

PYRAMID PARTNERSHIP

— CONNECTICUT —

Annual Report
2018 - 2019





**Message from the Commissioner
of the Office of Early Childhood,
Beth Bye:**

“

The Office of Early Childhood is proud to support our workforce and early childhood programs with Pyramid Model professional development and technical assistance. Mounting evidence points to the importance of creating a classroom climate that supports children’s social and emotional development.

**TEACHERS AND PROGRAM
LEADERS NEED SUPPORT AS
THEY FOCUS ON THIS WORK –
AND THE PYRAMID PROVIDES A
FRAMEWORK FOR THAT WORK.**

Healthy social and emotional development is critical for children to form supportive relationships, to be ready for educational challenges and have success later in life. At OEC, we are committed to supporting the optimal development of all of Connecticut’s children.

”

WHAT IS THE PYRAMID MODEL?

The Pyramid Model is a conceptual framework of evidence-based practices for promoting young children's healthy social and emotional development. Elements of the Model include:

Pyramid Framework:

A framework that outlines multiple tiers of support. This framework can be a guide to think about what supports are in place for building social and emotional competence in young children and ensuring that supports are in place for the foundational tiers.

The Pyramid Framework

- ◆ Specifically focuses on early childhood (birth through preschool).
- ◆ Is designed to build social and emotional competence and prevent challenging behaviors.
- ◆ Promotes research-based practices for supporting infant, toddlers and preschoolers.
- ◆ Builds upon the foundation of an effective workforce.

Pyramid Practices:

The specific evidence-based practices, implemented by early care and education providers, support nurturing and responsive relationships, build high quality supportive environments and build social and emotional competence. Introductory Pyramid Model trainings and training on Modules (infant/toddler, pre-school and birth to five) help to build the infusion of Pyramid Model Practices in programs that serve young children.



Program-Wide Implementation:

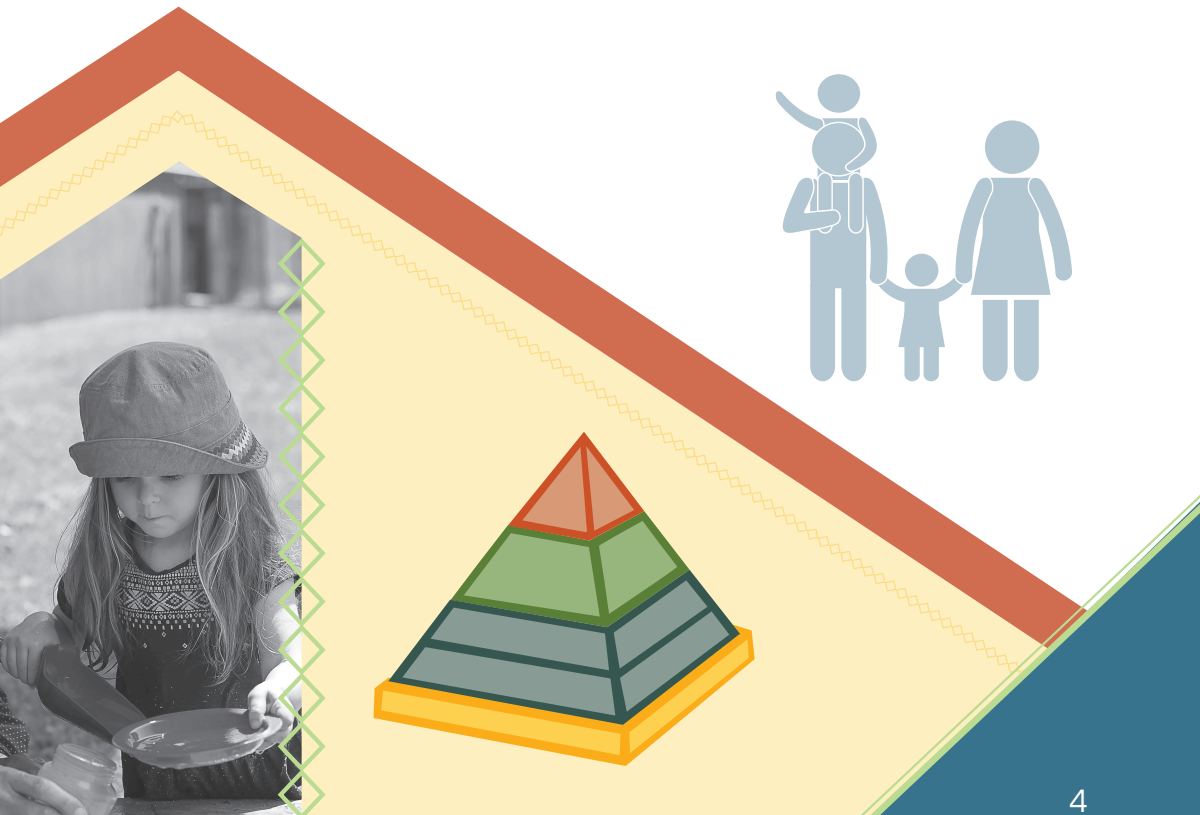
The components of full implementation of the Pyramid Model in early childhood settings is outlined in the Program-Wide Benchmarks of Quality. Settings engaging in Program-Wide Implementation have demonstrated readiness to engage in the deep and sustained work necessary to reach fidelity. Full implementation includes developing a leadership team, collecting data and coaching for teachers.

Program-Wide Pyramid Model Implementation

- ◆ Applies principles of Implementation Science.
- ◆ Involves assessing readiness, teaming and data-based decision-making.
- ◆ Uses practice-based coaching to promote the Pyramid Model Practices.

The Pyramid Model builds upon a tiered approach to:

- ◆ Provide universal support to all children.
- ◆ Promote wellness.
- ◆ Provide targeted services to those who need more support.
- ◆ Provide intensive services to those who need them.



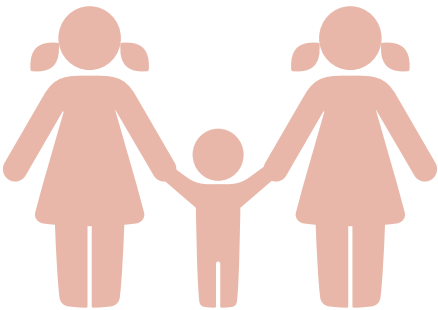


Can the PYRAMID FRAMEWORK be used with other social emotional approaches?




YES!

The Pyramid Model is a conceptual framework and many social emotional curricula and approaches (e.g. Ruler, Scientific Research-Based Interventions [SRBI], Responsive Classroom, Infant Mental Health Work) fit well within the framework. Pyramid has created tools to address each layer of the Pyramid, but other evidence-based strategies and curricula fit the framework as well.



| Pyramid Level | Pyramid Implementation | Other Related Resources and Tools |
|--|---|--|
| An Effective Workforce | Training on practices, Teaching Pyramid Observation Tool, The Pyramid Infant-Toddler Observation Scale, Practice-Based Coaching etc. This level also encourages including Pyramid in policies, procedures, contracts and other relevant work such as Quality Improvement System | Core Knowledge and Competencies, Higher Ed coursework on social emotional development, Trauma informed work |
| Nurturing and Responsive Relationships | All Pyramid training reflects the importance of relationships | Early Learning and Development Standards, Mental Health Consultation, Early Childhood Consultation Partnership, Circle of Security, etc. |
| High Quality Supportive Environments | Training on practices, Teaching Pyramid Observation Tool, The Pyramid Infant-Toddler Observation Scale, Practice-Based Coaching etc. as well as training that helps teachers look at tools and classroom environment | Recognizing, Understanding, Labeling, Expressing, and Regulating emotion, Environmental Rating Scales, Early Childhood Consultation Partnership |
| Targeted Social Emotional Supports | Teaching social skills Training on Modules etc. | Early Learning and Development Standards, Documentation and Observation for Teaching System, Social Emotional Learning curricula, Recognizing, Understanding, Labeling, Expressing, and Regulating emotion, Early Childhood Consultation Partnership |
| Intensive Interventions | Prevent Teach Reinforce (PTR) – Young Children and PTR-Families | Early Childhood Consultation Partnership, Referral to Guidance Clinics and other community resources, Functional Behavior Analysis, Prevent Teach Reinforce for Young Children (PTR-YC) |



Pyramid Implementation in Connecticut:

Connecticut's state Leadership Team, known as The Connecticut Pyramid Partnership (CPP), includes representatives from a range of entities involved in social emotional learning and development, as well as training and education. (See membership organizations on Page 11.)



The Mission and Vision for the CPP

Mission:

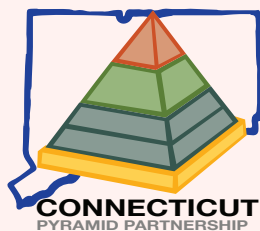
Building a statewide system for Pyramid Model Implementation in order to enhance the competencies of those that care for, educate and support young children and their families.

Vision:

Connecticut is a state that supports the social and emotional wellbeing of all young children and their families.



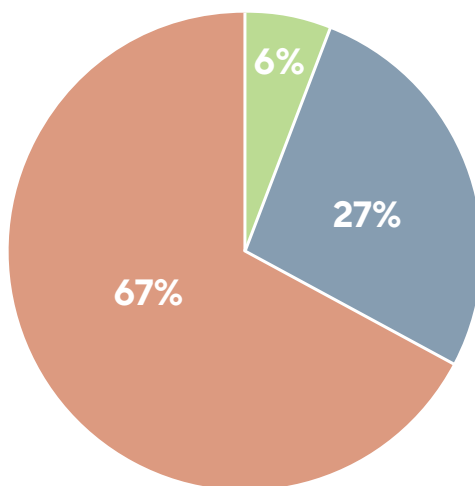
The team has been meeting in Connecticut to discuss the Pyramid Model and coordinate efforts to support social and emotional competence in young children. In June of 2018, the team formalized its role as a State Leadership Team (SLT). The group began using the Pyramid Model Benchmarks of Quality (BOQ) as the organizing document for its work. This document is used to assess progress and plan future actions for implementation statewide. The BOQs are used to track progress on the stages of planning and installation, implementation and scale-up and planning for sustainability.





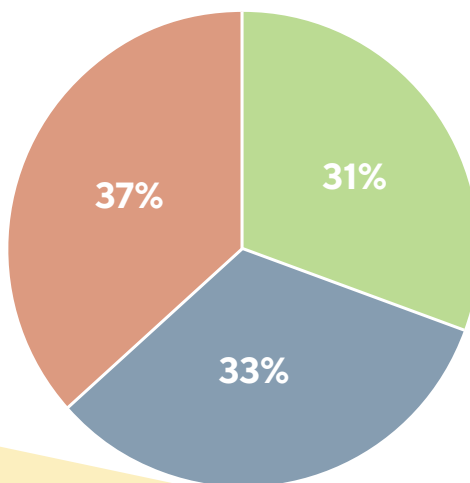
Data from Connecticut's BOQ shows the following:
To view the actual Benchmarks of Quality (BOQ) items,
visit ectacenter.org.

2018 BOQ %



Indicators in place Indicators emerging (or not in place) Indicators not in place

2019 BOQ %



Indicators in place Indicators emerging (or not in place) Indicators not in place



Training & Technical Assistance

The National Center for Pyramid Model Innovation at the University of South Florida (NCPMI) issued several requests for proposals from states interested in receiving technical assistance for implementation. Connecticut was fortunate to be chosen to receive the following TA opportunities for two years:

Virtual:

Seven states chosen to participate in monthly calls structured to help states begin the work of implementation statewide.

Intensive:

Connecticut was chosen as one of two states to receive intensive TA from NCPMI faculty on implementation in pre-school settings.

Program Coach:

A Program Coach from Connecticut was chosen to participate in monthly TA calls to work on implementing their role and helping entities implement Pyramid program-wide. This TA will assist in scaling up the number of coaches in Connecticut.

Pyramid Training in Connecticut

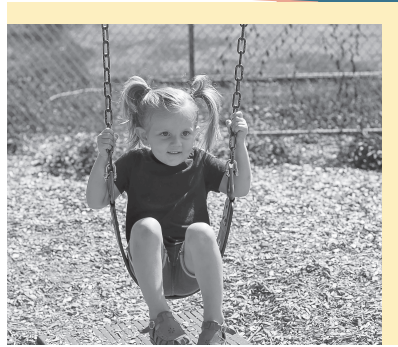
The following Pyramid workshops and trainings were offered in Connecticut from July 2018–September 30, 2019.

| Training Name | Number of Participants |
|---------------------------------------|------------------------|
| Module Training Refresher | 22 |
| Top of the Pyramid | 27 |
| Coaching | 20 |
| Modules (3 days) | 48 |
| Teaching Pyramid Observation Tool (1) | 12 |
| Teaching Pyramid Observation Tool (2) | 23 |
| Family Engagement | 38 |
| Implicit Bias | 37 |
| Practice-Based Coaching (1) | 16 |
| Practice-Based Coaching (2) | 17 |

Implementation

Program-Wide Implementation began in July, 2019 in four towns and six programs in Connecticut.

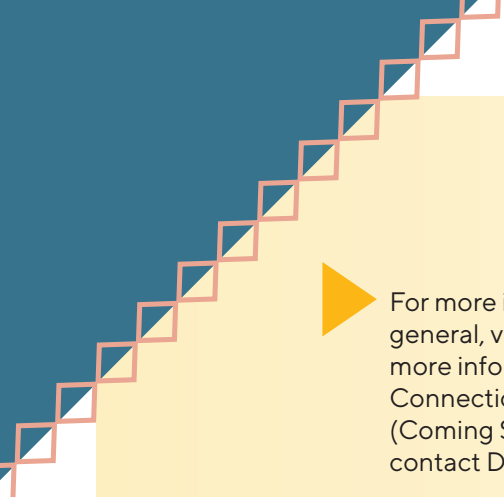
The programs (Cohort 1) were chosen by the CPP based on their applications and their readiness to commit to full Pyramid Implementation.



| Town | Program Name |
|-------------|--|
| Killingly | <ul style="list-style-type: none">• Killingly BOE at Goodyear Early Learning Center |
| New Britain | <ul style="list-style-type: none">• HRA of New Britain Early Childcare Learning Academy• YWCA Of New Britain Childcare Center |
| New Haven | <ul style="list-style-type: none">• Yale-New Haven Hospital Day Care Center |
| Waterbury | <ul style="list-style-type: none">• The Center For Early Childhood Education At NVCC• YMCA Child Development Center – Greater Waterbury |

Each program was invited to select two classrooms with strong, committed teachers to receive coaching and work to implement Pyramid Model Practices in their classrooms. Each program was required to attend Leadership Team Training, where they began work on an Action Plan as a team. Teams are beginning the school year with their priorities from the Action Plan in place. Program-Wide Pyramid Model Implementation is expected to take 2-4 years.

Each program will scale up two additional classrooms in Year 2, while continuing to be supported by the CPP. During Year 2, another cohort of approximately five additional community programs will be identified and begin the work of implementation. The CPP looks forward to programs submitting data and examples of great work from Cohort 1.



▶ For more information about the Pyramid Model in general, visit www.challengingbehavior.org and for more information about the Pyramid Implementation in Connecticut, visit the CT Pyramid Partnership Webpage (Coming Soon)! For any other questions or concerns, contact Deb Resnick at deb.resnick@ct.gov.

▶▶ **Work to infuse Pyramid Model Practices in early care and education settings across Connecticut is facilitated and supported by the Connecticut Office of Early Childhood and includes:**

- ◆ Training.
- ◆ Support to implement sites.
- ◆ Support and staffing for the Connecticut Pyramid Partnership.

“

PYRAMID IS SO IMPORTANT FOR TEACHERS AND PROGRAM ADMINISTRATORS TO UNDERSTAND. SUCH AN IMPORTANT TOPIC TO SUPPORT TEACHER LEARNING AND GROWTH SO THAT WE CAN BE THE BEST WE CAN BE FOR CHILDREN AND FAMILIES.

~Pyramid Training Participant

”



CPP Member Organizations:

- ◆ Head Start Training and Technical Assistance;
- ◆ The Head Start Collaboration Office;
- ◆ The University of Connecticut University Center For Excellence in Developmental Disabilities;
- ◆ Higher Education (The University of Hartford faculty);
- ◆ Mental Health Consultation (ECCP);
- ◆ The Connecticut Association for Infant Mental Health;
- ◆ The Office of Early Childhood (Quality Improvement Division);
- ◆ The State Education Resource Center;
- ◆ The State Department of Education (Part B 619);
- ◆ The Hartford Foundation for Public Giving (Philanthropy);
- ◆ All Our Kin;
- ◆ 2-1-1 Childcare, Child Care Resource and Referral (United Way of Connecticut); and
- ◆ The Connecticut Parent Advocacy Center (PTI).





“

THERE IS AN EMERGING AND
ONGOING NEED FOR THE
LEARNING AND IMPLEMENTATION
OF THE PYRAMID FRAMEWORK
FOR SOCIAL EMOTIONAL
LEARNING AND DEVELOPMENT.

~Pyramid Training Participant

”



Connecticut Office
of Early Childhood

450 Columbus Blvd, Hartford, CT 06103
860.500.4412 • www.ct.gov