Maryland’s Pyramid Efforts in Early Childhood:
Pyramid Model Social & Emotional Supports for Birth - Five

PBIS Maryland Coaches Meeting
Conference Center at Sheppard Pratt
Wednesday, May 2, 2018

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Co-Director, Parent, Infant & Early Childhood Program
Agenda/Objectives:

- **Context:** Maryland’s History with the SEFEL Pyramid Model
- **Focus:** Understanding Model of Tiered Support for Early Childhood
- **Tracking:** Systems to Support Fidelity of Implementation Coaching
- **Feedback:** Potential for SEFEL Pyramid Efforts to Support Your Work in Schools
Linking SEFEL Pyramid Model & PBIS:

First, some help with terminology...

- Like PBIS, the SEFEL Pyramid Model is a multi-tiered framework comprised of a continuum of evidence-based practices that are organized in three-tiered continuum of promotion, prevention, and intervention.

- However, SEFEL is uniquely designed to address the needs and contexts of programs serving infants, toddlers and preschoolers including children in public school early childhood classrooms and early childhood care and education programs in the community.

- The implementation of SEFEL within early childhood programs is often referred to as Early Childhood Program-Wide-PBIS.
**SEFEL Foundation:**  
**Social Emotional Foundations of Early Learning**  
**Structure: 3 Tiers of Intervention Practice**

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Universal promotion for all families (all infants and toddlers and their caregivers)</th>
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<tbody>
<tr>
<td>Tier 2</td>
<td>Secondary prevention to address the needs of infants/toddlers at risk for social emotional challenges (including support for their caregivers)</td>
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<tr>
<td>Tier 3</td>
<td>Intensive or tertiary intervention for children with persistent behavior challenges (including support for caregivers)</td>
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**Paradigm Shift:**
From thinking about “behavior” for young children as a deficits-based clinical problem requiring intervention to, instead, a developmental and proactive approach where adults teach and support young kids to be successful.

In thinking about multi-tiered systems of support for young children – what changes?
Defining Mental Health for Early Childhood

Early childhood mental health is defined as the capacity to “grow well and love well.” Three domains of early childhood mental health: the young child's capacity to:

1) experience, tolerate and express a range of emotions without lasting emotional collapse;
2) form & maintain trusting and intimate relationships; and
3) learn culturally expected skills considered appropriate for the child’s age.

*Psychotherapy with Infants and Young Children: Repairing the Effects of Stress and Trauma on Early Attachment.* Alicia Lieberman and Patricia Van Horn, 2008.
In early childhood this means:

• Throughout assessments to understand the root of the behavior
• Emotional Literacy Skills
• Focusing on adult regulation!
  • Daniel Siegel’s Hand Model of the Brain
We are talking about babies...

- Developmental ages from 6 months to 5 years
- Limited understanding and expression
- Moving from solitary play to social play
- Moving from object exploration to representation
  - Implications for guidance, corrective feedback, classroom management, instruction
Routines and Rituals

When considering child behavior, the focus often falls on the adult to facilitate consistency and predictability in the routines, rituals and responses to behavior.
Meltdown Moments are Expected

- Crying
- Head Banging
- Biting
- Throwing objects
- Pinching
- Pulling hair
- Hitting
- Spitting food

Topography of behavior is not meaningful, context is what matters. Formulas for majors/minors might not be helpful.
Teaching Emotional Literacy – Feelings Faces Bingo!

Happy  Sad  Mad

Scared  Sick  Silly
DIY Emotion Cards & games for kids

23 CHILDREN'S BOOKS ABOUT FEELINGS
Teaching Emotional Literacy –
Labeling Emotions Starts With “Primary Feelings”
SEFEL Pyramid Model & PBIS

Shared evidence base that emphasizes prevention

- Administrative leadership as vital
- Teaming as a change agent
- Data based decision making
- Defined positive social expectations
- Explicit teaching
- Acknowledge positive behavior
- Continuum of intervention
# SEFEL Pyramid Model & PBIS

<table>
<thead>
<tr>
<th>SEFEL Pyramid Model – Key Components</th>
<th>School Wide PBIS – Key Components</th>
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<tbody>
<tr>
<td>Tiered Model of Interventions</td>
<td>Tiered Model of Interventions</td>
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<tr>
<td>Focus on Birth-5</td>
<td>Focus on K-12</td>
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<tr>
<td>Administration Participation and Support</td>
<td>Administration Participation and Support</td>
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<tr>
<td>Explicitly Teaching Behavior</td>
<td>Explicitly Teaching Behavior</td>
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<tr>
<td>Focus on Prevention</td>
<td>Focus on Prevention</td>
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<tr>
<td>Program-wide Expectations</td>
<td>School-wide Expectations</td>
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<td>Systematic Acknowledgement</td>
<td>Acknowledgement System</td>
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<tr>
<td>Adult Managed Behavior</td>
<td>Teacher/Office Managed Bx (T-Chart)</td>
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<tr>
<td>Data-Based Decision Making</td>
<td>Data-Based Decision Making</td>
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</table>
Opportunity for Braiding SEFEL + PBIS Supports

Preventing Suspensions and Expulsions in Early Childhood Settings
A Program Leader’s Guide to Supporting All Children’s Success

Suspensions and expulsions of young children are not developmentally appropriate practices. Yet, recent data indicate that suspension and expulsion occur regularly in early childhood settings. These exclusionary practices, which disproportionately impact children of color, deprive children of valuable learning experiences and have a negative impact on children’s development that extends into grade school and beyond. Eliminating all forms of exclusion is urgent and vital to preparing all children for success.
Commonly encountered issues when moving to lower grades/kids:

- Teachers in the preschool classroom might not understand the application of SW-PBIS to their context. Teachers might regard SW-PBIS as being a school-wide discipline approach that is more relevant to older children.

- Teachers in the preschool classroom generally do not use token systems to acknowledge child engagement in expectations and therefore might not understand how they can participate in the school-wide initiative. Young children often do not have the symbolic representation skills or social development to understand a token economy and are not motivated by reinforcers that are not immediate.

- Teachers of young children expect that they will encounter child challenging behavior in their classrooms as young children are early in their social development and their ability to be members of a social group, express emotions appropriately, and engage in social problem solving. The development of discipline referral tracking systems related to identifying common rule violations and uniform responses is not applicable to the preschool classroom.

- Teachers in the preschool classroom might raise objections to being included in the use of common SW-PBIS data decision-making tools as they do not offer considerations for the unique context of the early childhood classroom. For example, teachers might not be using the school-wide discipline system in their classroom and might have children who are unable to recite expectations due to their limited communication or cognitive development.

- School faculty and staff might not have adequate experience with preschool children to make modifications to the SW initiative and therefore overlook the opportunity to teach and reinforce social skills and appropriately address challenging behavior.
Implementation Support Through Practice-Based Coaching

1) Joint Planning
2) Observation
3) Feedback
4) Reflection
5) Action
## Impact of Coaching

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<th>Outcomes</th>
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<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Discussion (relaying theory)</td>
<td>10%</td>
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<tr>
<td>Demonstration (Implementing Services)</td>
<td>30%</td>
</tr>
<tr>
<td>Practice &amp; Feedback (Modeling, Providing Discussion)</td>
<td>60%</td>
</tr>
<tr>
<td>Coaching (Supporting use of strategies in real time context)</td>
<td>95%</td>
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Note: Adapted from “Student Achievement Through Staff Development,” by B. Joyce and B. Showers, 2002, p.78
Copyright 2002 by the American Society for Curriculum and Development.
# A Model of Early Childhood System-Wide SEFEL Implementation: Maryland Infants & Toddlers Program Training and Coaching

1. **SEFEL Mods 1,2,3**
   - Identify County Lead Coaches

2. **PIEC coaches Lead Coaches**

3. **Lead Coaches coach providers**

4. **Providers coach parents**

5. **Parents coach children**
Team Approach For Early Educators: Parallel Process of Providers & Supporting Families

Importance of Collaborative Teaming: Early Educators often don’t have background in behavior, limited experience with teaming and often lack formal credentials.
Maryland’s History with the Pyramid Model:

• Back in 2006 Maryland met the Pyramid!
  • Goal 1- Statewide sustainability
  • Goal 2- Support the professional development of an early childhood workforce in understanding the CSEFEL Pyramid Model
  • Goal 3- Evaluation
  • Building on the state’s strong PBIS map
SEFEL in Maryland

- Maryland was initially one of three states to receive a grant from the Center for Social Emotional Foundations for Early Learning in 2007.
- Since then, SEFEL has been implemented in a variety of different child focused settings within each of Maryland’s 24 Jurisdictions.
- State has allocated RTT & LAUNCH Funds to expand SEFEL.
- State Leadership Committee meets monthly with representation from:
  - Maryland State Department of Education Division of Early Childhood Development
  - Maryland Family Network
  - Maternal & Child Health Bureau
  - Head Start
  - SEFEL trainers
  - SEFEL Coaches
  - Institutes of Higher Learning
  - Public School Systems (teachers, administrators, special educators)
  - Libraries and other resources for families
Race to the Top Early Learning Challenge Grant

- Project 7 Addressing the health and behavioral needs of children through a coherent set of Early interventions and prevention programs
- OMS
- Website
- On-line Training Modules
- Leadership Summits with PBIS
- Building Training and Coaching pool
Maryland’s History with the Pyramid Model:

- Some counties and school systems were early adaptors
  - Prince Georges County
  - Montgomery County
  - Washington County
  - Dorchester County
- Pyramid Model OMS’ start
  - Separate OMS system in existence for MSDE Funded consultation
  - SEFEL Training & Coaching OMS piloted internally in 2016-17 school year, launched state-wide with the cadre in December of 2017.
- Statewide SEFEL Story
  - Survey – who is doing what where?
Maryland State-Wide SEFEL Survey:

- Distributed to key stakeholders and SEFEL leadership to provide lists of known providers
- Did individual outreach through project and county contacts
- Distributed September through November 2017
- 115 responses as of 11/29/17
- Survey Content Focus:
  - Who was trained
  - Their role in SEFEL
  - How they were trained
  - Training/coaching experiences
    - How, When, Where
  - Organization info
  - Based on questionnaires provided by Pyramid Consortium
What is your primary role?
Please select the county and/or counties where most of your work is completed (in Maryland).
Which of the following statements describes your role in SEFEL implementation?

- I am not trained in SEFEL
- I am trained in SEFEL
- I am a SEFEL trainer
- I am a SEFEL coach
- I am a SEFEL Trainer of Trainers
- Other. If selected, please provide your role in SEFEL implementation below.
Do you have experience delivering or receiving SEFEL Coaching?
Please select your experience delivering and/or receiving SEFEL Coaching below.
How often do you provide SEFEL Coaching?
Take Aways

• Many people trained
• SEFEL training through the state
• Variability in when/how they were trained
• Coaching limited – Highly variable in duration and frequency

***More active training and coaching needed***
<table>
<thead>
<tr>
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<th>Maryland SEFEL Cadre of Trainers and Coaches</th>
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<tbody>
<tr>
<td>1</td>
<td>- 29 people trained already to give trainings</td>
</tr>
<tr>
<td>2</td>
<td>- Have agreed to participate for 18 months</td>
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<tr>
<td></td>
<td>- Reliability measure training, coaching, trainings</td>
</tr>
<tr>
<td>3</td>
<td>- Participate in monthly Community of Practice</td>
</tr>
<tr>
<td>4</td>
<td>- Implement practice based coaching where feasible</td>
</tr>
<tr>
<td>5</td>
<td>- More providers trained, <strong>IMPLEMENTING to fidelity</strong></td>
</tr>
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2017 – Launch of State-Wide Cadre Community of Practice:

• In an effort to support this network, and for Cadre members to connect with and learn from each other as well as other states and national experts, we host a monthly community of practice focused on supporting cadre members to deliver principles and practices related to coaching to support SEFEL implementation in its various forms across different settings.

• Community of Practice calls will begin in January 2018 and will offer Cadre members support, including TA from National Pyramid Consortium leadership, around collectively identified topics including:
  • Strategies for engaging workforce and families in coaching models
  • Models of coaching (embedded and external, local and distance, etc.)
  • Components of Practice-Base Coaching
  • OMS system for Tracking Coaching Activities
  • Evaluation and Fidelity Monitoring for Practice-Based Coaching
  • Incorporating SEFEL training modules into various settings with different audiences
Cadre Community of Practice:

- **Goal of the Cadre**: Our goal is to build and grow capacity and fidelity to the SEFEL Pyramid Model across the state. This Cadre follows a model replicated in other states facilitated by the National Pyramid Consortium to develop a statewide network of experts in the Pyramid Model and invest in their ability to support the early childhood workforce, young children, and families in a variety of settings.

- Invitation to apply process – asking for commitment of time and dissemination of the model.

- 30 members that represent: childcare resource centers, ECMH Consultants, resource staff in school systems, head start staff and others.
We asked they spend most of your work time

**2 people listed two work sites**
<table>
<thead>
<tr>
<th>Cadre Component</th>
<th>Implementation Target</th>
<th>What it qualifies you to do</th>
</tr>
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<tbody>
<tr>
<td>TPOT Assessment</td>
<td>Preschool Classroom Fidelity</td>
<td>Assess Fidelity of SEFEL Implementation in Preschool Classrooms</td>
</tr>
<tr>
<td>TPITOS Assessment</td>
<td>Infant/Toddler Classroom Fidelity</td>
<td>Assess Fidelity of SEFEL Implementation in Infant/Toddler Classrooms</td>
</tr>
<tr>
<td>Practice-Based Coaching</td>
<td>Support of Implementation of SEFEL across a range of settings</td>
<td>Provide Coaching to Early Childhood Workforce</td>
</tr>
<tr>
<td>Positive Solutions for Families</td>
<td>Supporting Parents of Preschoolers</td>
<td>Train and coach parents and caregivers</td>
</tr>
<tr>
<td>Parents with Infants Modules</td>
<td>Supporting Parents of Infants &amp; Toddlers</td>
<td>Train and coach parents and caregivers</td>
</tr>
<tr>
<td>SEFEL Infant/Toddler &amp; Preschool Modules</td>
<td>Train, coach and support implementation of SEFEL in a broad-range of child-focused settings</td>
<td>Support implementation of SEFEL in a range of early childhood settings</td>
</tr>
<tr>
<td>Program-Wide and Leadership Modules</td>
<td>Development of leadership and administrative systems to support implementation.</td>
<td>Support leadership teams</td>
</tr>
<tr>
<td>Trauma-Informed and Other Specialized Targets</td>
<td>Supporting specialized populations</td>
<td>Support implementation of SEFEL with respect to target and specialized populations</td>
</tr>
</tbody>
</table>
SEFEL OMS

Social Emotional Foundations for Early Learning Outcomes Monitoring System

The SEFEL Outcomes Monitoring System (OMS) was built to support the SEFEL initiative in Maryland. The SEFEL OMS provides ongoing fidelity and outcomes monitoring of programs using SEFEL for the state of Maryland which help to enhance children’s social/emotional development and school readiness. The OMS evaluation will help to improve training and implementation efforts and also provide data that helps move programs to implement SEFEL in a more standardized way.

Visit the SEFEL Website!
SEFEL resources for families, teachers & caregivers and trainers & coaches

The Institute for Innovation and Implementation

Parent, Infant, and Early Childhood (PIEC)
PIEC, The Institute for Innovation and Implementation, SSW, UMB
Social Emotional Foundations for Early Learning Outcomes Monitoring System

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SEFEL Trainings in Maryland  July 1st 2017- April 1st 2018
Before You Leave For The Day: Please Provide Feedback

bit.ly/PBISMDCoachMay2018