnne Johnson	Researcher, Higher Education Representative, University of Minnesota
Nick Johnson	Professional Development Specialist, MN Department of Education
Crista Murphy	ECSE Teacher/Internal Coach, Osseo Area Schools
Ellen Nacik	Implementation Specialist, MN Department of Education
Shannon Peterson	Data Manager, Robbinsdale Area Schools
Tammy Queensland	MNCoE Professional Development Facilitator, External Coach, Region 10
Victoria Sundell	State Pyramid Model Trainer, Behavior Coach, Duluth Public Schools