

Wisconsin's Pyramid Model: Key Messages

- The Pyramid Model is a framework for implementing a multi-levelled system of support across diverse settings that support children birth to age 6 and their families. The Pyramid Model framework is consistent with the public health/ mental health model of promotion, prevention and intervention. The Pyramid Model framework is a Response to Intervention (RtI) for early childhood. Program wide implementation of the Pyramid Model is the model for implementing Positive Behavioral Interventions and Supports (PBIS) in programs for young children.
- In early childhood, relationship is a key change agent. Program wide implementation of the Pyramid Model is a relationship based professional development framework that is child and family centered. Program wide implementation intentionally addresses the implementation drivers outlined in implementation science research. These drivers are: competency, leadership and organization.
- The Pyramid Model training is an essential element of program wide implementation. Wisconsin's Pyramid Model training focuses on the evidence-based practices promoted in the Pyramid Model framework. These practices address relationship, environment, intentional teaching and individualized intervention. The evidence based practices support programs in addressing the Social Emotional and other domains, program standards and guiding principles of the Wisconsin Model Early Learning Standards.
- Evidence based practices are effective only when implemented with fidelity. For program wide implementation sites, we measure the extent to which evidence based practices are being implemented in a classroom using the Teaching Pyramid Observation Tool (TPOT) and Teaching Pyramid for Infants/Toddlers Observation Scale (TPITOS).
- Research on the TPOT indicates degree of fidelity of evidence based practices used by teachers is directly correlated with increased positive outcomes for the children in the classroom. At baseline, teachers in Wisconsin's sample data of teachers who attended Pyramid Model training are using the evidence based practices, but are doing so with low rates of fidelity. On average, it takes one year for teachers to reach fidelity when provided with practice based coaching and program supports.
- Researchers who examined key factors in the pre-K Quality Rating and Improvement Systems (QRIS) of nine states isolated the factors that are the "best predictors of child outcomes". They determined strongest predictor of child outcome is the quality of teacher-child interaction. The quality rating improvement scale in Wisconsin is called YoungStar.
- Research demonstrates that children who enter school with social and emotional competence have better academic achievement and school success. Program wide implementation assists programs in being responsive to the individual needs of children and their families.
- National research indicates that preschool children are three times more likely to be removed from programs than children in K through grade 12 combined. This trend can be reversed by providing programs with consultation/ support in addressing the behavioral needs of children. Children with disabilities who also have challenging behavior are more likely to be placed more restrictive environments with less access to the general education curriculum.

