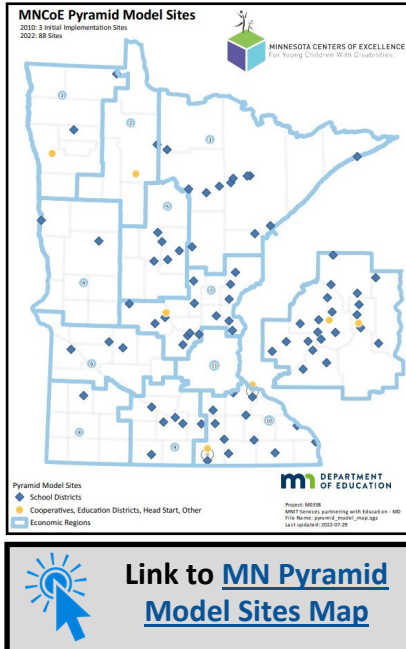




Pyramid Model Executive Summary 2021-22

HISTORY OF PYRAMID MODEL IN MINNESOTA:

New Sites 22-23: Pequot Lakes & Cook County



2010 Pyramid Model (formerly referred to as Technical Assistance Center on Social Emotional Intervention, TACSEI) began implementation in Minnesota, supported by the Minnesota Centers of Excellence for Young Children with Disabilities (MNCoE).

2010-2015 Sites participated in two years of implementation support. Sustainability of both staff buy-in and resources proved to be difficult to sustain.

2015 MNCoE helped adopt a five year implementation plan with support from Professional Development Facilitators (PDFs) to work in partnership with

each site to ensure successful and continued implementation.

2022 Minnesota is home to 89 Pyramid Model sites, with 62 of these sites being veteran. Veteran sites are those who have completed their partnership with MNCoE to install scale up and sustain Pyramid Model practices.

What is the #1 predictor of success in life beyond their E-12 education setting for young children?

“The ability to make and be a friend. Research tells us that teaching ALL children how to make friends and be a friend is the greatest impact we can have on their success long after they are in our preschool classrooms.”

Preschool Inclusion: What's the Evidence, What Stands in the Way, and what Do the Stellar Programs Look Like? Webinar 2/2016 Phil Strain, Ph.D., University of Colorado-Denver

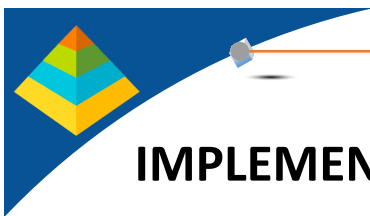
CONGRATULATIONS to Minnesota's

7 Demonstration Classrooms! We recognize these 7 classrooms for their outstanding dedication and consistent investment in Pyramid Model Practices! These classrooms have been nominated by internal staff, reviewed by the Pyramid Model State Implementation Team, and have been recognized by the Minnesota Commissioner of Education.

Prior Lake Circle of Friends Preschool (2 classrooms)
Buffalo Hanover Montrose Schools ECFE (2 classrooms)
Hanover Parkside Kids Kare (2 classrooms)
Sauk Centre (1 classroom)



Sauk Centre Pyramid Model Demonstration Classroom



IMPLEMENTING PYRAMID MODEL IN MINNESOTA:

STEP 1: EXPLORATION

Minnesota programs that are interested in learning more about the Pyramid Model practices can explore the [MNCoE website](#), select the State Innovations tab, and navigate to the Pyramid Model resources. For additional information and exploration, programs can reach out to their [MNCoE Regional Professional Development Facilitator](#) (PDF).

Exploration with their PDF may include:

- Overview of Pyramid Model
- Pyramid Model Digging Deeper discussions
- Hexagon Tool completion
- Innovation Application

For additional information on Active Implementation, view the AI modules at the [National Implementation Research Network Active Implementation Hub](#) website.

STEP 2: PROGRAM WIDE ADOPTION

In early March of each year, sites who submitted an application will be contacted by the MDE ECSE Leadership team to be notified of their possible acceptance. Once a site has been offered an invitation to become a Pyramid Model site, they accept the invitation and agreement. Next, their regional Professional Development Facilitator will contact the program leader(s) to schedule a Program Wide Adoption workday. This workday is a facilitated process to begin the implementation plan with the designated Implementation Team members. Highlights of the day include:

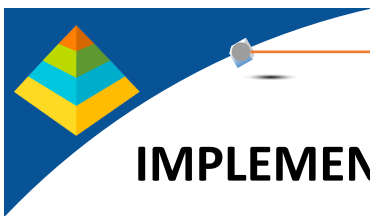
- Understanding what Program Wide Adoption means
- Understanding the Implementation Team purpose
- Beginning to create team norms and meeting agendas
- Completing a practice section of the Benchmarks of Quality and initiating action planning in order to create systems for data collection, communication, and coaching
- Thinking about how collaborative teaming and leadership affect implementation



COLLABORATION SPOTLIGHT

Pyramid Model and Positive Behavior Intervention Supports (PBIS) provide structure and/or supports for increased collaboration between PBIS & PM sites. Starting in kindergarten, some schools continue to utilize a tiered framework for providing social emotional and behavioral support called Positive Behavior Intervention Support (PBIS). Both Pyramid Model and PBIS focus on supporting social emotional development while proactively working to minimize challenging behavior. The [Minnesota PBIS and Pyramid Model Implementation Map](#) outlines school districts in Minnesota that are implementing both Pyramid Model and PBIS. If your school district is on this list, we recommend [Alignment and Collaboration](#) between the two initiatives.



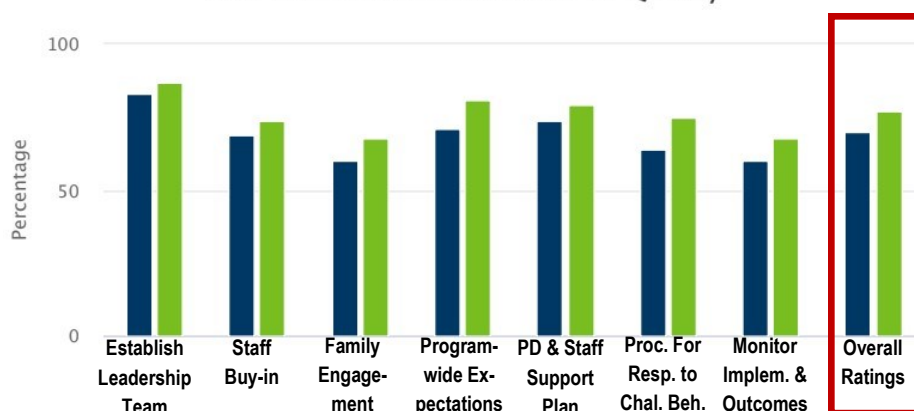


IMPLEMENTING PYRAMID MODEL IN MINNESOTA:

STEP 3: SITE IMPLEMENTATION

Minnesota Pyramid Model sites complete the Benchmarks of Quality (BOQ) up to two times per year to document progress around creating the systems necessary to scale up and sustain the Pyramid Model. During the 2021-2022 school year, programs continued our statewide trend of increasing site implementation from the Fall 2021 (blue) to Spring 2022 (green). There were 37 Minnesota sites contributing to the Fall overall 70% rating and 38 sites contributing to the Spring overall 77% rating.

PM2 Statewide Benchmarks of Quality



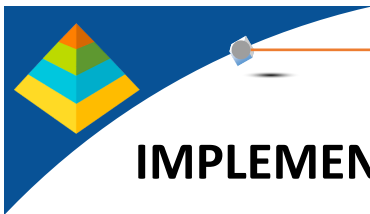
POSTIVE SOLUTIONS WITH FAMILIES

Part of Pyramid Model implementation at the site level involves family engagement. “Positive Solutions for Families” is a 7 session family friendly workshop designed to empower caregivers to support their children’s social emotional development. Sarah Ann from BI-CAP Head Start shares the impact that Positive Solutions has had on families in their program. “BI-CAP Head Start loves using Positive Solutions with families. The way that it supports emotional education in the classroom is so important to families. We have found as we work with families, often these solutions are not ones they’d thought of, or considered how to implement what’s being done in the classroom in their homes. Some of the tools that families have found most valuable and exciting to use are the visual routines in the home and developing household rules with their children. Another thing that parents have commented on is how over time they can see a difference in their children’s behavior when they really focus on, and use, positive language and correction, as well as using redirection.”

WINONA CLASSROOM ESSENTIALS

Ann Riebel, Director, Winona Area Public Schools Community Education

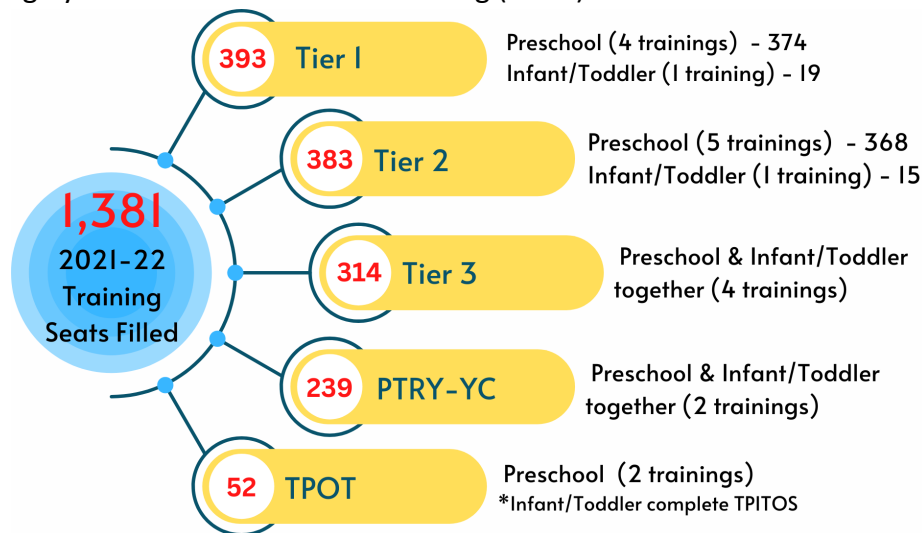
Winona Area Public Schools (WAPS) Early Childhood scheduled a professional development day prior to the Back-To-School Workshop week to focus on the Pyramid Model [Classroom Essentials](#). Based on goals set in the spring of 2022, staff indicated a need to prepare their classrooms by reviewing their individual classrooms' environment, family friendliness, and signs of positive behavior management strategies. Three hours were available to prepare classrooms with the Classroom Essential goals in mind. An additional three hours were spent walking through individual classrooms with the Early Childhood team and our Pyramid Model Coaches. As a team, the staff looked for evidence of items on the Classroom Essentials checklist, evidence of classroom expectations, and cultural diversity. At the end of the day, staff developed individualized classroom goals based on feedback received, and these goals were incorporated into their coaching sessions.



IMPLEMENTING PYRAMID MODEL IN MINNESOTA:

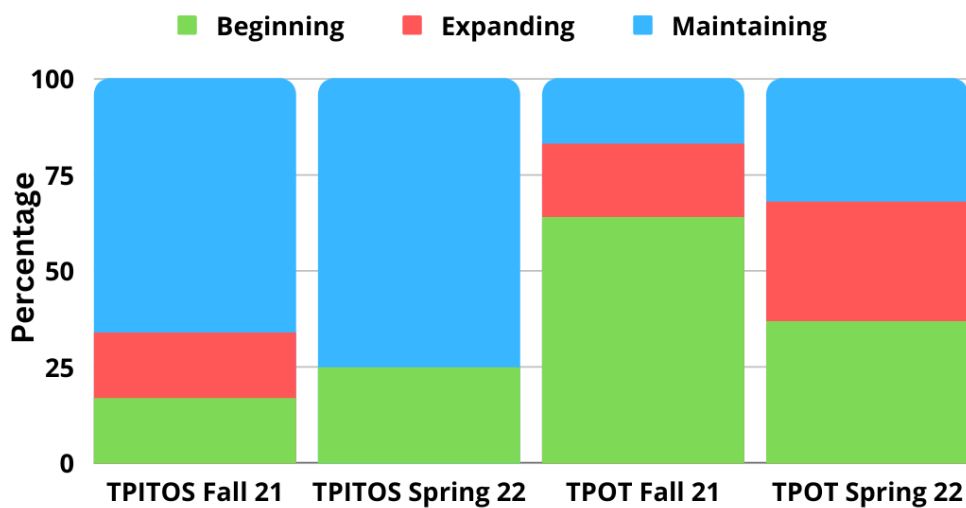
STEP 4: TRAINING

Pyramid Model sites participate in a series of trainings including Tier 1 & 2 (Preschool and Infant/Toddler), Tier 3, and Prevent Teach Reinforce for Young Children (PTR-YC). Internal Coaches also participate in Teaching Pyramid Observation Tool training (TPOT).



STEP 5: PEER COACHING & FIDELITY

Fidelity Phases

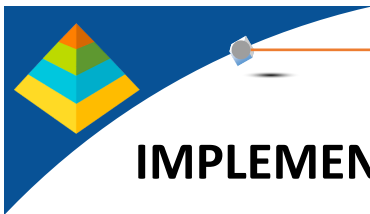


We continue to see our percentage of practitioners in the Maintaining Phases of fidelity increase! Learn about [Minnesota's Pyramid Model Fidelity and Coaching Phases](#).

PYRAMID PRACTICES AT WORK



MJ started preschool in the fall with behaviors that were extreme and caused some minor injuries. He routinely tried to run out of the building and destroyed property. Staff worked hard and were consistently implementing Pyramid Model strategies. One of his favorites was Tucker the Turtle. By the end of the school year, he was one of 10 preschool students asked to attend a School Board meeting where the Early Childhood Program was showcased. When I went to ask his mom if he could come, I could tell by her body language, and the look on her face, she thought I was coming to tell her about a problem. As I told her why I was there, she began to smile and I could tell she was so proud of him! He did a great job at the School Board meeting walking up and presenting a School Board member with a gift! MJ is now in kindergarten and a few days ago I saw him with his class. His teacher told me that earlier in the week, her Smartboard shut off during the middle of a lesson. She made a frustrated face and sound. MJ said, **"Teacher, take a deep breath. Take 4 deep breaths"**



IMPLEMENTING PYRAMID MODEL IN MINNESOTA:



STEP 5: PEER COACHING & FIDELITY (continued)



During the 2021-2022 school year, the Behavior Coach Network was launched. This virtual series is an opportunity for Behavior Coaches throughout Pyramid Model sites in MN to come together to reflect, learn, and grow with each other. Sessions focus on PD opportunities around specific topic areas related to the Behavior Coaching role, facilitating the Prevent Teach Reinforce for Young Children (PTR-YC) process, as well as opportunities to engage in open Question & Answer discussions.

What Behavior Coaches reported they benefited from the most during the Networking Series.

Collaborations and conversations with Behavior Coaches from other Pyramid Model sites.

Walking through the specific steps of the Behavior Coach role.

Processing how Internal Coaches and Behavior Coaches collaborate.

Bringing information back to share with the team.



STEP 6: SUSTAINABILITY

When programs plan sustainability of the Pyramid Model they create their long-term vision for implementation around each of the key elements and then develop their plan to achieve the identified goals.

AUSTIN PUBLIC SCHOOL'S STORY

"Austin Public Schools began implementing the Pyramid Model in the fall of 2012. In our 10 years of implementation we have seen significant changes in our staffing which include administration, teaching, and support staff. To help get through the seasons of transition we engaged in sustainability planning. This was a critical component of moving our work forward with Pyramid Model. When discussing sustainability we determined it is critical for us to have:

- ♦ Mission Statement that all staff and families are aware.
- ♦ Site Implementation Team with defined roles and term limits - this encourages fresh insights.
- ♦ Regular Meetings that are prioritized.

Action planning allowed us to always have forward movement, which leads to long-term engagement of the Pyramid Model."

Amy Goette; Austin Public Schools, School Readiness & ECFE Coordinator



IMPLEMENTING PYRAMID MODEL IN MINNESOTA:

STEP 6: SUSTAINABILITY (continued)

CREATIVE PLANNING

Shannon Kush—Rock Ridge Pyramid Model

“Rock Ridge has been implementing Pyramid Model for 6 years. Below are examples of how we have been creative in piecing together supports for our ongoing implementation.”



Applied and received a local grant to expand Pyramid Model practices into their kindergarten program



Built Practice Based Coaching into Wednesday PLC time and/or teacher prep time



Considered Pyramid Model materials when purchasing general supplies at the start of the school year



Scheduled trainings into teacher in-service days when possible



PYRAMID BUDDY BINS

Steph Kaste—Shakopee Occupational Therapist

Shakopee Pearson Early Learning Center is in year 7 of Pyramid Model Implementation. We applied for, and were awarded a district grant totaling \$4000 to purchase additional materials to support Pyramid Model Implementation in early childhood classrooms. Buddy Bins and STEAM Bins were created, and used to promote the development of friendship skills, turn-taking, and cooperative play.

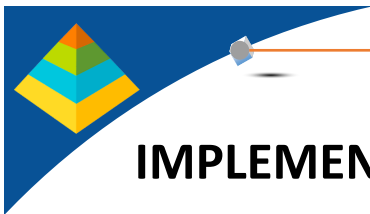


PROGRAM INVESTMENTS

Angie Kleinedler, ECSE Administrator Minnetonka Public Schools

“While the Joint Powers Agreement (JPA) is a fantastic monetary resource to begin implementation of the Pyramid Model, districts may choose to secure other funding sources in addition to the JPA, to enhance and/or sustain the innovation beyond the 5 years of support that the JPA allows.

Minnetonka Public Schools is not (yet) a veteran Pyramid Model site, as we are currently in year 3 of a Pyramid Model reboot. However, we have solicited funds from alternative sources, in addition to the JPA, to help support trainings, materials for classrooms, as well as to help fund Internal and Behavior Coaches. Funding has been secured through various grant opportunities, such as the Minnetonka Preschool and ECCE Parent Teacher Organization (PTO), the Minnetonka Family Collaborative, and the Minnetonka Teacher Foundation organization. We feel so honored to have had outside sources invest in our implementation of the Pyramid Model at Minnetonka Public Schools and feel it shows the community’s trust in our program that we are engaging in evidence-based best practices for children’s social-emotional development.”



IMPLEMENTING PYRAMID MODEL IN MINNESOTA:

The Pyramid Model State Implementation Team is a group of cross-sector state and site level representatives. The Pyramid Model State Implementation Team meets monthly to support the systemic scale up of high fidelity implementation of Pyramid Model practices and structures at the site-level while engaging in continuous improvement through the use of data to achieve identified outcomes.

MISSION: The mission of the Pyramid Model State Implementation Team, supported through the Minnesota Centers of Excellence (MNCoE), is to provide leadership, support, and empowerment around the data informed critical elements in order to sustain high fidelity implementation throughout Minnesota.

VISION: Lead— Support— Empower

PYRAMID MODEL STATE IMPLEMENTATION TEAM ACHIEVEMENTS 2021-22:

- ◇ Tiered Fidelity Inventory (TFI) completed with Sauk Rapids Rice as a way to capture implementation highlights of districts implementing both the Pyramid Model and PBIS
- ◇ Launched Behavior Coach Networking Series
- ◇ Created Demonstration Classroom process and certificates sent
- ◇ Provided communication to implementation sites via digital newsletters

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For Young Children With Disabilities