The 7 Key Elements for Program Wide Implementation of the Pyramid Model:
Implementing Deeply

Julie Betchkal, WI Pyramid Model Training Coordinator
Lana Nenide, WI Pyramid Model Planning Facilitator
Pyramid Model for Social Emotional Competence
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

Challenging Behavior at Preschool and Early Intervention Settings: Developing Universal Interventions
Supporting young children’s social and emotional development to prevent challenging behaviors; 

Individualizing interventions to meet children’s and families’ unique interests, strengths, and needs; 

Promoting skill building with enough intensity to affect change; 

Implementing strategies in the context of naturally occurring routines and environments; 

Ensuring fidelity of use through a systematic change process; and 

Modifying strategies to meet the cultural and linguistic diversity of families and children.
Social Emotional Competence

The term social emotional development refers to the *developing capacity* of the child from birth through five years of age to

*form close and secure adult and peer relationships;*

*experience, regulate, and express emotions in socially and culturally appropriate ways; and*

*explore the environment and learn - all in the context of family, community, and culture.*
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
- Theory
- Goal Setting for Student Learning
- Selecting Content
- Needs Identification & Prioritization
- Planning (Strategy/Indicators)
- Implementation
- Ongoing Data Collection & Analysis (Formative Evaluation)
- Collaboration/Implementation
- Designing Action Plan for Professional Development/Training & Learning Opportunities
- Feedback
- Practice
- In-situation coaching
- Demonstration
Pyramid Model
State-wide implementation process

Phase 1

- Training of trainers and coaches on Pyramid Model content modules
- Development of the Pyramid model master cadre - a core of group of professionals deeply trained on all modules, program-wide adoption of the Pyramid Model, coaching, and data collection.
- Program-wide implementation in demonstration and pilot sites
- Data collection to access the efficacy of the model and implementation fidelity
Pyramid Model
State-wide implementation process (cont.)

Phase 2
- Ongoing training
- Development & sustainability of coaches
- Limited program-wide implementation with on-site coaching support outside of demonstration and pilot sites

Phase 3
- Ongoing training and reflective practice support for trainers and coaches
- Training and sufficient supports in place for all programs that are ready for program wide implementation
Teressa Pellet, Children’s Trust Fund
Julie Betchkal, CESA 11; WI SEFEL Training Coordinator
Kath Mc Gurk, Department of Children and Families
Dana Romary, Department of Health Services/B-3
Jill Haglund, 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
Pence Revington, UW-Extension
Linda Tuchman, Waisman Center, IMH Certificate
Lana Nenide, WI Alliance for Infant Mental Health; WI SEFEL Planning 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 Pyramid Model Demonstration Sites

- Kenosha: A Child’s Place
- Wausau: A C Kiefer Early Learning Center
  YMCA Childcare and Preschool
- Chippewa Falls: Kids USA, Inc.
  CESA 11 Head Start
<table>
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<td>La Causa</td>
<td>Milwaukee</td>
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<td>Appleton Area School District- Even Start and Title 1 programs</td>
<td>Outagamie, Calumet, Winnebago</td>
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<td>ThedaCare Child Learning Center</td>
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<td>UW-Oshkosh Head Start</td>
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<tr>
<td>Stevens Point 4K program</td>
<td>Portage</td>
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</table>
Children and families

Trainer
External coach
Behavior Specialist

Internal coach

Program Leadership Team

Teachers, practitioners and families

Children and families

State Leadership Team
State SEFEL Facilitator
State Training Coordinator
Levels of implementation

Å Training only
   - 2 day Module 1 and 2 Preschool
   - 3 day Module 1, 2, and 3 Infant Toddler
   - 8 week training series

Å Implementation in pilot classrooms

Å Implementation in the whole center
   - Application process
   - Attend 3 day implementation planning event
Program-wide Implementation

Taking it to the next step
<table>
<thead>
<tr>
<th>Training Components</th>
<th>Training Components</th>
<th>Knowledge of Content</th>
<th>Skill Implementation</th>
<th>Classroom Application</th>
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<td>Presentation/ Lecture</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
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<tr>
<td>Plus Demonstration</td>
<td>30%</td>
<td>20%</td>
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<td></td>
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<tr>
<td>Plus Practice</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Plus Coaching/ Admin Support Data Feedback</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
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</table>

Joyce & Showers, 2002
Benefits of Program Wide adoption

- Reductions in child challenging behavior
- Increases in children’s social skills
- Increased satisfaction of program staff and families
- Reduced turnover in the program
- Increases in teachers competence and confidence in the support of children
- Changes in classroom and program climate
- Sustained implementation of the Pyramid Model
7 Key Components in Program Wide Adoption of the Pyramid Model

• Leadership Team
• Staff Buy-In
• Program-Wide Expectations
• Family Involvement
• Staff Professional Development and Support Plans for Classroom Implementation
• Behavior Support Procedures
• Data-Based Decision-Making
Leadership Team

- Must include an administrator, a teacher and a behavior support person

- Responsibilities:
  - Advising on professional development and coaching for teachers
  - Collecting and interpreting data
  - Developing policies and procedures
  - Guiding the behavior support process
  - Planning for family participation

- Meet monthly

- Guided by the critical elements planning sheet and the Benchmarks of Quality
## Critical Elements Planning Form

<table>
<thead>
<tr>
<th>Professional Development and Staff Support Plan</th>
<th>Check One</th>
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</thead>
<tbody>
<tr>
<td>34. A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model practices is developed and implemented.</td>
<td>0</td>
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<tr>
<td>35. A data-driven coaching model is used to assist classroom staff with implementing the Pyramid Model practices to fidelity.</td>
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</tr>
<tr>
<td>36. Staff responsible for facilitating behavior support processes are identified and trained.</td>
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<tr>
<td>37. A needs assessment is conducted with staff to determine training needs on the adoption of the Pyramid Model.</td>
<td>0</td>
</tr>
<tr>
<td>38. Individualized professional development plans are developed with all staff.</td>
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</tr>
<tr>
<td>39. Group and individualized training strategies are identified and implemented.</td>
<td>0</td>
</tr>
<tr>
<td>40. Plans for training new staff are identified and developed.</td>
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</tr>
<tr>
<td>41. Incentives and strategies for acknowledging staff are identified.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitoring implementation and outcomes</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. Process for measuring implementation fidelity is used.</td>
<td>0</td>
</tr>
<tr>
<td>43. Process for measuring outcomes is developed.</td>
<td>0</td>
</tr>
<tr>
<td>44. Data are collected and summarized.</td>
<td>0</td>
</tr>
<tr>
<td>45. Data are shared with program staff and families.</td>
<td>0</td>
</tr>
<tr>
<td>46. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement.</td>
<td>0</td>
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<tr>
<td>47. Implementation Plan is updated/revised as needed based on the ongoing data.</td>
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Staff Buy-In

- All staff agree they are willing to participate.
- Overviews are available:
  - From WECA
- View a Powerpoint presentation by Lise Fox
- Think critically about program readiness
Readiness for Program Wide Implementation

- Behavior is a goal
- Program commits to 2-3 year process to achieve full implementation
- Program commits evaluating outcomes in classrooms
- Leadership team commits to meeting monthly, monitoring progress, and using data for decision making
Now that you have reviewed the webinar on Program Wide adoption of the Pyramid Model, please take a moment to give us input on how you feel about our involvement in Program Wide adoption of the Pyramid Model.

☐ I feel confident about adopting the Pyramid Model program-wide. I am ready to commit to this initiative. I believe it will be beneficial to staff, children and families.

☐ I like the idea of program-wide adoption of the Pyramid Model, but believe that I need more training around this topic before feeling like I can be on board with this.

☐ I like the idea of program-wide adoption of the Pyramid Model, but do not feel I can make a commitment to it at this time.

☐ I don’t feel that program-wide adoption of the Pyramid Model will be beneficial and would rather not participate in this process.
Program-Wide Expectations

- Commitments that all adults and children will follow
- Shared focus
- Shared language
- Posted for everyone to see
- Taught and acknowledged
KIDS USA LEARNING CENTER'S 3B's

BE SAFE
BE KIND
BE HELPFUL

SO WE CAN BE THE BEST WE CAN BE.
## Expectations Matrix

<table>
<thead>
<tr>
<th>EXPECTIONS</th>
<th>PLAYGROUND</th>
<th>HALLWAY</th>
<th>CLASSROOM</th>
<th>BATHROOM</th>
</tr>
</thead>
</table>
| **BE SAFE** | - Slide 1 at a time  
- Slide on your bottom  
- Stand away from the swings  
- Use toys carefully  
- Wear a smock for water play | - Use walking feet  
- Face forward  
- Stay with an adult  
- Open doors slowly and carefully | - Use walking feet  
- Keep feet on the floor  
- Use gentle hands  
- Ask permission  
- Use our toys carefully | - Wash hands  
- Keep water in the sink  
- Keep feet on the floor |
| **BE a FRIEND** | - Play with everyone  
- Take turns  
- Share and care  
- Find good solutions with friends | - Leave a space in-between friends  
- Keep hands to self  
- Stay quite | - Share and care  
- Take turns  
- Use kind words  
- Use inside voices  
- Stay quite on mat  
- Find good solutions | - Wait patiently for a turn  
- Knock before going in |
| **BE a HELPER** | - Clean up  
- Hang up smocks when finished  
- Listen for teacher’s signal to line-up  
- Stand in line quietly when outside time is finished | - Follow the line  
- Hold the door when needed  
- Carry tings for teachers when needed | - Follow directions  
- Raise your hand  
- Use listening ears, looking eyes, and a gentle body  
- Clean up  
- Make good choices  
- Do your best | - Flush toilet  
- Clean up  
- Put paper towels in trash  
- Turn off water and light before leaving |
Class Room Expectations

Be Safe
- Walk
- Feet on floor
- Hands to self

Be Kind
- Share
- Talk nicely
- Take turns

Be Helpful
- Clean up with your friends
- Push in chairs
- Throw your garbage away
... are taught to mastery...

What Do We Do In Circle?
...at the best times
Promoting the Expectations
Family Involvement

A Partnership with families in the adopting the model by

- sharing expectations and plans for implementing
- providing families with information and support in guiding children’s development of social and emotional skills
- collaboratively teaming to support individual children.
Maintaining Family Involvement

- Newsletter
- Partnering with community resources
- Parenting Modules
- Family Tools:
  - [http://csefel.vanderbilt.edu/resources/family.html](http://csefel.vanderbilt.edu/resources/family.html)
- Teachers become skilled in advising parents
- Parents partner to problem solve for challenging behavior
**PBS Weekly Challenge**

Please color in one flower each time you complete a challenge.

**Make Good Choices**
**Pick up your toys**

This challenge is due back by Friday, May 7th.
Name _______________________

**PBS Weekly Challenge**

Please color in one flower each time you complete a challenge.

**Always be Safe**
**Wash hands after eating**

This challenge is due back by Friday, May 14th.
Name _______________________

**Flower Images**
Staff Professional Development and Support Plans

- Staff are observed to see how many of the strategies they are using
- Training is provided
- Coaches meet with teachers to:
  - Develop individualized professional development plans
  - Provide technical assistance in strategies
- Leadership team acknowledges staff effort
It’s about what adults do and say...
and how the environment promotes engagement...
... and supports children in meeting expectations
Feelings Wheel

Sad | Happy

Mad | Frustrated | Lonely | Embarrassed
Emotions are embedded into the routine.
Relaxation Thermometer

Mad

Take 3 deep breaths 1...2...3

Relaxed
Quiet spaces
Turtle Technique

Recognize that you feel angry.

Go into shell. Take 3 deep breathes. And think calm, coping thoughts.

“Think” Stop.

Come out of shell when calm and thinking of a solution.
Friendship skills can be taught

- Take turns
- Share
- Give ideas
- Say nice things
- Be a helper
Solution Toolkit

1. Get a Teacher
2. Ask Nicely
3. Ignore
4. Say, "Please."
5. Play together
6. Say, "Please Stop."
7. Share
8. Trade
9. Wait and take turns.
10. Get a Timer
Fidelity of implementation is important

- Teaching Pyramid Observation Tool (TPOT)

- Teaching Pyramid Infant Toddler Observation Scale (TPITOS)
L-E-A-R-N: 360° of Coaching

Evaluate

Action Plan

Look and Listen

Reflect and Give Feedback

New Skill Building

Lentini, R. & Jack, S.
Example

PRE TPOT Graph
INSERT: Teacher Initials/Class Age/School Name

#1-7  #8  #9  #10  #11  #12  #13  #14  #15  #16  #17  #18  #19  #20  #21  #22  Red Flags
Summary of TPOT Observations

Strengths
- Schedule and routine are a balance of teacher and child directed activities.
- Center time allows kids to have higher rates of engagement. Adults initiate transitions based on engagement of kids.
- Children who aren’t yet skilled at group activities aren’t forced/required to participate.

Emerging Skills
- Directions tell what to do but are often paired with a “no” or “not” first.
- The visual schedule is referenced with individual children who ask questions related to the schedule.

Professional Development Needs
- Structuring transitions to include: warnings, zone defense, descriptive feedback and routines that have a beginning, middle and end.
- Structure for circle time.

Proposed goals for Action Plans
- *Transitions
- *Structure Circle Time
<table>
<thead>
<tr>
<th>Transitions</th>
<th>Use a visual timer and auditory timer, provide warnings, “when the time runs out you will stop and look at me so I can tell you what’s next”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use a “zone defense”: 1 teacher goes to circle to accept children, the other finishes clean up and encourages the other to get to circle time</td>
</tr>
<tr>
<td></td>
<td>Give good descriptive feedback: “You stopped.” “You cleaned up your table.”</td>
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<tr>
<td></td>
<td>NO CALENDAR Singing the days of the week is fine. Song to get their wiggles out and over to the circle (The Freeze or Head Shoulders)</td>
</tr>
<tr>
<td></td>
<td>Song to settle down Get kids on their bottoms Do a social/emotional lesson (rules/expectations) Names/colors/letters/numbers?</td>
</tr>
</tbody>
</table>

Heather Lynn

Heather Lynn

Heather

September 2010
Behavior Support Procedures

- Policies and procedures
- Support for crisis situations
- Problem solving process
- Ability to create and implement function based behavior support plans (Positive Behavior Support PBS)
Behavior Flow Chart example

When a child with persistent challenging behavior is identified, these are the step to follow.

Step 1: Consult with the Behavior Coach and continue with BIRs (week 1)

Step 2: Collect a few weeks of BIRs and observation cards (week 2-3)

Step 3: Continue to collect data and observation cards. Complete a FAI with parents and teachers

Step 4: Team reviews and evaluates observations and develops a Behavior Support Plan

Step 5: Teachers and parents begin to implement the Behavior Support Plan with coaching support

Step 6: Team members meet periodically to evaluate how the plan is working, refine as needed
Process of Positive Behavior Support (PBS)

Step 1: Establishing a collaborative team and identifying goals

Step 2: Gathering information (Functional Assessment)

Step 3: Developing hypotheses (Best Guess)

Step 4: Designing behavior support plans

Step 5: Implementing, monitoring, evaluating outcomes and refining plan in natural environments
Behavior Support Plan

- **Behavior Hypotheses** - Purpose of the behavior, your best guess about why the behavior occurs

- **Prevention Strategies** - Ways to make events and interactions that trigger challenging behavior easier for the child to manage

- **Replacement Skills** – New skills to teach throughout the day to replace the challenging behavior

- **Responses** - What adults will do when the challenging behavior occurs to ensure that the challenging behavior is not maintained and the new skill is learned
The Behavior Support Plan

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
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**Function:**

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<tr>
<th>Preventions</th>
<th>New Skills</th>
<th>New Responses</th>
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*To Challenging Behavior:*

*To New Skill:*
Data-Based Decision-Making

Â Program level data:
   • Benchmarks of Quality
   • Behavior Incident Reports (BIR)

Â Teacher level data
   • TPOT
   • TPITOS

Â Child Level data
   • Ages and Stages Question: Social Emotional (ASQ:SE)
**Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT)**

**Mango HS Spring 2007 - Fall 2009: Averages Across All Teachers**

### TPOT Anchors

<table>
<thead>
<tr>
<th>Item</th>
<th>Baseline (spr07)</th>
<th>6 Monthsh Implementation (fall07)</th>
<th>1 year implementation (fall08)</th>
<th>2 years Implementation (fall09)</th>
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#### Classroom Environment

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#### Red Flags

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<th>Frw</th>
<th>Anc</th>
<th>RF</th>
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<tbody>
<tr>
<td>8. Schedules and routines</td>
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<tr>
<td>9. Transitions between activities</td>
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<tr>
<td>10. Teacher engages in supportive conversations</td>
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<tr>
<td>11. Promoting children’s engagement</td>
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<td>12. Teaching children behavior expectations</td>
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<tr>
<td>13. Providing directions</td>
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<tr>
<td>14. Using effective strategies to respond to problem behavior</td>
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<td>15. Teaching social skills and emotional competencies</td>
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<td>16. Teaching children to express emotions</td>
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<tr>
<td>17. Teaching problem solving</td>
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<td>18. Supporting friendship skills</td>
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<tr>
<td>19. Supporting children with persistent problem behavior</td>
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<tr>
<td>20. Communication w/ families to promote family involvement</td>
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<tr>
<td>21. Involving families in addressing problem behavior</td>
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<tr>
<td>22. Building collaborative teaming relationships with other adults</td>
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<thead>
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<td>Baseline</td>
<td>8.75</td>
<td>1.18</td>
<td>4.75</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>5.75</td>
<td>1.37</td>
<td>5.25</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>7</td>
<td>4.42</td>
<td>0</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>7</td>
<td>4.40</td>
<td>0</td>
</tr>
</tbody>
</table>
### Engagement Sweeps

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total Count</th>
<th>Engaged Count</th>
<th>Percent Engaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Play</td>
<td>13</td>
<td>10</td>
<td>77%</td>
</tr>
<tr>
<td>Feeding/ Mealtime</td>
<td>13</td>
<td>7</td>
<td>54%</td>
</tr>
<tr>
<td>Structured Group Activity</td>
<td>13</td>
<td>7</td>
<td>54%</td>
</tr>
</tbody>
</table>

### Red Flags

![Bar chart showing red flags with values: 2.29, 1.88, 1.75, 3.17, 0.00, 0.50, 1.00, 1.50, 2.00, 2.50, 3.00, 3.50, 4.00.]

### Average Scores

- **Transitions**: 3.17
- **Quality of Routine**: 1.75
- **Play Dimension**: 1.88
- **Environment & Interaction**: 2.29

![Bar chart showing average scores for Transitions, Quality of Routine, Play Dimension, and Environment & Interaction.]
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
Social Emotional Competence: SEFEL Pyramid Model

The SEFEL (Social Emotional Foundations of Early Learning) Pyramid Model for Social Emotional competence in Young Children is a developmentally appropriate, evidence framework designed to promote social and emotional competence in young children ages birth to 5.

This article describes the CSEFEL Pyramid Model and its research base.

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is a national resource center focuses on promoting the social emotional development and school readiness of young children birth to age 5. Learn more about CSEFEL.

The role of Birth to 3 (doc) in Pyramid Model implementation.
More information

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

- Social Emotional Competence
  Å SEFEL Pyramid Model

Å [www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)

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